Guidelines for citations and footnotes included
The Choate Rosemary Hall Honor Pledge

To be written on all academic work

*On my honor,*

*I have neither given nor received*

*unauthorized aid.*
Dear Students:

Whether you are a new or returning student, we hope you will find this Guide to Academic Integrity useful in your studies throughout your career at Choate Rosemary Hall and beyond. This Guide will help prepare you for the intellectual rigors of the research and writing that you will do at Choate. Learning the correct citation methods thoroughly in high school will make the academic demands of college and beyond that much easier for you to navigate. Do not forget that your Choate teachers are prepared to explain these methods to you and assist you in digesting and applying any of the rules of research to your own work here at school. If you have any questions about the School’s expectation for academic integrity, do not hesitate to confer with your teacher or your dean.

As you enter into the world of the research paper, I invite you to consider your role as an author engaged in a lively dialogue with many authors, some living and some long gone. Your part in this conversation is your own authentic voice; it is unique to you, and you know it as your very own. The other participants in this engaging dialogue are the authors you will need to cite. This Guide will help you remain true to your own personal voice, while acknowledging the voices of others. In so doing, you will avoid the pitfalls of plagiarism, which we define in the Student Handbook as “the unacknowledged use of another’s words or ideas.”

In my experience, most instances of academic dishonesty occur out of willful ignorance or sheer desperation. This Guide is designed to make sure you avoid the former, but it is equally important for you to know that cheating is never the answer to a difficult situation. If you are faced with such a challenge, I urge you to seek out the support that is available to you. Remembering that the great strength of Choate is our supportive community, there will always be someone here ready and willing to provide you with the advice you need. The onus, however, is on you to seek out that individual when you need such assistance.

And finally, a word about the honor pledge that you write out on all of your assignments:

*On my honor, I have neither given nor received unauthorized aid.*

In the moment of writing those words you are putting your own reputation on the line. The pledge “on my honor” recalls our school motto, *Fidelitas et Integritas,* (fidelity and integrity) which reminds us of the Choate community’s commitment to principles of honor and personal responsibility.

By putting these principles of academic integrity to work in your daily lives, you will be able to write out the honor pledge in good conscience, protect your untarnished reputation, and take pride in your own work and authorship.

Alex D. Curtis
Headmaster
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Choate Rosemary Hall
Honor Code

From the Choate Rosemary Hall Student Handbook:

The Honor Code is the basic foundation upon which we make choices in our daily lives. All members of the community are expected to live up to high standards of behavior in the areas of academic and personal integrity, as outlined below. Violation of either of these basic principles is grounds for Dismissal, unless the School decides that circumstances warrant a lesser punishment. A student who is present when the Honor Code is violated may be found guilty of complicity, for which the punishment is, at minimum, Restriction.

Academic Integrity

The principle of academic integrity is the cornerstone of a school community. In all our actions at Choate we encourage students toward a life governed by the values of academic honesty and respect for the work of others. Cheating, plagiarizing, and giving or receiving unacknowledged assistance in academic work are unacceptable behavior in this community. As an affirmation of this principle, students are required to write out the following honor pledge on all academic work:

On my honor, I have neither given nor received unauthorized aid.

It is expected that writing out the honor pledge will serve as a reminder of the community’s commitment to the principles of honor and personal integrity.

The following are examples of academic dishonesty:

1. Plagiarism—the unacknowledged use of another’s words or ideas:
   a) If you use another’s words you must use quotation marks, and you must indicate whose words they are.
   b) It is not enough to change the words of your source. You must give credit for the ideas you get from any other source.
   c) Sources that must be credited are not simply published works, but any other person or any other person’s work.
   d) You may not use any part of a literary plot, poem, film, musical score or other artistic product without attributing the work to its creator.
   e) Computer programs fall under plagiarism rules.

2. Using unauthorized notes or other aids in a test, or copying from or being influenced by another student’s work during a test.

3. Giving unauthorized aid to another student; allowing another student to copy or use one’s test, paper, or homework.

4. Use of help on homework or take-home tests that is beyond the limits specified by the teacher—in effect, constituting plagiarism.

5. Theft, deceptive use, or deliberate destruction of library or other educational materials.

6. Use of translating software, including those found on the Internet, or translations of texts studied in class without the permission of the teacher.

7. Submitting the same work for credit to more than one teacher unless both teachers give their permission. If in doubt, ask your teacher before turning in any work.

The official seal of Choate Rosemary Hall calls us all to “faithfulness” and “integrity”—concepts that imply our loyalty to preserving and protecting each other and our school. In this spirit, Choate Rosemary Hall expects that each and every member of our community will take some form of “truly constructive action” in response to known Probation-, Suspension-, and Dismissal-level violations of the Honor Code and major school rules to help avoid the often painful consequences of such violations for individual students, for their friends and families, and for the School.
The range of “truly constructive action” may include informing a student that you are aware of his or her violation; encouraging that student to desist; reporting to a dean that you have knowledge of such a violation (without revealing the name of the individual involved); and specifically reporting the violation and the individual involved.

Academic integrity is a fundamental principle upon which an educational community is based. It implies a culture of trust between student and teacher. As stated above, the School requires students to write out an honor pledge on all academic work as a reminder of this commitment to the principle of integrity. The following is a compilation of helpful definitions and illustrations of academic integrity reprinted with permission from guides produced by the University of Oklahoma and Princeton University. These are intended to supplement departmental guidelines or the instructions of individual teachers.

**From the University of Oklahoma**

**What does “academic integrity” mean?**

Academic integrity means honesty and responsibility in scholarship. Here are the basic assumptions about academic work at the University of Oklahoma:

1. Students attend OU in order to learn and grow.
2. Academic assignments exist for the sake of this goal.
3. Grades exist to show how fully the goal is attained.
4. Thus, all work and all grades should result from the student’s own effort to learn and grow. Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.

Academic integrity means understanding and respecting these basic truths, without which no university can exist. Academic misconduct—“cheating”—is not just “against the rules.” It violates the assumptions at the heart of all learning. It destroys the mutual trust and respect that should exist between student and professor. Finally, it is unfair to students who earn their grades honestly.

**How do I know what counts as “academic misconduct”?**

… academic misconduct [is defined] simply as any act which improperly affects the evaluation of a student’s academic performance or achievement. Just as professionals are expected to know the rules of their profession, students have to know what counts as misconduct. Claiming ignorance of the rules is not a defense. So when in doubt, ask your professor! Here are some issues that come up frequently. These are merely examples and do not limit what counts as misconduct.
Cheating and Unauthorized Material on Examinations

Tests test how well the student has learned. Therefore, unless the professor specifies otherwise, all examinations are to be completed by the student alone, without extraneous assistance of any kind. That means no help is to be given to or received from other persons during the test; no books, notes, calculators, or other materials of any kind are to be consulted; and if a calculator or other hand-held electronic device is permitted to be used for mathematical calculations, no other information may be programmed into or retrieved from the device. Whenever the professor permits an exception to any part of these rules, the exception applies only as far as specified by the professor. Such exceptions must be expressly permitted and cannot be presumed from prior exceptions on other tests.

Improper Collaboration

Collaboration means working together. Many classes emphasize working with a partner or in groups. Permission from the professor to “work together” on a homework project or paper is not permission to violate the rules of integrity by presenting another student’s work as your own. Unless the professor specifies otherwise, it is assumed that all work submitted for a grade will be the product of the student’s own understanding, and thus expressed in the student’s own words, calculations, computer code, etc. When a student’s work is identical or very similar to someone else’s at points where individual variations in expression would be expected, it is reasonable for the professor to conclude that academic misconduct has occurred.

Submitting the Same Assignment for Different Classes

Submitting the same assignment for a second class violates the assumption that every assignment advances a student’s learning and growth.

Unless the second instructor expressly allows it, submitting an assignment already submitted for another class is a form of academic misconduct.

Plagiarism

Plagiarism means presenting someone else’s ideas or writing (published or unpublished) as your own. There are four different kinds, all prohibited by the Academic Misconduct Code.

1. Copying without citation. It is the worst form of plagiarism to copy part or all of a paper from the Internet, from a book or magazine, or from another source without indicating in any way that the words are someone else's. To avoid this form of plagiarism, the paper must both place the quoted material in quotation marks and use one of the standard forms of documentation (e.g., American Psychological Association, Modern Language Association, etc.) to indicate where the words come from.

2. Misappropriation of specific wording. It is also plagiarism to copy writing from elsewhere, cite the source, but fail to show (by the use of quotation marks, for example) that the words are a direct quotation. Simply documenting the source isn’t good enough, because that alone does not indicate that the words themselves are someone else’s. To avoid this form of plagiarism, put all quoted words in quotation marks or use equivalent punctuation.

3. Faulty paraphrasing. It is also plagiarism to paraphrase incorrectly. To paraphrase is to put a lengthy phrase, sentence, or group of sentences written by another into your own words, thereby making it significantly different from the original. To change a word here and there is not proper paraphrasing, and though you cite the source (as is always required with paraphrased material), you are using wording that is substantially that of another and representing it as your own. To avoid this form of plagiarism, either make it a direct quote, using quotation marks, and cite the source, or paraphrase properly by substantially changing the original to your own words; again, make sure you cite the source.
4. Misappropriation of facts and ideas. It is also plagiarism to present arguments, lines of reasoning, or facts that you have learned from someone else without citing the source, even if you put the material in your own words. To avoid this form of plagiarism, cite the source.

Examples of the four kinds of plagiarism

The original source is cited below followed by the sample plagiarized rewrites.

**Original source (text)**


“Big Brother is very interested in the Internet,” said Andre Bacard, author of the Computer Privacy Handbook. “It wants to move quickly to control the Internet the way it already rules military, banking, law enforcement and other ‘nets.’” Andre Bacard is not alone in his trepidation. Most major cyber-rights organizations echo his sentiments, and in light of recent attempts at Net “decency” legislation, along with on-line monitoring of communications over corporate networks and commercial on-line services, George Orwell’s dark vision of a manipulated society, depicted in the classic novel 1984, may finally be catching up to reality 47 years after he wrote it. It is the purpose of this paper to outline ways computer users can help fight for their right to privacy while still maintaining the interactivity of electronic networks.

**Example 2—Misappropriation of specific wording.**

The writer has copied specific wording from the original text as his own despite citing the author [Lange] at the end of the passage. The plagiarized passages are italicized:

One of the main problems with the Internet is that it now reveals another case of Big Brother. Most major cyber-rights organizations echo this sentiment, and in light of recent attempts at Net “decency” legislation, along with on-line monitoring of communications over corporate networks and commercial on-line services, George Orwell’s dark vision of a manipulated society, depicted in the classic novel 1984, may finally be catching up to reality 47 years after he wrote it (Lange 1).

**Example 3—Faulty Paraphrasing.**

While attempting to put the original passage in his own words, the writer has copied extensively from the original without using quotation marks to identify the passages taken from Lange. The plagiarized passages are italicized:

Andre Bacard is not the only one afraid of what is happening to the Internet. Many major cyber-rights organizations echo his feelings, and in light of current attempts at Net “decency” legislation, as well as on-line monitoring of communications over business networks and on-line services, George Orwell’s vision of a manipulated society, as depicted in the novel 1984, may finally become true 47 years after he wrote it (Lange 1).

Example 1—Copying without citation (The writer of the passage has simply copied a section of the original text above his own without attribution.)

The plagiarized passages are italicized:

One recent book, the Computer Privacy Handbook, brings up the many problems of communicating on electronic networks. “Big Brother is very interested in the Internet,” said Andre Bacard, author of the Computer Privacy Handbook. “It wants to move quickly to control the Internet the way it already rules military, banking, law enforcement and other ‘nets.’” Andre Bacard is not alone in his trepidation. Most major cyber-rights organizations echo his sentiments, and in light of recent attempts at Net “decency” legislation, along with on-line monitoring of communications over corporate networks and commercial on-line services, George Orwell’s dark vision of a manipulated society, depicted in the classic novel 1984, may finally be catching up to reality 47 years after he wrote it (Lange 1).
Example 4—Misappropriation of facts and ideas. Though no passages are directly copied, the writer has taken his facts and ideas from the original passage without providing appropriate citation. The plagiarized passages are italicized:

Many contemporary authors, like Andre Bacard, writer of the Computer Privacy Handbook, are worried about the intensive control of the Internet by the government and private corporations. According to Bacard, this control resembles the dark vision of George Orwell’s 1984, written 47 years ago, where society is completely controlled by the intrusive Big Brother. Bacard’s viewpoint is shared by cyber-rights organizations who are concerned about attempts to legislate the moral standards of the Internet as well as the monitoring of employees and customers by corporations and on-line commercial companies.


From Princeton University

The Five Basic Principles

The five basic principles described below apply to all disciplines and should guide your own citation practice. Even more fundamental, however, is this general rule: when in doubt, cite. You’ll certainly never find yourself in trouble if you acknowledge a source when it’s not absolutely necessary; it’s always preferable to err on the side of caution and completeness. Better still, if you’re unsure about whether or not to cite a source, ask your professor or preceptor for guidance before submitting the paper or report.

1. Quotation. Any verbatim use of a source, no matter how large or small the quotation, must be placed in quotation marks or, if longer than three lines, clearly indented beyond the regular margin. The quotation must be accompanied, either within the text or in a footnote, by a precise indication of the source, identifying the author, title, place and date of publication (where relevant), and page numbers. Even if you use only a short phrase, or even one key word, you must use quotation marks in order to set off the borrowed language from your own, and you must cite the source.

2. Paraphrase. Paraphrase is a restatement of another person’s thoughts or ideas in your own words, using your own sentence structure. A paraphrase is normally about the same length as the original. Although you don’t need to use quotation marks when you paraphrase, you absolutely do need to cite the source, either in parentheses or in a footnote. If another author’s idea is particularly well put, quote it verbatim and use quotation marks to distinguish his or her words from your own. Paraphrase your source if you can restate the idea more clearly or simply, or if you want to place the idea in the flow of your own thoughts—though be sure to announce your source in your own text (“Albert Einstein believed that...”) and always include a citation. Paraphrasing does not relieve you of the responsibility to cite your source.

3. Summary. Summary is a concise statement of another person’s thoughts or ideas in your own words. A summary is normally shorter than the original—a distillation of the source’s ideas. When summarizing other people’s ideas, arguments, or conclusions, you must cite your sources—for example, with a footnote at the end of each summary. Taking good notes while doing your research will help you keep straight which ideas belong to which author. Good note-taking habits are especially important when you’re reviewing a series of interpretations or ideas on your subject.

4. Facts, Information, and Data. Often you’ll want to use facts or information to support your own argument. If the information is found exclusively in a particular source, you must clearly acknowledge that source. For example, if you use data from a scientific experiment
conducted and reported by a researcher, you must cite your source, probably a scientific journal or a website. Or if you use a piece of information discovered by another scholar in the course of his or her own research, you must cite your source. But if the fact or information is generally known and accepted—for example, that Woodrow Wilson served as president of both Princeton University and the United States, or that Avogadro’s number is $6.02 \times 10^{23}$—you do not need to cite a source. Note that facts are different from ideas: facts may not need to be cited, whereas ideas must always be cited. Deciding which facts or pieces of information require citation and which are common knowledge, and thus do not require citation, isn’t always easy. Refer to a later section in this booklet, “Not-So-Common Knowledge,” for more discussion of this issue. But remember: when in doubt, cite.

5. Supplementary Information. Occasionally, especially in a longer research paper, you may not be able to include all of the information or ideas from your research in the body of your own paper. In such cases, insert a note offering supplementary information rather than simply providing basic bibliographic information (author, title, place and date of publication, and page numbers). In such footnotes or endnotes, you might provide additional data to bolster your argument, or briefly present an alternative idea that you found in one of your sources, or even list two or three additional articles on some topic that your reader might find of interest. Such notes demonstrate the breadth and depth of your research, and permit you to include germane, but not essential, information or concepts without interrupting the flow of your own paper.

Simply listing a source in your bibliography is not adequate acknowledgment of that source. This point is extremely important and too often misunderstood by students. If you list a source in your bibliography, but do not properly cite it in the text of your paper, you can be charged with plagiarism. In Faculty-Student Committee on Discipline hearings, students who did not set off verbatim quotations with quotation marks and provide a citation, or who used ideas or information from a source without proper citation in the paper itself, sometimes argue their innocence because the source is listed in their bibliography. But whether the error was a mistake based on a misunderstanding of the rules of citation or an intentional effort to deceive the reader, the student will be found responsible for the act of plagiarism.

For international students, it’s especially important to review and understand the citation standards and expectations for institutions of higher learning in the United States. Students who have done their college preparation at schools in other countries may have learned research and paper-writing practices different from those at Princeton. For example, students from schools in East Asia may learn that copying directly from sources, without citation, is the proper way to write papers and do research. Students in France, preparing for the Baccalaureate examination, may be encouraged to memorize whole passages from secondary sources and copy them into papers and exam essays. Those cultural differences can sometimes lead to false assumptions about citation practices and expectations at Princeton. Make sure you understand the University’s academic regulations and ask for assistance from your professors or preceptors if you’re not sure.

Not-So-Common Knowledge

You may have heard that it’s not necessary to cite a source if the information it provides is “common knowledge.” In theory, this guideline is valid. [See principle #4] In high school, the guideline is often further simplified: if you can find the information in The World Book Encyclopedia, then it’s “common knowledge.”

However, when you’re doing sophisticated original work at the college level, perhaps grappling with theories and concepts at the cutting edge of human knowledge, things are seldom so simple.
This guideline can often lead to misunderstanding and cases of potential plagiarism. The concept of “common knowledge” can never be an objective criterion for the obvious reason that what is commonly known will vary radically in different places and times. Human understanding is constantly changing, as the tools by which we can observe and comprehend the universe develop and as the beliefs that shape that understanding evolve. In medieval times, for example, it was an incontrovertible fact that the Earth was at the center of the universe. What a Chinese acupuncturist knows about human anatomy and health is remarkably different from what an American-trained surgeon knows. And what Princeton concentrators in molecular biology know today about the human genome would bewilder and astound Princeton biology students of only two generations ago. To complicate matters, each discipline has its own evolving definitions, and its own tests, for what constitutes a “fact.” And even within disciplines, experts sometimes disagree.

The bottom line is that you may be unable to make informed decisions concerning what is and is not “common knowledge.” That will be less true as you get to know a topic in depth, as you will for your senior thesis. But, especially in fields with which you’re less familiar, you must exercise caution. The belief that an idea or fact may be “common knowledge” is no reason not to cite your source. It’s certainly not a defense against the charge of plagiarism, although many students offer that excuse during the disciplinary process.

However, at Princeton, you are expected to observe the regulations for academic citation of all sources, print or electronic. The same rules apply to copying verbatim text or images, paraphrasing, and summarizing material from the Web. And given that information and data available on the Web may not receive the same stringent review as more traditional scholarly sources, you must be extra careful about evaluating and acknowledging your Web sources for such information.

Finally, all of us are aware of websites that offer academic papers for sale or that offer to do the research and writing for you. For Princeton students, such services are far less tempting because the academic quality of such papers tends to fall short of any acceptable Princeton standard. Nevertheless, you should know that any use of such services by a student is considered not just plagiarism but academic fraud, and is subject to the most severe penalties.
Examples of Plagiarism

The examples below demonstrate a few varieties of textual plagiarism, from verbatim copying to thorough paraphrasing. The comments that follow the examples offer guidance about how a source may be used and when a source must be cited.

Original source (text)
Alvin Kernan

From time to time this submerged or latent theater in Hamlet becomes almost overt. It is close to the surface in Hamlet’s pretense of madness, the “antic disposition” he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery. It is even closer to the surface when Hamlet enters his mother’s room and holds up, side by side, the pictures of the two kings, Old Hamlet and Claudius, and proceeds to describe for her the true nature of the choice she has made, presenting truth by means of a show. Similarly, when he leaps into the open grave at Ophelia’s funeral, ranting in high heroic terms, he is acting out for Laertes, and perhaps for himself as well, the folly of excessive, melodramatic expressions of grief.

Text example 1
verbatim plagiarism, or unacknowledged direct quotation (lifted passages are underlined):

Almost all of Shakespeare’s Hamlet can be understood as a play about acting and the theater. For example, there is Hamlet’s pretense of madness, the “antic disposition” that he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery. When Hamlet enters his mother’s room, he holds up, side by side, the pictures of the two kings, Old Hamlet and Claudius, and proceeds to describe for her the true nature of the choice she has made, presenting truth by means of a show. Similarly, when he leaps into the open grave at Ophelia’s funeral, ranting in high heroic terms, he is acting out for Laertes, and perhaps for himself as well, the folly of excessive, melodramatic expressions of grief.

Comment for example 1
Aside from an opening sentence loosely adapted from the original and reworded more simply, this entire passage is taken almost word-for-word from the source. The few small alterations of the source do not relieve the writer of the responsibility to attribute these words to their original author, Alvin Kernan. A passage from a source may be worth quoting at length if it makes a point precisely or elegantly. In such cases, copy the passage exactly, place it in quotation marks, and cite the author.

Text example 2
lifting selected passages and phrases without proper acknowledgment (lifted passages are underlined):

Almost all of Shakespeare’s Hamlet can be understood as a play about acting and the theater. For example, in Act 1, Hamlet adopts a pretense of madness that he uses to protect himself and prevent his antagonists from discovering his mission to revenge his father’s murder. He also presents truth by means of a show when he compares the portraits of Gertrude’s two husbands in order to describe for her the true nature of the choice she has made. And when he leaps in Ophelia’s open grave ranting in high heroic terms, Hamlet is acting out the folly of excessive, melodramatic expressions of grief.

Comment for example 2
This passage, in content and structure, is taken wholesale from the source. Although the writer has rewritten much of the paragraph, and fewer phrases are lifted verbatim from the source, this is a clear example of plagiarism. Inserting even short phrases from the source into a new sentence still requires placing quotations around the borrowed words and citing the author. If even one phrase is good enough to borrow, it must be properly set off by quotation marks. In the case above, if the writer had rewritten the entire paragraph and used only Alvin Kernan’s
phrase “high heroic terms” without properly quoting and acknowledging its source, the writer would have plagiarized.

Text example 3
paraphrasing the text while maintaining the basic paragraph and sentence structure:

Almost all of Shakespeare’s Hamlet can be understood as a play about acting and the theater. For example, in Act 1, Hamlet pretends to be insane in order to make sure his enemies do not discover his mission to revenge his father’s murder. The theme is even more obvious when Hamlet compares the pictures of his mother’s two husbands to show her what a bad choice she has made, using their images to reveal the truth. Also, when he jumps into Ophelia’s grave, hurling his challenge to Laertes, Hamlet demonstrates the foolishness of exaggerated expressions of emotion.

Comment for example 3
Almost nothing of Kernan’s original language remains in this rewritten paragraph. However, the key idea, the choice and order of the examples, and even the basic structure of the original sentences are all taken from the source. This is another clear example of plagiarism. When paraphrasing, it’s absolutely necessary (1) to use your own words and structure, and (2) to place a citation at the end of the paraphrase to acknowledge that the content is not original.

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And finally, a bit of advice from the Department of Chemistry at the University of Kentucky: “Do not be fooled into thinking that you can copy sentences from textbooks or journal articles and get away with it. The shift in your writing style is usually quite obvious as is the case with which you suddenly start discussing unfamiliar terms or concepts. Your instructors know far more about the subject material than you do and are quite familiar with the common sources of information on each subject.”

Citation of Sources
at Choate Rosemary Hall

Academic integrity is a central component of Choate Rosemary Hall values and is critical to the intellectual development of students, whose work should always reflect their own efforts to learn and grow as independent thinkers. As a result, it is essential for students to learn how to produce work that reflects their own ideas while also giving proper credit to those whose scholarship contributed to their work. Citations and referencing of sources are important components of any academic research and writing. Correct citation of sources is critical in order to avoid academic misconduct and plagiarism, and familiarity with different styles of citation is an expectation of colleges.

A citation is required in several cases:
- when a student uses a quotation from a source;
- when a student paraphrases or summarizes a source; and
- when a student uses specific factual information that is not common knowledge.

Be sure to check with your teacher on the application of the “common knowledge” exception.

Two Citation Methods

This brief style guide presents two basic forms of citation and referencing that you may be asked to use at Choate Rosemary Hall: footnote/endnote citation and in-text parenthetical citation. Your teacher will specify which reference format is to be used for a given research project and will articulate any additional instructions beyond those described below.

The two methods have several features in common:
- Both require that each sentence or portion thereof attribute the source; there is no mechanism for attributing an entire paragraph to a work unless it is a quotation.
• Both require that all quotations be cited; those longer than four lines should be set apart from the text, single-spaced and indented from the left end of the text.
• Both include a full list of references at the end of the work organized alphabetically by the author’s last name and then arranged by year of publication.
  – In the footnote/endnote style (Method I) this is called the “Bibliography” and it may include materials that were consulted but not specifically cited.
  – In the in-text parenthetical style (Method II) the list of references is called “Works Cited” and, as the name implies, lists only those sources referenced in the body of the work.

**Method I: TURABIAN STYLE**

Method I’s formatting is based upon Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition* which has the subtitle *Chicago Style for Students and Researchers* indicating the historical connection between the Turabian and Chicago styles. All specific examples below are drawn from this resource.

The Turabian method is most commonly required in History, Philosophy, Religion and Social Science courses. Often online resources present the bibliographic information in the Chicago Style format. If your teacher mandates Turabian, he or she will probably accept Chicago, but you should be sure to verify this.

**Footnotes/Endnotes**

A commonly-used method for citing sources employs either footnotes or endnotes. In this style, numbered references appear within the text at the end of the sentence, to direct the reader to a footnote (located at the bottom of the page on which the citation number is given) or an endnote (located at the end of the paper/manuscript). The number of the reference should appear at the end of a long quotation that has been set off from the text. Footnotes and endnotes should include the page number(s) whenever possible, to indicate the specific location of the information being cited.

A writer should offer a full citation in the first instance of a source in an essay. In subsequent citations, the writer may abbreviate the reference by providing the author’s last name, an abbreviated title, and the page number. (Example: Smith, *Wild Horses*, 25). In cases where a source is referenced in consecutive citations, the writer may use the term “Ibid.” and the page number to indicate that this source has been cited in the footnote/endnote immediately preceding it (Example: Ibid., 76). (Ibid. is the Latin abbreviation for *ibidem*, “in the same place.”) If the citation is from the same source and same page, the writer may simply note “Ibid.” (See p. 16.)

Most computer software programs have features that will automatically insert citations for you. For example, Microsoft Word 2007 has this feature under the “References” tab. Each citation is to have its own specific number, even if it refers to a source(s) referenced earlier in the work; as software programs such as Word do this automatically, you should use this feature whenever it is available to you.

**Bibliographical Citations**

When using the footnote/endnote format, a full bibliography is required in a separate section at the end of the paper/manuscript unless otherwise instructed by your teacher. For a bibliography, any source cited in a footnote or endnote must be included in the bibliography, but other materials that were consulted though not actually cited in the text of your work must also be included.

The format for bibliographic citations is different from that for footnotes/endnotes, as you will see in the examples that follow. A bibliography should be organized alphabetically by the author’s last name. Unlike in footnotes/endnotes, citations are not numbered in a bibliography, nor are page numbers included.
**General Guidelines:**

**F:** Refers to the proper formatting for Footnotes and Endnotes.

**B:** Refers to the proper formatting for Bibliographic entries.

*Note:* If a student wishes to use a resource not covered in the following examples or has questions about the information provided here, he or she should consult with the teacher and/or one of the sources listed below:

- *Turabian, Kate L. A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition*

  Reference Room REF LB2369.T8 2007

- *Eturabian: A Fast Citation Maker* at http://www.eturabian.com/turabian/index.html

**Book: single author:**

**F:** Note Number. Author's First and Last Names, *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), Pages referenced.


**B:** Author's Last Name, Author's First Name. *Title of Book: Subtitles of Book*. Place of Publication: Publisher's Name, Date of Publication.


**Book: two authors:**


**Book: published electronically:**


**An Anthology:**


**Reference Works**

*Note:* “s.v.” (short for sub verbo) should precede the “Title” of the entry.


**Websites (this format includes images found on-line):**


Note: It is never acceptable simply to provide the web address; you must provide all information on the website, including the date accessed. If the author’s name is included, you must provide that as well. If the site does not have a title then use a descriptive phrase (e.g. “1995 photo gallery”).

Online Databases:


Journal Article Online:


Journal/Magazine Articles in Print:


Newspaper Articles:


Weblog – entry posted by author of the site:


Weblog – entry posted by someone other than the author:


Online Multimedia Files (including podcasts):

Note: Multimedia file citations must include the time stamp where the cited materials appear in the file.


Interviews and Personal Communications:


B: Greene, Maxine. Email message. September 29, 2005.


Format for Additional Note References

Again, it is important to note that, even when citing a previously-referenced source, each footnote or endnote citation is assigned its own separate number, so your citations must be in numeric order. Once a work has been cited in complete form, later references to it are shortened. For this, either short titles or “Ibid.” should be used as indicated below.

| Use this form after the first full reference when there are no intervening references and the page number is the same as in the previous reference: | 2. Ibid. |
| Use this form when there are no intervening references and the reference is to a different page in the same work: | 3. Ibid., 68. |
| Use this form when there are intervening references between the first full reference and this one: | 12. Sheehan, Bright Shining Lie, 425. |
| Use this form when there are two or more sources by the same author (the book and/or article titles may be shortened): | 13. Ansen, “Spielberg’s Obsession,” 116. |

Other considerations

Quotations

When including short quotations, the citation should always be placed at the end of the sentence, immediately after the quotation marks. If a quotation is used within a sentence but does not complete it, the citation should still be placed at the end of the sentence containing the quotation. Example:

Although not well known in the United States, author Glenn Duncan's book *Death of an Ordinary Man* was hailed by *The Guardian* as being “wonderful, extraordinarily dark, and yes, important,” and it was also praised very highly by the poet Billy Collins.¹

On a longer quotation, the quotation must be off set from the rest of the text by re-setting each margin, and the citation follows the final punctuation of the quotation. No quotation marks are required for this type of off set quotation. Example:

Glen Duncan's latest novel, *Death of an Ordinary Man*, the tale of Nathan Clark and his search for peace, is

… really about how the vast, craggy landscape of family life is as scary and as thrilling as ascending Everest or traveling to the moon, and about the fact that love really can transcend death, even for agnostics. There’s nothing ordinary, in the end, about the heroic and majestically sad Nathan Clark -- or about the book that contains him.²

The questions posed by the book, which are not about death, but rather about life and humanity, about searching for truth, are deftly handled by Duncan who employs a lush, yet sparse, use of language that enables those questions - and their answers - to reveal themselves.

**Paraphrasing**

Students often paraphrase, or re-word a sentence(s) from a source, as a way of putting information in their own words and/or to avoid using quotations; there is also a tendency to think that by paraphrasing, it is not necessary to provide a citation for that information. This is not the case. Information of any kind that has been obtained from a source, whether it is being quoted directly or paraphrased, must be properly referenced with a citation.

**Method II: SCIENTIFIC STYLE AND FORMAT**

Method II's formatting is based upon *Scientific Style and Format: The CBE Manual for Authors, Editors, and Publishers. 6th edition*. In recent years that manual has been updated and renamed *Scientific Style and Format: The CSE Manual for Authors, Editors, and Publishers. 7th edition*.

**In-text Citations (also referred to as Name-Year)**

Rather than using the footnote/endnote style discussed above, some teachers require an in-text citation style. In-text citations are typically used when knowing the year of publication of the resource is important to understanding the scope of the research (e.g., cutting-edge scientific discoveries). In-text citations use a parenthetical format which includes the author’s last name and the year of publication (and, for books, the page number) at the end of each sentence or clause to be cited. The parenthetical citation must be within the punctuation of that sentence. *In-text citations must be linked to a “Works Cited” bibliographic format*. This will be discussed below.

This method is most commonly required in Science courses as well as in English courses, when the text being analyzed is cited. If a student wishes to use a resource not covered in the following examples, or has questions about the information provided here, he or she should consult with the teacher and/or one of the sources listed below:

- *CBE Citation Style* at [http://writing.wisc.edu/Handbook/DocCBE_NameYear_Intext.html](http://writing.wisc.edu/Handbook/DocCBE_NameYear_Intext.html)


Citation Guidelines

One author (book):
Common juniper is indicative of one of three land use histories in central New England; pastures that have been overgrazed, rock outcrops and nutrient-poor, sandy soils (Wessels 1997, p. 45).

Two authors (book):
James Watson, Francis Crick, Maurice Wilkins, Rosalind Franklin, Erwin Chargaff and Linus Pauling were among the many scientists interested in determining the structure of DNA between 1940 and 1953 (Klug & Cummings 2000, p. 297).

More than two authors (for print and online journal articles):
Genetic factors play an important role in the etiology and expression of addiction to cocaine (Malison et al. 2006).

Note: “et al.” is Latin for “and others.”

Websites with an identified author:
Nine justices of the United States Supreme Court will give interviews for an upcoming television documentary on ABC (Lithwick 2007).

Websites without an identified author:
NOAA’s National Marine Sanctuary Program administers 13 national marine sanctuaries and one marine national monument covering over 150,000 square miles (NOAA 2007).

Multiple references to the same Website (without an identified author):
The BBB is not a structure, per se, but an arrangement of endothelial cells within the vessels which collectively prevent access to the brain tissues (Wikipedia 2009c).

Note: The letter “c” adjacent to the year in the citation above indicates the student has accessed this particular website three times (the letter “b” would indicate access two times, an “e” five times, etc.). The letter in this parenthetical citation is then connected to the same letter in the “Works Cited” references.

Other considerations

Using a common text
When an entire class is using a common text, it is permissible to use only the page number from that text when citing. If, for example, the entire class is using the same edition of Biology written by Fields and Thomas, it is permissible to cite only the page number in parentheses at the end of the sentences that require citation. For example:

It is believed that the rainforests hold hundreds of thousands of undiscovered beetle species (p. 178).

Using midsentence citations
Often it is preferable to name an author (or organization) within the sentence you are citing. For example, if you are citing a finding from laboratory research done by Dr. Laurie Martinez, it may be cited as:

Martinez (2006) also found that a single point mutation in FGF was responsible for a rare form of deafness in mice.

Or if you are citing research done by the National Institutes of Health:

The NIH (2008) studied the long term effect of electrical fields on children and found no correlation between cancer and the radiation.

Using abbreviations
As seen in the previous example, organization names can often be long and distracting to the reader if cited parenthetically. Therefore, where appropriate, use an identifiable abbreviation for that organization in the citation. For example, it is better to use “NIMH” in place of “National Institutes of Mental Health” in the citation. In the Works Cited section, the abbreviation should be used immediately followed by the full name of the organization. (See “Works Cited” p. 19.)
Citing web sites

Under no circumstances should one use a URL as an identifier in a parenthetical citation. The name of the author (best) or organization (acceptable if there is no author) should be used. You will use the URL in the “Works Cited” section (See below).

In working with electronic materials (like many websites), there are three types of dates that could be used in the citation. Where possible, first use the “Date Published” or “Date Copyrighted.” Secondarily, use the “Date Last Updated.” Finally, when the previous dates are not available, use the “Date Accessed” (the date you visited the source). While you will use one of the dates in the citation, all of the dates that are available should be listed in the reference in the Works Cited section.

Quotations

When citing a short quotation (4 sentences or fewer), include the citation at the end of the quote immediately following the closing quotation marks.

Many studies have reported the connection between disease and social class. In his controversial book on genetics, Matt Ridley wrote: “People are very like monkeys. The discovery that monkeys low in the hierarchy get heart disease came soon after the far more startling discovery that British civil servants working in Whitehall also get heart disease in proportion to their lowliness in the bureaucratic pecking order.” (Ridley 1999, p. 155)

This same connection was seen in the work by Scott et al. (1996) where…

On a longer quotation, the quotation must be off set from the rest of the text, and the citation follows the final punctuation of the quotation. No quotation marks are required for this type of off set quotation.

In his explanation of variation and inheritance, Steve Jones (2000) explained the concept of heredity in more humorous terms:

Nature has plenty of instances of use and disuse. Blacksmiths have thicker arms than bank clerks, but migratory birds put both of them in the shade. Some birds double in size before their migratory journeys… Such characters are not themselves passed to the next generation. The young are heirs to an ability to grow large organs, rather than to the structures themselves. Fat parents have fat children, in the main, not because stoutness is in the genes, but because they feed their offspring with a diet like their own. Fat people have fat cats, too, but nobody blames that on DNA. (Jones 2000, p. 103)

So, it is clear to those like Jones, that one cannot inherit certain traits, yet these traits are still…

“Works Cited” References

“Works Cited” has bibliographic information for all of the works cited in the text; works not cited in the text are not included. It should be organized alphabetically by the author’s last name (as identified in the citation) and then arranged by year of publication. The first line of each reference should be flush with the left margin and all subsequent lines in the reference should be indented one inch.

Generic Works Cited Examples

One author (book):

Author’s last name, Initial of author’s given name(s). (Date of Publication) Title of Book. Publisher’s name, Place of Publication.

Two or more authors (book):

Author’s last name, Initial of author’s given name(s), Last name, Initial of author’s given name(s), & Last name, Initial of author’s given name(s). (Date of Publication) Title of Book. Publisher’s name, Place of Publication.
Website with an identified author:
Author’s last name, Initial of author’s given name(s). (Year of Publication or Date Last Updated) Article title. Title of website. Website organization if applicable. (Date Accessed: month day, year.) Generic web address.

Website without an identified author:
Name of website. (Year of Publication or Date Last Updated) Article title. Title of website. Website organization if applicable. (Date Accessed: month day, year.) Generic web address.

Works Cited Examples (based on the in-text citations shown in the Citation guidelines p. 17).


Note: As you can see in the Wikipedia citation in the previous column, a letter is included adjacent to the year. This letter is connected to the in-text parenthetical citation and is used when a student has accessed a website like Wikipedia for more than one article. The letter in the parenthetical citation is connected to that same letter in the “Works Cited.”

Appendix

This Appendix is intended to give students a few examples of common errors made when citing sources, both for footnote/endnote and in-text formats, as well as bibliographic styles. It is important that the proper formatting be used for all work submitted. Examples used correspond to the citations explained above; incorrect formatting is presented in red, with the corrected citation below in blue.

Common Errors in Footnotes/Endnotes

(Method I: TURABIAN STYLE)


Note: Differences in punctuation, wording, highlighting (quotation marks, underlining, italics), information omitted.
Common Errors in Bibliographies

(Method I: TURABIAN STYLE)


2. Levine, Daniel. Jane Addams and the Liberal Tradition. (Madison, WI), 1971


Note: In addition to other inaccuracies, the red examples indicate numerical listing and are not cited alphabetically by last name.

Common Errors in In-text Citations (also referred to as Name-Year)

(Method II: SCIENTIFIC STYLE AND FORMAT)

Parenthetical citation within the punctuation of the sentence (except in the case of quotations):

*Gavia immer* is no longer considered a nationally threatened species; however, many states consider it to be locally threatened. (Wang 2003)

*Gavia immer* is no longer considered a nationally threatened species; however, many states consider it to be locally threatened (Wang 2003).

Citations must follow all referenced sentences:

75 of the 2,360 cases were people who had visited Madagascar within three months of detection of viral infection. In each of these cases, patients had at least eight of the ten symptoms typically associated with the disease. 23 of these patients eventually died from the viral infection. Oddly enough, all 23 victims were between the ages of 18-25; what most experts agree is the age band usually most able to fight off serious infections (Gupta 2001).

75 of the 2,360 cases were people who had visited Madagascar within three months of detection of viral infection (Gupta 2001). In each of these cases, patients had at least eight of the ten symptoms typically associated with the disease (Gupta 2001). 23 of these patients eventually died from the viral infection (Gupta 2001). Oddly enough, all 23 victims were between the ages of 18-25; what most experts agree is the age band usually most able to fight off serious infections (Gupta 2001).

Proper use of commas:

There appears to be a clear causal relationship between the deletion of the BFTII gene, downregulation of the associated protein, and the onset of blindness in the mice (Schwarz, 2001).

There appears to be a clear causal relationship between the deletion of the BFTII gene, downregulation of the associated protein, and the onset of blindness in the mice (Schwarz 2001).

No date:

An Eastern Grey Wolf was responsible for killing 13 head of sheep in Vermont over the last six months (Greenpeace).

An Eastern Grey Wolf was responsible for killing 13 head of sheep in Vermont over the last six months (Greenpeace 2008).

In this situation, the student found the information on a website and the associated article had no publication date. 2008 indicates the date of access.