

# CHICAGO-STYLE FORMAT GUIDE

## BRIERCREST COLLEGE AND SEMINARY

This document aims to assist you in formatting your written assignments at Briercrest College and Seminary. What follows is based on *The Chicago Manual of Style*, 17<sup>th</sup> edition which can be found in the reference section of Archibald Library (call number = Ref. 808.027 C5336). Please note that this is a quick reference guide and, as such, it only covers the most common formatting issues. You might also find the official Chicago-style citation guide helpful. It can be accessed at: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

### GENERAL

Use 8½” x 11” paper for academic essays and reports.

Do not use file folders or report covers (unless otherwise directed); simply staple your pages in the upper left corner.

Please use left justification for academic papers.

Academic papers should be double-spaced.

Use the *Times New Roman* font in its 12-point size in the main body of your paper; use the corresponding 10-point font for footnotes.

### THE INITIAL PAGE

Please refer to the sample first pages on pages 18–19 of this guide.

Enter your name in the upper left-hand corner. Double-space down and enter your instructor’s name. Double-space and enter the course number (and section number, if applicable). Double-space once again and enter the due date for the assignment.

Double-space and centre the title of your paper. It should be in capital letters (do not underline or italicize it). If your title is more than one line in length, the first line should be 4½ inches; subsequent lines should be formed into an inverted pyramid and double-spaced.

If your paper requires a thesis statement and outline, triple-space after the last line of the title and add the thesis statement and outline as per the sample on page 17. (Please see the bottom of page 2 for further instructions.) Begin your essay at the top of the following page. If your paper does not require a thesis statement/outline, triple space after the title and begin your essay (see sample on page 18).

## MARGINS

Please use the following margins. Note that these may differ from the default settings of your word processor (and from the APA and MLA format guides):

All margins—1 inch

All pages should have a 1 inch top margin, except when the page includes a title such as “BIBLIOGRAPHY” or “APPENDIX”. In those cases, the heading is positioned 2 inches from the top of the page and your entries begin on the third line below it.

## PAGE NUMBERS

Page numbers should be centred and placed  $\frac{3}{4}$  of an inch from the bottom of the page. The first page of your paper (with or without an outline) should be paginated with the Arabic numeral 1. Pagination should continue to the end of the paper—including the bibliography and appendices.

## THESIS STATEMENT

A thesis statement is a sentence which states the claim (or central argument) you intend to defend. It must be more than a simple declaration of your topic. It should be **substantive**, that is, it should make a claim that is interesting and important. Ask yourself, “Is this issue significant enough to hold my readers’ interest?”

A thesis statement should be **contestable** or debatable. Will it make your reader think, “You’ll have to persuade me to accept that”!

A thesis statement should be **explicit**. It should be highly-focused and contain specific concepts and claims.

**Poor thesis statement:** Socrates criticizes several people and ideas.

**Improved thesis statement:** Socrates’s attack on Polemarchus’s definition of justice is unsuccessful because Socrates erroneously assumes that justice is a craft.

## OUTLINE AND HEADINGS

See the sample outline on page 17.

Your outline follows the course data, title, and thesis statement on the first page of your essay. Your thesis statement should begin on the third line below the title. Type “Thesis:” at the left margin and enter your thesis statement. On the second line below the thesis statement, type your first major heading. Headings should be labelled in the following, descending order:

I. A. 1. a) (1) (a) (i)

I. Major Point

A. Sub-point in support of major point

1. Reason or example for sub-point A.

a) First supporting detail for 1.

(1) Expansion of a)

Each level is indented so that the A. goes under the first letter of the first word in level I.; the 1. goes under the first letter of the first word in level A., and so on. Periods and parenthesis should line up vertically, one directly under the other (watch out for Roman numerals). Headings are capitalized sentence style, that is, you should only capitalize first words, proper nouns, and proper adjectives.

If all headings/subheadings are complete sentences you should place a period at the end of each one. If all headings are not complete sentences, do not put periods after any heading. Regardless of whether you choose to use phrases or complete sentences in your outline, all entries must have the same grammatical form: do not mix phrases and sentences.

Your outline should avoid “orphan” entries, that is, you should not have an A. without a B., a 1. without a 2., etc.

Major headings (e.g., BIBLIOGRAPHY) should be typed in capital letters and centred 2 inches from the top of the page. Begin typing on the third line below the heading.

Subheadings are not necessary in most academic papers at the undergraduate level. However, if you use subheadings, they should be placed on the third line below the final line of the previous paragraph. Continue the text on the second line below the subheading.

## **PUNCTUATION**

### **Double Quotation Marks**

Use the following guidelines when using punctuation with double quotation marks:

.” ,” ”: ”;

”?” ”!—If the punctuation mark pertains to the entire sentence of which the quotation is part.

?” !”—If the punctuation mark is part of the quoted material.

If quoted material ends in a semicolon or colon in the original, the punctuation can be changed to a comma or a period to fit into the structure of your sentence.

When you quote from the Bible, the punctuation is placed after the parentheses. Example:

“Jesus wept” (John 11:35).

### **Single Quotation Marks**

. ’ , ’ Generally, single quotation marks come after the punctuation marks.

### **Spacing After Punctuation**

Leave one space after all punctuation, (e.g., , ; : . ? !)

Do not leave a space after colons when used in Scripture references or between hours and minutes (e.g., Rom 3:23; 6:30 p.m.).

Do not leave a space after periods in abbreviations such as: i.e., e.g., a.m., p.m.

Leave a single space after periods following initials in names (e.g., J. R. R. Tolkien).

### **Hyphens and Dashes**

A hyphen is made with one stroke of the hyphen key. A dash is made with two conjoined hyphens (or one e-m dash, to be precise).

Do not leave a space before or after hyphens or dashes. Examples:

Vancouver is a fast-growing city.

The proposal may—in fact, does—meet all the requirements.

### **Notation Numbers**

The footnote notation number is placed after the punctuation and the final quotation marks. It is superscripted (as per the number at the end of this sentence).<sup>1</sup>

### **Ellipses . . .**

Ellipses show that you have omitted part of the material you are quoting. Ellipsis points are made by using the period key. In most cases there will be three ellipsis points, each of which is followed by a space.

Ellipses before or after quotations are unnecessary.

If omitting material from the beginning of a sentence, do not capitalize the first word of your quotation if it is not capitalized in your source. Example:

The Apostle John indicates that God “gave his one and only Son, that whoever believes in him shall not perish but have eternal life” (John 3:16).

If you are omitting words from the middle of a sentence, place the ellipsis points in the space the material would normally occupy. Example:

“Whoever believes . . . shall not perish” (John 3:16).

If you are omitting material after a complete sentence, use four ellipsis points (the first point is the period belonging to the first sentence). Example:

“The family may fairly be considered, one would think, an ultimate human institution. . . . It has been the main cell and central unit of almost all societies hitherto.”

## QUOTATIONS

Quotations should be typed exactly as they are in the original, including wording, spelling, and punctuation (see the exception mentioned above in *Punctuation: Double Quotation Marks*).

Quotations shorter than five lines should be incorporated into the text and enclosed in double quotation marks.

Quotations that are five or more lines long should be set off as block quotations (this paragraph is an example of a block quotation). A blank line should separate the regular text from the block quotation. Block quotations are single-spaced and offset ½ inch from the left-hand margin. If there is a paragraph indention in the original text, show it by indenting the first word of the block quotation another ½ inch. Do not enclose a block quote in quotation marks. Do not use right justification or right indentation with block quotations.

## ITALICS

Italicized text commonly indicates the titles of publications (e.g., *Mere Christianity*, *Maclean's*, *Macbeth*), and words from another language (e.g., *a priori*, *agape*). You can also make *limited* use of italics for emphasis. Titles of short stories, short poems, book chapters, and magazine articles are not italicized. Use quotation marks around these titles.

## ABBREVIATIONS AND CONTRACTIONS

Scholarly abbreviations, such as e.g., and i.e., should be used sparingly and within parentheses.

Example: “Restrictions on the sulphur content of fuel oil are already in effect in some cities (e.g., Paris, Milan, and Rome), and the prospect is that limits will be imposed sooner or later.”

(Note the difference in meaning between *i.e.*, “in other words,” and *e.g.*, “for example.”)

Contractions (isn’t, don’t) are not typically used in academic papers.

#### **ABBREVIATIONS OF PROVINCES AND TERRITORIES OF CANADA**

AB	Alberta	NT	Northwest Territories	QC	Quebec
BC	British Columbia	NS	Nova Scotia	SK	Saskatchewan
MB	Manitoba	NU	Nunavut	YT	Yukon
NB	New Brunswick	ON	Ontario		
NF	Newf’d and Labrador	PE	Prince Edward Island		

#### **ABBREVIATIONS OF STATES AND TERRITORIES OF THE UNITED STATES**

AL	Alabama	NC	North Carolina
AK	Alaska	ND	North Dakota
AS	American Samoa	OH	Ohio
AZ	Arizona	OK	Oklahoma
AR	Arkansas	OR	Oregon
CA	California	PA	Pennsylvania
CO	Colorado	PR	Puerto Rico
CT	Connecticut	RI	Rhode Island
DE	Delaware	SC	South Carolina
DC	Washington, D.C.	SD	South Dakota
FL	Florida	TN	Tennessee
GA	Georgia	TX	Texas
GU	Guam	UT	Utah
HI	Hawaii	VT	Vermont
ID	Idaho	VA	Virginia
IL	Illinois	VI	Virgin Islands
IN	Indiana	WA	Washington
IA	Iowa	WV	West Virginia
KS	Kansas	WI	Wisconsin
KY	Kentucky	WY	Wyoming
LA	Louisiana		
ME	Maine		
MD	Maryland		
MA	Massachusetts		
MI	Michigan		
MN	Minnesota		
MO	Missouri		
MS	Mississippi		
MT	Montana		
NE	Nebraska		
NV	Nevada		
NH	New Hampshire		
NJ	New Jersey		
NM	New Mexico		
NY	New York		

## Biblical Abbreviations

Briercrest College and Seminary has certain formatting expectations when using the Bible that may vary from those found in the *Chicago Manual of Style*, 17<sup>th</sup> ed. This format guide should be taken as the final word in this matter for students at Briercrest. Abbreviate biblical books as follows. (Note that no punctuation follows the abbreviated name.)

Gen, Exod, Lev, Num, Deut, Josh, Judg, Ruth, 1 Sam, 2 Sam, 1 Kgs, 2 Kgs, 1 Chr, 2 Chr, Ezra, Neh, Esth, Job, Ps (Pss), Prov, Eccl, Song, Isa, Jer, Lam, Ezek, Dan, Hos, Joel, Amos, Obad, Jonah, Mic, Nah, Hab, Zeph, Hag, Zech, Mal, Matt, Mark, Luke, John, Acts, Rom, 1 Cor, 2 Cor, Gal, Eph, Phil, Col, 1 Thess, 2 Thess, 1 Tim, 2 Tim, Titus, Philm, Heb, Jas, 1 Pet, 2 Pet, 1 John, 2 John, 3 John, Jude, Rev

Abbreviate these common English Bibles as follows:

JB Jerusalem Bible  
KJV King James Version  
LB Living Bible  
RSV Revised Standard Version  
NCB New Century Bible  
ESV English Standard Version  
NEB New English Bible  
NIV New International Version  
NKJV New King James Version  
NLT New Living Translation  
NRSV New Revised Standard Version  
NASV New American Standard Version

The following abbreviations are acceptable when followed by a number (except at the beginning of a sentence).

chap(s). = chapter(s)

v(v). = verse(s)

Do not write out the words ‘chapter’ or ‘verse’ when citing.

Incorrect: Matthew chapter 5 verse 13

Correct: Matthew 5:13 or Matt 5:13

Abbreviated biblical references are not permitted in the middle of a sentence.

Incorrect: In Matt 5:13 Jesus says . . .

Correct: In Matthew 5:13 Jesus says . . .

## Quoting the Bible

There are two ways to cite the Bible:

(1) in the body of the text. Example:

In Matthew 5:8 Jesus says, “Blessed are the pure in heart, for they will see God.”

(2) within parentheses prior to the final period. Example:

“Blessed are the pure in heart, for they will see God” (Matt 5:8).

If study-Bible notes are consulted, the Bible must appear in the bibliography. Otherwise, do not include the Bible in your bibliography.

Indicate which version of the Bible you are using in your paper. Use either of the following methods:

(1) A footnote could indicate which version is used. Example:

<sup>1</sup>All Scripture citations are from the Revised Standard Version (unless otherwise indicated).

OR

(2) The first citation of Scripture could indicate the English version in parentheses. Example:

“Jesus wept” (John 11:35 NIV).

Subsequent references need not note the version unless another version is being cited.



## SOURCE DOCUMENTATION

Footnotes should be entered below a short separator line at the *foot* of the page. Add a blank line after the separator line. All footnote entries should be single-spaced, with a blank line inserted between entries. The first line of the footnote has a superscripted notation number and is indented ½ inch from the left margin. Any additional lines begin at the left margin.

When composing your bibliography (which is required if you use footnotes), start a new page, type BIBLIOGRAPHY in capital letters, centred, and 2 inches from the top of the page. Bibliographic entries start on the third line below this. All entries are single-spaced, with a blank line between entries. The first line starts at the margin; all other lines are indented ½ inch from the left margin. The bibliography continues your paper's pagination.

See the sample bibliography on page 20.

The examples which follow are for footnotes (the first entry in each pair) and bibliographies (the second entry of each pair). If the example you require is not listed below, or if you need further details, consult *The Chicago Manual of Style*, 17<sup>th</sup> ed.

Note that the Arabic number found at the end of the footnote entry is the page number on which the citation is found.

### One Author

<sup>1</sup>Miroslav Volf, *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation* (Nashville, TN: Abingdon, 1996), 114.

Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Nashville, TN: Abingdon, 1996.

### Two Authors

<sup>2</sup>Brian J. Walsh and J. Richard Middleton, *The Transforming Vision: Shaping a Christian World View* (Downers Grove, IL: InterVarsity, 1984), 137.

Walsh, Brian J., and J. Richard Middleton. *The Transforming Vision: Shaping a Christian World View*. Downers Grove, IL: InterVarsity, 1984.

### Three Authors

<sup>3</sup>Robert E. Clark, Joanne Burbaker, and Roy B. Zuck, *Childhood Education in the Church*, rev. and exp. (Chicago: Moody, 1986), 96.

Clark, Robert E., Joanne Burbaker, and Roy B. Zuck. *Childhood Education in the Church*. Revised and expanded. Chicago: Moody, 1986.

### **More Than Three Authors**

<sup>4</sup>Jaroslav Pelikan et al., *Religion and the University*, York University Lecture Series (Toronto: University of Toronto Press, 1964), 109.

Pelikan, Jaroslav, M. G. Ross, W. G. Pollard, M. N. Eisendrath, C. Moeller, and A. Wittenberg. *Religion and the University*. York University Lecture Series. Toronto: University of Toronto Press, 1964.

### **Book In A Series**

<sup>5</sup>J. Ramsey Michaels, *I Peter*, Word Biblical Commentary (Waco, TX: Word, 1998), 122–25.

Michaels, J. Ramsey. *I Peter*. Word Biblical Commentary. Waco, TX: Word, 1998.

### **Study-Bible**

<sup>6</sup>Editorial comment on Isaiah 3:1, in *The ESV Study Bible, English Standard Version* (Wheaton, IL: Crossway Bibles, 2008), 1245.

*The ESV Study Bible, English Standard Version*. Wheaton, IL: Crossway Bibles, 2008.

*Note:* In addition to editorial comments, study Bibles also feature introductory essays, charts, and maps. Please indicate the type of material referenced within the study Bible.

### **No Author Given**

<sup>7</sup>*The Lottery* (London: Watts [1732]), 20–25.

*The Lottery*. London: Watts, [1732].

*Note:* The date is in [square] brackets because it has been established by means other than the title page or copyright date. If no date can be determined, enter n.d.

### **Institution, Association, Or The Like, As “Author”**

<sup>8</sup>American Library Association, Young Adult Services Division, Services Statement Development Committee, *Directions for Library Service to Young Adults* (Chicago: American Library Association, 1978), 25.

American Library Association, Young Adult Services Division, Services Statement Development Committee. *Directions for Library Service to Young Adults*. Chicago: American Library Association, 1978.

### **Editor Or Compiler As “Author”**

<sup>9</sup>Robert von Hallberg, ed., *Canons* (Chicago: University of Chicago Press, 1984), 225.

von Hallberg, Robert, ed. *Canons*. Chicago: University of Chicago Press, 1984.

### **Author’s Work Translated And/Or Edited By Another**

<sup>10</sup>Sigmund Freud, *An Outline of Psycho-Analysis*, trans. and ed. James Strachey (New York: Norton, 1969), 78.

Freud, Sigmund. *An Outline of Psycho-Analysis*. Translated and edited by James Strachey. New York: Norton, 1969.

### **Edition Other Than First**

<sup>11</sup>Kenneth E. Eble, *The Craft of Teaching*, 2nd ed., Jossey-Bass Higher Education Series (San Francisco: Jossey-Bass, 1988), 223.

Eble, Kenneth E. *The Craft of Teaching*. 2nd ed. Jossey-Bass Higher Education Series. San Francisco: Jossey-Bass, 1988.

### **Secondary Source Of Quotation**

<sup>12</sup>Roland Barthes, “La mort de l’auteur” (The death of the author), *Manteia*, vol. 5 (1968), trans. Stephen Heath in *Image/Music/Text* (New York: Hill and Wang, 1977), 147; quoted in Wayne C. Booth, *Critical Understanding: The Powers and Limits of Pluralism* (Chicago: University of Chicago Press, 1979), 372–73.

Barthes, Roland. “La mort de l’auteur” (The death of the author). *Manteia*, vol. 5 (1968). Translated by Stephen Heath. In *Image/Music/Text*. New York: Hill and Wang, 1977, 147. Quoted in Wayne C. Booth, *Critical Understanding: The Powers and Limits of Pluralism*. Chicago: University of Chicago Press, 1979.

### **Article In A Journal**

<sup>13</sup>Bruce N. Fisk, “Eating Meat Offered to Idols: Corinthian Behavior and Pauline Response in 1 Corinthians 8–10 (A Response to Gordon Fee),” *Trinity Journal* 10, no. 1 (Spring 1989): 54.

Fisk, Bruce N. “Eating Meat Offered to Idols: Corinthian Behavior and Pauline Response in 1 Corinthians 8–10 (A Response to Gordon Fee).” *Trinity Journal* 10, no. 1 (Spring 1989): 49–70.

(Note: The “10” after the journal’s name is the volume number; “49–70” indicates the page range for the entire article.)

### **Article In A Magazine**

<sup>14</sup>Sharon Begley, “You’re OK, I’m Terrific: ‘Self-Esteem’ Backfires,” *Newsweek*, 13 July 1998, 69.

Begley, Sharon. “You’re OK, I’m Terrific: ‘Self-Esteem’ Backfires.” *Newsweek*, 13 July 1998.

### **Essay in An Edited Volume**

<sup>15</sup>Mary Smith, “The Doctrine of God,” in *Separate Worlds: Studies in Greek Thought*, ed. Hanna Papanek (Toronto: Skydome, 1962), 111.

Smith, Mary. “The Doctrine of God.” In *Separate Worlds: Studies in Greek Thought*, edited by Hanna Papanek, 110–38. Toronto: Skydome, 1962.

### **Signed Article In An Encyclopedia or Dictionary**

<sup>16</sup>John Reumann, “Righteousness (Early Judaism),” in *The Anchor Bible Dictionary* (New York: Doubleday, 1992), 5:737.

Reumann, John. “Righteousness (Early Judaism).” In *The Anchor Bible Dictionary*, 5:736–742. New York: Doubleday, 1992.

### **Unsigned Article In An Encyclopedia or Dictionary**

<sup>17</sup>“Carthage,” in *The Oxford Dictionary of the Classical World* (Oxford: Oxford University Press, 2005), 133.

“Carthage.” In *The Oxford Dictionary of the Classical World*, 133–34. Oxford: Oxford University Press, 2005.

### **Poem Or Short Story In An Anthology Or Collection Of Multiple Authors**

<sup>18</sup>John Keats, “Ode to a Nightingale,” in *Literature: An Introduction to Reading and Writing*, 5th ed., ed. Edgar Roberts and Henry E. Jacobs (Upper Saddle River, NJ: Prentice-Hall, 1998), 832.

Keats, John. “Ode to a Nightingale.” In *Literature: An Introduction to Reading and Writing*. 5th ed. Edited by Edgar Roberts and Henry E. Jacobs. Upper Saddle River, NJ: Prentice-Hall, 1998.

### **Poem Or Short Story In A Collection By One Author**

<sup>19</sup>Joanne Gerber, “Black Lancaster,” in *In the Misleading Absence of Light* (Regina, SK: Coteau, 1997), 53.

Gerber, Joanne. "Black Lancaster." In *In the Misleading Absence of Light*. Regina, SK: Coteau, 1997.

### **Microform Reproductions**

<sup>20</sup>Godwin C. Chu and Wilbur Schramm, *Learning from Television: What the Research Says* (Bethesda, MD: ERIC Document Reproduction Service, ED 014 900, 1967), 3.

Chu, Godwin C. and Wilbur Schramm. *Learning from Television: What the Research Says*. Bethesda, MD: ERIC Document Reproduction Service, ED 014 900, 1967.

### **Theses And Dissertations**

<sup>21</sup>Douglas Bruce Hindmarsh, "The Faith of George MacDonald: A Biographical and Critical Examination of the Theology Represented in His Sermons and Letters" (master's thesis, Regent College, 1989), 72.

Hindmarsh, Douglas Bruce. "The Faith of George MacDonald: A Biographical and Critical Examination of the Theology Represented in His Sermons and Letters." Master's thesis, Regent College, 1989.

### **Class Notes**

<sup>22</sup>Glenn Runnalls and Kathy Runnalls, "Depression and the Effects on the Family," CM316 Families in Crisis class notes, Fall 2015.

Runnalls, Glenn and Kathy Runnalls. "Depression and the Effects on the Family." CM316 Families in Crisis class notes, Fall 2015.

### **Electronic Documents**

Citations of electronic documents should follow the same general form as citations of printed materials. The same information is needed: author and title; source name, city of publication, if any; publisher or vendor (or both); date of publication or access (or both); and the http path needed to retrieve the material.

Wherever possible, use the original (print) page numbers when citing electronic versions of the same. If an ebook creates its own unique pagination (e.g., as the font size is adjusted), then cite the closest prior heading, e.g., section or chapter title, instead of a page number.

#### ***Portable Document Format (pdf) Files***

Since pdf files and other scanned images (e.g., Google Books) are true copies of the original print document, they should be cited as print documents. That is, an online journal article or pdf—if it includes an exact likeness of the original—should be cited as

a print book or a print journal article. Sources that are not scanned images of their print originals should be cited as one of the electronic forms below.

### ***World Wide Web (www) Site***

<sup>23</sup>Gunnar Tómasson, “Anne Hath a Way,” *Five Notes on Shakespeare*, accessed 10 October 2020, <http://www.globescope.com/ws/will4.htm>.

Tómasson, Gunnar. “Anne Hath a Way.” *Five Notes on Shakespeare*. Accessed 10 October 2020. <http://www.globe-scope.com/ws/will4.htm>.

### ***Blog***

<sup>24</sup>Mike Nizza, “Go Ahead, Annoy Away, an Australian Court Says,” *The Lede* (blog), *New York Times*, 15 July 2008, <http://thelede.blogs.nytimes.com/2008/07/15/>.

Nizza, Mike. *The Lede* (blog). <http://thelede.blogs.nytimes.com/2008/07/15/>.

### ***Online Journal Article***

<sup>25</sup>Alan Silva, “Increase Mather’s 1693 Election Sermon,” *Early American Literature* 34 (Winter 1999): 12, accessed 4 May 2021, <http://infotrac.galegroup.com/itw/session>.

Silva, Alan. “Increase Mather’s 1693 Election Sermon.” *Early American Literature* 34 (Winter 1999). Accessed 4 May 2021. <http://infotrac.galegroup.com/itw/session>.

### ***Online Books***

<sup>26</sup>Julian Samora and Patricia V. Simon, *A History of the Mexican-American People*, rev. ed. (East Lansing, MI: Michigan State University Press, 2000), 14, accessed 4 October 2020, <http://www.jsri.msu.edu/museum/pubs/MexAmHistory/chapter14.html>.

Samora, Julian, and Patricia V. Simon. *A History of the Mexican-American People*, Rev. ed. East Lansing, MI: Michigan State University Press, 2000. Accessed 4 October 2020. <http://www.jsri.msu.edu/museum/pubs/MexAmHistory/chapter14.html>.

### ***Electronic Books***

<sup>27</sup>Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle ed., 25.

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.

## Generative AI<sup>1</sup>

The use of any generative AI tool is prohibited unless explicitly authorized in writing by the course instructor. For further information, please review the [Academic Honesty and Integrity Policy](#). When use is permitted, you must cite all AI generated content incorporated into your own work as well as acknowledge any functional uses of an AI tool (such as editing or translation).

Chicago Style categorizes generative AI content as equivalent to personal communication unless the text has been made accessible through a publicly available URL (such as browser extensions like ShareGPT or A. I. Archives). Personal communication is cited in the notes, but not the bibliography. The URL element is not required unless providing access to a publicly available URL.

<sup>28</sup>Text generated by ChatGPT, OpenAI, March 7, 2023, <https://chat.openai.com/chat>.

Include the prompt in the footnote, if it has not been included in the text:

<sup>29</sup>ChatGPT, response to “Explain how to make pizza dough from common household ingredients,” OpenAI, March 7, 2023.

If you have edited the content of the text, state this in your text or include a statement in the footnote:

<sup>30</sup>Text generated by ChatGPT, OpenAI, March 7, 2023, edited for style and content.

To acknowledge AI usage, ask your course instructor to clarify his/her expectations regarding the acknowledgement location within your assignment and the elements to include. The following guidelines are recommended as best practice:

- Place the acknowledgement on a new page between the conclusion and the bibliography.
- Name the section “Acknowledgement of AI Use”.
- The acknowledgement should include:
  - o A clear, honest statement about your AI use.
  - o A list of the tools used and the purpose they served in your process (brainstorming, drafting, understanding complex concepts, generating examples, summarizing readings, editing, etc.)
  - o A reflection on the impact the AI use had on your creative/analytical/learning process.

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<sup>1</sup>These guidelines are adapted from *The Chicago Manual of Style Online* Q&A page “How do you recommend citing content developed or generated by artificial intelligence, such as ChatGPT?”, accessed on April 10, 2024 (<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>). Guidelines may change as this is an evolving topic.

## Additional Footnote Matters

### *Shortened Forms*

After you have cited a source, subsequent references from it should be shortened. If the note is from the same source and page as the one immediately before it, use “Ibid.” If the note is from the same source but a different page, use “Ibid., new page #.” Examples:

<sup>1</sup>C. S. Lewis, *The Lion, the Witch and the Wardrobe* (New York: MacMillan, 1950), 120.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., 139.

<sup>4</sup>Mark Noll, *The Scandal of the Evangelical Mind* (Grand Rapids, MI: Eerdmans, 1994), 15.

<sup>5</sup>Lewis, *The Lion*, 140.

### *Multiple Sources by the Same Author*

If you have more than one entry in your bibliography by the same author, the entries can be ordered alphabetically by title *or* copyright date. Write out the author’s name in full for the first entry. Subsequent entries omit the author’s name and substitute a line consisting of eight underscores [or 3 e-m dashes, if your prefer] followed by a period. Example:

Lewis, C. S. *The Lion, the Witch and the Wardrobe*. The Chronicles of Narnia. New York: Macmillan, 1950.

———. *Prince Caspian*. The Chronicles of Narnia. New York: Macmillan, 1951.



## COMMON MISTAKES

- **appendices**—appendices should always be placed before the bibliography.
- **apostrophe**—when referring to a span of years (e.g., a decade) an apostrophe is not used, e.g., 1700s, not 1700's.
- **accept/except**—Accept is a verb meaning “to take” or “to agree”; except is usually a preposition meaning “excluding”; it can also be a verb meaning “to exclude”. *Thank you, I accept your gift. He ate everything on his plate, except for the squash.*
- **a lot**—A lot is two words. Do not write alot.
- **all right**—All right is two words. Do not write alright.
- **affect; effect**—Affect is almost always a verb, meaning “to influence.” Effect is almost always a noun meaning “result.” *The music affected her mood. This drug has several side effects.* Rarely, affect is used as a noun; it is a psychological term for “feeling.” *The patient displayed a lack of affect.* In the rare occasions when effect is used as a verb, it means “achieve or bring about.” *Who could believe he would effect such a dramatic change?*
- **contractions**—In academic writing, the best practice is to avoid using contractions, (e.g., isn't, don't).
- **ellipsis points**—See page 5.
- **first person pronouns**—In academic writing, it is advisable to use the third person, unless otherwise directed.
- **good, well**—Good is an adjective, well is an adverb. *They did a good job. She wrote well on the exam.*
- **its; it's**—“Its” is a possessive pronoun; “it's” is a contraction of it is or it has. *The cat raised its fur when the dog walked by. It's a beautiful day.*
- **numbers**—Spell out all numbers up to one hundred and any of the whole numbers followed by *hundred, thousand, hundred thousand, million*, and so on. For all other numbers, numerals are used.
- **Per cent vs. %**—The words “per cent” should be used, except when writing out scientific or statistical data.

Amanda Student

Prof. Grant Poettcker

PHI100A

10 October 2020

TITLE (In capital letters without underlining)

Thesis: Socrates' attack on Polemarchus' definition of justice is unsuccessful because Socrates erroneously assumes that justice is a craft.

- I. First main point in support of the thesis
  - A. First argument in support of I.
    - 1. First reason for I. A.
    - 2. Second reason for I. A.
  - B. Second argument in support of I.
    - 1. First reason for I. B.
    - 2. Second reason for I. B.
- II. Second main point in support of the thesis
  - A. First argument in support of II.
    - 1. First reason for II. A.
    - 2. Second reason for II. A.
  - B. Second argument in support of II.
    - 1. First reason for II. B.
    - 2. Second reason for II. B.
- III. Third main point in support of the thesis
  - A. First argument in support of III.
    - 1. First reason for III. A.
    - 2. Second reason for III. A.
  - B. Second argument in support of III.
    - 1. First reason for III. B.
    - 2. Second reason for III. B.

(Begin the main body of your essay at the top of the next page.)

Amanda Student

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10 October 2020

TITLE (In capital letters without underlining)

If you are writing an essay that does not require a thesis statement or an outline, begin your essay here.

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