

## FORMATTING

- All four margins should be 1 inch (2.5cm).
- Use a readable font; we recommend 12pt size and Times New Roman or Arial.
- Page numbers appear in the header (centred or right-aligned). Use Arabic numerals and start on the first page of text (after the title page) with the number 1.
- Double space the entire document.
- Single space block quotations, table titles, figure captions, and lists in appendices.
- Notes are indented 0.5" in the first line, with normal margins for the following lines.
- Document Order: Title Page, Abstract, Body of Paper (footnotes at the bottom of the page), Endnotes Page(s) (if using endnotes), Bibliography, Appendices.

## HEADINGS

Chicago does not provide guidelines for headings, but these are the Turabian recommendations:

**Heading Level 1** (centred, **bold** or *italic*, title case)

Heading Level 2 (centered, regular, title case)

**Heading Level 3** (flush left, **bold** or *italic*, title case)

Heading level 4 (flush left, regular, sentence case)

**Heading level 5** (run in at beginning of paragraph, **bold** or *italic*, sentence case, followed by period)

## QUOTATIONS

If a direct quote is less than five lines, put it in quotation marks:

Svendsen says that "it is important that readers know when you are borrowing someone else's exact words."<sup>1</sup>

If a direct quote is five lines or longer, format it as a block quote (single spaced, 0.5" indent from left margin):

Co-curricular academic experience like research can enrich student learning outcomes. In regards to student research, Ratsoy notes:

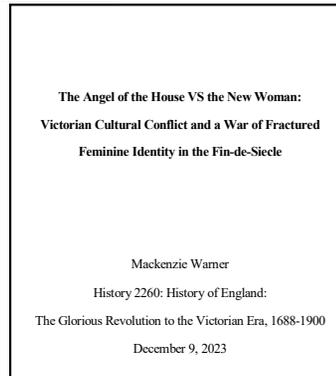
Whether through a student undergraduate conference, a guest lecture in a class, a teaching and learning centre workshop, or a peer-reviewed conference on or off-campus, when students co-present, their belief in the significance of their research is affirmed by the audience's interest in it.<sup>1</sup>

Communicating learned information with fellow academics allows students to reflect on their learning and invite new perspectives.

Moreover, these...

## TITLE PAGE

- Titles are **bolded** and centered about 1/3 down the page. For subtitles, end the title line with a colon and start the subtitle on the next line.
- Your name, the course name, and the due date are centred several lines below the title.



## NOTES: FOOTNOTES VS. ENDNOTES

Instead of in-text/parenthetical citations, Chicago uses notes.

- Notes are marked by consecutive superscript Arabic numbers: <sup>1 2 3 4</sup> etc.
- **Footnotes** are placed at the bottom of the same page as the referenced text (see left box for footnote example).
- **Endnotes** are listed on a separate sheet after the essay, but before the bibliography (see right box).

<p>A more direct display of the derision the New Woman was subject to in popular press can be seen in George du Maurier's "A Prognosis" cartoon (See Appendix B).<sup>16</sup> This cartoon depicts two well-dressed gentlemen with a caption of their dialogue regarding the New Woman; one inveighs the character of an elder New Woman in the future before the other jests that "she won't even last out the century" because she has "every malady under the sun".<sup>17</sup></p> <p>16. du Maurier, "A Prognosis," <i>Punch Magazine</i>, 1895, accessed December 16, 2023, <a href="https://magazine.punch.co.uk/image/1000TDHHz2PkeU8">https://magazine.punch.co.uk/image/1000TDHHz2PkeU8</a>.</p> <p>17. du Maurier, "A Prognosis".</p>	<p style="text-align: right;">10</p> <p style="text-align: center;"><b>Notes</b></p> <p>1. Ouida, "The New Woman," <i>The North American Review</i>, 158, no. 450 (May 1894): 617, <a href="https://www.jstor.org/stable/25103333">https://www.jstor.org/stable/25103333</a></p> <p>2. Ouida, "The New Woman," 613.</p> <p>3. Michelle E. Tusan, "Inventing the New Woman: Print Culture and Identity Politics During the Fin-de-Siecle," <i>Victorian Periodicals Review</i>, 31, no. 2 (1998): 175-176, <a href="http://www.jstor.org/stable/20083064">http://www.jstor.org/stable/20083064</a>.</p>
--	--

## BIBLIOGRAPHY

The bibliography is on a separate page, with "Bibliography" **bolded** and centred at the top.

- Alphabetize sources by last name of the first listed author
- Format each reference with a hanging indent (i.e. with the 2nd and subsequent lines indented)

<p style="text-align: right;">9</p> <p style="text-align: center;"><b>Bibliography</b></p> <p>Cunningham, A. R. "The 'New Woman Fiction' of the 1890's." <i>Victorian Studies</i> 17, no. 2 (1973): 177-86. <a href="http://www.jstor.org/stable/3826183">http://www.jstor.org/stable/3826183</a>.</p> <p>Fee, Elizabeth. "Psychology, Sexuality, and Social Control in Victorian England." <i>Social Science Quarterly</i> 58, no. 4 (1978): 632-46. <a href="http://www.jstor.org/stable/42859921">http://www.jstor.org/stable/42859921</a>.</p>
--

# CHICAGO (CMOS) IN A NUTSHELL (NOTES-BIBLIOGRAPHY STYLE)



This guide covers only the most common situations for Notes-Bibliography style. For more information on Chicago (CMOS) style visit these online resources:

Chicago NB Citation  
Quick Guide:



The TRU Library's  
Chicago Libguide:



Note: This guide is based on *The Chicago Manual of Style*, 18th edition and the *Turabian Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition. Always check with your instructors to see if their requirements differ from those described here.

 **THOMPSON RIVERS UNIVERSITY**  
Library

 **THOMPSON RIVERS UNIVERSITY**  
Writing Centre

## HOW NOTES WORK

**Chicago Style (Notes-Bibliography)** uses either footnotes or endnotes for in-text citation. See “Notes: Footnotes vs. Endnotes” for more information.

Notes have **Long** and **Short** forms.

**The first time you cite a source, use the Long Form note.**

Long forms are marked “1.” in the Notes/Bib of this guide.

**Subsequent notes of the same source use the Short Form.**

Short forms are marked “2.” in the Notes/Bib of this guide.

**Sources are also recorded in the bibliography.**

Bibliography examples are below Short Form examples.

### Personal Communication

Written or verbal; not included in the bibliography.

1. Jane E. Lee, email message to author, April 23, 2024.

### Artificial Intelligence/GenAI

AI sources are generally only cited in text or as notes and not included in the bibliography.

1. Text generated by ChatGPT-3.5, OpenAI, December 9, 2023, <https://chat.openai.com/share/90b8137d-ff1c-4c0c-b123-2868623c4ae2>.

If the prompt is not in the text, it can be included in the note:

1. Response to “Explain how to make pizza dough from common household ingredients,” ChatGPT-3.5, Open AI, December 9, 2023, edited for style and accuracy.

### Journal Article (with DOI)

1. Emily L. Dittmar and Douglas W. Schemske, “Temporal Variation in Selection Influences Microgeographic Local Adaptation,” *American Naturalist* 202, no. 4 (2023): 480, <https://doi.org/10.1086/725865>.

2. Dittmar and Schemske, “Temporal Variation,” 480.

Dittmar, Emily L., and Douglas W. Schemske. “Temporal Variation in Selection Influences Microgeographic Local Adaptation.” *American Naturalist* 202, no. 4 (2023): 471–85. <https://doi.org/10.1086/72586>

(Note: If there is no DOI available, use the URL instead.)

### Journal Article (from Academic Database)

1. B. T. Hebert, “The Island of Bolsö: A Study of Norwegian Life,” *Sociological Review* 17, no. 4 (1925): 310, EBSCOhost.
2. Hebert, “Island of Bolsö,” 311.

Hebert, B. T. “The Island of Bolsö: A Study of Norwegian Life.” *Sociological Review* 17, no. 4 (1925): 307–13. EBSCOhost.

## NOTES/BIBLIOGRAPHY

### Book (Print)

1. Charles Yu, *Interior Chinatown* (Pantheon Books, 2020), 45.
2. Yu, *Interior Chinatown*, 32.

Yu, Charles. *Interior Chinatown*. Pantheon Books, 2020.

### eBook

1. Brooke Borel, *The Chicago Guide to Fact-Checking*, 2nd ed. (University of Chicago Press, 2023), 92, EBSCOhost.
2. Borel, *The Chicago Guide*, 10.

Borel, Brooke. *The Chicago Guide to Fact-Checking*. 2nd ed. University of Chicago Press, 2023. EBSCOhost.

(For ebooks without page numbers, provide the chapter or section in place of the pages, if possible, like so: “chap. 16”.)

### Chapter in an Edited Book (Print)

1. Kathleen Doyle, “The Queen Mary Psalter,” in *The Book by Design: The Remarkable Story of the World’s Greatest Invention*, ed. P. J. M. Marks and Stephen Parkin (University of Chicago Press, 2023), 64.
2. Doyle, “Queen Mary Psalter,” 65.

Doyle, Kathleen. “The Queen Mary Psalter.” In *The Book by Design: The Remarkable Story of the World’s Greatest Invention*, edited by P. J. M. Marks and Stephen Parkin. University of Chicago Press, 2023.

### Newspaper/Magazine Article (Online)

1. Dani Blum, “Are Flax Seeds All That?,” *New York Times*, December 13, 2023, <https://www.nytimes.com/2023/12/13/well/eat/flax-seeds-benefits.html>.
2. Blum, “Flax Seeds.”

Blum, Dani. “Are Flax Seeds All That?” *New York Times*, December 13, 2023. <https://www.nytimes.com/2023/12/13/well/eat/flax-seeds-benefits.html>.

### Report (Online)

1. British Columbia, Ministry of Forests, *Research Program Annual Report: Fiscal Year 2022-2023*, 16, <https://www2.gove.bc.ca/assets/gov/environment/research-monitoring-and-reporting/research/research-program/research-program-ar-2023-web.pdf>
2. British Columbia, Ministry of Forests, *Research Program*, 31.

British Columbia. Ministry of Forests. *Research Program Annual Report: Fiscal Year 2022-2023*. Government of British Columbia Ministry of Forests. <https://www2.gove.bc.ca/assets/gov/environment/research-monitoring-and-reporting/research/research-program/research-program-ar-2023-web.pdf>

### Webpage (Individual Author)

1. Erin May, “2SLGBTQIA+ Research and Resources”, TRU Libraries, last modified November 23, 2022, <https://libguides.tru.ca/2slgbtqia>.

2. May, “2SLGBTQIA+”.

May, Erin. “2SLGBTQIA+ Research and Resources.” TRU Libraries. Last modified November 23, 2022, <https://libguides.tru.ca/2slgbtqia>.

### Webpage (Organizational Author)

1. “About Us,” Thompson Rivers University, accessed December 11, 2024, <https://www.tru.ca/about.html>.
2. “About Us”.

Thompson Rivers University. “About Us.” Accessed December 11, 2024. <https://www.tru.ca/about.html>.

### Course Material (Slides, Lecture Notes, etc.)

1. Annie St. John-Stark, “Dr. Jekyll and Mr. Hyde Lecture” (course notes for HIST 2260, Thompson Rivers University, Kamloops, BC, November 20, 2023), Moodle.
2. St. John-Stark, “Dr. Jekyll and Mr. Hyde Lecture”.

St. John-Stark, Annie. “Dr. Jekyll and Mr. Hyde Lecture.” Course notes for HIST 2260, Thompson Rivers University, Kamloops, BC, November 20, 2023. Moodle.

### Video (Online)

1. Nina Medvinskaya, “Is life meaningless? And other absurd questions,” TED-Ed, September 21, 2020, YouTube Video, 6:12, [https://youtu.be/vPtzpjC7TF4?si=Ae304wE-6sRTWvr\\_](https://youtu.be/vPtzpjC7TF4?si=Ae304wE-6sRTWvr_)
2. Medvinskaya, “Is life meaningless?”

Nina Medvinskaya, “Is life meaningless? And other absurd questions,” TED-Ed, September 21, 2020, YouTube Video, 6:12, [https://youtu.be/vPtzpjC7TF4?si=Ae304wE-6sRTWvr\\_](https://youtu.be/vPtzpjC7TF4?si=Ae304wE-6sRTWvr_)

### Podcast

1. Lauren Ober, host, The Loudest Girl in the World, season 1, episode 2, “Goodbye, Routine; Hello, Meltdown!,” Pushkin Industries, September 13, 2022, 41 min., 37 sec., <https://www.pushkin.fm/podcasts/loudest-girl-in-the-world>.
2. Ober, “Goodbye, Routine.”

Ober, Lauren, host. The Loudest Girl in the World. Season 1, episode 2, “Goodbye, Routine; Hello, Meltdown!” Pushkin Industries, September 13, 2022. Podcast, 41 min., 37 sec. <https://www.pushkin.fm/podcasts/loudest-girl-in-the-world>.