

# Chicago Style Guide

RHAM High School  
Hebron, CT 06248

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### **RHAM High School Academic Regulation on Plagiarism and Obtaining an Unfair Advantage**

One of RHAM High School's primary goals is to maintain high standards for its students in all areas, including scholarship and personal integrity. In order to encourage respect for self and others, and to maintain academic integrity, RHAM High School has instituted an academic regulation on plagiarism and obtaining an unfair advantage. The purpose for creating this regulation is to foster intellectual development, ethical behavior and responsible citizenship, establish consistency of expectations, and ensure an understanding of the consequences which will result if these regulations are not followed.

In an effort to prevent plagiarism and to help students thoroughly engage in the research and writing process, teachers will be using an on-line program called "Turnitin". This program is used at high schools and universities throughout the world.

The regulation pertains to the following categories:

**Plagiarism:** presenting as your own the ideas, opinions or work of others whether copied from source material, purchased, or otherwise obtained without giving proper credit through documentation. Examples of such actions include but are not limited to:

- copying ideas, opinions or text from print or non-print sources.
- cutting and pasting from electronic sources.
- purchasing or copying pre-written papers.

**Obtaining an unfair advantage:** stealing, cheating, or lying with the intention of achieving a better grade on tests, quizzes, or academic assignments by dishonest methods. Examples of such actions include but are not limited to:

- obtaining or passing on unauthorized copies of or information about tests, quizzes, or other course assignments.
- unauthorized use of notes (written, electronic, or other), books, or other data during a quiz or a test.
- stealing or concealing school course materials with the purpose or result of depriving other students of their use.
- stealing or copying of another student's answers, homework, or assignments.
- assisting another student in any of the actions described above.

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A paper with any material which has been copied will be considered to have been plagiarized. There is no distinction between a small amount of material that is plagiarized and a large amount. The same consequences apply regardless of the type or amount of copied material. Consequences for violations of the regulation during a student's academic career at RHAM High School are as follows:

First Offense:

- a grade of zero for the assignment
- a discipline referral
- contact parent/guardian
- recorded on discipline file

Any subsequent offense:

- a grade of zero for the assignment
- documentation of offense will be placed in the student's guidance file which is kept for 6 years after the student leaves the district.
- a mandatory meeting with parent, teacher, and guidance counselor

Note:

Violations of the Academic Regulations may have an impact on candidacy for and/or in the National Honor Society, academic scholarships and awards, as well as college recommendations.

Source: RHAM High School Student & Parent Handbook

## INTRODUCTION

Although all fields of research agree on the need to document sources, they do not all agree on the format. Different subjects prefer certain styles of documentation. **Before you begin writing your paper, it is important to check with your teacher for assignment guidelines.**

This style guide contains the most common type of materials used in academic research; however, it is not a complete reference. A copy of Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7<sup>th</sup> edition, is available for use in the Media Center.

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## WHEN TO CITE SOURCES

Whenever you write a paper that includes information you got from books, magazines, videos, etc., you need to identify the sources you've used. Failing to cite sources is PLAGIARISM.

*You must always give credit to the people whose ideas you are using.*

There are several situations in which it is necessary to provide a citation for a sentence or paragraph, or a specific phrase or fact.

*How do I know what to cite?*

If a statement meets any of the following criteria, a citation is probably needed:

- refers to obscure facts, or information that is not commonly known
- information has been gained from the results of a scientific study
- is a direct quote from another source, including speeches or multimedia sources
- includes statistics that the writer did not calculate on their own
- refers to a particular line of poetry or prose, or a very specific incident in a novel
- provides an argument that was developed by someone else

*Some things don't need to be cited—if you're not sure, ask yourself these questions about the information:*

- is it common knowledge (would most people know it already)?
- is it very general or vague?
- has it been discussed in-depth during class and considered expected basic knowledge about the topic?

*Why does this matter?*

- you can get a zero on your work, detention, and an entry in your permanent school record [see RHAM Board of Education policy below]
- if it happens when you're in college, you can be expelled

*The smartest things you can do to protect yourself are:*

- always write down your sources when you take notes, or make sure source name [and URL if necessary] is on printouts
- NEVER, EVER, EVER copy or cut and paste from a source to your paper

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## CHICAGO GENERAL FORMAT

### MARGINS

Margins in Chicago format should be one inch at the top and bottom and on both sides of each page of the text.

### FONT AND FONT SIZE

Times New Roman or Calibri may be used, with 11 or 12-point font size.

### PAPER

Use only white, 8 1/2" by 11" paper. Print on only one side of the paper.

### SPACING

Double-space the entire document, including long quotations that have been set off from the text.

### PAGE NUMBERS AND RUNNING HEAD

Number all pages except the title page in the upper right corner. Include your last name before the page number to help identify pages in case they come loose from your manuscript.

### TITLE PAGE

Class papers should begin with a title page (some instructors prefer that text begin on the title page—check with your teacher for his/her preference.)

On the title page include the full title of your paper and your name. Your instructor will usually want you to include the course title, the instructor's name, and the date as well. Do not type a number on the title page but count it in the document numbering; that is, the first page of the text will usually be numbered 2.

### TITLE

Title should be centered, one-third from the top of the page. Your name should be one-third from the bottom of the page, followed by the name of the course, and then the date. These should be single-spaced.

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## QUOTING, PARAPHRASING, AND SUMMARIZING

### Quotations

*You can borrow from the works of other writers as you research. Good writers use three strategies—summarizing, paraphrasing and quoting—to blend source materials in with their own, while making sure their own voice is heard.*

**Quotations are the exact words of an author, copied directly from the source word for word. Quotations must be cited!**

*Use quotations when you want to:*

- add the power of an author’s words to support your argument
- disagree with an author’s argument
- highlight particularly eloquent or powerful phrases or passages
- compare and contrast specific points of view
- note the important research that precedes your own

Quoting accurately is critical. Quotations must be incorporated into clear, grammatically correct, sentences. Quotations should be used sparingly in any paper; most of the paper should contain information paraphrased in your own words. Quotations can be complete or partial. When including a quotation in a paper, follow the guidelines below.

**If a quotation runs no more than forty words, put it in quotation marks and include it in the body of the text.**

Interpreting these results, Robbins et al. suggested that the “therapists in dropout cases may have inadvertently validated parental negativity about the adolescent without adequately responding to the adolescent’s needs or concerns”, contributing to an overall climate of negativity.<sup>4</sup>

**If a quotation ending a sentence requires a citation, place the period after the reference.**

Confusing this issue is the overlapping nature of roles in palliative care, whereby “medical needs are met by those in the medical disciplines; nonmedical needs may be addressed by anyone on the team.”<sup>9</sup>

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**If a quotation is forty or more words, set it off from the text by beginning a new line, indenting one inch from the left margin, and typing it double-spaced without adding quotation marks. A colon usually introduces a quotation like this.**

Classroom integration and writing instruction are natural uses for blogs. In the classroom, blogs are similar in concept to personal journal writing because they are:

often short, informal pieces of writing that can deal with personal topics and ideas. Even when they focus on serious topics, they are personal expressions of thoughts and ideas and contain opinion as well as facts.

Although writing is most often the purview of English and language arts teachers, all subjects can involve written explanations of ideas and strategies.<sup>23</sup>

**If you need to quote two or more paragraphs, indent the first line of each paragraph an additional quarter inch.**

Others have contradicted this view:

Co-presence does not ensure intimate interaction among all group members. Consider large-scale social gatherings in which hundreds or thousands of people gather in a location to perform a ritual or celebrate an event.

In these instances, participants are able to see the visible manifestation of the group, the physical gathering, yet their ability to make direct, intimate connections with those around them is limited by the sheer magnitude of the assembly.<sup>6</sup>

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### Ellipsis

Use three spaced ellipsis points (...) within a sentence to indicate that you have left out material from the original source. Use four points (....) to indicate any omission between two sentences. Do not use ellipsis points at the beginning or end of any quotation unless, to prevent misinterpretation, you need to emphasize that the quotation begins or ends mid-sentence. Use brackets, not parentheses, to enclose material such as an addition or explanation inserted in a quotation by some person other than the original author.

“They are studying, from an evolutionary perspective, to what extent [children’s] play is a luxury that can be dispensed with when there are too many other competing claims on the growing brain...”<sup>2</sup>

### Paraphrasing

When writing a research paper, most of the text should be written in your own words. That does not mean, however, that you do not have to give credit to the original sources that you consulted to learn the information needed to write the paper. **Paraphrasing means rephrasing the words of an author, putting his/her thoughts in your own words. A paraphrase can be viewed as a “translation” of the original source.**

When you paraphrase, you rework the source’s ideas, words, phrases, and sentence structures with your own. Paraphrased text is often, but not always, slightly shorter than the original work.

*Paraphrase when you want to:*

- avoid overusing quotations
- use your own voice to present information

Internal citations are required for all paraphrased information in the text, except your prior knowledge of the subject or universally known information about the subject. Failure to internally cite paraphrased information is a form of plagiarism because you have failed to give credit to someone else’s ideas.

### Summarizing

**Summarizing involves putting the main idea(s) of one or several writers into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summarized ideas are not necessarily presented**

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**in the same order as in the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.**

*Summarize when you want to:*

- establish background or offer an overview of a topic
- describe common knowledge (from several sources) about a topic
- determine the main ideas of a single source

**Chicago style formatting has TWO CITATION STYLES—*Bibliography* style and *Reference List* style. Always check with your teacher to see which is required.**

Be sure to make note of the following essential information for each source:

1. Title of work; title of magazine or journal if source is an article in a larger publication
2. Author
3. Publication location & date
4. Page number/s of source material (all page numbers should be noted if item is an article or part of a larger source; i.e., chapter in a book)
5. URL if source is online; date you accessed the source

## **BIBLIOGRAPHY STYLE**

In bibliography-style citations, you signal that you have used a source by placing a superscript number at the end of the sentence in which you refer to it.

He argues that “in an uncertain world, printed materials can be put to use in ways that make them powerful.”<sup>1</sup>

You then cite the source of that quotation in a correspondingly numbered note that provides information about the source (author, title, publication data, and relevant page number/s).

**Notes/N** are printed at the bottom of the page (*footnotes*) or in a list collected at the end of your paper (*endnotes*). All notes have the same general form:

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N:           1. Adrian Johns, *The Nature of the Book: Print and Knowledge in the Making*  
[Chicago: University of Chicago Press, 1998], 623.

If you cite the same text again, you can shorten subsequent notes:

N:           5. Johns, *Nature of the Book*, 384-85.

In most cases, you also list sources (in alphabetical order) at the end of your paper in a **bibliography/B**. This list normally includes every source you cited in a note and sometimes others that you consulted, but did not cite. Each bibliography entry includes the same information contained in a full note, but in a slightly different form:

B:       Johns, Adrian. *The Nature of the Book: Print and Knowledge in the Making*. Chicago: University of Chicago Press, 1998.

### REFERENCE-LIST STYLE

In reference-list style citations, you signal that you have used a source by placing a **parenthetical citation/P** (including author, date, and relevant page numbers) next to your reference to it:

He argues that “in an uncertain world, printed materials can be put to use in ways that make them powerful” (Johns, 1998, 623).

At the end of the paper, you list all sources in a **reference list/R**. This list usually includes every source with a parenthetical citation, and sometimes others that you consulted but did not cite. Reference list entries include complete bibliographical data for a source, because parenthetical citations do not. **\*Only the first word of the title and proper names are capitalized.** All reference list entries have the same general form:

R:       Johns, Adrian. 1998. *The nature of the book: Print and knowledge in the making*. Chicago: University of Chicago Press.

**\*\*NOTE: NOTES, BIBLIOGRAPHY & REFERENCE LIST ARE FORMATTED WITH SINGLE LINE SPACING – A DOUBLE SPACE IS USED BETWEEN ENTRIES**

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## PRINT SOURCES

### Book, single author

- N.           1. Philip Ball, *Bright Earth: Art and the Invention of Color* (New York: Farrar, Straus and Giroux, 2001), 140.
- B.       Ball, Philip. *Bright Earth: Art and the Invention of Color*. New York: Farrar, Straus and Giroux, 2001.
- P.       (Ball, 2001, 140)
- R.       Ball, Philip. 2001. *Bright Earth: art and the invention of color*. New York: Farrar, Straus and Giroux.

### Book, two authors

- N.           3. Guy Cowlshaw and Robin Dunbar, *Primate Conservation Biology* (Chicago: University of Chicago Press, 2000), 4-7.
- B.       Cowlshaw, Guy, and Robin Dunbar. *Primate Conservation Biology*. Chicago: University of Chicago Press, 2000.
- P.       (Cowlshaw and Dunbar, 2000, 219)
- R.       Cowlshaw, Guy and Robin Dunbar. 2000. *Primate conservation biology*. Chicago: University of Chicago Press.

### Book, three authors

- N.           8. Joyce Appleby, Lynn Hunt, and Margaret Jacob, *Telling the Truth about History* (New York: W.W. Norton & Company, 2004), 135-36.
- B.       Appleby, Joyce, Lynn Hunt and Margaret Jacob. *Telling the Truth about History*. New York: W.W. Norton & Company, 1994.
- P.       (Appleby, Hunt, and Jacob, 1994, 219-21)
- R.       Appleby, Joyce, Lynn Hunt, and Margaret Jacob. 2004. *Telling the truth about history*.

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### **Book, more than three authors**

- N. 13. Edward O. Laumann et al., *The Social Organization of Sexuality: Sexual Practices in the United States* (Chicago: University of Chicago Press, 2004), 262.
- B. Laumann, Edward O., John O. Gagnon, Robert T. Michael, and Stuart Michaels. *The Organization of Social Media: Virtual Relationships in the United States*. Chicago: University of Chicago Press, 2004.
- P. (Laumann et al., 2004, 179-183)
- R. Laumann, Edward O., John O. Gagnon, Robert T. Michael, and Stuart Michaels. 2004. *The organization of social media: Virtual relationships in the United States*. Chicago: University of Chicago Press.

### **Book, editor in addition to author**

- N. 9. Yves Bonnefoy, *New and Selected Poems*, ed. John Naughton and Anthony Rudolf (New York: Bantam Books, 2007), 35.
- B. Bonnefoy, Yves. *New and Selected Poems*. Edited by John Naughton and Anthony Rudolf. New York: Bantam Books, 2007.
- P. (Bonnefoy, 2007, 235)
- R. Bonnefoy, Yves. 2007. *New and selected poems*. Ed. John Naughton and Anthony Rudolf. New York: Bantam Books.

### **Book, editor in place of an author**

- N. 12. Timothy E. Fillup and Albert J. Toohighe, eds., *America Gets Pumped: Politics and Gas Prices* (New York: Rutledge, 2009), 409.
- B. Fillup, Timothy E., and Albert J. Toohighe, eds. *America Gets Pumped: Politics and Gas Prices*. New York: Rutledge, 2009.
- P. (Fillup and Toohighe, 2009, 1211)
- R. Fillup, Timothy, and Albert J. Toohighe, eds. 2009. *America gets pumped: Politics and gas prices*. New York: Rutledge.

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### **Book, organization as author**

- N.           29. World Health Organization. *Organization of Services for Mental Health*. (Geneva:World Health Organization, 2003), 50.
- B.           World Health Organization. *Organization of Services for Mental Health*. Geneva: World Health Organization, 2003.
- P.           (World Health Organization 2003)
- B.           World Health Organization. 2003. Organization of services for mental health. Geneva: World Health Organization.

### **Book, author's name in title**

- N.           87. *Memoirs of W.T. Sherman*, ed. Charles Royster (New York: Library of America, 2000), 836.
- B.           Sherman, W.T. *Memoirs of W.T. Sherman*. Edited by Charles Royster. New York: Library of America, 2000.
- P.           (Sherman, 1999, 34)
- R.           Sherman, W.T. 2000. *Memoirs of W.T. Sherman*. Ed. Charles Royster. New York: Library of America.

### **Book, chapter or other titled part**

- N.           5. John Charles Chasteen, "Neocolonialism," in *Born in Blood and Fire: A Concise History of Latin America* (New York: W.W. Norton & Company, 2001), 190-91.
- B.           Chasteen, John Charles. "Neocolonialism." In *Born in Blood and Fire: A Concise History of Latin America*, 179-206. New York: W.W. Norton & Company, 2001.
- P.           (Chasteen, 2001, 184)
- R.           Chasteen, John Charles. 2001. Neocolonialism. In *Born in Blood and Fire: A Concise History of Latin America*, 179-206. New York: W.W. Norton & Company.

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### Book, online

- N. 1. Julian Samora and Patricia Vandel Simon, *A History of the Mexican-American People*, rev. ed (East Lansing, MI: Julian Samora Research Institute, Michigan State University, 2000), under “Civil War in Mexico,” [http://www.jsri.mse.edu/museum/pubs/MexAmHist/chapter 14.html#six](http://www.jsri.mse.edu/museum/pubs/MexAmHist/chapter%2014.html#six) (accessed December 19, 2011).
- B. Samora, Julian, and Patricia Vandel Simon. *A History of the Mexican-American People*. Rev. ed. East Lansing, MI: Julian Samora Research Institute, Michigan State University, 2000. [http://www.jsri.mse.edu/museum/pubs/MexAmHist/chapter 14.html#six](http://www.jsri.mse.edu/museum/pubs/MexAmHist/chapter%2014.html#six) (accessed December 19, 2011).
- P. (Samora and Vandel Simon 2000, under “Civil War in Mexico”)
- R. Samora, Julian, and Patricia Vandel Simon. 2000. *A history of the Mexican-American People*. Rev. ed. East Lansing: MI: Julian Samora Research Institute, Michigan State University, 2000. [http://www.jsri.mse.edu/museum/pubs/MexAmHist/chapter 14.html#six](http://www.jsri.mse.edu/museum/pubs/MexAmHist/chapter%2014.html#six) (accessed December 19, 2011).

### Book, electronic edition

- N. 9. Thomas H. Davenport and John C. Beck, *The Attention Economy: Understanding the New Currency of Business* (Cambridge, MA: Harvard Business School Press, 2011), Kindle edition.
- B. Davenport, Thomas H., and John C. Beck. *The Attention Economy: Understanding the New Currency of Business*. Cambridge: Ma: Harvard Business School Press, 2011. Kindle edition.
- P. (Davenport and Beck 2011)
- R. Davenport, Thomas H., and John C Beck, 2011. *The attention economy: Understanding the new currency of business*. Cambridge, MA: Harvard Business School Press. Kindle edition.

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### Journal article

- N.           12. Nancy L. Green, "The Politics of Exit: Reversing the Immigration Paradigm," *Journal of Modern History* 77 (June 2005): 275.
- B.           Green, Nancy L. "The Politics of Exit: Reversing the Immigration Paradigm." *Journal of Modern History* 77 (June 2005): 263-89.
- P.           (Greene 2005, 275)
- R.           Green, Nancy L., 2005. The politics of exit: Reversing the immigration paradigm. *Journal of Modern History* 77: 263-89.

### Magazine article

- N.           13. Mark Schapiro, "New Power for 'Old Europe,'" *The Nation*, December 27, 2004, 12-13.
- B.           Schapiro, Mark. "New Power for 'Old Europe.'" *The Nation*, December 27, 2004.
- P.           (Schapiro, 2004, 12-13)
- R.           Schapiro, Mark. 2004. New power for "Old Europe." *The Nation*, December 27.

### Newspaper article

- N.           9. Blair Kamin, "Wrigley Building Clearly a Landmark," *Chicago Tribune*, July 1, 2005.
- B.           Kamin, Blair. "Wrigley Building Clearly a Landmark." *Chicago Tribune*, July 1, 2005.
- P.           (Kamin 2005)
- R.           Kamin, Blair. 2005. Wrigley building clearly a landmark. *Chicago Tribune*, July 1, 2005.

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## ONLINE SOURCES

### Journal article in online database

- N. 17. Brian Uzzi, "Collaboration and Creativity: The Small World Problem," *American Journal of Sociology* 111, no. 2 (September 2007). Accessed on December 19, 2009. <http://www.journals.uchicago.edu/AJS/journal/issues/v111n2/090090/090090.html>.
- B. Uzzi, Brian. 2007. "Collaboration and Creativity: The Small World Problem," *American Journal of Sociology* 111, no. 2.
- P. (Brian Uzzi 2007)
- R. Uzzi, Brian. 2007. Collaboration and creativity: The small world problem. *American Journal of Sociology* 111, no. 2. Accessed on December 19, 2009. <http://www.journals.uchicago.edu/AJS/journal/issues/v111n2/090090/090090.html>.

### Database

Your instructor may prefer that you provide shortened URL information for sources. If this is the case, consider using [tinyurl.com](http://tinyurl.com)

- N. 11. Hamilton, Alexander. "Excerpt of Final Version of the Report on the Subject of Manufactures." *The Immigrant Experience*. Woodbridge, CT: Primary Source Media, 1999. American Journey. *Gale U.S. History In Context*. Accessed October 9, 2012. <http://tinyurl.com/8aotb6t>
- B. Hamilton, Alexander. "Excerpt of Final Version of the Report on the Subject of Manufactures." *The Immigrant Experience*. Woodbridge, CT: Primary Source Media, 1999. American Journey. *Gale U.S. History In Context*. Accessed October 9, 2012. <http://tinyurl.com/8aotb6t>
- P. (Hamilton 1999)
- R. Hamilton, Alexander. 1999. Excerpt of final version of the report on the subject of manufactures. *The Immigrant Experience*. Woodbridge, CT: Primary Source Media, 1999. American Journey. *Gale U.S. History In Context*. Accessed October 9, 2012. <http://tinyurl.com/8aotb6t>

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## Website

- N.           14. RHAM High School Library Media Center, “Tools for Students,”  
<http://www.rhamhslmc.info/id29.html> (accessed October 8, 2012).
- B.           RHAM High School Library Media Center. “Tools for Students.”  
<http://www.rhamhslmc.info/id29.html> (accessed October 8, 2012).
- P.           (RHAM High School)
- R.           RHAM High School Library Media Center. Tools for students.  
<http://www.rhamhslmc.info/id29.html> (accessed October 8, 2012).

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### SAMPLE CHICAGO STYLE REFERENCE LIST

Entries are alphabetized by authors' last names.

First line of entry is at left margin; additional lines are indented ½".

Entries are single-spaced, with double-spacing between entries. (Some instructors may prefer double-spacing throughout – check with your teacher.)

Dah 10

#### References

Attenborough, David. 1990. *Life on Earth: A Natural History*. videorecording. Produced by Richard Brock and John Sparks. US: Warner Home Video.

Australia. Department of Agriculture, Fisheries and Forestry. 2007. *Biosecurity: Protect Your Animals and Produce from Pests and Disease*. <http://www.daffa.gov.au/animal-plant-health/pests-diseases-weeds/biosecurity>.

Australian Bureau of Statistics. 2000. *Livestock Products, Australia, March Quarter* (cat. no. 7215.0). AusStats, <http://www.abs.gov.au/ausstats>.

Bitá, Natasha. 2006. "Bird Flu Outbreaks May be Hidden." *The Australian*, June 1: 3. <http://www.theaustralian.com.au>.

Bunny, F. 1995. "Biology and Ecology of *Phytophthora citricola*." In *Native Plant Communities Affected By Mining*. microfiche. East Perth, W.A.: MERIWA.

Carneiro, P.C. F., S.M. Cirio, and M. Schorer. 2006. "Pathological Study of Jundia Fingerlings Experimentally Infected by Ich and Submitted to Conventional Treatments." *Archives of Veterinary Science* 11(1): 33-38.

Castillo-Olivares, Javier, and James Wood. 2004. "West Nile Virus Infection of Horses." *Veterinary Research* 35: 467-483.

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### SAMPLE CHICAGO STYLE BIBLIOGRAPHY

Entries are alphabetized by authors' last names.

First line of entry is at left margin; additional lines are indented ½".

Entries are single-spaced, with double-spacing between entries. (Some instructors may prefer double-spacing throughout – check with your teacher.)

Dah 10

#### Bibliography

- Castel, Albert. "The Fort Pillow Massacre: A Fresh Examination of the Evidence." *Civil War History* 4, no. 1 (1958): 37-50.
- Cimprich, John, and Robert C. Mainfort Jr., eds. "Fort Pillow Revisited: New Evidence about an Old Controversy." *Civil War History* 28, no. 4 (1982): 293-306.
- Cornish, Dudley Taylor. *The Sable Arm: Black Troops in the Union Army, 1861-1865*. Lawrence: University Press of Kansas, 1987.
- Foote, Shelby. *The Civil War, a Narrative: Red River to Appomattox*. New York: Vintage, 1986.
- Forrest, Nathan Bedford. "Report of Maj. Gen. Nathan B. Forrest, C. S. Army, Commanding Cavalry, of the Capture of Fort Pillow." Shotgun's Home of the American Civil War. Accessed March 6, 2008. <http://www.civilwarhome.com/forrest.htm>.
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