

Chicago/Turabian Documentation Style¹

A Writing Centre Handout

Bibliography

Work by a corporate author:

American Psychological Association. *Publication Manual of the American Psychological Association*, 5th ed. Washington D.C.: American Psychological Association, 2001.

Work by one author:

Garibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, 5th ed. New York: The Modern Language Association of America, 1999.

Work by multiple authors:

Coffin, Caroline, Mary Jane Curry, Sharon Goodman, Ann Hewings, Theresa M. Lillis, and Joan Swann. *Teaching Academic Writing: A Toolkit for Higher Education*. New York: Routledge, 2003.

Journal article:

Shamoon, Linda K., and Deborah H. Burns. "A Critique of Pure Tutoring." *The Writing Centre Journal* 15, no. 2 (1995): 134-151.

Anthologized text:

Bazerman, Charles. "The Life of Genre, the Life in the Classroom." In *Genre and Writing: Issues, Arguments, Alternatives*, edited by Wendy Bishop and Hans Ostrom. Portsmouth, NH: Heinemann, 1997, 19-26.

Website:

Proctor, Margaret. "Standard Documentation Formats." *Writing at the University of Toronto*. 2001. <http://www.utoronto.ca/writing/document.html>.

Film:

Cleese, John, Terry Gilliam, Eric Idle, Terry Jones, and Michael Palin. "Commentaries." Disc 2. *Monty Python and the Holy Grail*, special ed. DVD. Directed by Terry Gilliam and Terry Jones. Culver City, CA: Columbia TriStar Home Entertainment, 2001.

Lecture:

Waugh, Robin. "Feminist Criticism." EN130. Wilfrid Laurier University. Waterloo, Ontario. 12 Nov. 2001.

¹ This type of Chicago style is called "humanities style" and is used most often by history students. The "author-date" style is used most often in the sciences and is not covered in this handout.

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Notes

Work by a corporate author:

1. American Psychological Association, *Publication Manual of the American Psychological Association*, 5th ed. (Washington D.C.: American Psychological Association, 2001), 21.

Work by one author:

2. Joseph Garibaldi, *MLA Handbook for Writers of Research Papers*, 5th ed. (New York: The Modern Language Association of America, 1999), 101.

Work by multiple authors:

3. Caroline Coffin, Mary Jane Curry, Sharon Goodman, Ann Hewings, Theresa M. Lissis, and Joan Swann, *Teaching Academic Writing: A Toolkit for Higher Education* (New York: Routledge, 2003), 14.

Journal article:

4. Linda K. Shamon and Deborah H. Burns, "A Critique of Pure Tutoring," *The Writing Centre Journal* 15, no. 2 (1995): 137.

Anthologized text:

5. Charles Bazerman, "The Life of Genre, the Life in the Classroom," in *Genre and Writing: Issues, Arguments, Alternatives*, ed. Wendy Bishop and Hans Ostrom (Portsmouth, NH: Heinemann, 1997), 23.

Website:

6. Margaret Proctor, "Standard Documentation Formats," *Writing at the University of Toronto*, 2001, <http://www.utoronto.ca/writing/document.html>.

Film:

7. John Cleese, Terry Gilliam, Eric Idle, Terry Jones, and Michael Palin, "Commentaries," Disc 2, *Monty Python and the Holy Grail*, special ed. DVD, directed by Terry Gilliam and Terry Jones (Culver City, CA: Columbia TriStar Home Entertainment: 2001).

Lecture:

8. Robin Waugh, "Feminist Criticism," EN130, Wilfrid Laurier University. Waterloo, Ontario, 12 Nov. 2001.

Example

Fawcett 4

... that Einhard wanted to validate Louis' claim to the throne.⁵ It may have even been Louis that requested this validation. Einhard was given a grant of land in 815 consisting of the lay abbasies of St. Wandrille and St. Bravo. It is certainly possible that this grant was a prepayment for the writing of the *Vita Caroli*.⁶

Also, Einhard's narrative contains a good description of Charlemagne's coronation of Louis as emperor in 813, noting that, "This decision of Charlemagne's was accepted with great enthusiasm by all who were there, for it seemed to have come to him as a divine inspiration for the welfare of the state."⁷ Einhard was trying to

5 Michel de Certeau, *The Writing of History* (New York: Columbia University Press, 1988), 205.

6 *Ibid.*, 206.

7 Lewis G. M. Thorpe, *Two lives of Charlemagne* (Harmondsworth: Penguin Books, 1969), 83.

Footnote numbers generally come at the end of a sentence after the period, though they can also come after punctuation mid-sentence (see footnote 8). If quotation marks are used, the footnote number comes outside of the quotation marks (see footnotes 7 and 8).

This is a standard entry for the first time a source is referred to. For first entries, use the "Notes" side of the "Chicago/Turabian Documentation Style" handout. For subsequent entries, follow footnote 8.

"Ibid." is short for the Latin "Ibidem," and indicates that the reference refers to the same source as the previous reference. So in this case, footnote 6 refers to Certeau's *The Writing of History* from footnote 5. Notice that footnote 6 refers to a different page in Certeau's book from footnote 5; this is a perfectly acceptable use of "Ibid."

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impress upon his readers that Charlemagne wanted Louis to be emperor, and that all of the Franks agreed with him. Conversely, Einhard briefly describes Charlemagne's crowning as Holy Roman Emperor in 800, focusing only on the fact that Charlemagne "was far from wanting this,"⁸ when in fact there is quite a bit of evidence to support the view that he did want it.⁹ Einhard did this for the same reason that he omitted any mention of Louis the Pious' second coronation by the Pope in 815. He did not want the Papacy to start thinking that they had the power of giving out the imperial title. Einhard wanted to ensure that "if there was a legally constitutive emperor- ...

8 Thorpe, *Two lives of Charlemagne*, 81.

9 P.D. King in *Charlemagne* offered much evidence to support this theory. See King, P.D., *Charlemagne* (London: Methuen, 1996), 37-41.

"Ibid." can only be used to refer to a source that occurs on the same page in your essay (though it need not refer to the same page of the source, as seen in footnotes 5 and 6). Although footnote 8 refers to the same source as footnote 7, "Ibid." cannot be used because 7 and 8 are not on the same page in the essay. Instead, a shortened entry consisting of the author's last name, the title (potentially in an abbreviated form), and the page number is used for a subsequent entry.

Footnotes can also be used to provide brief explanations that are not essential to the argument at hand.

Bibliography

- Certeau, Michel de. *The Writing of History*. New York: Columbia University Press, 1988.
- King, P.D. *Charlemagne*. London: Methuen, 1986.
- Thorpe, Lewis G. M. *Two Lives of Charlemagne*. Harmondsworth: Penguin Books, 1969.

Each work cited in a footnote must have a corresponding entry in the bibliography, following the format indicated on the "Bibliography" side of the "Chicago/Turabian Documentation Style" handout. Entries in the bibliography are sorted in alphabetical order.

The sample essay above was taken from "The Man and the Myth: Einhard and Notker's Accounts of Charlemagne, Holy Roman Emperor" by former Writing Centre Tutor Joanna Fawcett and reproduced with her permission.