The Chicago Notes-Bibliography System (page 1 of 5)
By Dr. Karen Petit

Different systems are used by writers in different fields to document (describe) the source(s) of information for their papers. One system, often identified as the Chicago (CMS), Turabian, or a notes-bibliography system, is used for papers in History courses, as well as in some other courses. Another Chicago system (an author-date system) is often used in Science courses. While this handout is focused primarily on the Chicago notes-bibliography system, more information about documentation systems can be found on these websites:

Helpful Websites

The website for the Community College of Rhode Island's Writing Center has many resources for research, writing, and other tasks: http://www.ccri.edu/writingcenter/resources/index.shtml.

The Chicago Manual of Style Online, http://www.chicagomanualofstyle.org, has information about documentation systems and "convenient Tools, such as sample forms, letters, and style sheets."[1]

Diana Hacker's *Research and Documentation Online* has information and sample papers for the MLA, APA, Chicago, and CSE systems: http://www.bedfordstmartins.com/hacker/resdoc/humanities/english.htm.

Calvin College's *KnightCite* can help to format a bibliography page: http://www.calvin.edu/library/knightcite.

Landmarks Son of Citation Machine can help with bibliographic format: http://citationmachine.net.

Overview of the Chicago Notes-Bibliography System

By correctly using the Chicago notes-bibliography system, a writer can give credit to the person, organization, or website that first created an idea, word(s), visual, or sound. When using the Chicago system, a writer must clearly indicate information about the original source of each borrowed word, sentence, or idea. If readers of a paper will not know which words or ideas were written by which author, then the writer should revise the paper for correct, clear use of the Chicago system, as well as for other problems, such as grammatical errors.

The Chicago (CMS) notes-bibliography system has a superscript number in the body of the paper that connects to bibliographic information listed in a footnote or an endnote; an additional bibliography page gives information about the sources referred to within the body of the paper, as well as information about sources that were read (or consulted) and not referenced in the footnotes or endnotes.

1. A **lead-in phrase** lets the reader of a paper know that the upcoming ideas or words were first expressed by someone other than the writer of the paper. A lead-in phrase can be used to show agreement, disagreement, or some other logical method of moving smoothly between two different authors' ideas.
2. **A quotation, a paraphrase, or a summary** states the ideas or words that have been borrowed.
3. **A superscript number** in the body of a paper should connect to a **footnote** at the bottom of the page or to an **endnote** on a "Notes" page at the end of the paper. The notes are placed in numerical order, and they include information about the author, title, print publication data, page number, and electronic publication data. "Ibid" is used to indicate that one note's information is the same as the preceding note's information. Most often, both an endnote and a bibliography page are required in the Chicago system; however, some professors allow shortened versions of notes to be done for the footnote or endnote entries. If required by a professor or other reader, an access date should be listed after the URL in a footnote or an endnote.
4. **A bibliography** page alphabetically lists the sources of a paper's information. Each source's listing will include as much of this data as possible: the author's name, a partial work's title in quotation marks (essays, articles, stories, poems, songs, or webpages), a whole work's title in an italic font (books, websites, databases, films, paintings, or performances), and publication information.

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Examples of Quotations, Paraphrases, and Summaries

Pages one, two, and three of this handout have examples of quotations, paraphrases, and summaries, as well as an example of a paragraph with multiple sources. The superscript number at the end of each quote, paraphrase, and summary on this handout is directly connected to an endnote entry on page four and a bibliography entry on page five. Also, pages four and five of this handout are examples of endnote and bibliography pages.

A Quotation from a Poem in an Anthology

In the following example, quotation marks enclose the words that were borrowed from a poem by Frost. The slash indicates where a line break occurs in the original poem. A superscript number follows the quotation:

"I took the one less traveled by, / And that has made all the difference."[2]

An Online Reference Source with No Page Numbers

When no page number is available, such as for many online sources, a paragraph number, chapter title, or other descriptive phrase can be included in a footnote or on an endnote page. For reference sources, though, instead of a page number, the abbreviation "s.v." is used in the footnote or endnote to indicate the word or phrase that was found in the reference work and quoted, paraphrased, or summarized in the body of the paper.

"Plagiarism" is defined by *Dictionary.com* as "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."[3]

Changes within Quotations: Deletions, Additions, and Letters

When a writer changes an original source's words, an ellipsis (. . .) should be used to indicate deleted words; square brackets indicate additions or show a change in a letter's capitalization. Square brackets often are used with an ellipsis to clarify that the writer of a paper, rather than an original author, added the ellipsis:

"[T]he unauthorized use [. . .] of the language and thoughts of another author and the representation of them [words or ideas] as one's own original work" is "plagiarism."[4]

When an ellipsis appears in an original text, explanation can be added to clarify who authored the ellipsis, as is illustrated by the National Commission on Writing's report that is cited on this handout's illustrations of an endnote page and a bibliography page.

A Paraphrase or a Summary with an Unknown Author

Quotation marks are not used for paraphrases or summaries because only the information or ideas—not the words—are borrowed. When an author's ideas are rephrased (a paraphrase) or rephrased and condensed (a summary), a superscript number, note, and bibliography entry still are required. The endnote page and the bibliography page that connect to the following example of a paraphrase also illustrate what happens when an author's name is unknown: an organization's name or a shortened version of the title (in quotations or italics) is used:

93.1% of 2,834 CCRI freshmen who responded to a 2006 survey were Rhode Island residents.[5]

A Quotation with an Author's Name and a Title in the Lead-in Phrase

In addition to an author's name, other information about a source, such as a title, can be included in a lead-in phrase for a quotation, paraphrase, or summary:
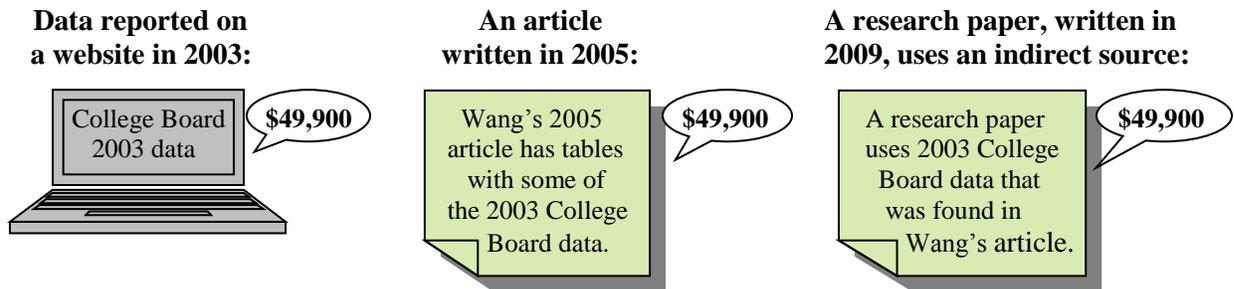
In "Four Myths About College Costs," Wang says, "Over a working lifetime, the typical college graduate earns about 75% more than a high school grad does."[6]

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An Indirect Quote from a Database
Occasionally, the writer of a paper might use an "indirect source," which quotes, summarizes, or paraphrases information from someone else's quote, summary, or paraphrase:

Data reported on a website in 2003:	An article written in 2005:	A research paper, written in 2009, uses an indirect source:
College Board 2003 data — $49,900	Wang's 2005 article has tables with some of the 2003 College Board data. — $49,900	A research paper uses 2003 College Board data that was found in Wang's article. — $49,900

When an indirect source is used, the notes and bibliography pages should include data from both sources, as pages four and five of this handout illustrate. In a footnote or endnote, the phrase "quoted in" is used to distinguish the indirect source from the direct source. On the bibliography page, the phrase "Quoted in" also can be included, or the two sources can be listed separately. Additionally, within the text of the paper, a lead-in phrase is sometimes used to clarify the source of the information:

> 2003 College Board data in Wang's article shows the "median annual earnings by level of education" is $49,900 for college graduates with a Bachelor's degree and $30,800 for high school graduates.[7]

A Unified, Coherent Paragraph with Three Multiple-Author Sources and an Organization as a Source
Every paragraph that contains quotations, paraphrases, and/or summaries should be coherently written with a clear organizational structure, logical transitions, clear wording, correct grammar, and correct sentence structures. The following example of a paragraph illustrates how ideas from four sources can be logically connected to the paragraph writer's own ideas with a topic sentence, organization of supporting details, and the use of transitions. The paragraph's first source has four authors. When a source has four or more authors, the footnote or endnote entry uses the first author's name with the phrase "et al." Two authors, three authors, and an organization as an author also are illustrated in the following paragraph's accompanying endnote entries:

> Writing is an important skill necessary for success both in college and at work. In college courses, writing can help participants to learn a course's content, as well as to communicate effectively and to prepare for a career position. In health profession courses, for example, "a core skill required of health professionals [. . .] is the ability to write about scientific content concisely and accurately for their colleagues."[8] Effective writing is also needed in other courses; one article explains the importance of writing skills in different kinds of community college courses: "Writing essays and papers that meet academic standards translates into receiving passing or acceptable grades in all types of community-college courses."[9] Not only is writing important in college courses, but it is also important at work. Writing has been "deemed essential for success in the workplace."[10] More than an effective resume is needed because, once an appropriate career position has been located, a job applicant will have to not only attain but also hold onto the position. The National Commission on Writing surveyed 120 large American companies "employing nearly 8 million people"; the survey data shows: "Writing is a 'threshold skill' for both employment and promotion, particularly for salaried employees." [11] Thus, to prepare for, to acquire, and to be promoted in a career position all require effective writing skills.

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Endnotes

1. The University of Chicago, *The Chicago Manual of Style Online,* 15th ed., http://www.chicagomanualofstyle.org/tools_citationguide.html (accessed August 25, 2009).

2. Robert Frost, "The Road Not Taken," in *An Introduction to Literature,* 15th ed., eds. Sylvan Barnet, William Burto, and William E. Cain. (New York: Pearson Longman, 2008), 836.

3. *Dictionary.com,* s.v. "plagiarism," http://dictionary.reference.com/browse/plagiarism (accessed June 9, 2009).

4. Ibid.

5. Office of Institutional Research and Planning, "Community College of Rhode Island First-Time Freshmen," Community College of Rhode Island, 27 Nov. 2006, http://www.ccri.edu/irpl/firsttimefreshmensurvey.shtml.

6. Penelope Wang, "Four Myths About College Costs," *Money* 34, no. 2 (2005): 49, in *Academic Search Complete,* http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=15569368&site=ehost-live (accessed June 9, 2009).

7. College Board (2003), quoted in Penelope Wang, "Four Myths About College Costs," *Money* 34, no. 2 (2005): 49, in *Academic Search Complete,* http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=15569368&site=ehost-live (accessed June 9, 2009).

8. Richard Rawson et al., "Writing-Skills Development in the Health Professions," *Teaching & Learning in Medicine* 17, no.3 (Summer 2005): 234, in *Academic Search Complete,* http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=17957778&site=ehost-live (accessed June 24, 2009).

9. David Hennessy and Ruby Evans, "Reforming Writing among Students in Community Colleges," *Community College Journal of Research & Practice* 29, no.4 (April, 2005): 263, in *Academic Search Complete,* http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=16807400&site=ehost-live (accessed June 24, 2009).

10. Scott Baker, Russell Gersten, and Steve Graham, "Teaching Expressive Writing to Students with Learning Disabilities: Research-Based Applications and Examples," *Journal of Learning Disabilities* 36, no.2 (Mar. 2003): 109, in *Academic Search Complete,* http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9638493&site=ehost-live (accessed June 23, 2009).

11. The National Commission on Writing, *Writing: A Ticket to Work. . . Or a Ticket Out.* (Ellipsis in orig.), College Board, (September, 2004): 3, http://www.writingcommission.org/prod_downloads/writingcom/writing-ticket-to-work.pdf (accessed June 23, 2009).

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