Formatting

Page Layout

Use the following guidelines for setting up your page for papers to be submitted in the Chicago style:

- Use **one inch margins** at the top and bottom and on the sides. This is the default setting for Word, so no need to change anything.
- Use a **clear and easily legible font** and set your **font size** to **12**. Times New Roman, Arial and Calibri are all acceptable choices.
- **Double space** your body text. **Block quotations** and **footnotes** should be single spaced.
- Set your text to **left-justified**, so there is a ragged edge on the right-hand side. **Do not** use fully justified text.
- Beginning with the second page, insert **your surname** and the **page number** (starting at one) right justified in the header. Make sure you use the same font as in the rest of the document. Finish your numbering at the end of your bibliography.

Style and Use

Writing, Not Chatting

Writing is not speech; academic writing is more distinctly distanced from the way you speak normally. This does not make your speech wrong, but **what's good in the pub is not necessarily what's good in your paper**. For this reason, the *Chicago Manual of Style* recommends exercising caution when using **first-person pronouns**. While their use is increasing in academic papers,[1] it is still not the norm in literary studies, but more importantly, first-person pronouns can often lead writers to become overly chatty in style. The same goes for **second-person pronouns**. Unless you are totally confident that you are not going to come across as being too informal, just omit the pronouns:

> *I think that Academic Writing is the most stimulating subject in the curriculum.*

> ↳ *Academic Writing is the most stimulating subject in the curriculum.*

Stand by your arguments; if they don't have enough evidence to present them as truths, you may need to look for more evidence. In literature papers, for example, this will most often mean finding more textual evidence from the primary source.

It is important to understand that formal language in academic papers also means **neutral language** (as opposed to occasional sliding into generalizations, providing evaluative or speculative comments). Besides, you should always keep in mind that the position from which your analysis should come is that of a literature and culture major (not a psychologist or therapist), so avoid? diagnosing the characters!

---

[1] Sword, *Stylish Academic Writing*, chap. 1

Bias-Free Language

When writing, your primary goal should be to present your argument without favouring one side or showing any prejudice. This isn't about being overly politically correct; instead, it's about striving for impartiality while maintaining clarity and brevity. So, remember, clarity should be your main focus.

Generally, when describing individuals, opt for adjectives over nouns, or **person-first language**. For instance, say "a black person" instead of "a black," and "a Jewish person" instead of "a Jew." Different groups may have different preferences; for example, some prefer person-first language, like "a person with epilepsy" instead of "an epileptic person." On the other hand, the British Deaf Association prefers the term "deaf people" over "people with hearing impairments." When discussing a particular group, it's advisable to take the time to inquire about its preferred terminology.

Similarly, unless it is in reference to a specific individual, it is better to use **gender neutral language** where possible. Use "chair" or "chairperson" rather than "chairman" when talking about the function and as the default when the person filling the role's gender is unknown. Be careful when doing so, however; for example, while many in the US advocate for the use of Latinx, the Hispanic community seemingly does not.[2]

Finally, a word on **singular they**. Use of *they* to refer to individuals whose gender is unknown has seemingly grown recently, although it is nothing new with the first recorded use being from *William and the Werewolf* from 1375. Its common use in everyday speech, however, has no bearing on its acceptability in academic prose. The *Chicago Manual of Style* recognises singular they in the case of individuals who identify as **non-binary**. The *Chicago Manual of Style* (17th ed.) states, "Some people identify not with a gender-specific pronoun but instead with the pronoun they and its forms or some other gender-neutral singular pronoun; any such preference should generally be respected." In all other cases, though, for the sake of clarity, it recommends against the use of singular they.

There are many ways to avoid using *they* when writing about generalities or non-specific individuals. Here are some of the ways to do so:

Use plurals:

> *The author of a paper should always consider his readers.*
> ↳ *Authors of papers should always consider their readers.*
> Be sure to pluralise everything that needs to be plural:
> *Students often think they have a miserable life.*
> Contrary to popular opinion, students do not share one life between them, so:
> ↳ *Students often think they have miserable lives.*

Use a synonym in place of the pronoun:

> *The author of a paper should always consider his readers.*
> ↳ *The author of a paper should always consider the audience.*
> Sometimes this is not possible, so a different approach may be needed:
> *Although the president might be seen as a figure of power, his function is representative.*
> ↳ *Although the presidency might be seen as a position of power, its function is representative.*

Use an article in place of the pronoun:

> *The author of a paper should always consider his readers.*

[2] nbcnews.com, "Many Latinos"

↳ *The author of a paper should always consider the readers.*

Omit the pronoun:

Each student should review every assignment that is sent to him.

↳ *Each student should review every assignment that is sent.*

Use a relative clause in place of a conditional clause:

If a student is accused of plagiarism, she must appear before the ethics committee.

↳ *A student who is accused of plagiarism must appear before the ethics committee.*

Rewrite the sentence:

If a student is late to class, he or she will be marked as absent.

↳ *If someone is late to class, that person will be marked as absent.*

Very often rewriting allows for a tighter sentence structure and less wordiness:

↳ *Latecomers will be marked as absent.*

The kind of biased writing seen above may be very common in a first draft. That's fine. The first draft is for the elucidation of ideas, not for tightening up form. In later drafts, however, you should take the time to check your language and to change what needs changing. Your writing will be all the stronger for it.

One Last Thing

Don't be afraid to sound like yourself. While there's a world of difference between spoken and written language, following these rules doesn't mean you need to end up sounding like a clone of everyone else. Take the advice (and that's all it is) given by Microsoft's grammar suggestions or Grammarly with as much weight as you want to. Speak to your course tutor or supervisor. You need to follow the rules but you don't need to be straight-jacketed. Speak with your own voice. Be you.

Sources and Citation

Why Cite?

The fact that sources must be documented might sometimes seem to be an arbitrary rule, a part of the academic etiquette, adopted automatically. However, being conscious of the specific reasons why this is indeed a crucial aspect of a research paper may contribute to better integrity of not only the final product but also the process of research as such.

Diligent documentation of sources means:

1. giving proper credit to the original authors of the material(s)/ideas/words you incorporated into your analysis and acknowledging their work.
2. allowing the readers to locate your sources (in the case of interest in the topic or for further context).
3. showing that you did the proper research and hence making your own work more credible.
4. avoiding plagiarism (an act of academic dishonesty and a serious offence).

Any of these reasons is sufficient to mean that it is worth going to the trouble of citing your sources.

What to Cite

There are several things that may appear in your paper that are in need of citation. You should look at all of your claims and see if you can support them with an external source. This is not limited to the words of others:

1. Any fact that is not considered to be **general knowledge** should be sourced if possible. It can be difficult to tell what is, in fact, general knowledge, so if in doubt, cite.

Any idea that is not yours originally needs to be sourced and cited. There are generally three ways in which to present other people's ideas in your papers:

2. In fresh language, a **paraphrase** restates the underlying material. A paraphrase contains roughly the same number of words as the original.
3. A **summary** distils the source material into its main idea(s). A summary has far fewer words than the original.
4. A **quotation** restates the source material using the exact language of that material.

Paraphrases, summaries and quotations all require the use of footnote citations.

Using Signal Phrases

Chicago Manual of Style writing makes use of both **signal phrases** and superscript reference numbers that correspond to **footnotes**. Signal phrases (also known as attributive tags or narrative citation) signal the reader that the idea or language being used is from an outside source. You should use them too, to **help avoid plagiarism** and to **integrate your citations into your text properly**. If you do not, you run the risk of making bald assertions. Embed every quotation that you make with a signal phrase, and acknowledge your paraphrases and summaries too.

There is a simple way to do this. Follow these steps:

1. Name the source. This will usually be the author's name, but it might be the title of the work, or something else entirely.

2. If your source is not well-known, consider giving an indication of what makes that source an authority. This means finding work published that shows why the source should be taken into consideration. Don't state their title or academic position as such.
3. Choose a signal phrase verb that reflects the source's tone, attitude, or position. The *Chicago Manual of Style* prefers such phrase to be in the present tense (as X **states**, as Y **indicates**).
4. Add your paraphrase, summary or quotation,
5. Cite appropriately by adding a footnote and including the source in your Bibliography.

The University of Manchester has an academic phrasebank, which is a valuable online resource giving hundreds of examples of signals and other useful academic phrases you can use. It is designed to be used by students across many different fields of study so not everything will be of equal worth to a humanities student, but there is a lot worth investigating. You can find it here:

https://www.phrasebank.manchester.ac.uk/referring-to-sources/

Short and Block Quotations

Short quotations should be indicated by the use of quotation marks. They need not be set off from the text in any other way. If a prose quotation exceeds one hundred words or five lines it should be embedded as a **block quotation** or **extract**. The *Chicago Manual of Style* also recommends using block quotation for **two or more** lines of poetry.

Signal phrases for block quotations should end with a full stop or a colon. Block quotations should then **start on a new line**. **Indent the whole quotation**, but do not use quotation marks; the indentation is sufficient to show where the quotation starts and ends. **Add a footnote as usual**.

Adapting Quotations

Sometimes it's necessary to slightly change the form of a quotation but it is almost always better avoided. As the *Chicago Manual of Style* states, "In a direct quotation the wording should be reproduced exactly."[3] If you need to modify the text slightly, you **must** indicate where you do it. Here are some dos and don'ts:

1. Don't edit your quotations for consistency of spelling etc with the main text (i.e., don't change British English to American English spellings if that's what you are using or *vice versa*). This also applies to older texts with variant spellings.
2. Do change those spellings if it is necessary for clarity. The same applies to antiquated punctuation. Indicate you have done so with square brackets [].
3. Do omit the author's original notes if they are not necessary for clarity.
4. Do change the first letter of your quotation to upper or lower case in order to make it fit with the surrounding co-text.
5. Do omit the final full stop or change it to a comma if required by the surrounding co-text.
6. Don't change typos to correct them. Place [*sic*] after the typo to indicate that the mistake is not of your making.
7. Don't use square brackets for any of the above. Do use them to indicate you have added information for clarity:
   "He [Jones] left town the week later."
8. Similarly, if you change the tense in a quotation, or change a pronoun into a noun (or *vice versa*), indicate you have done so by using square brackets.

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[3] *Chicago Manual of Style*, 13.7

9. Use ellipses (…) to indicate that you have omitted anything from a quotation. Be careful when using ellipsis not to change or skew the original meaning of the text you are quoting.

Quoting and Citing Languages Other Than English

Some of the sources that you want to use may not be in English. If you use a non-English source, quote the text in English translation and give the original in the footnote, after the citation. Indicate who translated the text in your endnote, thus:

[1] Camus, *Le Malentendu*, 162. Translation by author: "C'est à peine un crime, tout juste une intervention, un léger coup de pouce donné à des vies inconnues. "

Patch Writing

There's one important thing to add about using sources. Your sources are there **to support your argument**, not to make the argument for you. To that end, you should only use a source to back up a claim you've already made or to illustrate something you are going to make a claim about. Relying on (usually secondary) sources to make your claims for you is known as **patch writing**, as is seen by some as something akin to plagiarism. Equally, it's usually a bad idea to end a paragraph with a quotation; if you are quoting a source, you should have a comment or comments to make on it.

Citation Forms

The *Chicago Manual of Style* recognises either footnotes or endnotes, possibly with a bibliography; the DEAS uses **footnotes with bibliography**.

When a bibliography is used, the **short form note citation should be used**.

Footnotes

1. In **short-form footnotes**, the elements are separated by commas. These are the author's **surname**, the **title** of the book up to the first noun and the **page reference**.
2. In the text, a numerical indicator of the footnote is superscripted at the end of the sentence or clause thus.[1] It follows all punctuation, except for a dash, which it precedes.
3. Occasionally footnote numbers may appear inside parentheses, when the clause or sentence is an aside.
4. Notes may also be used to provide extra information as well as citations, such as translations, but such use should be kept to a minimum.

Short Form

1. Mo, *Sour Sweet*, 167.
2. Smith, *White Teeth*, 272.
3. Gaiman and Pratchett, *Good Omens*, 65.
4. White, Williams and Willig, *The Forgotten Room*, 313
5. Pamuk, *My Name is Red*, 186-187.
6. Beard, *Working with Texts*, 75.
7. Mantel, *Wolf Hall*, 287-337.
8. Sword, *Stylish Academic Writing*, chap. 2 [if no fixed page numbers, cite section/chapter]
9. Larkin, "This be the Verse," 30.
10. Gaiman et al., *Sandman*, 7
11. Mills, *Complete Nemesis*, 86
12. LaSalle, "Conundrum," 101.
13. Bishop, "The Problem with *All Quiet on the Western Front* (2022)."
14. Singer, *The Usual Suspects.*
15. Gatiss, *Doctor Who.*

Bibliography

Books

A full book reference in Chicago style may include **full name(s)** of **author(s)**; the **full title** of the book, **edition number**, **volume number** and **total number of volumes** if applicable; names of **editors, compilers** or **translators** in the order given on the title page; **series title** and **volume number**; publication data (**place**, **publisher**, **date**); and **page numbers** if referring to a **chapter** of a book.

For most entries, the author, title and publication data are sufficient for an entry. They are formatted as follows:

Surname, First name. *Title*. Location: Publisher, Date

Note the punctuation. There is a comma between the surname and first name, and all the main elements are separated by a full stop. Publication data is not in parentheses. If you cannot find the publisher's location, put **n.p.** in its place.

Bibliography entries (in alphabetical order)

Mo, Timothy. *Sour Sweet*. London: Abacus Books, 1982.

Smith, Zadie. *White Teeth.* London: Penguin, 2001.

Other examples

Two Authors

Gaiman, Neil and Terry Pratchett. *Good Omens.* London: Corgi, 2014.

Three Authors

White, Karen, Beatriz Williams and Lauren Willig, *The Forgotten Room*, New York: Berkley, 2016.

Translated Book

Pamuk, Orhan. *My Name is Red.* Translated by Erdağ Göknar. London: Faber and Faber, 2001.

Edited Book

Beard, Adrian, ed. *Working with Texts: A Core Introduction to Language Analysis*. Abingdon: Routledge, 1997.

Chapter in a Book

Mantell, Hilary. "Arrange Your Face." In *Wolf Hall*. London: Fourth Estate, 2009, 287-337.

E-Book

Sword, Helen. *Stylish Academic Writing*. Cambridge, MA: Harvard University Press, 2012. Kindle.

Poetry in an Anthology

Larkin, Phillip. "This be the Verse." In *High Windows*. London: Faber and Faber, 1974.

Graphic Novel

Gaiman, Neil, Sam Kieth, Mike Dringenberg and Malcolm Jones III. *Sandman: Preludes and Nocturnes*. New York: DC Comics, 1995.

Graphic Novel – Comic Collection

Mills, Pat. *Complete Nemesis the Warlock.* Vol. 1, Books 1-4. Oxford: Rebellion, 2006.

Journals

A journal reference in Chicago style may include **full name(s)** of **author(s)**; the **title** and **subtitle** of the article; the **title of the journal**; the issue of the periodical (**volume** and **issue numbers**); **publication date**; and if appropriate **page numbers**.

For most entries, the author, title and page number are sufficient for a footnote entry. They are formatted as follows:

Surname, "Title." Page.

The bibliography entry is as follows:

Surname, First name. "Title." *Journal* **{vol no., issue no.}** (**Date**)**: Page Range. URL/database**

Peter LaSalle, "Conundrum: A Story about Reading," *New England Review* 38, no. 1 (2017): 95, Project MUSE.

Note the punctuation. There is a comma between the surname and first name and all the main elements are separated by a full stop. The name of the journal is followed by the volume and issue number and the date in parentheses. Place the page range after a colon. Finally, if the article is online, include the URL or DOI number. Wherever possible, use the DOI rather than the URL.

Articles with more than one author are treated in the same way as books with multiple authors. If there are more than three authors, which is quite common in the case of articles, list up to ten names in the full bibliography citation. In the short form, just give the first surname in alphabetical order, followed by *et al.* (Latin for "and others").

Magazines

A magazine in Chicago style may include **full name(s)** of **author(s)**; the **title** of the article; the **title of the name of the magazine**; **publication date**; and **page numbers.** If the article is online, the **URL** or **database** should be included.

For most entries, the author, title and page number are sufficient for a footnote entry. They are formatted as follows:

Surname, "Title." Page.

The bibliography entry is as follows:

Surname, First name. "Title." (**Date**)**: Page Range. URL/database**

Note the punctuation. There is a comma between the surname and first name and all the main elements are separated by a full stop. The name of the journal is followed by the volume and issue number and the date in parentheses. Place the page range after a colon. Finally, if the article is online, include the URL or DOI number. Wherever possible, use the DOI rather than the URL.

Articles with more than one author are treated in the same way as books with multiple authors. If there are more than three authors, which is quite common in the case of articles, list up to ten names in the full bibliography citation. In the short form, just give the first surname in alphabetical order, followed by *et al.* (Latin for "and others").

Personal Communication / AI

Personal communication in the form of **interviews**, **phone calls** and correspondence including **emails**, **text messages** and social media **DMs** etc. are cited in **footnotes only**, as there is no retrievable document to cite in the bibliography.

Interview (in person)

When referencing a personal conversation, whether formally constituted or not, use the following format:

First name Surname, interview by (interviewer), date

This is the long footnote form, but since there will be no entry in the bibliography, this is the one to use.

1. Kate Štruncová, interview by Chris Rance, July 18, 2023

Email or Text Message

When referencing an email, sms, dm etc. sent to you or others, use the following format in the footnotes:

First name Surname, email message to (recipient), date

This is the long footnote form, but since there will be no entry in the bibliography, this is the one to use.

1. Martina Dvořáková, email message to author, September 27, 2023

Telephone

When referencing a phone call, use the following format in the footnotes:

First name Surname, telephone interview by (interviewer), date

This is the long footnote form, but since there will be no entry in the bibliography, this is the one to use.

1. Bjarne Hansen, telephone interview by Chris Rance, September 19, 2023

AI

More and more frequently, AI chatbots and the like are being used to help in the creation of academic texts. They should, of course, be cited. Since, however, different users will receive different responses to the same prompt, in essence making these sources non-retrievable as well, **AI is treated in the same way as personal communication** and cited in the **footnotes only**.

Name of the application, response to "[prompt]", date, name of company that produced chatbot, URL

This is the long footnote form, but since there will be no entry in the bibliography, this is the one to use.

1. ChatGPT, response to "Present a framework for the use of AI on an Academic Writing course," September 20, 2023, OpenAI, https://chat.openai.com/

Social Media

Special care needs to be taken when using social media as a source, but for some subjects it may be unavoidable to refer to blogs, tweets or podcasts. Because of the freeform nature of such publishing, there are some extra things to consider:

1. If you don't know the author's real name, use the screen name. If you have both, put the real name first with the screen name in parentheses immediately afterwards (@screenname).
2. If you can't find a date, simply leave it out rather than putting *no date.*
3. Many tweets are written in questionable English. Keep the original version and write [*sic*] to indicate that the mistake is not yours. For example, if the Tweet was written "It isn't you're fault the media is violent", you should write: "It isn't you're [*sic*] fault the media is violent."

Blog Posts

When referencing a blog post, use the following format in the footnotes:

Author's Last Name, "Title of Blog Post."

The bibliography entry is as follows:

Author's Last Name, First Name. "Title of Blog Post." *Title of Blog*. *Name of Publication* **[if blog is part of a larger publication]. Date of Post. URL.**

Podcasts

When referencing a podcast, use the following format in the footnotes:

Host's Last Name, "Title of Podcast Episode."

The bibliography entry is as follows:

Host's Last Name, First Name. "Title of Podcast Episode." Produced by (producer). *Name of Podcast.* **Date of Episode. Podcast, File Format [if downloaded and not played in browser], Running Time. Time Stamp [if applicable]. URL.**

X (Twitter)

When referencing a tweet, use the following format in the footnotes:

Author's Last Name, "Shortened Tweet."

The bibliography entry is as follows:

Author's Last Name, First Name (@Screen name). "Text of the tweet (up to 160 characters)." X. Date of Post. URL.

Video

Videos and films are treated similarly to books. A full video reference in Chicago style may include **full name(s)** of **main creator(s)/contributor(s)**; the **full title** of the film or video, the name of the **hosting website** if applicable; **additional contributors** if warranted; the **release date** (specific day for a video, year for a film – note the semi-colon after the year!); the **running time** and **URL** if a video **or** publication data (**place**, **studio**, **original release date** if different) if a film.

YouTube Video

Video Creator's Last Name, First Name. "Title of Video." Name of Website. Date Posted. Video, Running Time. URL.

Bishop, Jake. "The Problem with *All Quiet on the Western Front* (2022)." YouTube, May 11, 2023, video, 14:12, https://www.youtube.com/watch?v=yQ_7Pts_BCM

Film

Main Contributor's Last Name, First Name. *Title of Film*. Additional Contributors [if relevant]. Original Release Year; City: Studio/Distributor, Video Release Year [if different]. Medium.

Singer, Bryan, dir. *The Usual Suspects.* Performances by Stephen Baldwin, Gabriel Byrne, Benicio Del Toro, Chazz Palminteri and Kevin Spacey. 1995; Santa Monica, CA: Polygram, 1999, DVD*.*

TV Series

Main Contributor's Last Name, First Name, role. Season number, episode number, "Title of Episode." Additional Contributors [if relevant]. Aired Air Date, on Network. Studio/Distributor, Video Release Year, Medium.

Gatiss, Mark, *wri.* And Euros Lyn, *dir. Doctor Who.* Series 2, episode 7, "The Idiot's Lantern." Performances by David Tennant, Billie Piper and Maureen Lipman. Aired May 27th 2006, on BBC One, Broadcast television.

Websites

Websites can be problematic as sources, especially since many of them have **neither editorial staff nor named authors**. In some cases, however, needs must, and you will need to cite such a webpage.

In addition, the *Chicago Manual of Style* asks for a date in the full form bibliography entry, but it can be unclear which date to use. For preference, use the **last modified/edited/updated** date, if there is one. If there isn't, use the date the webpage was published, that is, the **copyright date**. If neither of these two are available, use the date you accessed the page.

A note on **URL**s. Use the full form of the URL in your entry in your bibliography, not a bit.ly generated one.

Website with a Known Author.

Author's Last Name, First Name. Title of Website. Name of Owner or Sponsor of the Website [if different from Title of Website]. Date of copyright or modification or access. URL.

Page from a Website with a Known Author.

Author's Last Name, First Name. "Title of Page or Document." Title of Website. Name of Owner or Sponsor of the Website [if different from Title of Website]. Date of copyright or modification or access. URL.

Website with an Unknown Author (i.e., corporate or organisation run website).

Name of Corporation, Organisation etc. Running the Website. "Title of Page or Document." Title of Website [if different from Name of Corporation etc.]. Date of copyright or modification or access. URL.

Page from a website with an Unknown Author (i.e., corporate or organisation run website).

"Title of Page or Document." Title of Website. Name of Owner of the Website [if different from Title of Website]. Date of copyright or modification or access. URL.

Poetry Taken from a Website.

Author's Last Name, First Name. "Title of Poem." Title of Website. Name of Owner of the Website [if different from Title of Website]. Date of copyright or modification or access. URL.

Punctuation

Commas

Commas are very different in Czech and English, so it's a good idea to pay attention to them. The rules of English are looser than those in Czech but here are some guidelines to help you:

1. Use commas to separate items in lists. The *Chicago Manual of Style* is strongly in favour of the **Oxford comma** when necessary for clarity's sake.

   ↳ *Her heroes were her parents, Batman, and Wonder Woman.*

2. Use commas to mark **non-defining relative clauses** and items **in apposition**.

   ↳ *A guitar player in a Southern California cover band spends every Sunday playing music for his mother, who suffers from Alzheimer's.*

   ↳ *Brno, the natural capital of the Czech Republic, is a great place to live.*

3. If you need to make an **aside**, for example to explain something a little further, use commas to set this aside off from the rest of the sentence.

   The homework was, from the looks on the students' faces, a bit of a shock.

4. You can use commas to join two independent clauses **when they are connected by a conjunction**. You cannot do so without a conjunction; use a semi-colon to link them instead.

   ↳ *Her early morning routine started with a healthy breakfast and a five-mile run, but his consisted of scrabbling around his room for the remains of the previous night's take-away meal.*

5. To separate **adjectives which can be swapped** in order:

   ↳ *He was the cruellest, nastiest teacher in the English department.*

6. With **dates, addresses and place names** in running text.

   ↳ *The English department's address is Gorkého 57/7, 602 00 Brno-střed-Veveří, Brno, Czech Republic.*

7. When using a verb **to introduce a quotation directly** without a conjunction:

   ↳ *As Dickens says, "A day wasted on others is not wasted on one's self."*

   ↳ *Dickens states that "No one is useless in this world who lightens the burdens of another."*

Semi-colons

Semi-colons are mainly used in English to join two grammatically independent clauses without the use of some form of conjunction. While Czech allows the use of the comma splice , in English it is generally regarded as bad style, especially in an academic context.

1. Use semi-colons to link two independent clauses that have a strong semantic link.

↳ *Happy families are all alike; every unhappy family is unhappy in its own way.*

2. They are also used to separate items on a list when said items are clauses.

    ↳ *There was a mess on her desk that needed to be sorted: stacks of books were piled on each side, both precarious in height and close to toppling; pens were scattered around, some with lids, others with none; apple cores, half-finished bowls of nuts and chocolate wrappers were left under papers, on top of books and stuffed into drawers; cold cups of coffee were stacked to one side.*

Colons

Colons have a couple of main purposes in English.:

1. Use a colon to indicate some additional information is coming in the form of a list or (in academic writing) that a long quotation is following.

    ↳ *She had several favourite authors: Austen, Dickens and, of course, Thomas Hardy.*

2. Colons can also be used to indicate a causative relationship between two independent clauses.

3. ↳ *He was worried: his son had just passed his driving test.*

Hyphens and Dashes

Hyphens go within words, **dashes** between them. Unlike other style guides, the *Chicago Manual of Style* prefers no spaces around dashes.

1. Use **hyphens** for compound words. They can also be used when adding a non-standard prefix to a word.

    ↳ *Her heroes were her parents, Batman, and Wonder Woman.*

There are two types of dash, **en dashes** (-) and **em dashes** (–).

2. Use en dashes to connect numbers and dates. Do not use *from* or *to* when doing so.

    ↳ *Northern Soul was most popular in the clubs of South Yorkshire 1968-1975.*

3. Use em dashes to indicate parenthetical asides, especially when those asides are emphatic.

    ↳ *The play–despite all expectations to the contrary–was a flop.*

Parentheses

Parentheses are used to separate writing from the surrounding thoughts. Unlike commas, but like dashes, items in parentheses need have no grammatical relationship to their co-text.

1. If parentheses are needed within parentheses then use square brackets [] instead.

2. Commas, colons and semi-colons can precede parentheses only when they are used to set off numbers in a list. Do not use *from* or *to* when doing so.

> ↳ *The key tasks on this course are: (1) to develop a thesis, (2) to develop an essay from said thesis and (3) to show your work in the drafting process.*

3. Commas, colons and semi-colons can be used within parentheses where they make orthographical sense, but can never be the final item before the closing parenthesis.

Commas, Dashes or Parentheses?

All three of these can be used to mark off asides, so which do you choose? In general, use commas if you want to remain neutral, dashes if you want to draw attention to the extra information and parentheses if you want to downplay its importance.

Dashes can indicate emphasis:

↳ *They didn't invite her–my mother–to the wedding.*

I am–quite naturally–outraged.

Commas are neutral. No qualitative comment is made:

↳ *They didn't invite her, my mother, to the wedding.*

Parentheses indicate a minimising of the additional information:

↳ *They didn't invite her (my mother) to the wedding.*

Everyone knows why and it's a little embarrassing.

Lists

Lists should be parallel grammatically, and may be integrated into the body text if they are short. If they are particularly complex or long, then vertical format may be used.

1. There is no need to number the items on a list, but if used, the numbers should be enclosed by parentheses.
2. In short in-text lists, items on the list should be separated by **commas**.
   ↳ *The Chartists had six main demands, which were (1) universal male suffrage, (2) secret ballots, (3) annual elections, (4) equal constituencies, (5) paid MPs and (6) no property qualification.*
3. Vertical lists should be introduced by a **sentence ending in a colon**. They should consist of either complete clauses or noun phrases.
4. Complete sentences on a vertical list should begin with a **capital letter** and should use **closing punctuation**, either a semi-colon or a full stop.
5. **Bullet points** that are not complete sentences need neither a capital letter nor closing punctuation.

Capitalisation

English capitalises more than Czech does, so although the *Chicago Manual of Style* does not use a lot of capitalisation, it may still be different. Pay close attention to the differences from Czech.

1. Capitalise **proper nouns**. Be aware that unlike in Czech, English capitalises all the parts of said proper nouns:

↳ *the Pacific Ocean, the Cairngorms, the United Kingdom, the Orange Free State.*

2. Personal **titles** are capitalised when they are used as a part of someone's name, or in place of it:

   ↳ *Dr. Johnson, President Biden, Sir Galahad.*

   Do not use capitals for titles standing alone or in apposition:

   ↳ *The president, the prime minister, the German chancellor.*

   Please note that prime minister is not a title that can be used in front of a name; the current British PM is either the *prime minister* or the *Rt Hon Rishi Sunak MP*, but not *Prime Minister Sunak*.

3. Names of **institutions** are often capitalised, especially those of government:

   ↳ *The Foreign Office, the Pentagon, the Australian Securities and Investments Commission.*

4. **Adjectives** derived from proper nouns are also capitalised:

   ↳*Orwellian, Shakespearean, Kafkaesque, Blairite, Orbanist.*

5. **Names of journals, magazines** etc starting with an article are capitalised in text, but the leading *the* is neither capitalised nor italicised:
   ↳ *He has a subscription to the Economist.*

   ↳ *According to the Wall Street Journal, the social media giant wants to roll out a $14/month*

   subscription plan in Europe.

6. Capitalise the **first word** of each item on a vertical list.

Titles

Titles of papers should be capitalised specially, according to the rules of capital, or headline, case. The rules are as follows:

1. Capitalise all **significant words** in the title and subtitle.

2. Do not capitalise **articles**.

3. Do not capitalise **prepositions**, unless they are being used adverbially or adjectivally.

4. Do not capitalise **co-ordinating conjunctions** (*and, but, or, nor, for*).

5. Do not capitalise **to** as part of an infinitive, or **as**.

6. Capitalise both parts of a **hyphenated word**, unless the first part is a prefix.

7. Capitalise **proper nouns** as they would be in their natural state (e.g., *van Gogh, de Gaulle, von Steuben*).

8. Regardless of the above, capitalise the **first** and **last** words, and any **word following a colon**.

9. Use italics when writing the **titles of works** (such as complete books or periodicals) which are produced, released or published separately from other works, e.g. *Lolita*, *Railway Modeller*, the *Guardian*. The leading article is not italicized: **the** *New York Times.* (Exception: the Bible, the Koran.)

10. Use quotation marks for all other titles, such as short stories within collections and articles in periodicals.

11. Remove italics when using a normally italicised word or phrase in a title.

↳ *Ovid's* Metamorphoses *and the Politics of Interpretation.*

However, when quoting a title within an italicised title, retain the italics and add quotation marks.

↳ *Monstrous Births and Imaginations: Authorship and Folklore in Shakespeare's "A Midsummer Night's Dream."*

Italics

Italics are used in specific cases:

1. Use italics when writing the **titles of complete works** (see above). The leading article is not italicized: **the** *New York Times.* (Exception: the Bible, the Koran.)
2. Use italics when writing the **proper names of ships, aircraft, spacecraft and trains**, e.g. Stephenson's *Rocket*, the space shuttle *Discovery*, the *QE2*.
3. Use italics when writing **foreign words or phrases** that have not been absorbed into English. This can be difficult to decide; dictionaries helpfully give different lists of words to italicise. A good rule of thumb is that if native speakers of English butcher the original pronunciation, the word has been absorbed. A mid-frequency word or phrase can be italicised the first time it appears and ignored afterwards. Unless the word or phrase in question is truly obscure or infrequent, it's probably OK not to italicise. If in doubt, don't.
4. Use italics when writing words or characters **named as words**, e.g., "The Japanese character *chikara* was tattooed on his arm."
5. Italics may be used occasionally **for emphasis** on an important word or phrase. Be careful with this; too much will sound whiny and melodramatic.
6. **Remove italics** when using a normally italicised word or phrase, or a word with added emphasis, in an italicised passage.
   ↳ *All they boys said what* they *wanted, but,* ut solet, *no one listened to what* she *wanted.*

Quotation Marks

Quotation marks are used to set off and identify where quotations start and stop and also to mark the titles of works contained in others. They are also occasionally used to mark irony.

1. Use **double quotation** marks around a quotation. Both sets of quotation marks are above the line and curve inwards towards the text contained within them if they have a typeset curve.
   ↳ *"What we've got here is failure to communicate."*
2. Use **single quotation** marks to denote a quotation within a quotation.
   ↳ *"You've got to ask yourself one question: 'Do I feel lucky?' Well, do ya, punk?"*
3. If the quotation is **integrated** into the sentence, there is no comma before it. Capitalisation depends on the context.
   ↳ *When the French diplomats turned their backs to him at a reception in Vienna, Wellington remarked that it did not matter as he had "seen their backs before."*
   ↳ *Brian wrote "Romani ite domum!" one hundred times around the forum.*
4. If the quotation is **presented as a quotation**, there is a comma before it.
   ↳ *John Keating says, "Carpe diem! Seize the day, boys. Make your lives extraordinary."*
5. Capitalise integrated quotations only when needed; always capitalise quotations introduced as quotations.
6. Full stops and commas always fall **inside closing quotation marks**. All other punctuation is placed depending on whether it is part of the quotation or not.

7. Single quotation marks may be used occasionally **to denote irony** within the text. Do not use quotation marks to emphasize your words.

Numbers

There are fairly strict rules for .

1. In general, numbers from **one to one hundred** should be spelt out in full, as should any single digit numbers followed by *hundred*, t*housand*, *hundred thousand*, *million* and *billion*. Use Arabic numerals for **large complex numbers**.
   ↳ *My father lived to be ninety-three years old but my maternal grandmother made it to 102.*
2. The same rule is followed for **cardinal** numbers.
   ↳ *Spencer Perceval, the twenty-first prime minister, is the only one to have been assassinated.*
   ↳ *She was 147th on the waiting list.*
3. Use a comma as a **thousand separator**, not a point. The point is reserved for decimals.
   ↳ 3,755 not 3.755
4. If writing a **series of numbers**, make all of them numerals.
   ↳ Originally there were 93 members of the chamber but that number grew to 102 and then 124.
5. Do not use **apostrophes** with numbers.
   ↳ *While the 1960s was a decade of positive change in race relations in the United States, the same could not be said in South Africa.*
6. Do not **start a sentence** with numerals.
   ↳*Two hundred and forty-nine people were killed or injured by the police during the Sharpeville massacre.*
   Rewrite the sentence if you want to avoid this.
   ↳*There were 249 people who were killed or injured by the police during the Sharpeville massacre.*
7. **Years** are always expressed as numerals. Do not start a sentence with a year.
8. **Percentages** are always expressed as numerals, except at the beginning of a sentence. *Percent* is preferred to *%*, except in tables or when space is at a premium.
9. All numerical parts of a **book** are spelt out, including chapter titles and page numbers.
   ↳*In Part One, on page one hundred and sixty-seven...*
10. **Simple fractions** are written out in full (*one half*, *two thirds*); **complex fractions** should be presented as numerals (*1½, 7⅞*).
11. **Date format**, despite the Chicago recommendations, is dd/MONTH/yy, for example 14th July, 1789.
12. Where several numbers appear within a paragraph, try to structure your work so as to maintain consistency. If one instance of a category needs numerals, use numerals throughout.