Kate L. Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations,* presents two basic documentation systems: notes-bibliography style (or simply bibliography style) and author-date style (sometimes called reference list style).

Saint Paul School of Theology requires the use of <u>note-bibliography style of citation</u>, which is widely used in literature, history, and the arts. This style presents bibliographic information in **<u>footnotes</u> and a <u>bibliography</u>**.

NOTES AND BIBLIOGRAPHY STYLE: SAMPLE CITATIONS

The following examples illustrate citations using notes-bibliography style. <u>Two examples of footnotes</u> are provided. Note that the first line of a footnote is indented. The first example given would be used in the first instance of that resource being cited; the second is the shortened version of the same resource. This shortened version would be appropriate for use when the full note has already been documented earlier in the paper.

The third example given illustrates how the resource would be listed in a <u>bibliography</u>. Note that the second (and subsequent lines) of a bibliographic entry are indented. Bibliographies are given their own page at the end of a document; the resources are listed in alphabetical order, according to the last name of the author.

Book
One author

[1]Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Boston: Little, Brown, 2000), 64–65.

[2]Gladwell, *Tipping Point*, 71.

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. Boston: Little, Brown, 2000.

Two or more authors

When listing multiple authors in footnotes or bibliographic entries, list them in the order in which they appear in the resource, which may or may not be alphabetical.

[1]Peter Morey and Amina Yaqin, *Framing Muslims: Stereotyping and Representation after 9/11* (Cambridge, MA: Harvard University Press, 2011), 52.

[2]Morey and Yaqin, *Framing Muslims*, 60–61.

Morey, Peter, and Amina Yaqin. *Framing Muslims: Stereotyping and Representation after 9/11*. Cambridge, MA: Harvard University Press, 2011.

<u>For four or more authors</u>, list all of the authors in the bibliography; in the footnote, list only the first author, followed by "et al." ("and others"):

[1]Jay M. Bernstein et al., *Art and Aesthetics after Adorno* (Berkeley: University of California Press, 2010), 276.

[2]Bernstein et al., *Art and Aesthetics*, 18.

Bernstein, Jay M., Claudia Brodsky, Anthony J. Cascardi, Thierry de Duve, Aleš Erjavec, Robert Kaufman, and Fred Rush. *Art and Aesthetics after Adorno*. Berkeley: University of California Press, 2010.

Editor or translator <u>instead</u> of author
[1]Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.

[2]Lattimore, *Iliad*, 24.

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

Editor or translator in <u>addition</u> to author
[1]Jane Austen, *Persuasion: An Annotated Edition*, ed. Robert Morrison (Cambridge, MA: Belknap Press of Harvard University Press, 2011), 311–12.

[2]Austen, *Persuasion*, 315.

Austen, Jane. *Persuasion: An Annotated Edition*. Edited by Robert Morrison. Cambridge, MA: Belknap Press of Harvard University Press, 2011.

Chapter or other part of a book
[1]Ángeles Ramírez, "Muslim Women in the Spanish Press: The Persistence of Subaltern Images," in *Muslim Women in War and Crisis: Representation and Reality*, ed. Faegheh Shirazi (Austin: University of Texas Press, 2010), 231.

[2]Ramírez, "Muslim Women," 239–40.

Ramírez, Ángeles. "Muslim Women in the Spanish Press: The Persistence of Subaltern Images." In *Muslim Women in War and Crisis: Representation and Reality*, edited by Faegheh Shirazi, 227–44. Austin: University of Texas Press, 2010.

Preface, foreword, introduction, or similar part of a book
[1]William Cronon, foreword to *The Republic of Nature*, by Mark Fiege (Seattle: University of Washington Press, 2012), ix.

[2]Cronon, foreword, x–xi.

Cronon, William. Foreword to *The Republic of Nature*, by Mark Fiege, ix–xii. Seattle: University of Washington Press, 2012.

The Bible
The Bible and sacred works of other religious traditions are cited in footnotes, and do <u>not</u> need to be included in a bibliography.

[1]Psalm 23:2-3 (New Revised Standard Version)

Book published electronically
If a book is available in more than one format, cite the version you consulted. For books consulted online, include an access date and a URL. If you consulted the book in a library or commercial database, you may give the name of the database instead of a URL. If no fixed page numbers are available, you can include a section title or a chapter or other number.

[1]Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration* (New York: Vintage, 2010), 183–84, Kindle.

[2]Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), chap. 10, doc. 19, accessed October 15, 2011, http://press-pubs.uchicago.edu/founders/.

[3]Joseph P. Quinlan, *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance, and What We Can Do about It* (New York: McGraw-Hill, 2010), 211, accessed December 8, 2012, ProQuest Ebrary.

[4]Wilkerson, *Warmth of Other Suns*, 401.

[5]Kurland and Lerner, *Founders' Constitution*.

[6]Quinlan, *Last Economic Superpower*, 88.

Wilkerson, Isabel. *The Warmth of Other Suns: The Epic Story of America's Great Migration*. New York: Vintage, 2010. Kindle.

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed October 15, 2011. http://press-pubs.uchicago.edu/founders/.

Quinlan, Joseph P. *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance, and What We Can Do about It*. New York: McGraw-Hill, 2010. Accessed December 8, 2012. ProQuest Ebrary.

Journal article
In a footnote, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

Article in a print journal
[1]Alexandra Bogren, "Gender and Alcohol: The Swedish Press Debate," *Journal of Gender Studies* 20, no. 2 (June 2011): 156.

[2]Bogren, "Gender and Alcohol," 157.

Bogren, Alexandra. "Gender and Alcohol: The Swedish Press Debate." *Journal of Gender Studies* 20, no. 2 (June 2011): 155–69.

Article in an online journal

For a journal article consulted online, include an access date and a URL. <u>For articles that include a DOI, form the URL by appending the DOI to http://dx.doi.org/ rather than using the URL in your address bar</u>. The DOI for the article in the Brown example below is 10.1086/660696. If you consulted the article in a library or commercial database, you may give the name of the database instead.

[1]Campbell Brown, "Consequentialize This," *Ethics* 121, no. 4 (July 2011): 752, accessed December 1, 2012, http://dx.doi.org/10.1086/660696.

[2]Anastacia Kurylo, "Linsanity: The Construction of (Asian) Identity in an Online New York Knicks Basketball Forum," *China Media Research* 8, no. 4 (October 2012): 16, accessed March 9, 2013, Academic OneFile.

[3]Brown, "Consequentialize This," 761.

[4]Kurylo, "Linsanity," 18–19.

Brown, Campbell. "Consequentialize This." *Ethics* 121, no. 4 (July 2011): 749–71. Accessed December 1, 2012. http://dx.doi.org/10.1086/660696.

Kurylo, Anastacia. "Linsanity: The Construction of (Asian) Identity in an Online New York Knicks Basketball Forum." *China Media Research* 8, no. 4 (October 2012): 15–28. Accessed March 9, 2013. Academic OneFile.

Magazine article

[1]Jill Lepore, "Dickens in Eden," *New Yorker*, August 29, 2011, 52.

[2]Lepore, "Dickens in Eden," 54–55.

Lepore, Jill. "Dickens in Eden." *New Yorker*, August 29, 2011.

Newspaper article

Newspaper articles may be cited in running text ("As Elisabeth Bumiller and Thom Shanker noted in a *New York Times* article on January 23, 2013, . . .") instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations.

[1]Elisabeth Bumiller and Thom Shanker, "Pentagon Lifts Ban on Women in Combat," *New York Times*, January 23, 2013, accessed January 24, 2013, http://www.nytimes.com/2013/01/24/us/pentagon-says-it-is-lifting-ban-on-women-in-combat.html.

[2]Bumiller and Shanker, "Pentagon Lifts Ban."

Bumiller, Elisabeth, and Thom Shanker. "Pentagon Lifts Ban on Women in Combat." *New York Times*, January 23, 2013. Accessed January 24, 2013. http://www.nytimes.com/2013/01/24/us/pentagon-says-it-is-lifting-ban-on-women-in-combat.html.

Book review

[1]Joel Mokyr, review of *Natural Experiments of History*, ed. Jared Diamond and James A. Robinson, *American Historical Review* 116, no. 3 (June 2011): 754, accessed December 9, 2011, http://dx.doi.org/10.1086/ahr.116.3.752.

[2]Mokyr, review of *Natural Experiments of History*,752.

Mokyr, Joel. Review of *Natural Experiments of History*, edited by Jared Diamond and James A. Robinson. *American Historical Review* 116, no. 3 (June 2011): 752–55. Accessed December 9, 2011. http://dx.doi.org/10.1086/ahr.116.3.752.

Thesis or dissertation

[1]Dana S. Levin, "Let's Talk about Sex . . . Education: Exploring Youth Perspectives, Implicit Messages, and Unexamined Implications of Sex Education in Schools" (PhD diss., University of Michigan, 2010), 101–2.

[2]Levin, "Let's Talk about Sex," 98.

Levin, Dana S. "Let's Talk about Sex . . . Education: Exploring Youth Perspectives, Implicit Messages, and Unexamined Implications of Sex Education in Schools." PhD diss., University of Michigan, 2010.

Paper presented at a meeting or conference

[1]Rachel Adelman, " 'Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition" (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).

[2]Adelman, "Such Stuff as Dreams."

Adelman, Rachel. " 'Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition." Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

Website

A citation to website content can often be limited to a mention in the text or in a note ("As of July 27, 2012, Google's privacy policy had been updated to include . . ."). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date and, if available, a date that the site was last modified.

[1]"Privacy Policy," Google Policies & Principles, last modified July 27, 2012, accessed January 3, 2013, http://www.google.com/policies/privacy/.

²Google, "Privacy Policy."

Google. "Privacy Policy." Google Policies & Principles. Last modified July 27, 2012. Accessed January 3, 2013, http://www.google.com/policies/privacy/.

Blog entry or comment

Blog entries or comments may be cited in running text ("In a comment posted to *The Becker-Posner Blog* on February 16, 2012, . . .") instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations.

¹Gary Becker, "Is Capitalism in Crisis?," *The Becker-Posner Blog*, February 12, 2012, accessed February 16, 2012, http://www.becker-posner-blog.com/2012/02/is-capitalism-in-crisis-becker.html.

²Becker, "Is Capitalism in Crisis?"

Becker, Gary. "Is Capitalism in Crisis?" *The Becker-Posner Blog*, February 12, 2012. Accessed February 16, 2012. http://www.becker-posner-blog.com/2012/02/is-capitalism-in-crisis-becker.html.

E-mail or text message

E-mail and text messages may be cited in running text ("In a text message to the author on July 21, 2012, John Doe revealed . . .") instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

¹John Doe, e-mail message to author, July 21, 2012.

Comment posted on a social networking service

Comments posted on a social networking service may be cited in running text ("In a message posted to her Twitter account on August 25, 2011, . . .") instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

¹Sarah Palin, Twitter post, August 25, 2011 (10:23 p.m.), accessed September 4, 2011, http://twitter.com/sarahpalinusa.

MISCELLANEOUS WISDOM FROM TURABIAN

Integrating Quotations Into Your Paper

You can insert quotations into your paper in two ways:

1. Run <u>four or fewer</u> quoted lines into your running text, which is double-spaced.

Diamond suggests that one lesson we may learn from the past is not to expect history to repeat

itself. "The histories of the fertile cresent and China…hold a salutary lesson for the modern

world."¹

2. Set off <u>five or more lines</u> as an indented block, single-spaced. When using this style of quotation, do not frame the quotation with quotation marks.

Jackson begins by evoking the importance of home:

> Housing in an outward expression of the inner human nature; no society can be fully understood apart from the residences of its members. A nineteenth-century melody declares, "There's no place like home," and even though she had Emerald City at her feet, Dorothy could think of no place she would rather be than at home in Kansas. Our homes are our havens from the world.[1]

In the rest of his introduction, Jackson discusses…

Numbers in the Body of Your Papers

The general rule for presenting numbers in a paper in the field of humanities is to spell out numbers from one through one hundred. If the number has two words, use a hyphen (fifty-two).

For numbers above one hundred, use Arabic numerals (547) UNLESS the number appears at the beginning of a sentence, in which case, it is **always** spelled out.

A Title Page

If you use a title page, include the following information unless otherwise directed. A title page does not have a page number; begin numbering the pages of your paper with the second page of the document. The following page provides an example of a standard title page.

Concepts in Systems Theory

Suzy Q. Student

COS 323/Congregational Care

Summer 2015

▪▪

Basic Writing Guidelines

- Academic writing is different from the writing we do to prepare a sermon, a newsletter article, a letter, or a journal entry. In academic writing, we are creating **a dynamic dialogue** between ideas and concepts in order to demonstrate our mastery of those ideas and concepts and, ultimately, to engage them in dialogue with our own ideas and concepts.

- Things to <u>avoid</u> in academic writing: beginning sentences with "and" or "but;" contractions; parenthetical commentary; run-on sentences, comma splices, or sentence fragments; disagreement between subject and verb; passive voice

  - A run-on sentence is one that contains two independent clauses without appropriate punctuation.[1]
    Example: *Today I am tired I will take a nap later.*
    Solution 1: Separate the run-on by making two different sentences.
       Today I am tired. I will take a nap later.
    Solution 2: Join the two sentences correctly by adding a comma and a coordinate conjunction.
       Today I am tired, so I will take a nap later.
    Solution 3: Join the two sentences correctly by inserting a semi-colon.
       Today I am tired; I will take a nap later.

  - A comma splice is a type of run-on sentence where two independent clauses are incorrectly joined with a comma.[2]
    Example: *Today I am tired, I will take a nap later.*
    To correct this comma splice, use any of the solutions listed above for a run-on sentence.

  - A sentence fragment is an incomplete sentence that is missing one or more of the following: subject, verb, coherent thought.[3]
       Example: *Yesterday, while I was driving to work and saw a bird in the middle of the road.*

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[1] The Learning Center's Online Writing Lab. "Run-On Sentences," accessed January 24, 2012, http://depts.dyc.edu/learningcenter/owl/run-ons.htm
[2] The Learning Center's Online Writing Lab. "Comma Splices," accessed January 24, 2012, http://depts.dyc.edu/learningcenter/owl/comma_splices.htm
[3] The Learning Center's Online Writing Lab. "Sentence Fragments," accessed January 24, 2012, http://depts.dyc.edu/learningcenter/owl/fragments.htm

Clue: If, after writing a sentence, you have to ask yourself, "What about…?" (e.g., when I was driving and saw a bird in the storm?), then you probably have a fragment.

Solution: Answer the question.

Yesterday, while I was driving to work and saw a bird in the middle of the road, I wondered if it had fallen out of its nest.

- Subject-verb agreement requires that singular subjects have singular verbs, and plural subjects have plural verbs.[4]

    Example: *The girls was having a great time at the party.*

    Clue: Ask yourself, "Is my subject plural or singular?" Then identify your verb and ask yourself, "Does my verb agree?"

    Solution: Change either the subject or the verb to ensure agreement.

    The girl was having a great time at the party.

    The girls were having a great time at the party.

- Passive construction happens when the object of an action is made the subject of a sentence.

    Example: *The disciples were chosen by Jesus.*

    Passive construction is not a grammatical error, but may reduce the power or force of a sentence. In addition, some instructors simply ask that writers NOT include passive construction.

    Solution: Make the subject of the sentence perform the action on the object.

    Jesus chose the disciples.

- Use a footnote to cite the source if you directly quote the source, if you paraphrase the source, or if you summarize the source.

- Unless otherwise indicated, papers should be double-spaced, 1" margins on all sides of the page, page numbers at the bottom center of the page. New paragraphs are indented; do not include additional spaces between paragraphs. It is the writer's responsibility to change his/her computer's default settings in order to meet the formatting standards given.

- Buy, and use, Kate Turabian's manual for writers![5]

- Check out www.eturabian.com; you may find it helpful in creating properly formatted footnotes and bibliographies.

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[4] The Learning Center's Online Writing Lab. "Subject Verb Agreement," accessed July 19, 2014, http://depts.dyc.edu/learningcenter/owl/agreement_sv.htm

[5] Kate L. Turabian, *A Manual For Writers of Research Papers, Theses, and Dissertations, 7th Edition* (Chicago: University of Chicago Press, 2007).

- Check out The Learning Center's Online Writing Lab at http://depts.dyc.edu/learningcenter/owl/index.htm. It offers definitions and practice exercises to help learners recognize and correct common writing errors.

- Follow the *Course of Study Community Handbook: Academic Policies and Administrative Guidelines*. There are clear instructions regarding the use of inclusive language and plagiarism, among other things that you will find helpful.

- Prepare an outline for your paper; this will help you clarify the direction the paper is taking. In addition, papers that emerge from an outline usually offer the reader a clear sense of direction.

- Carefully structure your paragraphs so that each paragraph makes a point, then ends before another paragraph begins.

- Carefully read the guidelines for each assignment; read the texts that are required or suggested. As you read, make note of those things that seem to connect to the assignment.

  - If you have any questions about the assignment, contact Saint Paul COS to check on the possibility of talking with the course instructor about your questions. It is always best to gain clarity about the assignment before diving in.
  - Consider **other** resources that may also addressed the assignment; review those and make additional notes.
  - Note points at which you agree or disagree with the author(s); if you decide to present an opposing view, bring in additional resources to support your position.
  - Imagine a dynamic conversation between the assignment, the texts, and yourself. Avoid writing a "book report" or stringing together direct quotes from your resources. Engage the material and allow the material to engage you.