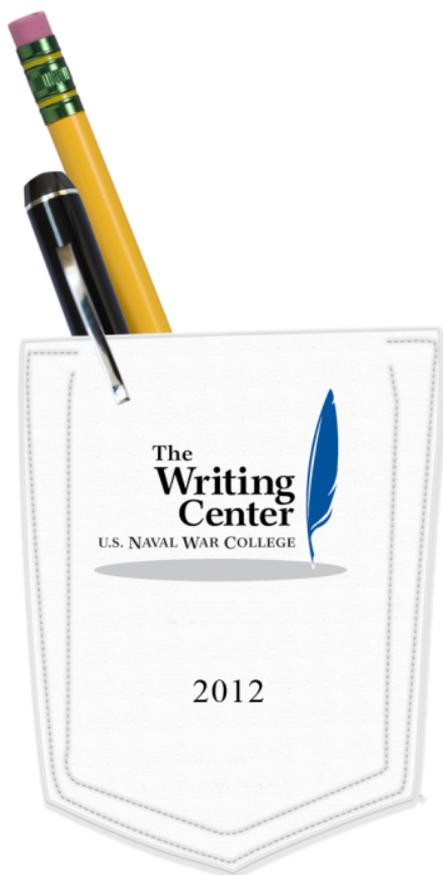


POCKET

WRITING

AND STYLE GUIDE





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## A Few Introductory Words . . .

This writing and style guide is a quick reference guide that complements both *A Writer's Reference* edited by Diana Hacker and Nancy Sommers and *The Chicago Manual of Style*, 16th ed. (*CMS*). For additional and more in-depth information on writing and grammar, please refer to *A Writer's Reference*, and for more complete information on citations, refer to *CMS*.

The sections included in the NWC Pocket Writing and Style Guide are designed to help with these three key issues:

- **Grammar:** Students can find information relating to common grammatical concerns.
- **Drafting:** Students can get fast tips on outlining, brainstorming, and writing papers.
- **Citing:** Students will find information on and examples of Chicago-style bibliography references and endnotes.

I hope that you find this pocket style guide useful as you complete your course work at the Naval War College. Remember that the Writing Center is available for assistance as well, so do not hesitate to ask for help. Feel free to stop by the Writing Center for quick questions or to make an appointment, or you may also send an e-mail to request an appointment. I am ready to assist you in any way I can.

What you *really* need to know about . . .

## GRAMMAR

Using appropriate grammar is a part of writing clearly and concisely. Writing with appropriate verb forms, correct punctuation marks, and the like will polish your ideas and make your paper stronger and clearer to readers. The following information and strategies can be used to make your writing more compelling and effective.

**Comma:** indicates a pause in the text and highlights relationships between words and phrases within a sentence; generally used to emphasize a particular part of a sentence or to clarify a meaning.

### *Correct Use of Comma:*

- To separate an adjective from the noun it follows.

*The general, old and wise, will never forget his first tour overseas.*

- To separate an adverbial modifier (also known as an introductory phrase) if it appears at the beginning of a sentence.

*During the staff ride, students got to experience Pickett's charge firsthand.*

- To separate two independent clauses (sentences that can stand alone) with a coordinating conjunction in between.

*I'm going to rock and roll all night, and I will party every day.*

- To emphasize contrasting statements in a sentence.

*It was the quality of her JMO paper, not her Vego summary, which won the student the writing award.*

- To separate parallel adjectives.

*It was a long, hot day to go for a hike.*

- To separate parenthetical or nonrestrictive elements.

*The MRE, though unappetizing, was filling.*

- To separate a series of phrases, letters, or numbers.

*Seminars one, two, and three were the first to submit papers for review.*

- To set off transitional words.

*The students differed, however, in their discussion of the book On War.* [When writing papers, you should never use both italics and underlining to indicate the title of a book. Italics alone will suffice.]

- To separate city and state names.

*I work on a base in Newport, Rhode Island.*

### ***Incorrect Use of Comma:***

- To separate two independent clauses (comma splice).

*The Marine Corps Marathon is today, I am going to run 26 miles.*

Corrected: *The Marine Corps Marathon is today; I am going to run 26 miles.* [**Note:** A period can also be used in place of a semicolon as can *and* with a comma before it.]

**Semicolon:** mark of separation which designates an almost complete stop.

### ***Correct Use of Semicolon:***

- Before conjunctive adverbs (*therefore, however, thus, hence, nevertheless*) when they connect two related, complete thoughts.

*We have turned in our paper proposals; therefore, we now have time to research topics for our NSA paper.*

- To connect two complete sentences.

*Col. Smith wants the documents by 0800; he needs to evaluate the information.*

- To separate a series of clauses or phrases if one or more elements contain internal punctuation.

*The awards ceremony was attended by Dr. Jones, the project's benefactor; Mr. Davis, the project engineer; and Mrs. Beck, the president of the university.*

### ***Incorrect Use of Semicolon:***

- To separate two independent clauses if a coordinating conjunction is present.

*I fought in Operation Desert Storm; and I fought in Operation Iraqi Freedom.*

Corrected: *I fought in Operation Desert Storm; I also fought in Operation Iraqi Freedom.*

**Colon:** generally used to call attention to the words that follow it; when used in a sentence, a colon can ONLY be used after an independent clause (complete sentence).

**Note:** According to the *Chicago Manual of Style*, “When a colon is used within a sentence [such as in the first example below] . . . the first word following the colon is lowercased unless it is a proper name. When a colon introduces two or more sentences . . . , when it introduces a speech in dialogue or an extract . . . , or when it introduces a direct question, the first word following it is capitalized.”<sup>1</sup>

### ***Correct Use of Colon:***

- After an independent clause to call attention to a list, an appositive, or a quotation.

*Maslow considers the following in his proposed hierarchy of needs: physiological, safety, love/belonging, esteem, and self-actualization.*

- After the salutation in a formal letter.

*Dear President Obama:*

- Between independent clauses if the second clause summarizes or explains the first.

*I will not be running a marathon this year: I tore my ACL last month.*

### ***Incorrect Use of Colon:***

- Between a verb and its object.

*This year I will write: a JMO paper, a leadership paper, and an S&P paper.*

Corrected: *This year I will write a JMO paper, a leadership paper, and an S&P paper.*

- Between a preposition and its object.

*During his period of service, my brother was stationed at: Norfolk, North Island, and Yokosuka.*

Corrected: *During his period of service, my brother was stationed at the following bases: Norfolk, North Island, and Yokosuka.*

**Dash:** used for emphasis or to represent a sudden break in thought; frequently used when a writer wishes to represent linguistic patterns in dialogue (e.g., repetition, afterthoughts). Use sparingly, particularly in academic writing.

### ***Correct Use of Dash:***

- To point out a sudden break in thought or set off a parenthetical element.

*On War*—a seminal text on the theory of war—is as relevant now as it was in the nineteenth century.

- To emphasize the second independent clause or to emphasize a single word or phrase.

*Lamb on pita—that is the best sandwich at Harry O's.*

- For repetition or to give the appearance of an afterthought.

*The soldiers' morale suffered significantly after losing over 1,000 men in the battle—they were ready to surrender.*

### ***Incorrect Use of Dash:***

- In scholarly writing if another punctuation mark can be used in its place.

*I'm running three races this month—a 5k, a 10k, and a half marathon.*

Corrected: *I'm running three races this month: a 5k, a 10k, and a half marathon.*

**Hyphen:** generally used to create the impression of unity or to clarify ambiguity, particularly when distinguishing a similar-sounding compound word from a word with a different meaning.

### ***Correct Use of Hyphen:***

- When the modifier precedes the noun it modifies.

*The meeting will assess the long-term goals in Afghanistan.*

- When the modifier is a letter or number.

*M-16*

- When a letter would be doubled or tripled in order to create a compound word.

*Anti-immigration laws*

- When a prefix is added to a proper noun.

*Pre-World War II*

**Note:** Prefixes such as *non-* and *mid-* often combine with a common noun to form one word (e.g., mid-career).

### ***Incorrect Use of Hyphen:***

- When the modifier follows the noun it modifies.

*Our goals, which are lengthy-in-scope, will be assessed at the meeting.*

Corrected: *Our goals, which are lengthy in scope, will be assessed at the meeting.*

- After adverbs ending in *-ly*.

*I'm going to order a freshly-baked croissant at Harry O's.*

Corrected: *I'm going to order a freshly baked croissant at Harry O's.*

**Parentheses:** enclose explanatory words, phrases, or sentences; may provide a reader with a note of interest or provide valuable information.

### ***Correct Use of Parentheses:***

- To clarify the meaning of a particular passage without changing its message.

*There was a small dent in the plane (though no one knows how it got there).*

**Note:** If parentheses occur at the end of a sentence, the period should appear **after** the second parenthesis.

*The president vetoed the bill. (However, the veto can be overturned by Congress.)*

**Note:** An entire sentence is sometimes—though rarely—enclosed in parentheses. In this case, the ending punctuation mark should go inside the second parenthesis.

- To enclose numerals or letters that indicate sequence.

*The soldier's narrative (see Section A) described the Battle of Fallujah.*

### ***Incorrect Use of Parentheses:***

- If the information in the parentheses is necessary to the sentence's meaning and interferes with the grammatical structure of the sentence.

*There was a small dent (in the plane), though no one knows how it got there.*

Corrected: *There was a small dent in the plane (though no one knows how it got there).*

**Brackets:** help ensure that readers can understand quoted and/or parenthetical material; also used to correct any mistakes made by the original author (i.e., misspelling, capitalization errors).

### ***Correct Use of Brackets:***

- To enclose parenthetical information that is already in parentheses.

*(The president [George W. Bush] introduced the legislation five years ago, but it didn't pass.)*

- To clarify an ambiguous pronoun in a quotation.

*"He [Abraham Lincoln] gave the Gettysburg Address in this very spot."*

- To insert words or phrases that help clarify the meaning of a quotation.

*According to the authors, “The immediate overriding menace of nuclear war [which helped to characterize attitudes during the Cold War] seems to have faded from the forefront of national concern.”<sup>2</sup>*

- If you are quoting an independent clause but not the whole sentence (omitting words at the beginning of the quoted sentence).

*According to David Kilcullen, “[T]his is a form of ‘counter-warfare’ that applies all elements of national power against insurrection.”<sup>3</sup>*

- To indicate a misspelling, using the bracketed Latin word *[sic]*, meaning “thus” or “such.”

*“We will construct the Maginot line too [sic] prevent the Germans from invading France.”*

**Italics:** used to indicate book titles, to signal foreign expressions, or to add emphasis; should be used consistently throughout the paper (i.e., choose italics or underlining and consistently use one form).

### ***Correct Use of Italics:***

- To emphasize a particular word or phrase.

*I would never leave my post unattended.*

- For titles of books, newspapers, periodicals, films, paintings, and TV shows.

The New York Times, Mad Men, Joint Force Quarterly, The Last Supper

- To highlight unfamiliar foreign words and phrases in a text.

*He was a bon vivant.*

- When referring to words, letters, or figures.

*The word strategic is often misinterpreted.*

### ***Incorrect Use of Italics:***

- To emphasize familiar foreign words.

*The ambassador was declared persona non grata.*

Corrected: *The ambassador was declared persona non grata.*

- For titles of individual chapters in books or articles in periodicals.

On Danger in War *in* On War *by* Clausewitz.

Corrected: “*On Danger in War*” *by* Clausewitz *can be found in the text* On War.

**Abbreviations:** shortened forms of words or phrases; should only be used if context is clear to the reader; must be spelled out completely the first time they are used in a paper.

### ***Correct Use of Abbreviations:***

- When using acronyms (words formed by combining the first letters of a series of words in a phrase).

*scuba, NASA*

**Note:** Many acronyms are written in capital letters without punctuation (NASA). However, other acronyms (such as *scuba*) have become so familiar that they are used as words themselves and appear in lowercase.

### ***Incorrect Use of Abbreviations:***

- When beginning a sentence, with the exception of address terms (e.g., *Mr.* or *Ms.*).
- Before a person is identified by his or her full military rank.

*Brigadier General John Martinez* [Use this construction to identify a person the first time, and then switch to *Brig. Gen. Martinez.*]

- If *the* precedes the term.

*Hon. Jones* → *The Honorable Jones*

- For states and territories.

*Virginia instead of VA*

**Capitalization:** use of an uppercase letter to mark the beginning of a sentence or a proper noun.

***Correct Use of Capitalization:***

- For the first word in every sentence.
- For the first word of every expression used as a sentence.

*Really? How come?*

- When writing the salutation and the closing of a letter.

*Dear Richard, Sincerely*

- For proper nouns.

*United States Navy*

- For a common noun or adjective that forms an essential part of a proper noun.

**Note:** If a common noun is used to stand for a proper noun, do not capitalize the word.

*Rappahannock River versus the river*

- For all names of national or international government and military organizations, documents, and regions.

*The Bill of Rights versus the bill*

- For names of departments within organizations.

*Department of Agriculture*

- For military ranks when used with proper names.

*Colonel Fairfax versus colonel*

- For proper names of colleges, organizations, committees, and agencies.

*Naval War College, Dean of Academic Affairs*

- For official degree names only when they are spelled out.

*Master of Education versus master's degree*

**Note:** When referring to a degree in general terms, it requires an *'s*.

- For the titles of official regulations, directives, acts, laws, bills, and treaties.

*The Declaration of Independence versus the declaration*

- For names of programs, movements, or concepts when used as proper nouns.

*the United Nations, the Quadruple Alliance*

- For nouns followed by numbers or letters with the exception of the following: *note, page, paragraph, line, size, and verse*.

*Figure A, Section 1*

- For compass directions when referring to a specific region or if the direction is part of a proper name.

*Southern Maryland versus south*

- For days of the week, months, events, races, languages, seasons, holidays, religions, and events.

*Monday, German, Memorial Day*

- For brand names.

*Nike shoes versus shoes*

- For specific course names.

*History 545 versus history*

- For the first word after a colon when the word is a proper noun.

*Major Civil War battles occurred in the following cities: Atlanta, Fredericksburg, and Gettysburg.*

- For the word when it is the first word of a quoted sentence.

*Winston Churchill was quoted as saying the following: "He is a modest little man who has a good deal to be modest about."*

### ***Incorrect Use of Capitalization:***

- For common nouns that refer to proper nouns.

*The Military*

Corrected: *the military*

**Numerals:** help to determine size or amount of a person, place, or thing.

### ***Correct Use of Numerals:***

- When referring to money.

*\$100*

- When referring to measurements, dimensions, and/or temperatures.

*57cm, 7x6, 25 degrees Celsius*

- When referring to percentages, ratios, proportions, and/or scores.

*25%, 1/4*

- For numbers referred to as numbers.

*Even numbers include 2, 4, and 6.*

- When referring to mathematical expressions.

*100 + 25 = 125*

- When referring to abbreviations, symbols, and/or serial numbers.

*SECNAV M-5216.5*

- When using unit modifiers and hyphenations.

*M-16*

- When referring to dates or military time.

*14 June 2010, 1300*

- When referring to state, federal, and interstate highways.

*I-95, Route 1*

### ***Incorrect Use of Numerals:***

- When a number is less than ten.

**Note:** If numbers appear in a series and one of those numbers is greater than nine, all the numbers in the series should appear as numerals (1, 6, and 13).

- When referring to a particular century.

*Twenty-first century*

- When referring to a decade.

*Nineties, the sixties*

- When referring to a time of day without using *a.m.* or *p.m.*

*Twelve thirty*

- If the number is the name of a numbered street and is less than one hundred.

*Fifth Avenue*

- If the number begins a sentence.

*Two days ago, I gathered some interesting research for my MMS paper.*

- If the number is used with a formal subject.

*the thirteen colonies*

- When preceding a compound modifier with a number.

*Four 6-inch submarine sandwiches*

**Possessive Nouns:** used to indicate ownership; formed by adding an apostrophe (') or an apostrophe s ('s) to the end of a word.

### ***Correct Use of Possessive Nouns:***

- To put acronyms and numbers in possessive form.

*The USA's (U.S. Army) motto is "This we'll defend."*

- On the last word of a possessive compound word.

*Committee Chair's*

- To show possession with countries and organized bodies.

*Italy's impending financial crisis*

**Note:** Words ending in *s*, *x*, or *z*, if the word is one syllable, require an apostrophe *s* (*'s*). Add only an apostrophe and omit the *s* for words of more than one syllable.

*Valdez' army, Marx's philosophy, Venus'  
atmosphere*

- To show possession with geographic names, company names, and institutions.

*Library of Congress' archives, St. Mark's Square*

**Incorrect Use of Possessive Nouns:**

- To put acronyms and numbers in plural form.

*Our convoy was hit by several IED's.*

Corrected: *Our convoy was hit by several IEDs.*

- More than once in a sentence.

*The battalion commander's squad's meals were  
delivered on the truck.*

Preferred: *The meals of the battalion commander's  
squad were delivered on the truck.*

**Pronouns:** words that take the place of a person, place, or thing; frequently used in writing to avoid repetition.

- **Subjective Case:** pronouns used as subjects (*I, you, he, she, it, we, they, who*).
- **Objective Case:** pronouns used as objects of verbs or prepositions (*me, you, him, her, it, us, them, whom*).
- **Possessive Case:** pronouns that express ownership (*my/mine, your/yours, her/hers, its, our/ours, their/theirs, whose*).

### **Correct Use of Pronouns:**

- If a compound sentence contains two pronouns, or a noun and a pronoun, drop the noun or other pronoun. This action will help you decide which case pronoun you need to use in the sentence.

*My supervisor and I/me have a few things to discuss. (I have a few things to discuss.) My supervisor and I have a few things to discuss.*

- Shorten sentences by cutting out unnecessary words. Filling in those words in your mind as you write can help you to choose the appropriate case pronoun.<sup>4</sup>

*Peer editing helps you as much as (it helps) me.*

### **Incorrect Use of Pronouns:**

- With unclear antecedents (nouns before pronouns).

*We must use caution as we study historical cases for lessons learned.*

Corrected: *Sailors must use caution as they study historical cases for lessons learned.*

**Coordinating Conjunctions:** connect words, phrases, or clauses that are of equal importance or have the same grammatical structure within a sentence, e.g., *for*, *and*, *nor*, *so*.

### **Correct Use of Coordinating Conjunctions:**

- To connect compound subjects.

*The State Department and other government organizations must coordinate their efforts with the military to win the Long War.*

- To connect compound objects.

*I plan to invest in Google and Yahoo stock.*

- To connect compound phrases.

*Students should be expected to complete all the reading and to participate in class.*

**Note:** A comma should not be used in the above example before the conjunction.

- When paired with a comma to connect two independent clauses.

*The Writing Center staff can help students to revise their papers, but our primary focus is on the argument and focus of the paper.*

**Parallelism:** the act of balancing single words with single words, phrases with phrases, and clauses with clauses; makes a sentence more easily understood and more pleasing to the reader's ear.

***Correct Use of Parallelism:***

- To balance single words.

*General Neller spoke in a candid, genuine, and passionate manner at the meeting on Friday.*

- To balance phrases.

*"I choose my friends for their good looks, my acquaintances for their good characters, and my enemies for their intellects."—Oscar Wilde*

- To balance clauses.

*"The inherent vice of capitalism is the unequal sharing of blessings; the inherent virtue of socialism is the equal sharing of miseries."—Winston Churchill*

**Active versus Passive Voice:** When you use the passive voice, the subject (typically a noun) of the sentence is acted upon. When you use the active voice, the subject of the sentence performs an action.

### ***Active Voice:***

- Strengthens your writing.

*The general issued the command to his troops.*

### ***Passive Voice:***

- Detracts from the strength and validity of your writing.

*The command was issued by the general to his troops.*

**Point of View:** the perspective from which a paper is written; errors in student writing occur when inappropriate or multiple points of view are used.

### ***Correct Use of Point of View:***

- First person for personal narratives and/or some social science papers.

*I observed the participants in their natural habitat.*

- Second person when an author wants to address readers directly or to give the piece an informal tone.

*Change the structure of the government to allow for a better civil-military relationship.*  
[The implied subject in this sentence is “you” because the sentence is a command.]

- Third person to allow for distance or objectivity between the author and the subject.

*The researcher took a case-study approach to collect and organize the data.*

### ***Incorrect Use of Point of View:***

- First person if writing a formal, academic paper.

*I am going to report my findings on potential Naval aviation improvements.*

Corrected: *The researcher will report findings on potential Naval aviation improvements.*

- Second person if writing a formal, academic paper.

*You need to learn from the failures of those who came before you on the battlefield.*

Corrected: *It is necessary to learn from the failures of those who came before on the battlefield.*

Read these quick tips before you begin . . .

## DRAFTING

**Plan an Approach:** Here are three key steps you can take to make sure you meet the requirements of your assignments:

- Identify the key words in the assignment.
- Keep the essay requirements in mind (length, outside research, type of paper).
- Give yourself enough time to complete the assignment correctly.

**Identify the Key Words:** First, look for the key words in the assignment. Key words will tell you how to approach the assignment and will indicate the type of paper the instructor wants you to develop. Below are some examples of common key words:

- **Summarize:** to give the main points briefly.<sup>5</sup>
- **Apply:** to use a learned concept, model, or idea, in a new situation.<sup>6</sup>
- **Argue:** to take a position; to choose a side with justification.
- **Compare/contrast:** to bring out points of similarity and points of difference.<sup>7</sup>
- **Evaluate:** to weigh the advantages and limitations; to appraise.<sup>8</sup>
- **Synthesize:** to combine existing elements in order to create something original.<sup>9</sup>
- **Explain:** to make clear; to show the meaning of something.<sup>10</sup>
- **Interpret:** to translate; to explain the significance of something.<sup>11</sup>

- **Justify:** to provide support for your position.
- **Discuss:** to consider a subject from multiple points of view (cite); to present the pros/cons.
- **Analyze:** to break content into components to identify parts, see relationships among them, and recognize organizational principles.<sup>12</sup>
- **Comprehend:** to understand what is being communicated to make use of the information.<sup>13</sup>

Usually you will have to perform more than one cognitive task (e.g., evaluating, synthesizing, analyzing) when answering a test or assignment question; this may require you to answer multiple sub-questions. Below is an example of the sub-questions you may need to address in order to fully answer a test question or prompt:

- **Example 1:** Compare Bugeaud's counterinsurgency theory with Callwell's counterinsurgency theory. Which approach is more applicable today?
  - A. How are the theories similar?
  - B. How are the theories different?
  - C. What is the current military situation?
  - D. Apply the theories to the current situation.
  - E. Argue which approach would work best.

**Determine the Scope of the Assignment:** When deciding what information to include in your assignment, keep the essay length in mind; strive for depth as opposed to breadth. When an instructor assigns a short paper on a broad topic, he/she is often checking to see whether students can identify the most important elements in the material. Keep this in mind when deciding what details you can leave out.

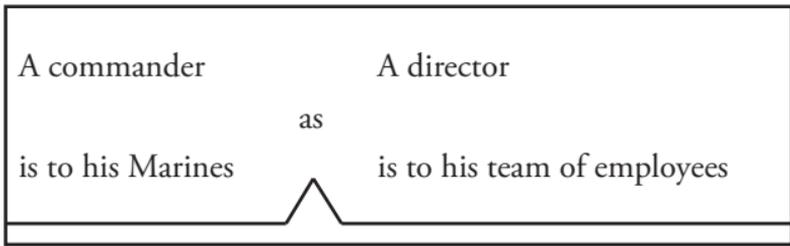
**Give Yourself Enough Time:** The scope of the assignment and needed approach will help you to determine how much

time you need to complete the assignment. When possible, it's always best to complete the assignment in steps.

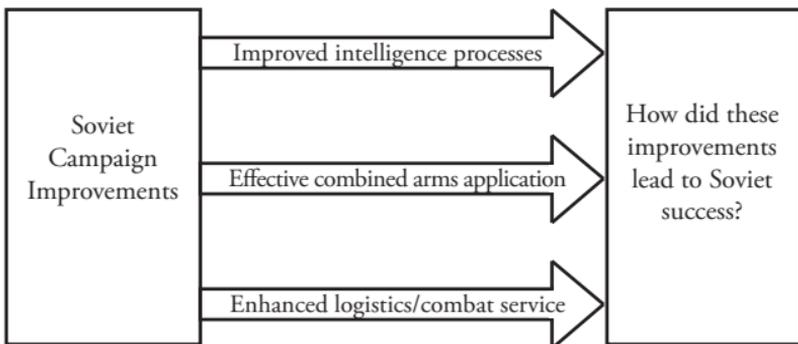
**Prewrite:** Create a plan or model for the paper that shows the completion of research and includes brainstorming (freewriting, cubing, mind mapping, and so on) and outlining. Prewriting helps you to decide what you want to say and how to organize your information effectively.

### *Prewriting Strategies:*

- **Use a recorder:** Record yourself talking about your subject. Then, play the tape back and write down everything you said.
- **Freewrite:** Write down any words, sentences, ideas, or phrases that relate to your topic. This effort will help you to see your ideas on paper, so you can begin to make connections. Don't worry about organization.
- **Use Post-it notes/different-colored index cards:** Write ideas, words, phrases, or entire paragraphs on Post-it notes or different-colored index cards. Assign each topic idea to a different Post-it or colored index card. This technique will help you figure out how to best organize your ideas, as you will be able to move the notes/cards when you see a better flow or fit for the information.
- **Mind map:** Similar to cluster diagramming and outlining, mind mapping uses specific strategies to highlight connections between ideas. Each mind map has its own purpose. Some are used to compare/contrast, while others are used to break down an idea/concept/object into its component parts or to formulate analogies.
- **Construct bridge maps:** This technique is helpful for highlighting analogies between different subjects. It may be hard to explain how a military structure works; therefore, it may be helpful to compare the military structure to something with which your audience is familiar.



- What is the relationship between the two subjects? How are they similar? How are they different?
- A commander supervises his sailors on tasks and assignments, while guiding them and working with them to advance their performance in the military combat and operation zones.
- A director supervises his team as well, while guiding the members and working with them to advance their performance in the workplace and boardroom.
- **Create cause and effect maps:** These show the cause(s) and effect(s) of a thesis statement.
- **Thesis statement:** Finland's demise occurred because the Soviets demonstrated vast campaign plan improvements, to include improved intelligence processes, effective combined arms application, and enhanced logistics and combat service support effort.



- **Develop a theory and application matrix:** A matrix helps to visually depict the concepts in your readings/research; this example takes the key components of two counterinsurgency theories and connects the theory to its application in the field.

<b>Kilcullen's Insurgency Theory</b>	<b>Contextualization of the Theory/Application</b>
Views insurgency as a global conflict.	Need to control overall environment as opposed to specific area (war on terrorism approach as opposed to war in Iraq approach).
Views counterinsurgency as a system.	Strategy of disaggregation (de-linking or dismantling elements so insurgency can no longer function).
<b>Classic Insurgency Theory (Galula)</b>	<b>Contextualization of the Theory/Application</b>
Views insurgency as political/revolutionary war. Therefore, military leaders must consider the political reaction of every military action.	Insurgency will be defeated by controlling the target population. This means eliminating opposition, winning hearts and minds of the people, and building infrastructure.
People tend to favor the side that can offer the most protection.	Presents unity of command; divides lower ranks from the leaders.

**Thesis Statement:** Write a sustained and logical argument that outlines the main idea of the paper and how the main idea will be proven; students must take a position and use facts and examples to support that position.

- **Topic:** Avoid recycling old arguments. Chances are your topic has been covered by someone else. This doesn't necessarily mean you have to choose a new topic. You may want to ask yourself, "What new insight can I bring to this event? Are there any research gaps—is there a particular aspect of a conflict that has yet to be uncovered?"

- **Research Question:** The research question tells the reader *what* is going to be looked at—the topic of the paper. However, effective thesis statements include not only a *what*, but also a *why* and *how*.

### Going from Research Question to Thesis Statement:

- **Research Question:** Why should the United States address Hugo Chavez' growing influence in Latin America?
- **Working Thesis Statement:** The U.S. must counter Hugo Chavez' influence in Latin America to maintain its regional credibility in the region.

This thesis is still vague and incomplete because it does not answer the *how*.

- **Developed Thesis Statement:** In an effort to maintain its regional credibility in Latin America and to preserve its national interests, the U.S. must become less dependent on Latin American oil and must reach out diplomatically to other nations in the region to counter Hugo Chavez' influence.

This thesis statement is complete because it contains the *what*, *how*, and *why*.

### *Effective Thesis Statement Example:*

- *The United States reconstruction of infrastructure in Iraq, particularly the reconstruction of the electrical system, played a key role as a non-kinetic force multiplier for the coalition forces to set conditions to create a secure and stable country.*

Argument is specific (focuses on one aspect of reconstruction).

Answers *what* this did for Iraq (set conditions to create a secure and stable country).

**Outlining:** Drafting an outline allows you to see all your main points on paper and to organize them strategically before you begin to write; this makes it easier to see where additional research or evidence is needed.

- Thesis and main points provide the framework for your outline. Your outline may be as structured, abstract, or informal as you would like.
- Each point should relate back to your thesis (argument). Each main point should be followed by two or three sub-points that are linked to the thesis.
- Outlines can be very informal. Simply organizing your points in a logical way and ensuring each point develops and supports the thesis can be very helpful in keeping you on track with your paper.

***Organizational methods:***

- **Cause and effect:** Indicate causal relationships between things and events.
- **Compare and contrast:** Line up related ideas for a detailed account of similarities and differences.
- **Increasing importance:** Arrange paragraphs so that the most important point comes last, thus building the paper's strength.

**Elements of the Paper:** Most academic papers contain three main parts: the introduction, the body, and the conclusion. The length and scope of each part will depend on the type and length of the paper you are writing.

**Introduction:** varies in length and complexity depending on the type and length of the paper you are writing; contains just enough background information to lead up to your thesis statement. The thesis statement is usually the last sentence in the introduction and accomplishes the following:

- Generally introduces the topic of your paper—provides just enough information for the reader to understand your thesis statement.
- Captures the reader’s interest.
- Presents the thesis (argument) that will be developed and supported in the body of the paper.

***Introductions should not include/do the following:***

- Have vague terms: acronyms, abstract ideas (concepts, subjective terms).
- Have broad, sweeping statements: “from the beginning of time man has . . . ,” “underdeveloped nations are a threat to national security.”
- Give too much information: if you want to investigate how George Washington shaped the Continental Army, you do **not** need to begin providing specific examples of his leadership style in the introduction. Save it for the body.
- Create suspense: the reader should not have to “dig” or read beyond the introduction to get a sense of what the paper is about.
- Contain definitions.

**Body Paragraphs:** considered the “meat and potatoes” of the paper and provide specific evidence and examples to support the thesis statement. In the body of the paper, you will synthesize the information you’ve gathered during your research for JMO/NSA papers and from your readings for S&P/S&W.

***Body paragraphs should do the following:***

- Contain only one main (controlling) idea. The main idea of a paragraph is often expressed in a topic sentence (usually the first sentence). Just as the paper should only cover the scope of the thesis statement, a paragraph should only address the main idea covered in its topic sentence.

- Highlight connections between ideas and provide transitions—that is, show the reader how each sentence (idea) in a paragraph is related to the next idea; highlight relationships between paragraphs; show the reader how each element of the thesis is related to the next.
- Use transitional words and phrases: (e.g., *however*, *therefore*, *conversely*, *moreover*).
- Develop ideas. Each paragraph should contain enough examples and evidence to support the paragraph's central claim. Also, the source material you use to support your claims (whether it is paraphrased or quoted) and the way you present the material will influence the way your reader perceives your argument.

**Conclusion:** gives you the chance to make connections between the main points you've presented throughout the paper and to draw broader implications; echo the main idea (thesis) of your paper; provide closure.

***Conclusions should accomplish the following:***

- Provide the *so what*; explain implications.
- Give the reader a sense of closure.
- Synthesize material you've presented in the body of the paper.

***Conclusions should not do the following:***

- Rewrite the introduction in different words.
- Restate the thesis statement verbatim.
- Introduce new information.

**Using Sources and Quotations:**

- Make sure your sources and paraphrases play a supporting role. Your paper should not be a collection of paraphrases and quotations. When you

write a research paper, you need to make an original argument based on the research you conduct—your sources merely provide the evidence to support your central argument. As the writer, you are the lead actor; your sources are supporting actors.

- Don't use a quotation when a paraphrase will suffice. Exact wording may be important at times, especially when you are discussing doctrine, legislation, or another researcher's exact position. However, don't use quotations just because you think the author expressed a particular concept or idea better than you can paraphrase it. Use your own words.
- Don't use a quotation without placing it in context. Make sure you fully explain the significance of the quotation (who said it, how does it relate to your research, why it is important).
- Avoid back-to-back quotations. Placing one quotation directly after another doesn't give you the chance to fully explain how the first supports your point before moving on to the next statement.
- When multiple sources make the same claim, you may want to group them together. For instance, instead of saying, "General X believes it is important to employ the concept of D.O. in current and future conflicts. General Y also thinks D.O. should be used in current and future conflicts," you may want to say, "According to Generals X and Y, the concept of D.O. should be employed in current and future conflicts."

Writing is a process and involves multiple steps. Therefore, it's important to remember that your first draft will not be your last. Once you've finished your draft, try to put it aside for a few days before taking another look.

Your best friend for citing sources . . .

## THE CHICAGO MANUAL OF STYLE (CMS)

Examples of citations for **notes (N)**, **shortened notes (S)**, and **bibliographies (B)** appear below.

**Note:** When you cannot find an exact match for your source, use the citation format closest to your source.

### BOOKS

#### Basic Format for Print Book

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**N.** Mary N. Woods, *Beyond the Architect's Eye: Photographs and the American Built Environment* (Philadelphia: University of Pennsylvania Press, 2009).

**B.** Woods, Mary N. *Beyond the Architect's Eye: Photographs and the American Built Environment*. Philadelphia: University of Pennsylvania Press, 2009.

#### Basic Format for Online Book

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**N.** John Dewey, *Democracy and Education* (1916; repr., ILT Digital Classics, 1994), chap. 4, <http://www.ilt.columbia.edu/publications/dewey/html>.

**B.** Dewey, John. *Democracy and Education*. 1916. Reprint, ILT Digital Classics, 1994. <http://www.ilt.columbia.edu/publications/dewey.html>.

#### Basic Format for E-Book (electronic book)

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**N.** Leo Tolstoy, *War and Peace*, trans. Richard Pevear and Larissa Volokhonsky (New York: Knopf, 2007), Kindle edition, vol. 1, pt. 1, chap. 3.

**B.** Tolstoy, Leo. *War and Peace*. Translated by Richard Peaver and Larissa Volokhonsky. New York: Knopf, 2007. Kindle edition.

## One Author

---

N. William C. Westmoreland, *A Soldier Reports* (Garden City, NY: Doubleday, 1976), 112, 195–96.

B. Westmoreland, William C. *A Soldier Reports*. Garden City, NY: Doubleday, 1976.

### *Examples of NWC Library's electronic book service:*

N. Stephen Howarth, *To Shining Sea: A History of the United States Navy, 1775–1998* (Norman, OK: University of Oklahoma Press, 1999), 231, accessed 10 May 2006, NetLibrary.

B. Howarth, Stephen. *To Shining Sea: A History of the United States Navy, 1775–1998*. Norman, OK: University of Oklahoma Press, 1999. Accessed 10 May 2006. NetLibrary.

N. Richard T. Reynolds, *Heart of the Storm: The Genesis of the Air Campaign against Iraq* (Maxwell AFB, AL: Air University Press, 1995), 19, accessed 2 April 2006, <http://aupress.maxwell.af.mil/Books/b-55/heartstm.pdf>.

B. Reynolds, Richard T. *Heart of the Storm: The Genesis of the Air Campaign against Iraq*. Maxwell AFB, AL: Air University Press, 1995. Accessed 2 April 2006. <http://aupress.maxwell.af.mil/Books/b-55/heartstm.pdf>.

## Two Authors

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N. John W. Masland and Laurence I. Radway, *Soldiers and Scholars: Military Education and National Policy* (Princeton, NJ: Princeton University Press, 1957), 117–21.

B. Masland, John W., and Laurence I. Radway. *Soldiers and Scholars: Military Education and National Policy*. Princeton, NJ: Princeton University Press, 1957.

### Three Authors

---

N. Robert Strausz-Hupe, William R. Kintner, and Stefan T. Possony, *A Forward Strategy for America* (New York: Harper, 1961), 117.

B. Strausz-Hupe, Robert, William R. Kintner, and Stefan T. Possony. *A Forward Strategy for America*. New York: Harper, 1961.

### More Than Three Authors

---

N. Gerald Pomper et al., *The Election of 1976* (New York: McKay, 1977), 61.

N/S. Pomper et al., *Election of 1976*, 61.

***For four to 10 authors or editors, include all names in the bibliography.***

B. Pomper, Gerald, William G. Mayer, Marjorie Randon Hershey, and Kathleen A. Frankovic. *The Election of 1976*. New York: McKay, 1977.

### Association or Institution as Author

---

N. U.S. President's Commission on an All-Volunteer Armed Force, *The Report of the President's Commission on an All-Volunteer Armed Force* (Washington, DC: Government Printing Office, 1970), 3–9. This report is commonly referred to as the Gates Commission Report.

B. U.S. President's Commission on an All-Volunteer Armed Force. *The Report of the President's Commission on an All-Volunteer Armed Force*. Washington, DC: Government Printing Office, 1970.

N. U.S. Department of Health, Education, and Welfare, *Work in America* (Cambridge, MA: MIT Press, 1973), 104–6.

B. U.S. Department of Health, Education, and Welfare. *Work in America*. Cambridge, MA: MIT Press, 1973.

## No Author Given and Sacred Works

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**Do not use Anonymous or Anon.**

N. *Soviet Military Power* (Washington, DC: Government Printing Office, 1983), 13–18.

B. *Soviet Military Power*. Washington, DC: Government Printing Office, 1983.

N. Gen. 25:19–36:43 (New Revised Standard Version).

N. Qur'an 19:17–21.

***Sacred texts are usually not included in the bibliography.***

## Multivolume Works and Series

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***Example of one volume in the series:***

N. Wesley Frank Craven and James Lea Cate, eds., *The Army Air Forces in World War II*, vol. 2, *Europe: Torch to Pointblank, August 1942 to December 1943* (1949; new imprint, Washington, DC: Office of Air Force History, 1983), 288–95.

***Example of the entire series:***

N. Wesley Frank Craven and James Lea Cate, eds., *The Army Air Forces in World War II*, 7 vols. (1948–1958; new imprint, Washington, DC: Office of Air Force History, 1983).

B. Craven, Wesley Frank, and James Lea Cate, eds. *The Army Air Forces in World War II*. 7 vols. 1948–1958. New imprint, Washington, DC: Office of Air Force History, 1983.

***For works listed consecutively by the same author in the bibliography, use three dashes in place of the author's name.***

B. ———. *The Army Air Forces in World War II*. Vol. 2, *Europe: Torch to Pointblank, August 1942 to December*

1943. 1949. New imprint, Washington, DC: Office of Air Force History, 1983.

N. Winston S. Churchill, *The Second World War*, vol. 4, *The Hinge of Fate* (Boston: Houghton Mifflin, 1948), 521.

N. Warren A. Trest, *Military Unity and National Policy: Some Past Effects and Future Implications*, CADRE Paper Special Series: The Future of the Air Force, no. AU-ARI-CPSS-91-7 (Maxwell AFB, AL: Air University Press, December 1991), 12.

B. Trest, Warren A. *Military Unity and National Policy: Some Past Effects and Future Implications*. CADRE Paper Special Series: The Future of the Air Force, no. AU-ARI-CPSS-91-7. Maxwell AFB, AL: Air University Press, December 1991.

### **Editor, Compiler, or Translator**

---

N. Alfred Goldberg, ed., *A History of the United States Air Force, 1907–1957* (Princeton, NJ: D. Van Nostrand, 1957), 7.

N/S. Goldberg, *History of the United States Air Force*, 7.

B. Goldberg, Alfred, ed. *A History of the United States Air Force, 1907–1957*. Princeton, NJ: D. Van Nostrand, 1957.

N. J. P. Mayer, *Alexis de Tocqueville: Democracy in America*, trans. George Lawrence (New York: Doubleday, 1969), 648.

B. Mayer, J. P. *Alexis de Tocqueville: Democracy in America*. Translated by George Lawrence. New York: Doubleday, 1969.

N. Carl von Clausewitz, *On War*, ed. and trans. Michael Howard and Peter Paret (Princeton, NJ: Princeton University Press, 1976), 145–47.

B. Clausewitz, Carl von. *On War*. Edited and translated by Michael Howard and Peter Paret. Princeton, NJ: Princeton University Press, 1976.

N. Marshal Foch, *The Principles of War*, trans. Hilaire Belloc (London: Chapman & Hall, 1918), 18–19.

## **Edition**

---

N. John N. Hazard, *The Soviet System of Government*, 5th ed. (Chicago: University of Chicago Press, 1980), 23–25.

B. Hazard, John N. *The Soviet System of Government*. 5th ed. Chicago: University of Chicago Press, 1980.

N. Norbert Weiner, *The Human Use of Human Beings: Cybernetics and Society*, 2nd ed. rev. (Garden City, NY: Doubleday, 1951), 68–71.

N/S. Weiner, *Human Use of Human Beings*, 74.

## **Introductions, Prefaces, Afterwords, Abstracts**

---

N. Nelson DeMille, foreword to *Flag: An American Biography*, by Marc Leepson (New York: Thomas Dunne, 2005), xii.

B. DeMille, Nelson. Foreword to *Flag: An American Biography*, by Marc Leepson, xi–xiv. New York: Thomas Dunne, 2005

## **Reprint Editions**

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N. Neil Harris, *The Artist in American Society: The Formative Years, 1790–1860* (1966; repr., Chicago: University of Chicago Press, 1982), 43–44.

B. Harris, Neil. *The Artist in American Society: The Formative Years, 1790–1860*. 1966. Reprint, Chicago: University of Chicago Press, 1982.

N. Giulio Douhet, *The Command of the Air*, trans. Dino Ferrari (1942; new imprint, Washington, DC: Office of Air Force History, 1983), 67.

N. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), also available online at <http://press-pubs.uchicago.edu/founders/>.

B. Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Also available online at <http://press-pubs.uchicago.edu/founders/>.

***Identify the format of non-Internet sources.***

N. R. J. Hicks, *Nuclear Medicine, from the Center of Our Universe* (Victoria, Australia: ICE T Multimedia, 1996), CD-ROM.

B. Hicks, R. J. *Nuclear Medicine, from the Center of Our Universe*. Victoria, Australia: ICE T Multimedia, 1996. CD-ROM.

**Work of One Author in a Work Edited by Another**

***If you are citing the entire chapter or contribution, include inclusive page numbers.***

N. John A. Warden III, "Air Theory for the Twenty-first Century," in *Challenge and Response: Anticipating U.S. Military Security Concerns*, ed. Karl P. Magyar et al. (Maxwell AFB, AL: Air University Press, August 1994), 320–21.

N/S. Warden, "Air Theory," 325.

B. Warden, John A., III. "Air Theory for the Twenty-first Century." In *Challenge and Response: Anticipating U.S. Military Security Concerns*, edited by Karl P. Magyar et al. Maxwell AFB, AL: Air University Press, August 1994.

***When you cite a different chapter/contribution in the same book as previously cited, include a shortened citation for that book.***

N. Lewis B. Ware, “Regional Study 1: Conflict and Confrontation in the Post-Cold-War Middle East,” in Magyar et al., *Challenge and Response*, 49.

N. John T. Folmar, “Desert Storm Chapstick,” in *From the Line in the Sand: Accounts of USAF Company Grade Officers in Support of Desert Shield/Desert Storm*, ed. Michael P. Vriesenga (Maxwell AFB, AL: Air University Press, March 1994), 19–20.

## SOURCE CITED AND QUOTED IN ANOTHER SOURCE

N. Louis Zukofsky, “Sincerity and Objectification,” *Poetry* 37 (February 1931): 269, quoted in Bonnie Costello, *Marianne Moore: Imaginary Possessions* (Cambridge, MA: Harvard University Press, 1981), 78.

B. Zukofsky, Louis. “Sincerity and Objectification.” *Poetry* 37 (February 1931). Quoted in Bonnie Costello, *Marianne Moore: Imaginary Possessions*. Cambridge, MA: Harvard University Press, 1981.

N. Samuel P. Huntington, “Democracy Fights a Limited War: Korea, 1950–1953,” quoted in Merrill F. Peterson and Leonard W. Levy, eds., *Major Crises in American History: Documentary Problems* (New York: Harcourt, Brace and World, 1962), 2:481.

N. Douglas MacArthur, general, U.S. Army, to B. H. Liddell Hart, 1959, quoted in Peter G. Tsouras, ed., *The Greenhill Dictionary of Military Quotations* (London: Greenhill Books, 2000), 243.

B. MacArthur, Douglas, general, U.S. Army. Douglas MacArthur to B. H. Liddell Hart, 1959. Quoted in Peter G. Tsouras, ed., *The Greenhill Dictionary of Military Quotations*. London: Greenhill Books, 2000.

## PERIODICALS

### Article in an Online Journal

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- N. Brian Lennon, "New Media Critical Homologies," *Postmodern Culture* 19, no. 2 (2009), <http://pmc.iath.virginia.edu/text-only/issue.109/19.2lennon.txt>.
- B. Lennon, Brian. "New Media Critical Homologies." *Postmodern Culture* 19, no. 2 (2009). <http://pmc.iath.virginia.edu/text-only/issue.109/19.2lennon.txt>.

### Journal Article from a Database

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- N. Constant Leung, "Language and Content in Bilingual Education," *Linguistics and Education* 16, no. 2 (2005): 239, doi:10.1016/j.linged.2006.01.004.
- B. Leung, Constant. "Language and Content in Bilingual Education." *Linguistics and Education* 16, no. 2 (2005) 238–58. doi:10.1016/j.linged.2006.01.004.

### Article in an Online Magazine

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- N. Katharine Mieszkowski, "A Deluge Waiting to Happen," *Salon*, 3 July 2008, <http://www.salon.com/news/feature/2008/07/03/floods/index.html>.
- B. Mieszkowski, Katharine. "A Deluge Waiting to Happen." *Salon*, 3 July 2008. <http://www.salon.com/news/feature/2008/07/03/floods/index.html>.

### Magazine Article from a Database

---

*Follow same format as Article in an Online Journal.*

- N. "Facing Facts in Afghanistan," *National Review*, 2 November 2009, 14, Expanded Academic ASAP (A209905060).
- B. "Facing Facts in Afghanistan." *National Review*, 2 November 2009, 14. Expanded Academic ASAP (A209905060).

## Volume Number Not Shown

---

- N. "Congress Sends Nixon a Message," *Newsweek*, 19 November 1973, 39.
- B. "Congress Sends Nixon a Message," *Newsweek*, 19 November 1973, 39.
- N. Jim Katzaman, "Basics of Bombing," *Airman*, June 1986, 10.
- B. Katzaman, Jim. "Basics of Bombing," *Airman*, June 1986, 8–12.
- N. Jay Finegan, "Struggling with Inflation," *Times Magazine* (supplement to *Air Force Times*), 1 September 1980, 4.

## Volume Number Shown

---

N. Richard F. Rosser, "American Civil-Military Relations in the 1980s," *Naval War College Review* 24, no. 10 (June 1972): 14–15.

***Include the first and last page numbers of article in the bibliography.***

- B. Rosser, Richard F. "American Civil-Military Relations in the 1980s," *Naval War College Review* 24, no. 10 (June 1972): 14–20.
- N. Donald S. Zagoria, "China's Quiet Revolution," *Foreign Affairs* 62, no. 4 (Spring 1984): 879–904.
- N. Philip Handler, "The American University Today," *American Scientist* 64, no. 3 (May–June 1976): 254–57.
- N/S. Handler, "American University Today," 256.

## Electronic Journals and Magazines

---

N. Michael D. Lemonick et al., "How to Kick the Oil Habit," *Time*, 31 October 2005, accessed 11 May 2006, EBSCO.

**List all authors in the bibliography, up to 10 authors (Chicago 14.76).**

**B.** Lemonick, Michael D., Lisa Takeuchi Cullen, Coco Masters, Eric Roston, Joseph R. Szczeny, and Michael Schuman. "How to Kick the Oil Habit." *Time*, 31 October 2005. Accessed 11 May 2006. EBSCO.

**N.** Lawrence Osborne, "Poison Pen," review of *The Collaborator: The Trial and Execution of Robert Brasillach*, by Alice Kaplan, *Salon*, 29 March 2000, accessed 10 July 2001, <http://www.salon.com/books/it/2000/03/29/kaplan/index.html>

**B.** Osborne, Lawrence. "Poison Pen," review of *The Collaborator: The Trial and Execution of Robert Brasillach*, by Alice Kaplan. *Salon*, 29 March 2000. Accessed 10 July 2001. <http://www.salon.com/books/it/2000/03/29/kaplan/index.html>.

**Example of an article from JSTOR, a library subscription database:**

**N.** Yehuda Z. Blum, "Proposals for UN Security Reform," *American Journal of International Law* 99, no. 3 (July 2005): 640, accessed 10 May 2006, JSTOR.

**B.** Blum, Yehuda Z. "Proposals for UN Security Reform." *American Journal of International Law* 99, no. 3 (July 2005): 632–49. Accessed 10 May 2006). JSTOR.

**Example of an article from ProQuest, a library subscription database:**

**N.** Charles Boix, "The Roots of Democracy," *Policy Review* 135 (February–March 2006): 18, accessed 9 May 2006, ProQuest.

**B.** Boix, Charles. "The Roots of Democracy." *Policy Review* 135 (February–March 2006): 3–21. Accessed 9 May 2006. ProQuest.

## NEWSPAPER ITEMS

### News Story

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N. Laurie Goodstein and William Glaberson, “The Well-Marked Roads to Homicidal Rage,” *New York Times*, 10 April 2000, national edition, sec. 1.

N. William Robbins, “Big Wheels: The Rotary Club at 75,” *New York Times*, 17 February 1980, sec. 3.

N. Murphy A. Cheaney, “Military’s Quality Medical Care for a Healthy Army,” *Washington Times*, 16 December 1985, final edition.

N. *New York Times*, 17 February–11 March 1996.

***If bibliographic entries are included, follow the examples below.***

B. Goodstein, Laurie, and William Glaberson. “The Well-Marked Roads to Homicidal Rage.” *New York Times*, 10 April 2000, national edition, sec. 1.

B. Robbins, William. “Big Wheels: The Rotary Club at 75.” *New York Times*, 17 February 1980, sec. 3.

B. Cheaney, Murphy A. “Military’s Quality Medical Care for a Healthy Army.” *Washington Times*, 16 December 1985, final edition.

### Online Newspapers, News Services, and Other News Sites

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N. Alison Mitchell and Frank Bruni, “Scars Still Raw, Bush Clashes with McCain,” *New York Times*, 25 March 2001, accessed 11 May 2006, LexisNexis.

B. Mitchell, Alison, and Frank Bruni. “Scars Still Raw, Bush Clashes with McCain.” *New York Times*, 25 March 2001. Accessed 11 May 2006. LexisNexis.

***Example of an Internet article still available at time of publication of the work:***

N. Richard Stenger, “Tiny Human-Borne Monitoring Device Sparks Privacy Fears,” *CNN.com*, 20 December 1999, accessed 11 May 2006, <http://www.cnn.com/1999/TECH/ptech/12/20/implant.device/>.

B. Stenger, Richard. “Tiny Human-Borne Monitoring Device Sparks Privacy Fears.” *CNN.com*, 20 December 1999. Accessed 11 May 2006. <http://www.cnn.com/1999/TECH/ptech/12/20/implant.device/>.

N. Reuters, “Russian Blasts Kill 21, Injure More Than 140,” *Yahoo! News*, 24 March 2001, accessed 30 September 2002, <http://dailynews.Yahoo.com/>.

B. Reuters. “Russian Blasts Kill 21, Injure More Than 140.” *Yahoo! News*, 24 March 2001. Accessed 30 September 2002. <http://dailynews.Yahoo.com/>.

**Newspaper Article from a Database**

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N. Clifford J. Levy, “In Kyrgyzstan, Failure to Act Adds to Crisis,” *New York Times*, 18 June 2010, General OneFile (A229196045).

B. Levy, Clifford J. “In Kyrgyzstan, Failure to Act Adds to Crisis.” *New York Times*, 18 June 2010. General OneFile (A229196045).

**Editorial (unsigned)**

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***Omit the initial “the” from titles of English-language newspapers.***

N. Editorial, “Security for Haiti,” *Washington Post*, 24 January 2006, final edition.

***Use the name of the newspaper as author if the article is unsigned.***

- B. *Washington Post*. “Security for Haiti.” 24 January 2006, final edition.

## MULTIMEDIA

N. A. E. Weed, *At the Foot of the Flatiron* (American Mutoscope and Biograph Co., 1903), 35 mm film, from Library of Congress, *The Life of a City: Early Films of New York, 1898–1906*, MPEG video, 2:19, accessed 14 August 2001, <http://lcweb2.loc.gov/ammem/papr/nychome.html>.

B. Weed, A. E. *At the Foot of the Flatiron*. American Mutoscope and Biograph, 1903, 35 mm film. From Library of Congress, *The Life of a City: Early Films of New York, 1898–1906*. MPEG video. 2:19. Accessed 14 August 2001. <http://lcweb2.loc.gov/ammem/papr/nychome.html>.

## PowerPoint Presentations

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N. Richmond Lloyd, “Economic Power and National Security” (PowerPoint presentation, Naval War College, NSDM Department, Newport, RI, 28 March 2006).

B. Lloyd, Richmond. “Economic Power and National Security.” PowerPoint presentation, Naval War College, NSDM Department, Newport, RI, 28 March 2006.

## CD-ROM or DVD

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*Citations to works issued on CD-ROM are similar to those for printed works (Chicago 14.168, 14.279).*

N. *The Complete National Geographic* (Washington, DC: National Geographic, 2010), DVD-ROM.

B. *The Complete National Geographic*. Washington, DC: National Geographic, 2010. DVD-ROM.

## Video Recordings and Slides

---

N. Morris Massey, *What You Are Is* (CBS-Fox Video, 1983), videocassette, 30 min.

B. Massey, Morris. *What You Are Is*. CBS-Fox Video, 1983. Videocassette, 30 min.

N. Louis J. Mihalyi, *Landscapes of Zambia, Central Africa* (Santa Barbara, CA: Visual Education, 1975), 35 mm slides, 40 frames.

B. Mihalyi, Louis J. *Landscapes of Zambia, Central Africa*. Santa Barbara, CA: Visual Education, 1975. 35 mm slides, 40 frames.

## ONLINE SOURCES

N. Evanston Public Library Board of Trustees, “Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach,” Evanston Public Library, accessed 18 July 2002, <http://www.epl.org/library/strategic-plan-oo.html>.

B. Evanston Public Library Board of Trustees. “Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach.” Evanston Public Library. Accessed 18 July 2002. <http://www.epl.org/library/strategic-plan-oo.html>.

*If there is no author, you may substitute the owner of the site (Chicago 14.245).*

N. Federation of American Scientists, “Resolution Comparison: Reading License Plates and Headlines,” accessed 20 September 1999, <http://www.fas.org/irp/imint/resolve5.htm>.

B. Federation of American Scientists. “Resolution Comparison: Reading License Plates and Headlines.” Accessed 20 September 1999. <http://www.fas.org/irp/imint/resolve5.htm>.

*Since very informal Web sites, such as personal home pages and fan sites, may have no titles, you may use descriptive phrases (Chicago 14.244).*

N. Camp Taconic Alumni, 1955 photo gallery, accessed 5 April 2003, <http://www.taconicalumni.org/1955.html>.

N. Pete Townshend's official Web site, "Biography," accessed 5 April 2003, [http://www.petetownshend.co.uk/petet\\_bio.html](http://www.petetownshend.co.uk/petet_bio.html).

B. Pete Townshend's official Web site. "Biography." Accessed 5 March 2003. [http://www.petetownshend.co.uk/petet\\_bio.html](http://www.petetownshend.co.uk/petet_bio.html).

### Electronic Mailing Lists

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N. John Powell to Grapevine mailing list, 23 April 1998, no. 83, accessed 10 May 2006, <http://www.electriceditors.net/grapevine/issues/83.txt>.

B. Powell, John. John Powell to Grapevine mailing list, 23 April 1998. No. 83. Accessed 10 May 2006. <http://www.electriceditors.net/grapevine/issues/83.txt>.

### Blogs

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N. Gary Becker, "Are CEOs Overpaid?," *The Becker-Posner Blog*, 14 May 2006, accessed 28 March 2006, <http://www.becker-posnerblog.com/archives/2006/05>.

*If the word "blog" is not found in the title of the Web site, indicate "(blog)" in the citation note after the blog title.*

N. American Soldier, "Al Zaqawi," American Soldier (blog), 8 June 2006, accessed 21 June 2006, <http://www.solderlife.com/2006/6/8/al-zaqawi>.

### Podcasts

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