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Editorial Style Guide: Chicago

These notes are based largely on *The Chicago Manual of Style*, 16th edition, with some nuances from *Publication Manual of the American Psychological Association*, fifth edition; and Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th edition.

For *The Chicago Manual of Style*, see http://www.chicagomanualofstyle.org/tools_citationguide.html and click on the author-date tab halfway down the screen

For APA, see <http://www.apastyle.org/manual/>

Please send corrections and suggestions for this document to publications@lafollette.wisc.edu

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How to avoid plagiarism

Text taken word for word from another source must be put in quotation marks, and the source must be credited with a citation and listed in the references.

When paraphrasing text and ideas, they must be attributed to the source where you found the information. Ideas taken from several sources and combined should be attributed.

Do not copy text from an electronic source into another electronic document without immediately putting the text inside quotation marks and including a citation. Do this even if you plan to rewrite it later. When on deadline, one might forget to go back and rewrite.

Quality research

When researching a topic, do not rely just on a Google or Bing search of the Internet. To find current academic research, consult academic journals through databases and the campus library system. See <http://www.library.wisc.edu/#journals> and <http://www.library.wisc.edu/#databases>

Be sensitive

In general, do not use “America” when referring to the United States. Many people in Canada, Mexico, and Central and South America find this colonialist term offensive.

Use gender neutral language: her or his, he or she, etc.
Or, make the sentence plural, and use their and them.

Think about the use of the word “citizens.” Its use may exclude people who are not citizens, whether they are in the country legally or illegally. “Residents” might be preferable.

Order of publication

title page
copyright page (on resources web page or from publications director)
table of contents
list(s) of tables/figures
foreword (by professor)
acknowledgments
list of abbreviations
glossary
executive summary
text
appendices
endnotes
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Resources: <http://www.lafollette.wisc.edu/research-public-service/publications/editorial-resources>
Web page includes Word handout on how to place endnotes before reference list.

Works cited/reference list/bibliography: A few notes

Public affairs students are encouraged to use Chicago style author-date system. Clarify with the professor whether the project is to use endnotes or parenthetical citations. That decision drives whether the report uses a bibliography or reference list. Either way, the best practice is to limit the references to only works cited, and that bibliography must include all works cited in the citations. Such a bibliography means that the endnotes do not have to duplicate all of the source information in full (even in the first citation) because readers can consult the bibliography for publication details and other information. Instead, a shortened endnote can be used. Note that the bibliography is organized and punctuated differently than endnotes. Unless otherwise noted, the terms “reference list” and “bibliography” are used interchangeably; the term “citations” refers to parenthetical citations and to endnotes.

Every source cited in the report (including the foreword, executive summary, narrative, appendices, and in and under tables and figures) must be included in the reference list.

In the reference list, **use this order**: author, publication year, title, facts of publication. Capitalize and italicize titles of books, journals, long reports, blogs, newspapers, and magazines. Working paper series names, websites, news services, broadcast outlets and channels are capitalized but not italicized (think of them as publishers). If the name of a web site is analogous to a periodical, it can be italicized. Titles of articles, chapters, web pages, academic and working papers, presentation slides, news releases, fact sheets, short reports (less than six pages), and other smaller documents are capitalized and enclosed in “double quotation marks.” A period ends every item.

The most important practice is that items are handled consistently within the overall document.

In reference lists and bibliographies, page numbers must be used in references that involve books, journals, chapters, etc. The page numbers are the inclusive span that the article or chapter takes up.

Legal citations, including federal and state statutes, rules, legislation, court cases, legislative and congressional documents, and municipal codes and rules do not need to be included in the reference list, but use parenthetical citations that follow the style suggested by *The Bluebook: A Uniform System of Citation*, which law journals use and to which *Chicago* defers.

Chicago manual 14.281, p. 769

Internet sources

The editing process requires checking that all URLs are active.

In the references and citations **use the specific URL, not the home page, so the reader can easily find the specific document cited.** A DOI is also acceptable.

In the references and citations, the **publication date must be included in the works cited list.** Do not include the date an online source was accessed *unless* that access date must serve as a proxy for the publication date. If no publication date is given with the downloaded document, and a revision date (“last updated”) is presented as the de facto publication date or is the only date available, use that, and do not include the access date in the reference. If neither a publication date nor a revision date is available, use the year accessed in the citation and reference, and, in the reference, give the access month and day. Do not use n.d. for “no date” online documents. An inferred publication date may be included in [square brackets]; for such online documents, also include full access date.

Chicago manual 14.7-8, pp.657-658, 14.152, p. 722

Sample reference list for author-date parenthetical citations

- Brintnall-Peterson, Mindy. 2003. *Family Caregiving is Everybody's Business*. Madison: University of Wisconsin-Extension.
- Berenthal, Jamie, Dana Gavrilu, Katie Schumacher, Shane Spencer, and Katherine Sydor. 2012. *Single Sales-Factor Corporate Income Tax Apportionment: Evaluating the Impact in Wisconsin*. Madison: La Follette School of Public Affairs, University of Wisconsin-Madison. <http://www.lafollette.wisc.edu/publications/workshops/2012/DOR.pdf>.
- Faster, Karen, and Alvin Ballyhoo. 2013. *Managing Mildew*. Madison: Dane County Health Department. <http://www.danecounty.gov/publications/2013/mildew.pdf>.
- Gomez, Marcia, Harold Smithers, Kendra Black, and Latisha Jones, eds. 2011. *Roadbuilding*. Urbana: University of Illinois Press.
- Johnson, Doug, and Tristan Zajonc. 2006. “Can Foreign Aid Create an Incentive for Good Governance? Evidence from the Millennium Challenge Corporation.” Working paper. <http://ssrn.com/abstract=896293>.
- Jones, Jane. 2012. Data attached to e-mail from the University of Iowa researcher to La Follette School student Ann Smith, April 16. Data and e-mail in Smith's possession.
- Karmaus, Wilfried, and John F. Riebow. 2004. “Storage of Plastic and Glass Containers.” *Environmental Health* 112 (May): 643-47. <http://www.jstor.org/stable/3455667>.
- Knutson, M. 2009. “Cost-Benefit Analysis of Paving Wetlands.” Working Paper No. 234, Washington University, Department of Policy Analysis, St. Louis, MO. <http://washu.edu/pa/workingpaper234.html>.

- La Follette School of Public Affairs News. 2011. "Alumni, students set June 15 happy hour." June 9. [http://www.lafollette.wisc.edu/news/ Summer_2011/Alumni_new_and_continuing_students_to_meet_for_happy_hour.html](http://www.lafollette.wisc.edu/news/Summer_2011/Alumni_new_and_continuing_students_to_meet_for_happy_hour.html).
- Leaseguide.com. 2011. "The Guide to Leasing: How Leasing Works." Accessed February 29. <http://www.leaseguide.com/lease07.htm>.
- Los Angeles Times*. 2009, January 8. "Odd Trend Noted." <http://www.latimes.com/news/2478463890463.php>.
- MCC (Millennium Challenge Corporation). 2013b. *The MCC Effect*. Issue brief. March 1. Washington, D.C.: Millennium Challenge Corporation. <http://www.mcc.gov/documents/reports/issuebrief-2013002131301-mcc-effect.pdf>.
- O'Driscoll, Peter. 1994. "Baggage Conveyor Takes Suitcase Taste Test." *Denver Post*, February 20. <http://www.denverpost.com/news/5689563890.php>.
- Office of Governor Scott Walker. 2013, March 13. "Governor Walker Signs 'Fast Forward' Legislation." News release. <http://walker.wi.gov/Default.aspx?Page=afbc3646-6070-47a2-84e1-31f1c449b0ea>.
- Ofstead, Carlos. n.d. *The Census Report: Wisconsin is Changing*. Madison: Wisconsin Department of Health and Family Services.
- Potatoes.com. 2013. "Spud: An Eye for an Eye." Last modified April 5. <http://www.potatoes.com/spud.htm>.
- Robert, Susan. 2005. In-person interview with interviewee title, organization by InterviewerA Name and InterviewerB Name, April 19. Notes in possession of InterviewerA Name.
- Rowles, George D. "Nursing Homes in the Rural Long-Term Care Continuum." In *Long-Term Care for the Rural Elderly*, edited by Debra B. Smithers, Johanna E. Beaulieu, and Walter W. Myers, 109-131. New York: Springer Publishing Company.
- Smith, Barnabas, Mat Knutson, and Harriet Jones. 2011. *The Ways of the Brown-Skinned Mole*. Urbana: University of Illinois Press.
- Smith, Patsy. 2004. "Elder Care, Gender, and Work: The Work-Family Issue of the 21st century." *Berkeley Journal of Employment and Labor Law* 25: 351-399. doi:10/1086/ahr.112.3.756.
- Steeffel, Genevieve. 1995. E-mail from Women's League president to Daisuke Kitagawa, researcher from the University of Wisconsin-Madison School of Social Work, November 30. E-mail in possession of Author Name.
- Tyagi, Rachel. 2003. "Apparel Globalization: The Big Picture." *Apparel*, January. Reprinted on *New Century News* web site published by the Natural Fibers Information Center at the University of Texas at Austin. <http://www.utexas.edu/centers//Feb.2003.ncn.htm>.
- U.S. Census Bureau. 2009. "Geographic Terms and Definitions." http://www.census.gov/popest/geographic/estimates_geography.html.
- Washington, Garrett. 2011. "How a Bill is Processed." Presentation slides. Madison: Wisconsin Legislative Reference Bureau. http://lr.wisconsin.gov/presentations/how_a_bill_is_processed.ppt.
- WHO (World Health Organization). 2011. *Standards and Operational Guidance for Ethics Review of Health-Related Research with Human Participants*. Geneva, Switzerland: World Health Organization. http://whqlibdoc.who.int/publications/2011/9789241502948_eng.pdf.

- Wisconsin Department of Health and Family Services. 2004a. "Alzheimer's Family and Caregiver Support Program." Madison: Author.
<http://dhfs.wisconsin.gov/aging/Genage/fcgsp.htm>.
- Wisconsin Department of Health and Family Services. 2004b. "Way Cool Graph." Unpublished figure.
- Wisconsin Department of Health and Family Services. 2004c. *Medicaid Overview Briefing: Expenditure and Enrollment*. Madison: Wisconsin Department of Health and Family Services. <http://dhfs.wisconsin.gov/medicaid4/presentations/overview/briefing.pdf>.
- Wisconsin Department of Health and Family Services. [2005]a. "Family Care." Presentation slides. Madison: Author. Accessed May 29, 2013.
http://dhfs.wisconsin.gov/medicaid4/family_care.ppt#3.
- Wisconsin Department of Health and Family Services. 2005b. *Home and Community Based Waivers*. Madison: Author.
http://dhfs.wisconsin.gov/aging/Genage/fcgsp.htmhome_community.pdf.
- Wisconsin Department of Health and Family Services. 2005c. "Tax Implications of Higher Human Services Funding." Unpublished report.
- Wisconsin Department of Health and Family Services. n.d.a. *Direct Care Worker Initiatives in Wisconsin*. Madison: Author.
- Wisconsin Department of Health and Family Services. n.d.b. "Medicaid Briefing." Presentation slides. Madison: Author.
- Wisconsin Department of Health and Family Services. n.d.c. Most Excellent Results. Unpublished key findings.

Parenthetical citations

Be consistent in how the citations are punctuated.

The first word of the citation must be the same as the first word of the corresponding item in the reference.

The parenthetical citation goes at the end of the sentence, before the period: (Faster 2003).

No comma between the author and the year: (Faster 2003).

No comma between the author and et al. et al. has a period after the l and no comma before the et: (Faster et al. 2010).

For a specific part of a source, include the page or chapter number after the year.

Put a comma after the year: (Faster 2003, 543) (Smith and Jones 2006, chap. 3)

If a citation stands for an entire paragraph, put it at the end of paragraph, before final period.

For a direct quote, the citation goes outside the closing quotation mark.

If at the end of the sentence, the period follows the closing parenthesis:

“The news coverage led to a 10 percent increase in the approval rating” (Faster 2003).

If the sentence needs attribution for different parts, put the appropriate parenthetical citation after each part, in the middle of the sentence. In a list, the comma goes after the closing parenthesis:

Sustained depression may increase the risk of other diseases including stroke (Everson 1998), diabetes (de Groot 2001; Lustman 2000), myocardial infarction Smith 1993), cardiovascular disease (Penninx 2001), congestive heart failure (Vaccarino 2001, 2004), and HIV (Ickovics 2001).

If author’s name is in sentence, no need for name in parentheses:

Faster (2003) argues that ... OR In 2003, Faster argued that ...

If several authors said the same thing, put all the attribution in the same set of parentheses, separated by semicolons (;):

Parental depression creates substantial risk for depression in offspring and more so if both parents are depressed (Rohde 2005; Williamson 2004; Zahn-Waxler 2004).

If the report cites more than one source published by the same author in the same year, assign a lowercase letter to each source. The letter is allocated based on the alphabetizing of the text that follows the publication year:

In the reference list, order the items chronologically with the earliest (oldest) work first, then, for each year, alphabetically by title of the article, chapter, report, etc. Put a lowercase letter right after the year, without a space. A lowercase “a” is assigned to the first item by that author for that year. Group all the “no date” (paper-only) documents together and alphabetize in the

reference list. Place at the end of the list. The assumption is that reports and information on the internet are published. If a paper includes references to unpublished reports from an agency, include them in the ordering with the published items from the same agency and note that they are unpublished, as shown below (note that bold, italic and underlining of a, b, and c are for emphasis only and should not be done in a real report). An inferred publication date may be included in [square brackets]; for such online documents, also include full access date. However, if the reports are from the internet, use the year accessed as the publication year and include the month and date of access.

Parenthetical (Wisconsin Department of Health and Family Services [2005]a)

Citations: (Wisconsin Department of Health and Family Services 2005b)
for second reference authored that year by that agency.
(Wisconsin Department of Health and Family Services 2005c)
for third reference authored that year by that agency.
(Wisconsin Department of Health and Family Services 2004a)
(Wisconsin Department of Health and Family Services 2004b)
(Wisconsin Department of Health and Family Services n.d.a)
(Wisconsin Department of Health and Family Services **n.d.b**)
(Wisconsin Department of Health and Family Services **n.d.c**)

References below alphabetically list *Family Care, Home...*, and *Tax ...* for 2005; then *Alzheimer's ...* and *Way ...* for 2004; then *Direct ...*, *Medicaid ...*, and *Most* for no date.

Reference list:

- Wisconsin Department of Health and Family Services. 2004a. "Alzheimer's Family and Caregiver Support Program." Madison: Author. Last updated June 25.
<http://dhfs.wisconsin.gov/aging/Genage/fcgsp.htm>.
- Wisconsin Department of Health and Family Services. 2004b. "Way Cool Graph." Unpublished figure.
- Wisconsin Department of Health and Family Services. [2005]a. "Family Care." Presentation slides. Madison: Author. Accessed May 29, 2013.
http://dhfs.wisconsin.gov/medicaid4/family_care.ppt#3.
- Wisconsin Department of Health and Family Services. 2005b. *Home and Community Based Waivers*. Madison: Author.
http://dhfs.wisconsin.gov/aging/Genage/fcgsp.htmhome_community.pdf.
- Wisconsin Department of Health and Family Services. 2005c. "Tax Implications of Higher Human Services Funding." Unpublished report.
- Wisconsin Department of Health and Family Services. n.d.a. *Direct Care Worker Initiatives in Wisconsin*. Madison: Author.
- Wisconsin Department of Health and Family Services. **n.d.b**. "Medicaid Briefing." Presentation slides. Madison: Author.
- Wisconsin Department of Health and Family Services. **n.d.c**. *Most Excellent Results*. Unpublished key findings.

Sample citations and references

1. Book

Use a page number only when referring to a specific passage.

Parenthetical: (Brintnall-Peterson 2003, 100)

Reference List: Brintnall-Peterson, Mindy. 2003. *Family Caregiving is Everybody's Business*. Madison: University of Wisconsin-Extension.

NOTE: Capitalize and italicize *Book Title*. *Chicago manual 15.9, pp. 789-790*

2. Two authors

Parenthetical: (Karmaus and Riebow 2004, 645)

Reference List: Karmaus, Wilfried, and John F. Riebow. 2004. "Storage of Plastic and Glass Containers." *Environmental Health* 112 (May): 643-47.

<http://www.jstor.org/stable/3455667>. *Chicago manual 15.9, p. 792; 15.21, p. 796*

3. Three authors

Parenthetical: (Smith, Knutson, and Jones 2011, 123)

Reference List: Smith, Barnabas, Mat Knutson, and Harriet Jones. 2011. *The Ways of the Brown-Skinned Mole*. Urbana: University of Illinois Press.

NOTE: et al. has a period before the comma after the I. No comma between author and et. *Chicago manual 15.9, p. 790*

4. Four or more authors or editors

Parenthetical: (Gomez et al. 2011)

Reference List: Gomez, Marcia, Harold Smithers, Kendra Black, and Latisha Jones, eds. 2011. *Roadbuilding*. Urbana: University of Illinois Press.

NOTE: Include all authors in the reference, but just the first one in the citation. et al. has a period before the comma after the I. No comma between author and et. Comma before eds. in reference. *Chicago manual 14.87, pp. 699-700; 15.9, p. 790; 15.28, pp. 799-800*

5. Journal article

Use a page number only when referring to a specific passage. If the journal article was found through a database search, no URL is needed, but a doi as shown is preferred. However, if article lacks a doi and is from the internet and not a database, then include the full URL.

Parenthetical: (Smith 2004, 351)

Reference List: Smith, Patsy. 2004. "Elder Care, Gender, and Work: The Work-Family Issue of the 21st century." *Berkeley Journal of Employment and Labor Law* 25: 351-399. doi:10/1086/ahr.112.3.756.

NOTES: Capitalize article title and put in quotation marks; capitalize and italicize *Name of Journal*. Don't put "pp." or "p." before the page numbers. *Chicago manual 15.9, pp. 791-2*

6. Chapter in edited book

Parenthetical: (Rowles 1996, 110)

Reference List: Rowles, George D. 1996. "Nursing Homes in the Rural Long-Term Care Continuum." In *Long-Term Care for the Rural Elderly*, edited by Debra B. Smithers, Johanna E. Beaulieu, and Walter W. Myers, 109-131. New York: Springer Publishing Company.

NOTE: Capitalize "Chapter Titles" and put them in quote marks. *Italicize and capitalize Book Titles.* *Chicago manual 15.9, p. 791*

7. Dissertation

Parenthetical: (Bill 2015)

Reference List: Buffalo, Bill. "How to Care for Bison." PhD diss., University of Wisconsin–Madison, 2015. Proquest (A BT 4400555).

NOTE: Capitalize "Dissertation and Master's Thesis Titles" and put them in quote marks. Do not italicize university name..

Chicago manual 14.224, pp. 746-747

8. No date on printed, paper source such as brochure or corporate report

Parenthetical: (Ofstead n.d.)

Reference List: Ofstead, Carlos. n.d. *The Census Report: Wisconsin is Changing*. Madison: Wisconsin Department of Health and Family Services.

NOTE: Do not use n.d. on undated online sources. *Chicago manual 15.41, p. 805, 15.51, p. 808.*

9. Newspaper article with author

Can be attributed in the body of the report: "... as the *Denver Post* reported on February 20, 1994, ..." without a citation and then left out of the bibliography. If newspaper article is to be included in the bibliography and it was retrieved through a database, include the section and page numbers. If retrieved from the internet, include the full URL.

Parenthetical: (O'Driscoll 1994)

Reference List: O'Driscoll, Peter. 1994. "Baggage Conveyor Takes Suitcase Taste Test." *Denver Post*, February 20.
<http://www.denverpost.com/news/5689563890.php>.

OR

O'Driscoll, Peter. 1994. "Baggage Conveyor Takes Suitcase Taste Test." *Denver Post*, February 20, B3.

NOTE: Capitalize article title and put in quote marks. *Chicago manual 14.206, 15.47*

10. Newspaper article without author

Can be attributed in the body of the report: "... as the *Los Angeles Times* reported on January 8, 2009, ..." without a citation and then left out of the bibliography. If newspaper article is to be included in the bibliography and it was retrieved through a database, include the section and page numbers. If retrieved from the internet, include the full URL.

Parenthetical: (*Los Angeles Times* 2009)

Reference List: *Los Angeles Times*. 2009. "Odd Trend Noted." January 8.
<http://www.latimes.com/news/2478463890463.php>.

NOTE: If citing multiple authorless articles from that newspaper published in same year, change parenthetical citation to: (*Los Angeles Times* 2009, January 8) and reference to: *Los Angeles Times*. 2009, January 8. "Odd Trend Noted." <http://www.latimes.com/news/2478463890463.php>.

Chicago manual 14.206, 15.47

11. News release

Indicate source is a news release. If retrieved from internet, include the full URL. If citing multiple releases issued by same entity in same year, add month and day after the year:

Parenthetical: (Office of Governor Scott Walker 2013, March 13)

Reference List: Office of Governor Scott Walker. 2013, March 13. "Governor Walker Signs 'Fast Forward' Legislation." News release.
<http://walker.wi.gov/Default.aspx?Page=afbc3646-6070-47a2-84e1-31f1c449b0ea>.

Otherwise, put the month and day after "News release," separated with a period:

Parenthetical: (Office of Governor Scott Walker 2013)

Reference List: Office of Governor Scott Walker. 2013. "Governor Walker Signs 'Fast Forward' Legislation." News release. March 13. <http://walker.wi.gov/Default.aspx?Page=afbc3646-6070-47a2-84e1-31f1c449b0ea>.

Chicago manual 14.213, p. 742

12. Web page article with no author

Parenthetical: (La Follette School of Public Affairs News 2011)

Reference List: La Follette School of Public Affairs News. 2011. "Alumni, students set June 15 happy hour." June 9. http://www.lafollette.wisc.edu/news/Summer_2011/Alumni_new_and_continuing_students_to_meet_for_happy_hour.html.

NOTES: Do not give date accessed when a publication date is available.

If citing multiple authorless articles from that web site published in same year, change parenthetical citation to: (La Follette School of Public Affairs News 2011, June 9) and reference to: La Follette School of Public Affairs News. 2011, June 9. "Alumni, students set June 15 happy hour." http://www.lafollette.wisc.edu/news/Summer_2011/Alumni_new_and_continuing_students_to_meet_for_happy_hour.html.

Chicago manual 8.186, 14.243, 15.51

13. Article reprinted on web site

Include name of original publication, name of web site, and URL.

Parenthetical: (Tyagi 2003)

Reference List: Tyagi, Rachel. 2003. "Apparel Globalization: The Big Picture." *Apparel*, January. Reprinted on *New Century News* web site published by the Natural Fibers Information Center at the University of Texas at Austin. <http://www.utexas.edu/centers//Feb.2003.ncn.htm>.

Chicago manual 14.49, 14.190

NOTE: Do not give date accessed when a publication date is available.

14. Article with no author published on web site with no publication date

Use date of most recent revision as the publication date. Do not include the access date if a publication date or its proxy is available. If the publication date is not available, use the date accessed. If neither a publication date nor a revision date is available, use the year accessed in the citation and reference, and, in the reference, give the access month and day. Do not use n.d. for "no date" online documents. An inferred publication date may be included in [square brackets]; for such online documents, also include full access date.

Parenthetical: (Potatoes.com 2013)

Reference List: Potatoes.com. 2013. "Spud: An Eye for an Eye." Last modified April 5. <http://www.potatoes.com/spud.htm>.

Parenthetical: (Leaseguide.com 2011)

Reference List: Leaseguide.com. 2011. "The Guide to Leasing: How Leasing Works." Accessed February 29. <http://www.leaseguide.com/lease07.htm>.

Chicago manual 14.7, 14.8, 15.51

15. Online government report with two people as authors

Parenthetical: (Faster and Ballyhoo 2013)

Reference List: Faster, Karen, and Alvin Ballyhoo. 2013. *Managing Mildew*. Madison: Dane County Health Department. <http://www.danecounty.gov/publications/2013/mildew.pdf>.

16. Online government report with more than three people as authors

Parenthetical: (Bernthal, Gavril, Schumacher, Spencer, and Sydor 2012)

Reference List: Bernthal, Jamie, Dana Gavril, Katie Schumacher, Shane Spencer, and Katherine Sydor. 2012. *Single Sales-Factor Corporate Income Tax Apportionment: Evaluating the Impact in Wisconsin*. Madison: La Follette School of Public Affairs, University of Wisconsin–Madison. <http://www.lafollette.wisc.edu/publications/workshops/2012/DOR.pdf>.

17. Government agency web page with no person as author

Parenthetical: (U.S. Census Bureau 2009)

Reference List: U.S. Census Bureau. 2009. "Geographic Terms and Definitions." http://www.census.gov/popest/geographic/estimates_geography.html.

Chicago manual 15.36

- 18. Agency web page with no person as author, agency abbreviated in citation**
Parenthetical: (MCC 2012)
Reference List: MCC (Millennium Challenge Corporation). 2012. *MCC Indicators*. Washington, D.C.: MCC. <http://www.mcc.gov/guide.html> *Chicago manual 15.36*

- 19. Government report, agency or organization as author, with page number in citation** *Chicago manual 15.36*

Parenthetical: (Wisconsin Department of Health and Family Services 2004, 30)

Citation: (World Health Organization 2011, 124)

Reference List: Wisconsin Department of Health and Family Services. 2004. *Medicaid Overview Briefing: Expenditure and Enrollment*. Madison: Wisconsin Department of Health and Family Services. <http://dhfs.wisconsin.gov/medicaid4/presentations/overview/briefing.pdf>.
World Health Organization. 2011. *Standards and Operational Guidance for Ethics Review of Health-Related Research with Human Participants*. Geneva, Switzerland: World Health Organization. http://whqlibdoc.who.int/publications/2011/9789241502948_eng.pdf.

If many parenthetical citations use an agency name, an abbreviation can be substituted in first reference in the citation. The reference list would give the full name of the agency in parentheses, after the entry under the abbreviation:

Parenthetical (WDHFS 2004, 30)

Citation: (WHO 2011, 124)

Reference List: WDHFS (Wisconsin Department of Health and Family Services). 2004. *Medicaid Overview Briefing: Expenditure and Enrollment*. Madison: Wisconsin Department of Health and Family Services. <http://dhfs.wisconsin.gov/medicaid4/presentations/overview/briefing.pdf>.
WHO (World Health Organization). 2011. *Standards and Operational Guidance for Ethics Review of Health-Related Research with Human Participants*. Geneva, Switzerland: World Health Organization. http://whqlibdoc.who.int/publications/2011/9789241502948_eng.pdf.

- 20. Presentation slides, agency as author**

Parenthetical: (Wisconsin Department of Health and Family Services 2005)

Reference List: Wisconsin Department of Health and Family Services. 2005. "Family Care." Presentation slides. Madison: Wisconsin Department of Health and Family Services. <http://dhfs.wisco>

- 21. Presentation slides, person as author**

Parenthetical: (Washington 2011)

Reference List: Washington, Garrett. 2011. "How a Bill is Processed." Presentation slides. Madison: Wisconsin Legislative Reference Bureau. http://lrb.wisconsin.gov/presentations/how_a_bill_is_processed.ppt.

22. Working paper, numbered and unnumbered

Parenthetical: (Knutson 1999)

Reference list: Knutson, M. 2009. "Cost-Benefit Analysis of Paving Wetlands." Working Paper No. 234, Washington University, Department of Policy Analysis, St. Louis, MO. <http://washu.edu/pa/workingpaper234.html>.

Parenthetical: (Johnson and Zajonc 2006)

Reference list: Johnson, Doug, and Tristan Zajonc. 2006. "Can Foreign Aid Create an Incentive for Good Governance? Evidence from the Millennium Challenge Corporation." Working paper. <http://ssrn.com/abstract=896293>.

NOTE: No publisher need for Johnson and Zajonc because they posted it at the Social Science Research Network.

Chicago manual 14.228, pp. 747-748

23. Dated issue brief

Parenthetical: (MCC 2013b)

Reference list: MCC (Millennium Challenge Corporation). 2013b. *The MCC Effect*. Issue brief. March 1. Washington, D.C.: Millennium Challenge Corporation. <http://www.mcc.gov/documents/reports/issuebrief-2013002131301-mcc-effect.pdf>.

24. Data generated by a kind person at another agency and sent via e-mail

Treat like a personal communication. See real-life example at page 6, footnote 7 of the 2007 workshop report, *Complying with Act 141*, <http://www.lafollette.wisc.edu/publications/workshops/2007/renewable.pdf#page6>

In report's narrative, data can be attributed to the individuals who sent e-mail with data or to their employers:

According to data from the U.S. Census Bureau,¹ blah blah. OR

According to Jane Jones of the U.S. Census Bureau, blah blah

Then use a note to explain the generation of the statistics and the time period in which they were generated.²

Reference list: Does not need to be included because it is a personal communication. HOWEVER, if authors want to include it:

Parenthetical: (Jones 2012)

Reference List: Jones, Jane. 2012. Data attached to e-mail from the University of Iowa researcher to La Follette School student Ann Smith, April 16. Data and e-mail in Smith's possession.

¹ On January 23, 2012, Jane Jacobs, director of the Bismarck, North Dakota, office of the U.S. Census Bureau supplied a dataset for analysis by the authors.

² During spring 2012, Jane Jacobs, director of the Bismarck, North Dakota, office of the U.S. Census Bureau supplied data that the authors analyzed.

25. Legal citations, including federal and state statutes, rules, legislation, court cases, legislative and congressional documents, and municipal codes and rules

These do not need to be included in the reference list. Cite them in the narrative and use parenthetical citations that follow the style suggested by *The Bluebook: A Uniform System of Citation*, which law journals use and to which *Chicago* defers. Citations vary by state and municipality; Wisconsin laws do not have names. Consult *Bluebook*, which is available at the Law School Library's reference desk, where a helpful law librarian can help you.

Chicago manual 14.281, p. 769; 15.55 p. 810

In *NLRB v. Somerville Constr. Co.* (206 F.3d 752) (7th Cir. 2000)), the court ruled that ...

In the *Congressional Record* for that day (147 Con. Rec. 19,000 (2001)), Senator ...

Originally introduced as Assembly Bill 532, the legislation included a compromise between the Department of Health and Family Services (now DCF) and DPI. Counties would continue to pay the cost of RCC care for children they placed, while DPI assumed the responsibility of guaranteeing a free and appropriate education to all students with disabilities in RCCs. The bill was signed into law as Wisconsin Statute § 115.81.

If a child is placed in a facility operated by the Wisconsin Department of Health Services, a Type 1 juvenile correctional facility, or a Type 1 prison when the RCC placement is made, the responsible LEA is the school district where the RCC is located (Wis. Stat. § 115.81, 2012).

(Ohio Rev. Code Ann. § 3566 (West 2000)) [“West” probably indicates “the version of a code cited. The date following a code (or version of a code) indicates the year the volume was updated to supplement to include the law being cited.]

Chicago manual 14.300, p. 776

(An Act Guaranteeing Governmental Independence, Ky. Rev. Stat. Ann. § 520.020)

Chicago manual 14.300, p. 776

26. **Personal communications**

Personal communications include unarchived, interviews, telephone conversations, e-mails, text messages, electronic bulletin boards, letters, memos. These do not need to be included in the reference list/bibliography.

Personal communications should be attributed in the narrative or in a note. Make sure the source knows the information will be cited and attributed by name. If the information cannot be attributed by name, the report should include some sort of attribution and explanation:

University of Wisconsin–Madison human resources administrator Susan Robert said in a February 6, 2005, interview/e-mail/telephone conversation/text message ...

OR

The outcome surprised staff members, according to University of Wisconsin–Madison human resources administrator Susan Robert ...

OR

All interviews were conducted in confidentiality, and names of interviewees are withheld by mutual agreement. One staff member said the policy would hurt employees because ...

OR

The outcome surprised staff members (Robert 2005).

HOWEVER, should the authors wish to include personal communications in the reference list or bibliography, here are examples:

A) In-Person Interview

Parenthetical: (Robert 2005)

Reference List: Robert, Susan. 2005. In-person interview with interviewee title, organization by InterviewerA Name and InterviewerB Name, April 19. Notes in possession of InterviewerA Name.

B) Telephone Interview

Parenthetical: (Flable 2008)

Reference List: Flable, Stan. 2008. Telephone interview with researcher from the University of Wisconsin-Madison School of Social Work by Interviewer Name, May 19. Notes in possession of Interviewer Name.

C) Email

Parenthetical: (Steeffel 1995)

Reference List: Steeffel, Genevieve. 1995. E-mail from Women's League president to Daisuke Kitagawa, researcher from the University of Wisconsin-Madison School of Social Work, November 30. E-mail in possession of Author Name.

Appendices

Do not treat the appendices like a garbage dump. Think critically about each one and whether it warrants inclusion in the report. Edit carefully and scrutinize the attribution.

Appendix A should be the first appendix mentioned in the paper, then Appendix B, etc. The body of the report should refer to Appendix A first, Appendix B second, etc.

Ideally each appendix starts with some narrative that provides context so the appendix can stand alone if need be. Someone might get most excited about the idea or method in an appendix. That narrative would include the sentences that refer to tables and figures in that appendix.

Tables in the appendices should be numbered so they correlate to the appropriate appendix letter: Table A1, Table A2, Table B1, Table B2, Table D1, etc. Figures in the appendices should be numbered so they correlate to the appropriate appendix letter: Figure A1, Table A2, Table D1, etc. In the report's narrative, do not capitalize appendix, figure, or table when followed by a letter or number. Capitalize in the actual titles (Chicago 3.9).

If the main body of the report refers the reader to a specific table or figure in an appendix, the author(s) should question whether that table or figure should be included in the main body of the report and not be in an appendix. If the main body of the report does need to refer to a specific figure or table in an appendix, that sentence can be restricted along these lines:

“The first table in appendix C breaks down the data.”

or

“See table C1 in appendix C for a more detail.”

While drafting a report, instead of lettering the appendices, use a descriptive noun so that if an appendix is deleted or added, the lettering doesn't have to be redone. For example, appendix Water, appendix Road, appendix Primary School. Then, if the appendix about primary school ends up being the first mentioned in the report, rename it appendix A.

Figures and tables

Ensure the sides of the tables and figures fit **INSIDE** the margins. Note that Word's default places left side of tables outside the left margin, so centering table on page is easiest.

Every figure and table should have a source and a title that are typed into the Word document to facilitate automatic numbering. All words should be spelled out. All notes should be packaged as with the figure or table, fitting within in an invisible rectangle, not placed as separate footnotes at bottom of page.

Figures and tables should function as stand-alone pictures.

Be consistent with the fonts used in and across tables and figures. Data should be in 10- to 12-point type, depending on the design and can be in a sans serif font like Calibri, Arial or Helvetica

(a narrow version is often perfect for tables and figures). Be sure figures and tables can be read in black and white, in case readers do not have color printers.

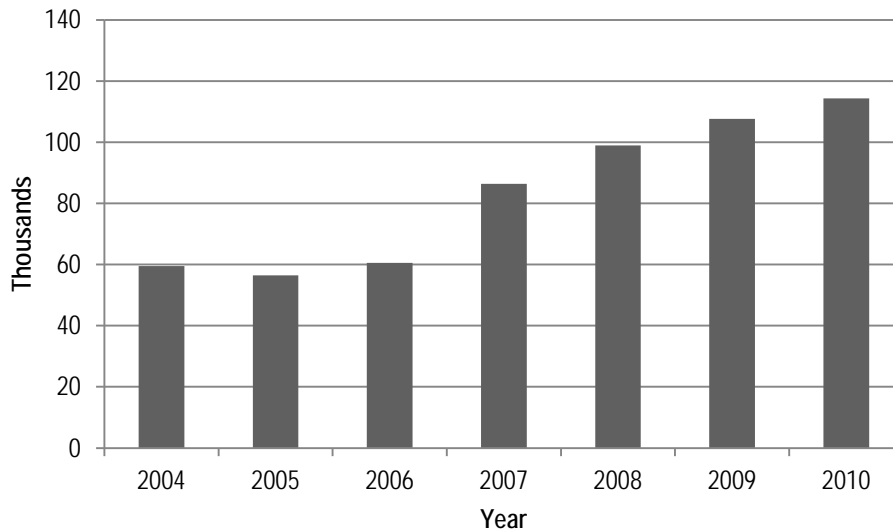
All table column headers should be spelled out. Be consistent in capitalization and do not use all caps. Any explanatory notes should be sentences under the table title or put under the source as part of the table, not in a footnote at the bottom of the report page. Location depends on importance of information. Use lower-case letters in superscript (^a).

The body of the report should refer to all the tables as table 1, table 2, table 3, etc. Do not capitalize table in the narrative (see table 12). (However, if automatic numbering is used to number the tables, then the word “Table” may be capitalized when followed by a number, contrary to Chicago style: “In Table 1, we show ...”) The tables and references should be in order. Tables in the appendices should be numbered so they correlate to the appropriate appendix letter: A1, A2, B1, B2, etc.

Every axis in every figure should have a label. All words should be spelled out.

The body of the report should refer to all the figures as figure 1, figure 2, figure 3, etc. Do not capitalize figure in the narrative (see figure 1). (However, if automatic numbering is used to number the figures, then the word “Figure” may be capitalized when followed by a number, contrary to Chicago style: “In Figure 1, we show ...”) The figures and references should be in order. Figures in the appendices should be numbered so they correlate to the appropriate appendix letter: A1, A2, B1, B2, etc.

Figure 1. Title here



Source: Source here
Note: For-the-record state about data here

Table 1. Title here

Department	Category	Description of Service	2010 Special Charges Statistics			
			Number of Charges	Value of Charges ^a	Average Charge	Percentage of Total Special Charges
Neighborhood Services	Building Nuisance Abatement	Board-ups and fire cleanups	733	\$336,153	\$459	0.83%
	Special Privilege	Intrusions into city right-of-way (signs, sidewalk seating)	121	\$61,197	\$506	0.15%
	Miscellaneous	Inspections, selected permit and registration fees	4,593	\$1,294,669	\$282	3.20%
	Fire Prevention Inspection*	For properties with three or more units	15,076	\$1,457,050	\$97	3.61%
Public Works	Tree Removal/Landscaping Encroachment		336	\$102,157	\$304	0.3%
	Snow Removal		1,394	\$160,010	\$115	0.4%
	Weed Removal	Lawn care	3,683	\$453,569	\$123	1.1%
	Garbage Cart Return	Five solid waste or recycling fines/fees	876	\$41,788	\$48	0.1%
	Delinquent Storm Water Account		19,224	\$7,800,776	\$406	19.3%
	Delinquent Sewer Account		16,813	\$6,584,703	\$392	16.3%

Source: Source here; could be authors' calculations

^a Note about data in column

Editing steps

- Spell-checking IS NOT editing.
Don't use a correctly spelled word when it is the wrong word.
- Use the computer's search function to find words and phrases outlined in the section "Be concise" and edit according.
- Print out your paper and edit it with a red pen.
- Don't hesitate to read aloud — pets love it.
- Headings' type styles should convey the report's organization. Make sure the type styles are used consistently throughout. Heading 1 equates to Roman numerals I, II, and III in a classic outline. Heading II equates to A, B, and C, the subsections of each section.
- As each change is made on the computer, cross off the corresponding red-ink mark with a highlighter.
- Then print the paper again and compare the hard copies. As you check that each change has been made, mark it off with a different color highlighter. For any changes you missed, or new changes to make, mark the newer printout in red and then start over.
- If a report includes appendices, go through the body of the paper and compare each reference to an appendix to its letter and title in the back of the report. Be sure that each appendix is lettered correctly and in the right order. The body of the report should refer to appendix A first, appendix B second, etc. Tables in the appendices should be numbered so they correlate to the appropriate appendix letter: A1, A2, B1, B2, D1, etc. Figures in the appendices should be numbered so they correlate to the appropriate appendix letter: A1, A2, D1, etc.
- Go through the body of the paper and ensure that each work that is cited is in the reference list. Suggestion: Highlight each citation in the body of the paper and check it off in the references list. Do this until every citation in paper is highlighted.
- Make sure the table of contents titles are consistent with the titles of each section and appendix.
- Use the editing checklist to your advantage:
http://www.lafollette.wisc.edu/publications/checklist_for_editing.pdf.

Use typography and white space to your advantage

Headings' type styles convey the report's organization. Make sure the type styles are used consistently throughout. Heading 1 equates to Roman numerals I, II, and III in a classic outline. Heading II equates to A, B, and C, the subsections of each section.

Align type left (don't justify).

Use 12-point type for body copy. Don't make your reader squint — that might give her/him a headache.

Use a serif type like Times New Roman. Serif type is easier to read.

Do not use margins that are less than 1 inch. For reports that are bound, use at least a 1.5-inch margin on left and right sides, 1-inch margin on top and bottom.

For emphasis, avoid underlining type. **Use bold instead.**

Avoid lots of italic type because it is hard to read.

Always have at least one sentence between every heading. If at a loss for words, see if a heading can be eliminated, or write a few sentences that foreshadow what the upcoming section or subsection is going to do. Draw on the subheads for guidance.

Italic is redundant.

Don't USE ALL CAPS, they are hard to read.

Just bold is emphasis enough.

Bold is best for subheads.

Put white space before subheads:

text text text text text text text. text text blha blah blah text texttext text text text. text text text. text text text

Subhead

text text text text text text text. text text blha blah blah text texttext text text text. text text text. text text text text. text blah blah blah blah blah blah blah.

You can go into Word's Paragraph Formatting pane to adjust the amount of white space between paragraphs, or change a style in the stylesheet.

Use of italics

Avoid lots of italic type because it is hard to read. In references, only italicize titles of books, journals, long reports, blogs, newspapers, magazines. See "italics" entry in Chicago manual's index.

Be specific, complete, clear, consistent, and accurate

Be timely

Give specific dates instead of saying, for example, “recently” or “last year.” This provides context for people, including historians, reading your work months and years after it was written. Instead of “The head of intelligence wrote recently that ...” write “The head of intelligence wrote in July 2003 that ...”

Words like “currently” and “presently” nearly always can be eliminated. Note that “currently” means “now” and “presently” means “soon.”

Use complete names

Always give person’s first and last name on first reference and say who person is in context of the report (governor, president of the board, etc.). Be consistent in how people are referred to on second reference. Just the last (or family) name is usually fine.

When referring to a state agency, use the name it had when it took the action being written about. When citing an agency document, use the name the agency had at the time of publication. If the Wisconsin Department of Health and Family Services took an action in 2004, use that name, not the Department of Children and Families or Department of Health Services. If you have to, include a footnote that explains the agencies were reorganized in whatever year it was.

Make sure all proper nouns are spelled consistently.

Avoid second person (“you”)

First person singular (“me” and “I”) and plural (“we”) are preferable to awkward sentences, but only use it when writing in the active voice of the first person and when the identity of “we” is clear. For example, when a multiple-author paper describes its methodology, writing “We used an analysis that ...” is the best choice. When writing about an interview, using “I” or “we” is also appropriate, depending on the number of authors and interviewers.

Define terms

Especially if the report is making recommendations to improve a system that is inefficient and uses different terms throughout the system’s processes, define the terms. the report is using and then be consistent in their use.

Weed out abbreviations

Fun fact: An acronym is a word formed from the first letter or letters of a series of word (“snafu”). An abbreviation is not an acronym.

Avoid abbreviations. Do not abbreviate a term or organization unless it would appear in the narrative more than five times — and even then think critically about whether the abbreviation is necessary or informative. Especially to people outside your agency, the rampant use of abbreviations creates the appearance of a coded language that inadvertently excludes readers or makes them feel ignorant. If you, the author, cannot remember what an abbreviation means, don't use it.

Avoid making abbreviations out of phrases that are not proper nouns, unless your client or supervisor used them first.

Spell out on first reference. If used a second time in close juxtaposition, follow the first reference with the abbreviation in parentheses. If only used once, do not include the abbreviation in parentheses because that is redundant. If the second reference is in the next sentence, consider using a lowercase noun instead of an abbreviation: “the bureau” instead of “the FBI,” for example. If the second reference is a page or more after the first reference, don't use the abbreviation, just spell it out.

Use “the” before an abbreviation if someone would do so when speaking. For example, most people say “the FBI,” but not “the UW-Madison.” Make reading and comprehension easy.

Do not include an abbreviations list unless the report follows the above criteria AND uses more than 10 uncommon abbreviations more than five times each.

Be consistent on details

Make sure capitalization, use of commas, etc., are consistent. Pick a style and stay with it.

Do the math

If a table totals figures, make sure they add up.

Don't embarrass yourself

Search for the word pubic and eliminate it (probably).

Be concise

Do not use adverbs unless necessary.

Adverbs are words ending in “ly” that describe verbs.

Do not hyphenate an adverb with the word following it.

Almost never use “currently” or “presently,” since immediacy is evident in the verb tense. The two words are not interchangeable: “presently” means “soon”; “currently” means “now.”

Almost never use “previously” or “in the past” because the verb tense conveys that something occurred in the past.

Often, “future” and “past,” when used as adjectives, can be deleted.

“... *predicted future actions* ...” is redundant: “predict actions”

“... *repeat past mistakes* ...” is redundant: “repeat mistakes”

Avoid starting sentences with the word “there.”

This practice will lead to use of strong nouns and verbs:

There are seven dogs barking.

Seven dogs bark.

There would be more agreement.

More would agree.

There are several objections.

Several objections exist.

Tip

Use the Editing: Find command in the Home ribbon

to look for the word “There.”

When cursor pauses, recast the sentence or phrase so it starts with a concrete noun.

Tighten language and use stronger verbs by deleting phrases such as:

* is responsible for

The board is responsible for approving the budget.

The board approves the budget.

* is intended to

The increase in cost is intended to reduce the number of commuters.

The increase in cost would reduce the number of commuters.

* the goal of

The goal of the program is to increase homeownership.

The program will increase homeownership.

* is designed to

The program is designed to increase homeownership.

The program increases homeownership.

Avoid passive voice

Start a sentence or phrase with the noun taking the action:

The use of planes by terrorists was unexpected by the CIA.

The CIA did not expect terrorists to use planes.

Tuition was raised by the regents.

The regents raised tuition.

Tip

Use the Editing: Find command in the Home ribbon to look for the word “was.” When cursor pauses, see if the actor is first (or identified -- sometimes passive voice leaves out the actor). Then look for the word “were.” Then look for the word “by.”

Notice how nicely putting the actor first holds the actor accountable: Terrorists, CIA and regents.

this: make sure a concrete noun follows:

This is a good idea becomes *This proposal is a good idea.*

Don’t use “unique.” Instead state why the program (or whatever) is unique.

Using unique is TELLING the reader. Instead, SHOW the reader why the program is unique.

The program is unique. vs.

The program is the only one in the state that has mentors continue working with the teens after they graduate from high school and start jobs or college.

Almost never use “in order.”

“and also” is redundant, as is **In addition ... also.**

Strengthen verbs by avoiding “is” and “are”:

Change “is providing” to “provides.”

Change “are offering” to “offer.”

impacted is never a verb unless “wedged” is meant. Substitute affected.

negatively affect should be *harm*.

Careful wording

Use correct verb and pronoun for singular subject and watch for pronoun with no antecedent, for example, use of “it” without a specific noun before it.

“Taliban,” “committee,” “board,” “the Legislature” and “Congress” are singular, so each takes a singular verb and be referred to as “it,” not “they” and “their”:
The Taliban controls Afghanistan. It plans to “It” refers to “Taliban.”

Watch parallelism -- in a list, use all verbs or all nouns

Not (two verbs and a noun): *The council will consider purchasing cars, an economic development director, and extending library hours.*

Do this (all verbs): *The council will consider purchasing cars, hiring an economic development director, and extending library hours.*

Avoid use of “claim,” which casts doubt on the truth of the statement. Just use “say” or “said,” even if usage seems repetitive.

Avoid partial quotes, especially when the fragment requires addition of explanatory text in parentheses. Paraphrased statements can be footnoted or otherwise attributed in the same manner as material that is directly quoted.

Use “would,” not “will,” for possible or proposed action.

“Will” means action is a certainty, while “would” keeps it hypothetical.

Use “among” rather than “between” when more than two entities are involved:

The dispute was between the two state and local agencies. The matter needs to be worked out among representatives of Bolivia, Colombia, and Ecuador.

“which” requires a comma before it, when a sentence uses it to begin a phrase to qualify something or to add information that is not essential to the meaning of the sentence.

The council supported changing the policy, which was adopted in 1966.

This means that the fact that the policy was adopted in 1966 is not essential to the meaning of the sentence, and “which was adopted in 1966” could be deleted without causing confusion or creating an inaccuracy.

If the phrase is essential, then use “that” with no comma:

The council supports the policy that was adopted in 1966.

Impacted is never a verb unless “wedged” is meant. Use affected instead.

These are one word:

Caregiving, caregiver

Policymaker

Workforce (in violation of the Associated Press style book and some dictionaries)

Get technical

Periods and commas and more. Oh my.

One space after a period ending a sentence.

Periods go inside quote marks and before footnote numbers.

Put periods in U.S. as an adjective. Spell out United States as noun.
Same for United Nations.

The U.S. plan ...

The plan for the United States ...

Use a serial (or “Harvard”) comma between elements in a series of three or more.

...the taxi, the bus, and the airplane ... *...the book, the CD, or the cassette...*

Use a comma before “and” or “or” if what follows could stand on own as a complete sentence.

The taxi turned right, and the bus and the car turned left.

We could go to the store first, or we could stop at the park.

Commas and periods go inside quotes marks and before footnote numbers.

The period goes after the closing citation parenthesis at the end of a sentence.

... the latter program produces the best outcome (Faster, 2003).

Semicolons go outside quotation marks.

Source: Authors’ calculations

workers’ compensation (per Associated Press) lowercase, apostrophe after the s

Numerals, figures, and numbers

Use figures for 10 and more; spell out nine and less.

Use figures for all measurements, even if less than 10: 5%, 8 degrees, 6 years old.

Write numbers greater than 999,999 like this: 1 million; 1.6 billion

Use Arabic (1, 2, 3) numerals for footnotes, not Roman (i, ii, iv).

For page numbers, use lower-case Roman (iii, iv) for the front matter (From the List of Tables through the Executive Summary) and Arabic (1, 2, 3) numerals for the body of the report (Introduction through the Works Cited).

Round up and avoid using more than one or two numerals after the decimal point

Currency

lowercase the names of currency: dollar, rand, won, renminbi, euro

\$1.5 million or, if necessary, \$1.5 million U.S. or \$U.S. 1.5 million

Use the \$, but write out cents: \$4; 40 cents

800R = 800 rand 50 euro
to be consistent, one could write 5 dollars.

Percent, %, and percentage

Be consistent in use of % vs percent. % is OK in table headers when the text uses percent.

If a percentage is less than 1, use a zero before the decimal: 0.3% or 0.05%.

In nontechnical contexts, “percent” is preferred to “%” in text. *Chicago (9.18)*

Percentage is the noun:

The percentage of the population... vs.

Of the overall population, 8 percent... and

... compared to the rest, 2 percent is a small percentage...

Only use numerals after the decimal point if the fractions are essential to the meaning of the text, table or figure. Be consistent in the number of numerals used after the decimal point, and do not use more than two numerals after the decimal point. Reading “The increase of 12 percent” is MUCH easier than reading “The increase of 11.58 percent.” Don’t forget to round when professor tells you to.

Capitalization: avoid Capital Letters when They are not needed

Lowercase job titles that do not precede a person’s name, including those that stand alone.

Do not randomly capitalize Nouns.

Hyphens and dashes

Examples from *Chicago Manual of Style*, courtesy of professor Manion, with a few Easterisms.

Use a hyphen to connect related words

decision-making process, kilowatt-hour, ill-favored

But note the *Chicago Manual* advises: “For some years now, the trend in spelling compound words has been away from the use of hyphens; that is, there seems to be a tendency to spell compounds solid as soon as acceptance warrants their being considered permanent compounds. . . . It should be emphasized that this is a trend, not a rule.” In other words, *policymaker* and *decisionmaking process* are acceptable, but not *illfavored* or *kilowatthour*.

Use a hyphen to link two words that are operating together as an adjective to describe another word. This usage is called a compound modifier.

part-time job but *I work part time*

In Word, the hyphen is the lower-case key beside the plus/equal (+=) key.

Whether to hyphenate

citywide

full-time *as adjective*

long-term *as adjective*

longtime *as adjective*

markup *as noun*

part-time *as adjective*

pickup *as noun*

write-up *as noun*

Dashes

“There are several kinds of dashes, differing from one another according to length,” per the *Chicago Manual of Style*. “There are en dashes, em dashes, and 2- and 3-em dashes. Each kind of dash has its own uses. The most commonly used dash is the em dash.” The em dash is the important one to know. Next is the en dash, which most people don’t know. “Em” and “en” are good words to know for Scrabble.

The length of an em dash is the width of a capital M, while an en dash is the width of an N.

Em dash

Use an em dash for pauses, much in the same way one uses a comma. Note there are no spaces on either side of the dash. In Word, the em dash is available under “insert symbols.”

Will he—can he—obtain the necessary signatures?

He could forgive every insult but the last—the snub by his former office boy.

Ives, Stravinsky, and Bartók—these were the composers she most admired.

En dash

The en dash is one-half the length of an em dash and is longer than a hyphen. Use the en dash to connect capitalized words in proper nouns and to connect numbers, with no spaces around it.

1968–72, May–June 1967, pp. 38–45, University of Wisconsin–Madison

The en dash is available at Insert: Insert symbols.