



Chicago Style Citation Guidelines

The Chicago Style is commonly used to cite references in history and social science. There are two formats: humanities (a note followed by a bibliographic entry) and author-date (an in-text citation followed by a reference list). The following examples are in the humanities style, which is the most commonly assigned.

Number the citations and mark them with a superscripted number. Use the same number in the notes to indicate which notes and citations belong to each other. Place the notes (N) either at the bottom of the page that the citation appears on, or the end of the paper/article. In papers with a bibliography, place the bibliographic entries (B) alphabetically, by author's last name, on the bibliography page.

There are numerous examples of both formats in Chapters 16 and 17 of *The Chicago Manual of Style, 15th Edition*. Other examples are accessible online in *The Chicago Manual of Style Online* at: http://www.chicagomanualofstyle.org/tools_citationguide.html

Article in an online journal

N: 33. Mark A. Hlatky et al., "Quality-of-Life and Depressive Symptoms in Postmenopausal Women after Receiving Hormone Therapy: Results from the Heart and Estrogen/Progestin Replacement Study (HERS) Trial," *Journal of the American Medical Association* 287, no. 5 (2002), <http://jama.ama-assn.org/issues/v287n5/rfull/joc10108.html#aainfo>.

B: Hlatky, Mark A., Derek Boothroyd, Eric Vittinghoff, Penny Sharp, and Mary A. Whooley. "Quality-of-Life and Depressive Symptoms in Postmenopausal Women after Receiving Hormone Therapy: Results from the Heart and Estrogen/Progestin Replacement Study (HERS) Trial." *Journal of the American Medical Association* 287, no. 5 (February 6, 2002), <http://jama.ama-assn.org/issues/v287n5/rfull/joc10108.html#aainfo>.

Article in a print journal

N: 8. John Maynard Smith, "The Origin of Altruism," *Nature* 393 (1998): 639.

B: Smith, John Maynard. "The Origin of Altruism." *Nature* 393 (1998): 639–40.

Book

N: 1. Wendy Doniger, *Splitting the Difference* (Chicago: University of Chicago Press, 1999), 65.

B: Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999.

Book Review

N: 1. James Gorman, “Endangered Species,” review of *The Last American Man*, by Elizabeth Gilbert, *New York Times Book Review*, June 2, 2002, 16.

B: Gorman, James. “Endangered Species.” Review of *The Last American Man*, by Elizabeth Gilbert. *New York Times Book Review*, June 2, 2002.

Popular magazine article

N: 29. Steve Martin, “Sports-Interview Shocker,” *New Yorker*, May 6, 2002, 84.

B: Martin, Steve. “Sports-Interview Shocker.” *New Yorker*, May 6, 2002.

Newspaper article

N: 10. William S. Niederkorn, “A Scholar Recants on His ‘Shakespeare’ Discovery,” *New York Times*, June 20, 2002, Arts section, Midwest edition.

B: Niederkorn, William S. “A Scholar Recants on His ‘Shakespeare’ Discovery.” *New York Times*, June 20, 2002, Arts section, Midwest edition.

Web site

N: 11. Evanston Public Library Board of Trustees, “Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach,” Evanston Public Library, <http://www.epl.org/library/strategic-plan-00.html> (accessed July 18, 2002).

B: Evanston Public Library Board of Trustees. “Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach.” Evanston Public Library. <http://www.epl.org/library/strategic-plan-00.html>.

How to Create Footnotes in MS Word

- 1) Click on the place in the text that you want the reference number to appear
- 2) Click on Insert → Reference → Footnote
- 3) Click on Insert
- 4) Type in the text of your footnote

Sample Chicago Essay with Notes and Bibliography

The University of Virginia, whose student honor code dates from 1842, weathered a plagiarism scandal in May 2001, when 122 students were accused of copying research papers.¹ Virginia is not unique. Increasingly, universities are taking a get-tough stance against student plagiarism and cheating. Why? College students are welcomed into a world-wide academic community, one with a collegial atmosphere and high standards of academic integrity. Plagiarism is a serious violation of this integrity.

At Meramec, an English department policy states: “To honor and protect their own work and that of others, all students must give credit to proprietary [private, original] sources that are used for course work. It is assumed that any information that is not documented is either common knowledge in that field or the original work of that student.”² But how can instructors know that students are submitting their own work, not papers bought off the Internet? Researchers make three suggestions: teach students how to research, assign unusual writing topics, and make students use a plagiarism detector. Let’s examine these ideas.

First, instructors must actively teach research and documentation. They cannot assume that students have had this training because in many elementary schools, students learn to “write” by copying articles from encyclopedias.³ Later, they buy papers from Duenow.com. Students unfamiliar with research need practice exercises to help them decide what needs citing.⁴ Such practice is crucial, since research shows that “some students . . .

¹ “Cheating Scandal Met Its Foil in U.Va. Leader,” University of Virginia News, www.virginia.edu/topnews/index.html.

² *Academic Honesty and Plagiarism* (St. Louis: St. Louis Community College – Meramec, 2001).

³ Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 6th Ed. (New York: MLA, 2003), 70.

⁴ Robert Harris, *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism* (Los Angeles: Pyrczak, 2002), 13-14.

view almost anything . . . on the Internet as general knowledge that does not require citation” (McCabe and Drinan).⁵ Meramec Comp 102 students must staple xeroxes of sources used to their finished papers; they must also highlight information used so that instructors know they quoted, paraphrased or summarized accurately, without plagiarizing. Instead of just dumping in quotes, students learn the most basic rule of research: *source material, whether quoted, paraphrased, or summarized, supports a writer’s thesis by anticipating a reader’s questions and need for proof*. Thus, students ask *what* a reader needs to know and *which* source best delivers that information. Students need this hands-on practice in researching.

Next, educators like retired English professor Robert Harris challenge instructors to stop assigning the same boring topics every semester.⁶ Meramec instructors have already gotten creative. For example, history students research genealogy and compile their family trees. Psychology students analyze gender stereotypes in color, theme, and sentiment of “Congratulations on Your New Baby” cards. These students *must* do their own writing—these quirky topics decrease chances that students can simply buy papers off the Net.

Finally, educators advocate using plagiarism detectors as a “psychological deterrent.”⁷ These programs “promote originality in student work [and] improve student writing and research skills”⁸ by flagging suspicious wording so that students can rewrite in their own vocabulary and voice. Instructors want to reach inexperienced writers who plagiarize mistakenly. Teacher John Waltman defines *intentional* plagiarism as “wholesale copying . . . with the intention of representing [work] as one’s own” and *unintentional* plagiarism as “careless paraphrasing and citing . . . such that improper or misleading credit is

⁵ Donald L. McCabe and Patrick Drinan, “Toward a Culture of Academic Integrity,” *Chronicle of Higher Education* (1999): B7.

⁶ Robert A. Harris, *The Plagiarism Handbook Strategies for Preventing, Detecting and Dealing with Plagiarism* (Los Angeles: Pyczak, 2001), 124-125.

⁷ Angela Gooden et al., “Learning to Make a Difference,” *College and Research Libraries News* 64 (2003): 445.

⁸ “Turnitin,” IParadigms, <http://www.turnitin.com/static/home/html>.

given”.⁹ According to Dr. Vicki Ritts, professor of psychology at Meramec, some student plagiarists exhibit the illusion of invulnerability—the “other students might get caught, but not me” attitude.¹⁰ Lafayette High uses plagiarism detectors “not to hurt students, but rather to teach them,” says English teacher Diane Tinucci.¹¹ Now, Meramec instructors will use Turnitin.com to *teach* unintentional plagiarizers but *catch* intentional ones.

Inexperienced writers often plagiarize by mistake. Obviously, the penalty varies with the severity of the offense and the writer’s intention. The unintentional plagiarist might be allowed to revise the paper. The intentional plagiarist will fail the course. Why? It’s simple—members of the academic community do their own work in order to learn. Buying papers off the Internet makes as much sense as paying someone to go to Gold’s Gym and lift weights for you.

⁹ Ann Lathrop and Kathleen Foss, *Student Cheating and Plagiarism in the Internet Era: A Wake-Up Call* (Englewood, CO: Libraries Unlimited, 2000), 163.

¹⁰ Vicki Ritts, interview by Jean Sherry, December 3, 2002.

¹¹ Diane Plattner, “Rockwood’s New Plagiarism Software Keeps an Eye on Students’ Work,” *West Newsmagazine*, November 11, 2002, W4.

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- “Turnitin.” 1998-2005. IParadigms. <http://www.turnitin.com/static/home/html> (accessed November 17, 2005).