

University of North Alabama

**Introduction to
Chicago-Turabian Style**

Center for
WRITING EXCELLENCE

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Introduction to Chicago Style

Kate L. Turabian created the Chicago-Turabian style at the University of Chicago in 1937. This style is highly adaptable to many disciplines and presents source information in an easy-to-find fashion. This handout is based primarily on the 7th Edition of A Manual for Writers, © 2007 Chicago University Press.

The central focus in writing a research paper in Chicago style is the presentation of specific and general source material in an easy-to-understand format that makes distinctions without complicating citation. The genres that use Chicago style often emphasize names and dates and places; the technical aspects are important because they demonstrate the difference between general ideas and specific evidence without cluttering the paper.

Elements

Each paragraph or section of your research paper needs to have three distinct parts: **claim**, **evidence**, and **discussion**. The claim refers back to your thesis, the evidence supports the claim, and the discussion explains how the evidence given is relevant.

Chicago style provides a straightforward method for distinguishing between the individual points of evidence you use and the general research you consulted. Although it is possible to use parenthetical citations in Chicago style (see page 5), the primary citation method uses footnotes on each page to immediately cite sources. This method includes a collection of all your sources in a bibliography at the end of the paper; this is called *Notes-Bibliography* citation.

Simply giving evidence is never enough. You always need to explain how the source can be used to support your claim and the overall purpose of your paper. It is better to have one or two sources that are thoroughly explained than to have three or four sources without any context or explanation.

Presentation

Chicago style can be used for research papers, dissertations, or even theses. The layout and presentation of a dissertation or thesis is slightly different from the layout of a research paper. This guide presents a title page and other page examples that are intended for a research paper. The example used is a medium-length research paper with an introduction, three chapters, and a conclusion. If your research paper or essay is shorter than this, adjust accordingly. Not all papers will need a table of contents.

Chicago style is intended to present information in a way that reflects your progress from research question and hypothesis to research and conclusions. Keep this in mind, both with respect to the organization of your paper and the progression of ideas in your paper.

Layout Overview

Title page

Ú[çã^•Á@Áí^Áç Áç/Áç •DÁ@Áç @!çÁ name, the name of the class, and due date. No page number. Answers the questions of *Who*, *What*, and *When*.

Contents

If the paper is long enough to have separate chapters, include a table of contents. Use the headings in the paper. Number with lowercase Roman numerals. See page 2.

Body pages

12 point font for text and 10 point font for footnotes, tables, and captions, one-inch margins, indented double-spaced paragraphs. Single-space block quotations, tables, and captions.

Bibliography page

%ó|ã *!ã @+Á!Áù[~!&•ÁÖ[}~|çã+Á centered at the top of the page. Uses hanging indent to separate individual references. Answers all the basic Chicago questions (see page 4).

INTRODUCTION TO CHICAGO STYLE

Citing Sources

Each source you use will be cited at the end of the paper in the bibliography. The source will also be cited wherever it has been integrated. It is possible to do this using **parenthetical citations**. These use the last name of the author, the year of publication, and the specific page number you are referencing. If you do not have an author, use the first part of the title. Examples of parenthetical citations:

(Vaughn 2000, 537)

(Matthews n.d., 12)

(“The American Dream” 12)

Only use parenthetical citations if this is specifically requested by the instructor. **In the majority of cases, Chicago papers use the *Notes-Bibliography* style.**

Notes-Bibliography style lists sources in footnotes, allowing the reader to locate and identify the specific sources quickly while they read. Footnotes also allow you to cite interviews, extremely common sources such as Scripture, and personal communication, none of which would appear in a bibliography. The comprehensive bibliography at the end gives readers a chance to see an overall alphabetized listing of all the sources you used or consulted, but sources are still listed on each page.

Automatic formatting or citation machines, including

- If you are citing an **article** of any

without exception. The following steps are usually taken during the first few days of Marine Corps basic training (called Recruit Receiving):

parentheses (For example: (1) your first point, (2) your second point, and (3) your third point). If you have more than two or three points or if the items in your list are long, you can organize them as show in the example at left. Only conclude each item in the list with a period if the items are all complete sentences.

Whenever a large quantity of information needs to be displayed, you can use a **table** to organize and present it. There are various ways to put together a table. Avoid using vertical lines; columns of figures should show the vertical arrangement of the data. The example on the following page shows how simple data can be organized using a basic table; this model can be adapted as needed. Make sure that tables are appropriately titled and numbered. Keep the presentation as simple as possible; if you are trying to show a distinction between two groups of figures, you can separate the groups with an extra line space.

Explaining tables in your text is important so that the reader will understand their relevancy. If there is a

completely. The basic data obtained in the survey is shown in the following table.

Table 4

Average Age of Recruits Entering Basic Training

Branch	Male Recruits	Female Recruits
Army	20.2	20.6
Marines	19.1	19.3
Air Force	22.8	23.1

Table 4 shows that female recruits join the military at a later age than their male counterparts. Younger individuals are likely to enter the more rigorous branches

Bibliography

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