NCBRT

Editorial Style Guide

Technical Communications
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Technical Communications Section
Louisiana State University
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Contents

Introduction

Purpose

The NCBRT Technical Communications *Editorial Style Guide* is designed to be a standard reference for editors in their daily work. Although *The Chicago Manual of Style, 16th Edition* is the primary authority on questions of grammar, punctuation, style, and usage, it is necessary to derive from it our own house style that makes decisions where *Chicago* offers them and provides a more tailored reference for the particular work we do. As part of Technical Communications' commitment to quality, this *Guide* is published to foster the spirit of consistency, correctness, and professionalism that drives our organization.

Structure

The *Editorial Style Guide* is divided into 11 chapters that address writing style, abbreviations, capitalization, grammar, lists, numbers, punctuation, computer terms, technical terms, slides, and citations. Each chapter is further subdivided into topics and subtopics; most subtopics have incorrect and correct examples, while others only have correct examples. These examples originate from NCBRT course materials, from the editors of these *Editorial Guidelines*, and from *The Chicago Manual of Style, 15th and 16th Edition*s. Some examples and concepts are also taken from *Things Your Grammar Never Told You* by Maurice Scharton and Janice Neuleib (2001, 2nd).

1 Writing Style

Overview

General Writing Guidelines

Editors must write clear and concise course materials that are easy for instructors and participants to understand. This chapter contains style suggestions to clarify and simplify course text.

Write and revise all training materials to an eighth-grade reading level. The Flesch-Kincaid Readability score in MS Word will determine the readability grade level of our course materials.

Write in the third-person plural, and use gender-neutral language. Editors may use second person in notes to participants, instructors, and trainers, or in direct commands.

Write in the active voice as much as possible. Sometimes the passive voice is a better choice, but use it sparingly and with purpose.

Write in short sentences (less than 25 words) and short paragraphs (less than 60 words).

Editors might elect to set Microsoft Word's spelling and grammar check to also check for style; this setting looks for passive sentences, colloquialisms, sentence length (less than 60 words), successive nouns or prepositional phrases, and much more. Editors can tailor it to meet their needs.

Formatting

Formatting should be used to improve readability, usability, and comprehension. Headings and subheadings should be used frequently.

Bold, Italics, and Underlining

Do not use bolding, italics, or underlining to emphasize words or phrases. These types of formatting quickly lose their force when they are overused, but refraining from their use makes for simpler, cleaner, more readable text. Italics should only be used when the content calls for it, for example a species name or the title of a book. Only use all-capital letters for acronyms and initialisms. (Chicago 7.47–48, 16th)

Aim to create a workbook-style manual that includes blank lines, fill-in-the -blanks, and activities for participants.

Documents versus Concepts: To Italicize or Not To Italicize

When the name of a system, guideline, or framework is used to indicate the concept rather than citing the document, the name should not be italicized. A concept can be adopted or followed, while it is the document that is cited, read, or amended.

In this example, NIMS could be either the document or the system itself–as a concept, not a publication. Thus, it is best to not italicize mention of NIMS.

> The Incident Command System (ICS), as provided for in the National Incident Management System (NIMS), will be discussed with participants in order to demonstrate its importance while seeking to prevent, protect, respond to, and recover from campus all-hazard incidents.

In this example, NIMS is clearly a document, and thus, should be italicized.

> The *National Incident Management System* (NIMS) is a companion document that provides standard command and management structures that apply to response activities.

Document names should be referenced by full name. If the document name is also referred to by an initialism or acronym, then the initialism or acronym should follow the document name. The initialism or acronym should be enclosed in parentheses and be in plain text.

Concepts or systems may be referenced by full name or as an initialism or acronym.

Glossaries

In a glossary, entries should only be capitalized if they are capitalized in the text.

In an acronym glossary, definitions should only be capitalized if they appear capitalized in the text.

Writing Clarity

Word Choice

Clichés, Jargon, and Conversational Words

Avoid clichés, jargon, and conversational words. Write for a nonprofessional or layperson while still maintaining professional decorum.

Incorrect	The driver started to exhibit signs and symptoms of organophosphate exposure (**i.e., doing the funky chicken**).
Correct	The driver started to exhibit signs and symptoms of organophosphate exposure (**such as loss of consciousness or respiratory distress**).
Incorrect	**Brewmaster** skills are needed to create bioagents in the lab.
Correct	**Chemist** skills are needed to create bioagents in the lab.

Word Size

Use a smaller word instead of a big word, if it does not compromise meaning (Zinsser 1998, 13).

Incorrect	**Correct**
assistance	help
advised	told
additional	more

Incorrect	Correct
attempt	try
correspondence	letter, e-mail
concur	agree
demonstrate	show
indicated	said
initial	first
necessity	need
numerous	many
remainder	rest

Nominalizations

Avoid unnecessary nominalizations. Nominalizations are nouns derived from verbs and adjectives, typically by adding *–tion* or *–ment*. (Williams 1997, 49, 55–57) They can detract from the logical order of the sentence and produce clutter. Here are some problems they cause, with solutions:

Nominalizations often follow a sentence that begins *there is* or *there are*. Edit to find a true subject for the sentence.

Incorrect	There must be a thorough **preparation** of the specimen sections by the laboratory personnel.
Correct	Laboratory personnel must thoroughly **prepare** specimen sections.

A nominalization is often used with a weak verb. Change the nominalization back into a stronger verb.

Incorrect	The agency conducted an **investigation** into the matter.
Correct	The agency **investigated** the matter.

Sometimes a nominalization is the vague subject requiring a weak to be verb. Revise to find the true subject of the sentence and a stronger verb.

Incorrect	The **intention** of the IRS is to audit the files.
Correct	The IRS **will audit** the files.

Using nominalizations requires extra prepositional phrases, so cutting them will create more concise, well-ordered sentences.

Incorrect	There is public **opposition** to nuclear power plants near population centers because of a widespread **belief** in their **threat** to human health.
Correct	The public **opposes** nuclear power plants near population centers because it **believes** that they **threaten** human health.

Nominalizations are sometimes very useful, such as when you want to consolidate a phrase or refer to a topic in a previous sentence. Sometimes they can help you avoid vacuous phrases like *the fact that*.

Incorrect	**The fact that** she strenuously objected impressed me.
Correct	Her strenuous **objections** impressed me.
Incorrect	I do not know **what she intends**.
Correct	I do not know her **intentions**.

Do not hide actions in adjectives. Generally used with the verb *to be*, some adjectives hide action and make writing unclear. Change them into verbs to make writing stronger. (Williams 1997, 50)

applicable	apply
representative	represent
indicative	indicates
fearful of	fear

Incorrect	The results are **indicative** that the data are **representative** of the population.
Correct	The results **indicate** that the data **represents** the population.

Qualifiers, Clutter, and Unnecessary Words

Avoid qualifiers, clutter, and other unnecessary words.

"Omit needless words" (Strunk and White 1979, 23).

Incorrect	**Correct**
the question as to whether	whether
this is a subject that	this subject
the reason is that	because

Incorrect	Correct
there is no doubt but that	no doubt
in spite of the fact that	although
he was unaware of the fact that	he was unaware that
his brother, who is a member of the same firm	his brother, a member of the same firm
in the event that	if

Delete meaningless and repetitive words (Williams 1997, 161).

meaningless words	redundant modifiers
kind of	completely finish
actually	final outcome
particular	past history
really	future plans
certain	each individual
virtually	consensus of opinion
basically	terrible tragedy
generally	full and complete
practically	each and every
	close proximity

Delete redundant categories (Williams 1997, 162).

Incorrect	During that **period of time**, the **membrane area** became **pink in color** and **shiny in appearance**.
Correct	During that **period**, the **membrane** became **pink** and **shiny**.

Substitute a single word for a phrase, when possible (Williams 1997, 184). Replace long phrases with more succinct, more descriptive nouns, adjectives, and verbs.

Incorrect	**A sail-powered craft that has turned on its side or completely over** must **remain buoyant enough so that it will bear the weight** of **those individuals who were aboard**.
Correct	A **capsized sailboat** must **support its passengers**.

Avoid using phrases with consecutive nouns (UW-Madison 2009). Reword to remove unnecessary nominalizations. Try also to diversify your parts of speech, finding a verb in the string, inserting prepositions, generally making the sentence more readable.

Incorrect	MHS has a **hospital employee relations improvement** program.
Correct	MHS has a program **to improve relations among employees**.

Choose words carefully. As Mark Twain wrote, "The difference between the right word and the almost right word is the difference between lightning and a lightning bug" (quoted in Negri 1999).

Use adjectives and adverbs sparingly. Modifiers are useful parts of speech, but they can clutter writing if overused.

Use strong action verbs where possible, and avoid vague ones. Use action verbs instead of verbs of being such as is, are, was, were, be, being, and been.

Use specific nouns and avoid vague ones such as *things*, *ideas*, *activity*, *aspect*, *nature*, *case*, and *field*.

Active and Passive Voice

Write in the active voice as much as possible. As Joseph M. Williams writes in *Style: Ten Lessons in Clarity and Grace*, "Every story needs two things: characters and actions" (1997, 43). "Readers feel they are reading clear prose when you meet two expectations: 1) You use subjects to name your central characters. 2) You express their most important actions as verbs" (Williams 1997, 47).

Active voice allows us to do this, making the doers the subjects of the sentence, and the doer's actions the verbs of the sentence.

Incorrect	The U.S. Coast Guard **was sent** a notice of arrival from the cargo vessel **asking for** permission to dock. Paperwork and manifests **were transported** electronically for review and **when arriving** at the port, the vessel **was boarded** and the captain **approached**. He **was asked** for his manifests, announcement of any hazardous cargo, and credentials of his crew.

Correct	The **captain** of the cargo vessel **sent** a notice of arrival to the U.S. Coast Guard, **requested** permission to dock, and **sent** paperwork and manifests electronically for review. When the **cargo vessel arrived** at port, **the Coast Guard boarded** it and **asked** the captain for his manifests, announcements of any hazardous cargo, and the credentials of his crew.

Occasionally, however, passive voice is the better choice. Consider these cases where passive is preferable.

"Choose the passive when you don't know who did it, your readers don't care who did it, or you don't want them to know who did it" (Williams 1997, 83).

> These agents are found in nature and are known by the diseases they cause.
>
> Radioactive materials are used in many common household products, including smoke detectors and anti-static brushes.

"Use a passive if it lets you replace a long subject with a short one" (Williams 1997, 98).

Incorrect	**Research that demonstrated the soundness of our reasoning and the need for action** supported this decision.
Correct	This **decision** was supported by research that demonstrated the soundness of our reasoning and the need for action.

Choice versus Obedience

Some stylistic considerations are a matter of choice.

Split Infinitives

Contrary to popular understanding, it really is grammatically correct for the occasional adverb to separate *to* from the principle verb, either "for emphasis or to add a natural sound" (Chicago 5.106, 5.168, 16th).

> They expect to more than double their income next year.
> Their mission is to boldly go where no man has gone before.

Sentence Beginnings

It is grammatically correct to being a sentence with a conjunction. Chicago has one caveat: "*but* is a perfectly proper way to open a sentence, but only if the idea it introduces truly contrasts with what precedes" (Chicago 5.206, 16th). A good rule of thumb is if you can substitute the word *and* for the word *but* at the beginning of a sentence, *but* is the wrong word.

Incorrect	He went to school this morning. **But** he left his lunchbox on the kitchen table. *(These two actions are not contradictory. But is not the right word.)*
Correct	He packed a lunch to bring to school. **But** he left his lunchbox on the kitchen table. *(These are contradictory, so but is the right word.)*

Prepositional Endings

Ending a sentence with a preposition is grammatically correct, and sometimes trying to avoid doing it creates unnecessarily awkward sentences. Consider this famous, awkwardly worded reaction to ending a sentence with a preposition, often attributed to Winston Churchill:

Incorrect	That is the type of arrant pedantry up with which I shall not put.
Correct	That is the type of arrant pedantry that I shall not put up with. I shall not put up with that arrant pedantry.

Sentence Structure

Subordination

Use subordination to make priorities and emphasis clear.

- If you string facts together with *so, and,* or *but* you are probably giving equal weight in your sentence both to the main idea and to the supporting details.
- Using words like *which, because, when,* and *although*, called subordinators, will help you rank the details by importance and clarify their relationship to the main idea of your sentence.

New Terms at the End

Readers learn new terms best if they appear at the end of a sentence rather than the beginning (Williams 1997, 142).

Incorrect	The effects of calcium blockers in the control of cardiac irregularity can be seen through an understanding of the role of calcium in the activation of muscle groups.
Correct	When muscles contract, they need calcium. We must therefore understand how calcium influences muscle contraction in order to understand how cardiac irregularity is controlled by drugs called calcium blockers.

Favor Shorter Sentences

Simple declarative sentences are easier for readers to process. William Zinsser agrees in *On Writing Well*:

> Each sentence contains one thought—and only one. Readers can process only one idea at a time, and they do it in linear sequence. Much of the trouble that writers get into comes from trying to make one sentence do too much work. Never be afraid to break a long sentence into two short ones, or even three. (1998, 266–7)

Subject-Verb-Object

Keep the momentum going in a long sentence by keeping subjects with their verbs and verbs with their objects (Williams 1997, 209).

Incorrect	**The *Protagoras***, despite its questionable logic and superficial philosophical content, **remains** one of Plato's most appealing dialogues.
Correct	Despite its questionable logic and superficial philosophical content, **the *Protagoras* remains** one of Plato's most appealing dialogues.

Where's the Verb?

"Your readers want to get to a verb, any verb, quickly" (Williams 1997, 189). As you edit, shift long clauses out of the way, or break them out into separate sentences.

Incorrect	Although Dr. Jones may have served as a medical consultant for ABCO, Inc., to help it develop medical policies in regard to coverage of employees engaged in high risk activities, **she may not be compelled** to testify in trials involving malpractice.
Correct	**Dr. Jones served** as a medical consultant for ABCO, Inc., to help it develop medical policies in regard to coverage of employees engaged in high risk activities. But **she may not be compelled** to testify in trials involving malpractice.

Parallel Construction

Use parallel elements in sentences (Williams 1997, 193; Strunk and White 1979, 27).

Incorrect	The committee recommends **revising the curriculum and that the division be reorganized.**
Correct	The committee recommends **that the curriculum be revised and that the division be reorganized.**
Incorrect	His speech was marked by **disagreement and scorn** for his opponent's position.
Correct	His speech was marked by **disagreement with and scorn for** his opponent's position.

Syntax

Syntax is the art of putting words together to make effective statements. Proper grammar is key, but not the only factor. A perfectly grammatical sentence can sound very much like nonsense.

> By applying the acronym *ALARA* one can attempt to reduce the exposure to radiation to its lowest possible level.

(One might wonder how to apply an acronym.) Using words appropriately and structuring sentences properly and effectively are just as important for clear communication as grammar.

Readability

Using some of the principles described above, the following passages were revised to lower the Flesch-Kincaid grade level. These are provided as a comparison of how text differs between various grade levels and also as an example of how course materials can be simplified.

Passage 1

12.1 (original)

The Color-Coded Threat Level System identifies the threat severity at levels ranging from Low (Green, or low threat risk) to Severe (Red, or high threat risk). Each of the respective levels reveals the probability of an attack and the potential severity associated with the threat. As stated in HSPD-3, "the higher the Threat Condition, the greater the risk of a terrorist attack. Risk includes both the probability of an attack occurring and its potential gravity" (The White House 2002). These levels of preparedness may not always affect the nation as a whole, as they may be regionalized or sector-specific.

8.3 (revised)

The Color-Coded Threat Level System uses a range of levels that indicate risk of threat; it ranges from low (green) to severe (red). Each level describes how probable or severe a threat may be. As stated in HSPD-3, "the higher the Threat Condition, the greater the risk of a terrorist attack. Risk includes both the probability of an attack occurring and its potential gravity" (The White House 2002). These risk levels may be specific to a region or a sector and do not always affect the whole nation.

Passage 2

14.7 (original)

Following the discovery of the English liquid bomb plot in August 2006, the federal government raised the threat level to Severe (Red) in a move sector-specific to the airline industry. No specific threat was made to airline targets within the United States. However, because of several facts—including targeted flights' being destined for the United States, England and the United States' being linked as similar target nations, and al Qaeda's existing proclivity for simultaneity and multiplicity in their attacks— sufficient reason existed to establish a "threat" to the United States homeland. The same rationale was used to raise the threat level

following the London subway bombings in July 2005. Again, specific overt "threats" to the United States did not exist. The federal government based its assessment on established prior history, or modus operandi.

10.2 (revised)

In August 2006, British authorities discovered a terrorist plot to blow up jets leaving England for the United States. Although there was not a specific threat against the United States, DHS raised the threat level to Severe (Red) for the airline industry. DHS believed there was a threat to the U.S. homeland for several reasons: the targeted jets were headed for the United States; England and the United States are similar target nations; and al-Qaeda often carries out multiple attacks at the same time. For similar reasons, DHS raised the threat level in July 2005 after the London subway was bombed.

Passage 3

19.0 (original)

Frequently, the federal government raises the threat level on dates of significance or anniversaries (such as July 4, September 11, or March 18, which is the date the United States initiated the invasion of Iraq) without specific intelligence to indicate a particular target or intent. On these dates, intelligence analysts who monitor potential enemies or suspects watch for abnormalities or breaks in usual patterns. Examples could include, but are not limited to, increases in "chatter" (conversations or correspondence occurring over monitored methods of communication), references to "a big statement" being made or "a message" being sent, an increase or decrease in travel by particular people, increases or decreases in travel to and from or in and out of particular locations, and specific purchases of materials. To trained analysts, these changes in normal activity could indicate developing plans or preparatory activities for a strike. Thus, changes in normal activity could be interpreted as a "threat" and lead to a change in the threat level.

10.9 (revised)

DHS will often raise the threat level on significant dates such as July 4, September 11, or March 18, the day the United States invaded Iraq. The threat level will be raised on these dates even if intelligence does not indicate a specific target or intent. The United States has intelligence analysts who monitor potential enemies or suspects; on dates like these, they look for unusual activity or a break in usual patterns. Some examples of unusual activity are increases in chatter, which are conversations or

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correspondence over monitored methods of communication; references to making a big statement or a sending a message; increases or decreases in travel by particular people; increases or decreases in travel to and from or in and out of particular locations; and purchases of specific materials. These changes in normal activity could indicate that individuals are developing plans or preparing for a strike. The United States may interpret any change as a threat, which could lead to a change in the threat level.

Abbreviations

Overview

Readers can get confused if they encounter too many abbreviations in what they read (Chicago 10.3, 16th). Editors must use abbreviations in moderation and with purpose, and they must provide explanations and definitions as needed so the reader does not get lost. These guidelines will help editors use clear and unobtrusive abbreviations.

Avoid author-created and non-standard abbreviations. They may be useful to the writer, but they can be a roadblock for the reader. Readers should be able to easily understand the text without having to decode it. For example, readers would not know that *NB* was an abbreviation for *notebook*; the abbreviation is not standard or well known.

At their first use, spell out any term that will be abbreviated, and immediately follow with the abbreviation in parentheses. If a term appears again in a later module, spell out the term and give its abbreviation once again.

Incorrect	**Correct**
POC (point of contact)	point of contact (POC)

Common initialisms and acronyms that are universally understood do not need to be spelled out. This is especially true for units of measurement. Chicago 10.52, 16th, lists abbreviations common to technical writing.

AM (radio)	FM (radio)
BC	UPC
CST	CD

DNA	ft.
DVD	in.
ID	

Avoid abbreviations for common words that would be less conversational if spelled out.

Incorrect	**Correct**
TV	television
VP	vice president
AC	air conditioner

Acronyms and Initialisms

Acronyms

An acronym is a word made from the initial letters of a phrase or title pronounced as one word. Acronyms are usually all capital letters with no periods.

OSHA
SWAT
NIOSH

Initialisms

An initialism is created in the same way as an acronym, but the letters are pronounced individually and not as a new word.

NCBRT
WMD
APR

A versus *An*

If the first sound (not letter) in the pronunciation of an acronym or initialism is a vowel sound, it takes the article *an*; if the sound is consonantal, it takes the article *a*.

an NCBRT course (*en* is the initial sound)
a USDA report (*yoo*, with a consonantal *y*, is the initial sound)
an OSHA regulation (*oh* is the initial sound)
an FBI agent (*eff* is the initial sound)
an LSU student (*ell* is the initial sound)

Possessive Forms

The possessive of acronyms and initialisms are formed by adding *'s*.

FEMA's
USDA's
NASA's

Plural Forms

The plural is usually formed by adding an *s* to the last letter.

APRs air purifying respirators

If the word in the expanded phrase that would be made plural is not the last word, then the singular and plural forms of the initialism are the same.

WMD weapon of mass destruction (singular)
WMD weapons of mass destruction (plural)

Addresses and Locations

Compass Points

Single letter compass points accompanying a street name are followed by a period, but two-letter ones are not.

1600 Pennsylvania Avenue NW in Washington, DC
900 N. Third Street in Baton Rouge.

Do not abbreviate a compass point if it is part of the name of the street (Chicago 10.34–35, 16th).

1854 North Street, Baton Rouge, Louisiana

Physical Addresses

Do not abbreviate physical addresses; street and state names should be fully expanded in running text.

FEMA has opened a Disaster Recovery Center at 101 France Street, Baton Rouge, Louisiana.

Prefixes

Fort and *mount* should be spelled out when used in place-names, not abbreviated.

Fort Worth, Texas

Saint may be either spelled out or abbreviated as *St.*

St. Louis

San and *Santa* are never abbreviated.

San Diego, California
Santa Barbara, California

Dates

Do not abbreviate months or years in a date, and do not use slashes to write out a date.

Incorrect	**Correct**
Jan. 15 '06	January 15, 2006
Sept. 11, 2001	September 11, 2001
9/11/01	September 11

September 11, 2001 is an exception and can be abbreviated, but only as below.

Incorrect	**Correct**
Sept. 11	9/11
9/11/01	

Please see the "Numbers" chapter for complete information on properly formatting dates, time, and years.

Names and Titles

Civil and Military Titles

Civil and military titles can be abbreviated before a full given name, but they are spelled out when used before a surname that stands alone (Chicago 10.13, 16th).

Incorrect	Correct
Pres. Bush	Pres. George W. Bush President Bush
Gen. Patton	General Patton

See Chicago 10.15, 16th ed., for abbreviations of common military titles. Use the traditional forms.

Personal Names

Do not abbreviate personal names unless the name is well known and customarily abbreviated, in which case a period and a space follow the initial.

H. G. Wells
George H. W. Bush

Periods

Capitalized Abbreviations

Capitalized abbreviations are formed without periods.

CEO
USA
AD
Washington, DC

English Measurement System

Note that units of measure in the English system do use periods.

ft.	foot, feet
in.	inch, inches
lb.	pound
mi.	mile

Lowercased Abbreviations

Lowercased abbreviations use periods (Chicago 10.4, 16th).

a.m.
p. (for page)

Personal Names

Some personal names are capitalized abbreviations with periods.

E. B. White
J. R. R. Tolkien

Units of Measure and Scientific Terms

Some units of measurement and scientific terms (Chicago 10.55 and 10.57-66, 16th) are lowercased abbreviations without periods.

mph	kg
mpg	cm
dpi	kWh

Scientific Terms

In a binomial genus and species name, the genus should never be abbreviated.

Incorrect	**Correct**
B. anthracis	*Bacillus anthracis*

States and Countries

Spell Out in Running Text

Spell out the names of foreign countries and US states, territories, and possessions in running text.

Research and development took place at Detrick Field, a little-used airstrip outside of Frederick, Maryland.

Conventional Short Forms

The CIA World Factbook gives the conventional short forms of formal country names under the Government tab. This is an invaluable resource for authoritative facts on every country around the world.

Conventional Long Form	**Conventional Short Form**
Republic of South Africa	South Africa
Plurinational State of Bolivia	Bolivia

Overseas Lands of French Polynesia	French Polynesia
Kingdom of Saudi Arabia	Saudi Arabia

Foreign Countries

A standard set of abbreviations for foreign countries for use in slides and tables does not exist. Use good judgment when making abbreviations, and if there is any possibility of confusion, define the abbreviations somewhere in the document (Chicago 10.32, 16th). Very rarely, the CIA World Factbook will give a standard for country abbreviations (such as *UK* for *United Kingdom*) in the "Government" tab for a country.

Fr.	(France)
Ger.	(Germany)
UK	(United Kingdom)
UAE	(United Arab Emirates)

United States

United States is abbreviated as *US, whether used as an adjective or* as part of an initialism or acronym. *United States* is always spelled out as a noun. (Chicago 10.33, 16th)

Incorrect	U.S. foreign policy
Correct	US foreign policy
Incorrect	The U.S. terminated its offensive program in 1969.
Correct	The United States terminated its offensive program in 1969.

District of Columbia

The District of Columbia should always be abbreviated, even in the main text. Chicago recommends that is not be set with periods: *DC.* When written out, it is correct to place a comma before *DC*.

Washington, DC is the home of the Smithsonian.

Two-Letter Postal Codes

To save space, it is acceptable to abbreviate US states, territories and possessions, Washington DC, and Canadian provinces in slides or tables using the two-letter state postal codes (Chicago 10.28, 16th).

LA (Louisiana)
PA (Pennsylvania)
DC (Washington, DC)
NS (Nova Scotia)

Miscellaneous

Ampersand

There is no space between an ampersand and the letters of an initialism.

Texas A&M
R&D

The ampersand should always be expanded to *and*, unless it is part of a proper name or title.

question and answer (Q&A)
Barnes & Noble (B&N)

e.g. and i.e.

The abbreviations *e.g.* and *i.e.* should not be used anywhere in course materials. Replace these abbreviations with *for example* and *that is*, respectively.

et al. and etc.

Only use *et al.* and *etc.* in citations and references, but not in text.

Prime Symbols

Prime symbols may be used in place of abbreviations for feet (ft.) and inches (in.) when both measurements are used at one time and when indicating dimensions.

3'6"
3' × 3'

3 Capitalization

Overview

Some of the following guidelines diverge from those recommended by the *Chicago Manual of Style* because of the technical nature of our work.

Editors should follow the down style advocated in the *Chicago Manual of Style* by only capitalizing words that refer to specific people or things (such as proper nouns, names, and official titles) (Chicago 8.1, 16th).

Lowercase all common nouns since they refer to generic members of a class rather than a specific person or thing.

Capitalize all proper nouns that name a specific person or thing (Chicago 8.18, 16th).

> the LSU Office of Public Affairs
> the LSU public affairs office
>
> a representative from the Department of Public Affairs
> a public affairs representative

Words that can be used as both proper and common nouns are only capitalized when used as proper nouns. *A* or *an* often precedes a common noun, while *the* often precedes a proper noun.

> The details of the Homeland Security Color-Coded Threat Level System can be found in HSPD-5.
>
> The Homeland Security Advisory System uses a color-coded threat level system, threat advisories, and information bulletins.

Do not capitalize words and phrases for emphasis or call out (Chicago 7.48, 16th).

Incorrect Place kit on level surface and take caps off (do NOT swap caps).

Correct Place kit on level surface and take caps off (do not swap caps).

In hyphenated words that must be capitalized: the initial letter of each word should be capitalized.

Pre-Test
Biological Weapons Anti-Terrorism Act of 1989

Acronyms and Initialisms

The words in a phrase abbreviated by an acronym or initialism are only capitalized if they represent proper nouns or official titles.

Incorrect
Weapon of Mass Destruction (WMD)
Toxic Industrial Materials (TIM)
Radiological Dispersal Device (RDD)

Correct
Department of Homeland Security (DHS)
National Aeronautics and Space Administration (NASA)
as low as reasonably achievable (ALARA)
chemical, biological, radiological, nuclear, and explosive (CBRNE)
immediately dangerous to life or health (IDLH)

Acts and Laws

The titles of acts, laws, policies, treaties, and other government documents are capitalized according to their general usage. Lowercase any incomplete or generic forms. (Chicago 8.79, 16th)

Biological Weapons Anti-Terrorism Act of 1989
Homeland Security Act of 2002
National Strategy for Homeland Security
the Patriot Act *(its official title is the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act, and it is commonly abbreviated as the USA Patriot Act)*

the act
the constitution *(but capitalize if it refers to the US Constitution)*

Agencies, Divisions, Administrations, and Departments

The formal titles of divisions, administrations, departments, units, and agencies are capitalized. Unofficial, generic, and nonspecific forms are lowercased. (Chicago 8.61–64, 16th)

Department of Transportation; the transportation department
the Federal Bureau of Investigation; the bureau
the Arizona Supreme Court; the supreme court

The shortened form for the U.S. Supreme Court, however, is capitalized.

the US Supreme Court; the Supreme Court

Dates and Spans of Times

Centuries

Centuries are always written out; they are lowercased unless they are part of a proper noun such as a dynasty or a governing body. An ordinal number over one hundred is written in numerals. (Chicago 9.33, 9.46–47, 16th)

the twentieth century
the Eighteenth Dynasty
Fourteenth Precinct
107th Congress

Days, Months, and Seasons

The names of days and months are capitalized. The seasons of the year are lowercased.

spring fall Monday January

Decades

Decades can be written in numerals if the century is clear. When written in numerals, an *s* with no apostrophe is used. (Chicago 9.34, 16th)

Incorrect	the 1900s *(if referring to the decade, this is unclear as it could refer to the century)*
Correct	the nineties *(if the century is obvious)* the 1990s

Governments and Military

Federal and *State*

The words *federal* and *state* are not capitalized unless part of a formal title (Chicago 8.64, 16th).

Federal Bureau of Investigation
the federal government

Government and *Nation*

The words *government* and *nation* are not capitalized, even when paired with *US*.

Incorrect	**Correct**
the U.S. Government	the US government
the Nation	the nation

Governmental Entities

Words such as *city* and *state* should only be capitalized when they refer to the government, not the geographical location (Chicago 8.51, 16th).

LSU's funding comes from the State of Louisiana.
LSU is located in the state of Louisiana.

He works for the City of Baton Rouge.
She lives in the city of Baton Rouge.

Governmental Bodies

Both the full and shortened forms of the names of governmental bodies are capitalized, but the generic and adjectival forms are lowercased (Chicago 8.61, 16th).

the U.S. Senate
the Senate
the senatorial debate
a student senate

Military Branches

The full titles of the branches of the military and their divisions are capitalized, but the informal or generic form is not (Chicago 8.111, 16th).

US Coast Guard	the coast guard
US Army	the army
US Navy	a navy ship

National Governments

The formal titles of national, state, and local governments are capitalized, as are the adjectives formed from them. (An official list of international government titles with short forms and nationalities can be found in the CIA World Factbook in the "Government" and "People" sections, respectively.)

United States of America	American
United Kingdom	British
Republic of India	Indian
New York	New Yorkers

Names

Businesses, Brand Names, Organizations, Institutions, and Schools

Capitalize according to the organization's preference; checking an organization's website is the best way to locate the preferred form of a name. Midcaps are not changed; lowercased initial letters need not be capitalized at the beginning of a sentence, although sometimes rewording the sentence is preferable. (Chicago 8.152–153, 16th) In addition, for brand names, no registered trademark symbol is used.

Incorrect	PPE includes the use of gloves, shoe covers, and, in some cases, Tyvek suiting.

Correct NCBRT uses SharePoint to store and share documents.

He purchased an old bicycle on eBay.

Full Formal Names

Capitalize the full formal names, but lowercase the shortened, generic forms when they are used alone (Chicago 8.67, 16th).

Louisiana State University	the university
Microsoft	the company
NCBRT	the center
eBay	the website

Proper Names

When two or more proper names share a common noun, that noun is capitalized when it comes before the proper names, and lowercased when it follows (Chicago 8.52, 16th).

Hurricanes Katrina and Rita
the Mississippi and Atchafalaya rivers

Non-English Names

Make it a practice to look up the proper or received form of non-English names. Some foreign names have particles such as *de*, *d'*, *la*, *le*, and *von*, and individuals capitalize differently. In Cajun names, articles are often capitalized and are usually attached to the main noun or adjective; some contain midcaps. Chicago 8.5–17, 16th ed., has some general guidelines; also see the "Terms" chapter for names that are common to NCBRT materials.

al-Qaeda *(capitalize* al *if it begins a sentence; omit* the *if it precedes* al *since they mean the same thing)*
Ludwig von Beethoven
Gustav Le Bon
Leonardo da Vinci
Dubois, LaPrairie, LeJeune (Cajun)

See the "Preferred Forms of Common Terms and Phrases" section of the "Terms" chapter for NCBRT-specific preferred forms and spellings.

Place Names

The names of cities, parishes, counties, states, countries, continents, and large bodies of water and their derived adjectival forms are capitalized (Chicago 8.44, 16th).

North, *South*, *East*, and *West*

Capitalize the words *north*, *south*, *east*, and *west* when they are used to name regions, but lowercase them when they are used as general directions or compass points. As a general rule, the adjective forms are not capitalized, but there are exceptions. (Chicago 8.46, 16th)

the South	southern
the Middle East	Middle Eastern

Popular or Unofficial Place Names

Popular or unofficial place names are capitalized (Chicago 8.47, 16th).

the Beltway
the Gaza Strip

Scientific and Medical Terms

Chemical Names

Chemical names are not capitalized, but their symbols are capitalized (Chicago 10.66, 16th).

Because sweat is a hypotonic solution (± 0.3% NaCl), excess salt can build up in the body if the water lost through sweating is not replaced.

Incorrect	Sulfuric acid, Nitric acid, and Hydrochloric acid are commonly encountered acids.
Correct	Ammonium nitrate, a mixture of ammonium nitrate and fuel oil, and potassium perchlorate are examples of tertiary explosives.

Diseases

The conditions that infectious organisms cause are lowercased and not italicized, with the exception of diseases formed from proper nouns, which are capitalized.

anthrax (caused by *Bacillus anthracis*)
smallpox (caused by *Variola vera*)
bubonic plague (caused by *Yersinia pestis*)
Lyme disease (caused by *Borrelia burgdorferi*)

Consult the "Bad Bug Book" section of US Food and Drug Administration (FDA) website or the Centers for Disease Control and Prevention website's "Special Pathogens Branch" for guidance on the proper forms and spellings of organisms, agents, toxins, and diseases.

Drugs and Medicines

The generic names of drugs and medicine are lowercased; only the brand names of drugs are capitalized.

Amoxil *(brand name)* amoxicillin *(generic name)*

Latin Species Names

Italicize the binomial Latin species names of plants, animals, and other organisms. Capitalize the genus name (the first in the pair), and lowercase the species name (Chicago 8.119, 16th). Never abbreviate the genus name.

Salmonella enteritidis

Toxins, Bacteria, and Viruses

The names of toxins and the vernacular names for bacteria and viruses are lowercased and not italicized. Capitalize them only if they are derived from a proper noun.

ricin Hanta virus salmonella

Titles

Civil, Military, Religious, Political, and Professional

Capitalize these only when they immediately precede a personal name (they normally take the place of a first name). They should be lowercased when they follow a personal name or are used in place of a name. See Chicago 8.18–26, 16th ed., for specific examples.

President Obama	the president
General Washington	the general
Cardinal Richelieu	the cardinal

Incident Command System and National Incident Management System

Titles of positions and organizations in the Incident Command System (ICS) structure of the National Incident Management System (NIMS) are always capitalized. If titles of positions and organizations relate to any other system, then those titles should be lowercased unless used formally.

Incorrect	Positions in the incident command system include public information officer, safety officer, and liaison officer.
Correct	Positions in the Incident Command System include Public Information Officer, Safety Officer, and Liaison Officer.

ICS Positions

The Emergency Management Institute published this list of titles and positions (2010b).

Air Operations Branch Director
All-Hazards Finance/Administration Section Chief
All-Hazards Incident Commander
All-Hazards Liaison Officer
All-Hazards Logistics Section Chief
All-Hazards Operations Section Chief
All-Hazards Planning Section Chief
All-Hazards Public Information Officer
All-Hazards Safety Officer
Communication Unit Leader

Compensation/Claims Unit Leader
Cost Unit Leader
Demobilization Unit Leader
Division/Group Supervisor
Documentation Unit Leader
Facilities Unit Leader
Finance/Administration Section Chief
Food Unit Leader
Ground Support Unit Leader
Incident Commander
Liaison Officer
Logistics Section Chief
Medical Unit Leader
Operations Branch Director
Operations Section Chief
Planning Section Chief
Procurement Unit Leader
Public Information Officer
Resources Unit Leader
Safety Officer
Service Branch Director
Situation Unit Leader
Staging Area Manager
Strike Team/Task Force Leader
Supply Unit Leader
Support Branch Director
Technical Specialists
Time Unit Leader

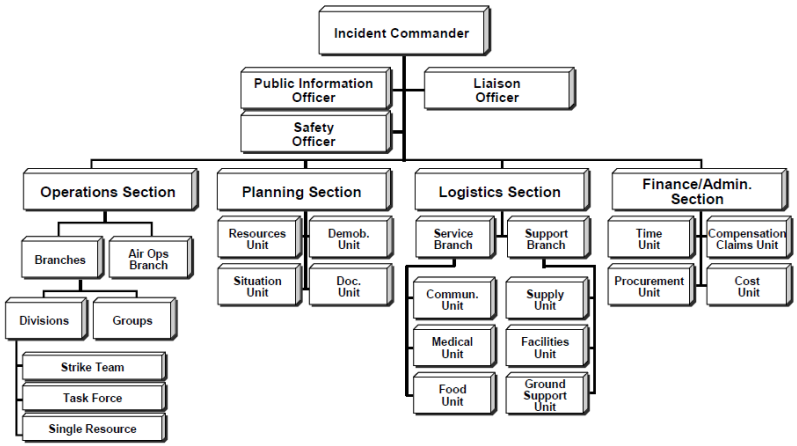
Standard ICS Titles

The Emergency Management Institute published this list of standard titles (2010c).

Organizational Level	Title	Support Position
Incident Command	Incident Commander	Deputy
Command Staff	Officer	Assistant
General Staff (Section)	Chief	Deputy
Branch	Director	Deputy
Division/Group	Supervisor	N/A
Unit	Leader	Manager
Strike Team/Task Force	Leader	Single Resource Boss

ICS Organization Chart

The Emergency Management Institute published this ICS organization chart (2010a).



Documents

Chapter Titles

The titles of book chapters also follow the headline style and are enclosed in quotation marks when they occur in text.

3

> The last chapter in *The Elements of Style* is titled "An Approach to Style."

Generic Terms for Documents

Only the formal titles of documents should be capitalized. The generic forms are never capitalized. (Chicago 8.1, 16th)

Fusion Center Guidelines	the guidelines
National Incident Management System	the system
National Preparedness Guidelines	the guidelines
HSAS Color-Coded Threat Level System	the system

Glossaries

Items included in a glossary should be capitalized only if they are capitalized in the text. Do not capitalize an item simply because it is the only item listed on a line or because it begins a sentence or phrase.

Headline Style

Editors will use the headline style for all documents as described in Chicago 8.157. In this style, some words are always capitalized, some are always lowercased, and some words require an editorial decision.

Always capitalize the following:

- The first and last word of titles and subtitles
- All other major words, such as nouns, verbs, adjectives, adverbs, and some conjunctions

Always lowercase the following words, unless they are the first word in the title:

- the articles *a*, *an*, *the*
- *to* and *as*, regardless of function
- the coordinating conjunctions *and*, *but*, *for*, *or*, and *nor*
- prepositions regardless of length (unless they are stressed or used as an adverb, adjective, or conjunction; see examples below)
- the second part of a species name

Hospitals Rising to the Challenge: The First Five Years of the U.S. Hospital Preparedness Program and Priorities Going Forward
Ready or Not? Protecting the Public's Health from Diseases, Disasters, and Bioterrorism
From *Homo erectus* to *Homo sapiens*: A Brief History
A River Runs Through It *(preposition is stressed in the title)*
The On Button *(preposition as an adjective)*
Look Before You Leap *(preposition as a conjunction)*

Parts of Documents

Appendix, *module*, *chapter*, *slide*, and *day* are capitalized when used to indicate specific items in a document. *Table of contents* and *page* are lowercased always.

Incorrect	Hold up a copy of the *Terrorist Threat Guidelines* and turn to the first page of the Table of Contents.
Correct	Hold up a copy of the *Terrorist Threat Guidelines* and turn to the first page of the table of contents.
Incorrect	The glossary can be found in appendix A, which immediately follows module 10.
Correct	The glossary can be found in Appendix A, which immediately follows Module 10.
Incorrect	Turn to Page 56 of chapter 8.
Correct	Turn to page 56 of Chapter 8.

Grammar

This chapter clarifies some of the finer, trickier points of grammar that may be troublesome or require a decision.

Refer to Chicago's Chapter 5 for a comprehensive overview of English grammar.

Nouns

Collective Nouns

A collective noun, which denotes a collection of people or things, may take either a singular or plural verb form, depending on its usage in the sentence. A singular form emphasizes the group, whereas a plural form emphasizes the individual members. The names of government entities, businesses, and sports teams are collective.

> The team is against relocation to San Antonio.
> The Griswold family often gives its hosts a rough time.
> The Griswold family decided that they should all wear funny hats.

Collective units of measurement are singular.

> Three-fourths of the container is filled with water.

Compound Nouns

A compound noun is a noun made of two or more words, formed as one word or in multiple words. Multiword compound nouns can be formed with and without hyphens.

boxcar
mother-in-law
brothers in arms
court-martial

Plural Form

The plural of multiword compound nouns is formed by adding *s* to the main noun (Chicago 7.7, 16th).

Incorrect	**Correct**
mother-in-laws	mothers-in-law
brother in arms	brothers in arms
court-martials	courts-martial

Possessive Form

The possessive of single and multiword compound nouns is formed by adding the usual possessive suffixes to the last word in the compound: add *'s* to singular nouns, and add an apostrophe only to plural nouns (Chicago 7.15, 16th).

mother-in-law's gift
brother in arms' story
court-martial's

Plural Possessive Form

However, the plural possessive of compound nouns can be reworded to be less awkward; try using a prepositional phrase (Capital Community College Foundation 2004).

We bought our mothers-in-law's gifts at Pottery Barn.

becomes

We bought gifts for our mothers-in-law at Pottery Barn.

The brothers in arms' stories made for great entertainment

becomes

The stories of the brothers in arms made for great entertainment.

Possessive Nouns

The possession of singular common and proper nouns is formed by adding an apostrophe and an *s* (Chicago 7.15-7.17, 16th).

> the book's cover
> the child's toy
> Charles's book
> Joel Hinrichs's computer

The possession of plural common and proper nouns (with the exception of irregular nouns such as *children*) is formed by adding an apostrophe only (Chicago 7.15-7.17, 16th).

> the kittens' paws
> the officers' reports
> the LeBlancs' party
> the Williamses' house

Adjectives and Adverbs

Compound adjectives and adverbs should only be hyphenated when they directly precede the noun they are modifying.

> A good sign of a well-run business is happy employees.

If the adjective pair follows any form of the verb *to be*, there should be no hyphen.

> A business with happy employees is well run.

In a compound adjective, both words must apply directly and equally to the noun they modify.

Adverb–adjective pairs usually do not need to be hyphenated. A good test is to read the phrase leaving out the second element; if the first element cannot be used alone with the noun, the phrase should not be hyphenated. Words ending in *-ly* should not be followed by a hyphen. *Very, far,* and *already* should not be followed by a hyphen. *Well* can be used with or without a hyphen.

Incorrect	The presence of these should only be used to confirm already-known hazards.

Correct The presence of these should only be used to confirm already known hazards.

Pronouns

Reflexive and Intensive Pronouns

This group of pronouns can be used to refer back to the subject of a verb (reflexive pronouns, as in *I bought myself an iPad*) or they can be used for emphasis (intensive pronouns, as in *He solved the case himself*).

myself	ourselves
yourself	yourselves
himself, herself, itself	themselves

These pronouns cannot be used in place of personal pronouns.

Incorrect The policeman gave my wife and myself a ticket.

Correct The policeman gave my wife and me a ticket.

Indefinite Pronouns

Indefinite pronouns do not refer to specific people or things.

Some are always singular, even if they appear to be plural; these take singular verbs:

anybody	everybody	none
anyone	everyone	no one
each	everything	someone
either	neither	something

Nearly everybody at the opera has a good nap.

Be careful to avoid using gender-specific pronouns to refer back to indefinite pronouns. Rewording a sentence often eases this problem.

Incorrect No one who is paid by the word can afford to be careless with their hyphens. (*There is* plural but it refers to the singular *no one*.)

Correct Those who are paid by the word must be careful with their hyphens.

Incorrect	Everyone is entitled to his or her own opinion. (While grammatically correct, the *his or her* construction is awkward and should be avoided.)
Correct	Everyone is entitled to have a unique opinion on the subject. We are entitled to our opinions on the subject.

All, *any*, *many*, and *some* can take either singular or plural verbs, depending on what noun they refer to.

All of the ice cream is gone.
All of the boys have ice cream on their faces.

Some of the participants enjoy flying.
Some of the orange juice was moldy.

Use of *who* and *whom* is addressed later in the "Issues of Usage and Common Mistakes" section.

Phrases and Clauses

Dependent Clauses (Subordinate Clauses)

A dependent clause that comes before a main clause should be set off by commas.

If you accept my conditions, I will agree to the proposal.

But if the dependent clause follows the main clause, no comma is use if the clause is necessary to the meaning of a sentence (restrictive). If the dependent clause is supplementary or parenthetical, a comma is used. (See the "Restrictive and Nonrestrictive Clauses" section.)

Restrictive	I will agree to the proposal if you accept my conditions. Paul was astonished when he heard the terms.
Nonrestrictive	She ought to be promoted, if you want my opinion At last she arrived, when the food was cold.

Independent Clauses and Semicolons

Semicolons can be used to separate complex independent clauses in a series, especially if all or some contain internal punctuation, such as commas (Chicago 6.54–58, 16th).

> DHS believed there was a threat to the U.S. homeland for several reasons: the targeted jets were headed for the United States; England and the United States are similar target nations; and al-Qaeda often carries out multiple attacks at the same time.

Fragments

Never use sentence fragments in course text unless they are within bullet points. Please see the chapter on "Lists."

Misplaced Modifiers and Dangling Participles

A participial phrase at the beginning of a sentence must refer to the grammatical subject of the sentence; otherwise, it is considered dangling because it is not clear to which word in the sentence it refers.

> Listening to the ocean, the waves sound so gentle.
> *(The waves are listening to the ocean in the sentence above.)*

Or consider this sentence from an actual eBay listing:

> The item up for auction is a Queen Louise porcelain doll by the German doll maker Armand Marseille who stands 28" tall.
> *(The doll is 28" tall, not Marseille.)*

However, when a participle acts adverbially, modifying an entire sentence, rather than describing one noun, it is not considered dangling.

> Barring any obstacles, he will finish the project within the next three days.

Restrictive and Nonrestrictive Clauses

A restrictive clause is essential to the meaning of a sentence and should not be set off by commas. Restrictive clauses are commonly introduced by the relative pronoun *that.* (Chicago 6.22, 16th)

> The report that the committee submitted was well documented.
>
> That is the woman who mistook my coat for hers.

A nonrestrictive clause is not essential to the meaning of a sentence and should be enclosed within commas; if it appears at the end of a sentence, it should be preceded by a comma. Nonrestrictive clauses are commonly introduced by the relative pronouns *which* or *who.* (Chicago 6.22, 16th)

> The report, which was well documented, was submitted to the committee.
>
> The woman, who was extremely embarrassed, returned my coat.

To help avoid confusion, you can replace the word *restrictive* with the word *essential* when thinking about these clauses.

restrictive/essential	commas	that
nonrestrictive/nonessential	no commas	which, who

Points of Grammar

Prepositions Ending a Sentence

As with the split infinitive, ending sentences with a preposition is a matter of usage, not a grammatical mistake to be corrected at all costs. It is discouraged, but do not turn the sentence into something contorted and unnatural to correct it. It is often better to rewrite the sentence in a way that avoids the prepositional expression in question altogether.

> That is something we should worry about.
>
> *versus*
>
> That is something about which we should worry.
>
> *versus*
>
> That is a concern.

Split Infinitives

The idea of the split infinitive is a relic of nineteenth-century grammarians attempting to fit the English language into a Latin mold. Placing adverbs between *to* and its verbal compliment comes naturally in English and is often justified by meaning. It is better that the adverb stay close to what it is modifying, particularly if that aspect is being emphasized, than to stick to outdated concepts of proper grammar.

Subject–Verb Agreement

The subject of a sentence or clause must agree in number with its governing verb. A singular subject takes the singular form of the verb, and a plural subject takes a plural verb. Words coming between the subject and verb, such as prepositional phrases or relative clauses, do not affect this.

> Each of the participants gets a registration form, post-test, and course evaluation form.

The plural form of a noun is formed by the addition of *s* or *es*, with no apostrophe.

Issues of Usage and Common Mistakes

Chicago 5.202 has a very useful Glossary of Problematic Words and Phrases on pages 262–300. Some particularly troublesome terms are included, below, from this glossary.

about; approximately

Use *about* over *approximately* when possible, except in scientific uses, where *approximately* is preferred. Avoid using the words *guess* or *estimate* with the word *approximately*.

affect; effect

Although both words can be used as either a noun or a verb, in most circumstances affect is used as a verb, and effect as a noun.

As verbs, *to affect* something is to alter it, and *to effect* something is to cause something to happen, to produce something.

> The medicine will affect your ability to drive.
> The legislation is intended to effect a change in the industry.

As a noun, *affect* refers to an appearance or mental state. An *effect* is a outcome or result.

> The suspect's affect did not reveal what he was thinking.
> The effects of the disaster will be felt for many years.

all right

All right should be written as two words; avoid *alright*.

alternate; alternative

An alternate is one of only two possible choices. When there are more than two options, alternative should be used.

and/or

And/or is not a conjunction. It is, in the words of the Kentucky Supreme Court (quoted in Garner 2006), a "conjunctive-disjunctive crutch of sloppy thinkers." It both causes and disguises ambiguity. Replace it with *and*, *or*, *both…and*, *either…or*, *any one of these*, *all of these*, *[this], [that], or both*, and similar phrases. The use of and/or indicates neither inclusivity nor exclusivity—which could be crucial to the meaning of the entire concept being presented.

contagious; infectious

A contagious disease is one that spreads by contact. An infectious disease refers to the cause, regardless of how it is transmitted. An infectious disease is always contagious.

data; datum

Use *data* for singular and plural.

due to; because

Due to is considered an adjective and should be used only to modify a specific noun or pronoun. *Because* is adverbial and can be used to modify anything from a single word to a complete sentence.

Because should be used when describing a general condition. *Due to* denotes a direct cause and effect relationship and has a meaning similar to *as a result of* or *caused by*. *Due to* is overused, often misused, and another example of unnecessarily ornate bureaucratic speech.

Incorrect	Due to the inclement weather, the soccer match was cancelled.
Correct	Because of the inclement weather, the soccer match was cancelled.

endemic; epidemic; pandemic

An endemic disease is perennially found in a region. An epidemic disease breaks out and spreads to a small, localized area such as a state, and then

subsides. A pandemic spreads to a larger area, such as a country, continent, or the whole world.

ensure; insure; assure

To insure is reserved for underwriting financial risk on things, such as insuring a car against damage. To *ensure* is to make sure that an event does or does not happen, or to make secure or safe from harm. To assure someone is to give someone confidence that his or her needs are being met, or to give a pledge or promise of some sort.

> The man insured his vintage car for $100,000.
> He ensured that our facility would be safe from future threats.
> She assured us that our luggage would be found.

impact vs. affect and effect

Impact should not be used in place of *affect* or *effect*. It smacks of jargon and a failed attempt to dress up poor diction. *Impactful* and *impactfully* are widely considered to be nonstandard and should be eliminated.

As a verb, *to impact* means to strike a blow or hit something forcefully, to collide; it can also mean to press firmly, as in an impacted tooth. *Impact* should not be used as a verb unless it describes bodies physically slamming into one another, like a meteor into a planet. Use the word *affect* when *influence* is the intended meaning. If something stronger than *affect* is desired, here are some more nuanced replacements: *influence*, *transform*, *modify*, *disturb*, *alter*, *change*, *involve*, *shape*, and *concern*.

Impact as a noun is overused at best and misused at worst. In most places, *effect* is more appropriate because of its more general meaning. Some other, more context-specific alternatives include *influence*, *result*, *consequence*, *scope*, and *impression*.

lay; lie

Lay takes an object, but *lie* does not—you lay something down, but you lie down.

> He lays the book down on the table.
> I usually lie down an hour before bedtime.

But *lay* is also the past tense of *lie*.

> I lay there for three hours before anyone noticed.

Laid is the past tense of *lay*.

> I laid the book down and promptly fell asleep.

	lay takes a direct object	*lie* does not take a direct object
present	He **lays** the book down on the table.	I usually **lie** down for a nap at two.
past	I **laid** the book down and quickly fell asleep.	I **lay** there for a while before I fell asleep.
past participle	Those rumors have been **laid** to rest.	He hasn't **lain** down yet.

unlawful; illegal; illicit

This list ascends in negative connotation. Something *unlawful* might be morally innocent, such as letting a parking meter expire. Something *illegal* is formally condemned by society. *Illicit* implies moral degeneracy.

use; usage

Use should be used for a particular instance. *Usage* should be reserved for when a general practice is meant.

> Usage of slang by inner-city youths is common.
> You should use a hammer for that.

use; utilize

Use is the more general term, and is often most appropriate. *Utilize* denotes a system of use or a systematic use of something, and is most often used correctly in scientific and technical contexts. *Utilize* can also denote the use of something in a way in which it was not intended to be used.

> The body utilizes vitamin D to absorb calcium.

was; were

When expressing desires or making contrary to fact statements, it is correct to use the subjunctive *were* in place of the indicative *was* in the first and third persons singular.

> I wish it were raining.
> If I were president, I could live in the White House.

Open possibilities and likely situations call for the indicative.

> If it was raining when he got off work, he would have taken the bus.

who; whom

Who is used for the subject of a clause; *whom* is used for direct objects and after prepositions; *whose* is the possessive form.

The form of the pronoun in a relative clause depends on its function in that clause, not the main clause.

Incorrect	During a crisis, the public wants to see their leaders and responders working together to resolve the emergency, not fighting over whom is in charge.
Correct	During a crisis, the public wants to see their leaders and responders working together to resolve the emergency, not fighting over who is in charge.

Use *who* and *whom* only when referring to people directly; use *which* or *that* (restrictive) for everything else. The possessive, *whose*, may be used for both people (*of whom*) and things (*of which*). The example below is incorrect because *who* is used to refer to an agency, which, although it is a concept that refers to people, is not a person per se.

Incorrect	The agency, who wishes to mitigate adverse impacts, should establish a relationship with emergency responders to expedite an effective response.

Who is the subjective or nominative form of the relative pronoun and is used for the subject of a clause; *whom* is the objective form and is used for direct objects and after prepositions; *whose* is the possessive form and indicates ownership.

Use *who* and *whom* only when referring to people; use *which* or *that* (restrictive) for everything else. The possessive, *whose*, may be used for both people (*of whom*) and things (*of which*).

Whoever and *whomever* follow the same rules as *who* and *whom*.

whose; who's

Whose is possessive; *who's* is a contraction of *who is*.

Resources

The *Chicago Manual of Style* has a very helpful list of prepositional idioms providing guidance on which prepositions to use with which verbs (5.191, 16th), as well as a glossary of commonly misused and confused words (5.220, 16th). Strunk and White's *Elements of Style* is also invaluable when confronted with issues of grammar, syntax, and usage.

5 Lists

Overview

Lists can be either run-in lists or vertical lists. Run-in lists are those set into a sentence. Vertical lists are usually either bulleted or numbered.

Run-In Lists

The goal of this course is to assist the campus community and the neighboring jurisdiction in developing the necessary decision-making skills to prevent, deter, respond to, and recover from a campus emergency.

Vertical Lists

EOPs are very important and should include the following critical components:

- Identification of the threats
- Assessment of the vulnerability to those threats
- Determination of available resources to address the threats
- Identify and acquire equipment to mitigate and respond to emergencies.
- Identify a storage location and replenish emergency supplies on a regular basis.
- Develop an emergency management plan and update the plan on a regular basis.

Run-In Lists

Run-in lists are best for presenting short, simple items, particularly if the items complete a sentence. If the list items are marked by numbers or letters, those should be enclosed in parentheses. (Chicago 6.123, 16th)

Original

In incident management, a responder must do the following:

- Communicate
- Coordinate
- Cooperate
- Command

Improved

In incident management, a responder must communicate, coordinate, cooperate, and command.

In incident management, a responder must (1) communicate, (2) coordinate, (3) cooperate, and (4) command.

Transitioning into Run-In Lists

List items in run-in lists may appear in several ways. A colon may be precede a run-in list and separate the list items from the introductory sentence.

> Chemical agents fall into one of the following four categories: nerve, blister and vesicant, blood, and choking.

Run-in lists may be incorporated into the sentence; list items are generally separated by commas or semicolons.

> The overall course presentation and relevance is evaluated through feedback offered at after-action reviews (AAR), pre- and post-course examinations, critiques, and follow-up surveys to responders.

A transition word or phrase, such as *namely* or *for example*, followed by a comma may also signal a run-in list.

> Participants will be asked to share some information when introducing themselves, for example their names, their agencies, and their expectations for the course.

Capitalization

The first word of each list item in a run-in list is not capitalized unless it is a proper noun or acronym.

Punctuation

Colons

Use a colon only if the list is preceded by a grammatically complete sentence. If the items of a run-in or vertical list completes a sentence, no colon is used. (Chicago 6.123–124, 16th) A colon should never directly follow a preposition or a verb.

> Chemical agents fall into one of these four categories: (1) nerve, (2) blister, (3) blood, and (4) choking.

> The objectives of this strategy are to (1) prevent terrorist acts within the United States, (2) reduce America's vulnerability to terrorism, and (3) minimize the damage from terrorist acts that do occur.

Serial Commas or Semicolons

Run-in list items are punctuated with the serial comma or semicolon (if there are internal commas) (Chicago 6.123, 16th).

> DHS believed there was a threat to the U.S. homeland for several reasons: the targeted jets were headed for the United States; England and the United States are similar target nations; and al-Qaeda often carries out multiple attacks at the same time.

Vertical Lists

Vertical lists are best for long lists, call-outs, and hierarchically structured information, and they are best used to present information in condensed, easily readable points. Vertical lists should highlight important points, not separate sentences. Although they can be quite helpful, overuse decreases their effectiveness. (Chicago 6.124, 16th)

Bullet Types

Only the following bullet types should be used in course materials:

- List Bullet (DHS): The small, filled black circle for main bullets

- List Bullet 2 (DHS): The small, filled black square for further indented, secondary bullets

1. Table Number List: Number with a period for numbered lists

Numbered Lists

Numbered lists are vertical lists, and they follow the same rules as bulleted lists except that a number and period precede each item instead of a bullet.

Ordered Lists

Numbered lists are ordered lists. Numbered bullets should be used only if the items must be performed in a particular order or if an order of importance must be indicated.

NIMS has five components:

1. Preparedness
2. Communications and information management
3. Resource management
4. Command and management
5. Ongoing management and maintenance

The protein test will be conducted first, using these steps:

1. Open protein detection pouch.
2. Place head of swab on sample.
3. Tap off excess sample material.
4. Place swab in protein tube and cap tube.

Transitioning into Vertical Lists

By Complete Sentences

Both bulleted and numbered lists are best introduced by a complete sentence followed by a colon (Chicago 6.124, 16th). There are, however, acceptable alternatives.

By Headings

A header can sometimes be used instead of an introductory sentence. If a list is unusually long, it is better to use a header after a full description of the points being discussed in paragraph form than to use a short, otherwise uninformative introductory sentence that has to be unnaturally contorted to take a colon.

"Components of the ICS include the following:"

can be simplified to

"Components of the ICS" when listed after a paragraph discussing the topic

Also, if the text calls for a narrative of roles, as in *Sampling Refresher*, headings are needed. Colons are acceptable in this usage.

Collector:

- Don the gloves and then request the next item, in this case the primary container, a chemically certified clean glass jar with Teflon cap.

Facilitator:

- Retrieve the jar and loosen the cap.
- Transfer the jar by holding the jar from above the cap and having the Collector retrieve the jar from its bottom.

Capitalization

The first word of each list item in a bulleted or numbered vertical list is always capitalized, with two exceptions: items that are completing the introductory sentence and items not marked by either a bullet or a number. These list items should begin with a lowercased word. (Chicago 6.124, 16th)

Additionally, the principal functions and responsibilities of these entities include the following:

- Ensuring each agency is providing situational awareness and resource status information
- Establishing priorities between incidents or area commands in concert with the IC/UC
- Acquiring and allocating resources required by the incident management personnel
- Anticipating and identifying future resource requirements
- Coordinating and resolving policy issues arising from the incident
- Providing strategic coordination as required

NIMS is not

- an operational incident management plan,
- a resource allocation plan,

- a terrorism-specific plan, or
- an international incident plan.

Punctuation

Colons

Use a colon only if the list is preceded by a grammatically complete sentence. If the items of a run-in or vertical list completes a sentence, no colon is used. (Chicago 6.123–124, 16th) A colon should never directly follow a preposition or a verb.

NIMS is not
- an operational incident management plan,
- a resource allocation plan,
- a terrorism-specific plan, or
- an international incident plan.

EOPs are very important and should include the following critical components:
- Identification of the threats
- Assessment of the vulnerability to those threats
- Determination of available resources to address the threats
- Response plans for actual incidents
- Plans for recovery after an incident
- Plans for investigation of the incident

Incorrect Before instruction begins on the first day of class, instructors should:
- Announce that the class will address a combined audience.
- Ensure all participants are aware of the course version they intend to take.
- Write both course numbers on an easel pad and/or white board at the front of the room.

Correct Before instruction begins on the first day of class, instructors should do the following:
- Announce that the class will address a combined audience.
- Ensure all participants are aware of the course version they intend to take.
- Write both course numbers on an easel pad or whiteboard at the front of the room.

Commas, Semicolons, or Periods

Vertical lists can use commas or semicolons and a period if the items in the list complete an introductory sentence. In this case, no colon is used. (Chicago 6.125, 16th)

NIMS is not

- an operational incident management plan,
- a resource allocation plan,
- a terrorism-specific plan, or
- an international incident plan.

List as a Complete Sentence

Vertical lists can function as one complete sentence. If the items of a bulleted list complete an introductory sentence, no colon is used, and each item begins with a lower case letter and commas or semicolons and a period are used to punctuate the list as a whole as a sentence (Chicago 6.125, 16th).

NIMS is not

- an operational incident management plan,
- a resource allocation plan,
- a terrorism-specific plan, or
- an international incident plan.

Terminal Punctuation

In bulleted and numbered lists, no terminal punctuation is used unless one item in the list is a complete sentence or question, in which case every item must be a complete sentence and carry a terminal punctuation mark (Chicago 6.124).

The body maintains its internal temperature using these mechanisms:

- Capillaries near the surface of the skin expand to increase heat loss.
- Sweating assists in the cooling process through evaporation.
- Radiant heat transfer causes heat to radiate away from the body's surface.

Commands or Directives

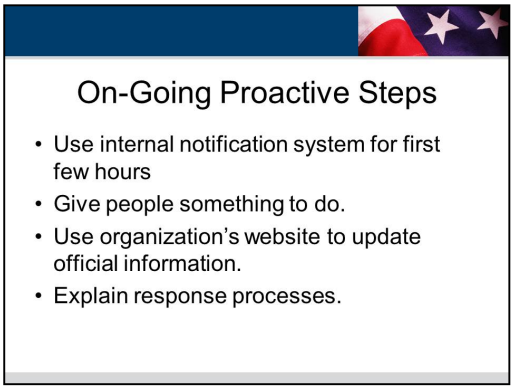
List items beginning with verbs that give commands or directions make complete sentences.

While in a WMD environment, operators should do the following:

- Beware of possible secondary devices, explosive, chemical, or biological.
- Initiate decontamination procedures immediately when an operator suspects contamination.
- Beware of persons encountered on site.
- Secure and isolate the scene.
- Establish perimeters (hot, warm, and cold).

Limit Sentences Per Bullet

If there are two sentences per bullet item, editors should try to present the material in paragraph form (Chicago 6.124, 16th). No more than two sentences should appear in a bullet item. For example, instead of presenting the bullets from the slide as bullets in the text, the content from the slide has been rewritten as paragraphs.



One example of an on-going proactive step is to continue to use the internal notification system for updates during the first few hours. This will reassure faculty, staff, and students that they are not forgotten. An example of a final internal notification would be, "This is the last internal notification we anticipate issuing. All future updates will be issued through the media or via our website."

Another proactive step is to give people simple things to do. In a crisis, people are looking for direction. Simple tasks will help them feel in control and involved.

Also, make use of the organization's website to update official information frequently. This is an extremely valuable communications tool—do not forget to use it to your advantage.

Finally, explain processes. Specific questions may not have clear answers in the beginning of an incident. Instead of providing answers, explain the process of how the institution is responding, and what is taking place behind the scenes.

List Structure

Parallel Construction

List items should be written in parallel constructions. Items in a list series should be as structurally and grammatically similar as possible. In other words, the list items should be parallel in part of speech or construction: all nouns or noun phrases, all verbs or verbal phrases, all prepositional phrases, or all full sentences (Chicago 6.121, 16th).

Incorrect

Participants and instructors should include the following information in their introductions:

- Name
- Agency
- Background
- Experience
- What they hope to get out of the course

Correct

Participants and instructors should include the following information in their introductions:

- Name
- Agency
- Background
- Experience
- Expectations

Prepositions

If list items require prepositions with their verbs, include the proper preposition for each.

Incorrect

State how class materials can be applied to assist in preventing, deterring, responding, and recovering from campus emergencies.

Correct The goal of this course is to assist the campus community and the neighboring jurisdiction in developing the necessary decision-making skills to prevent, deter, respond to, and recover from a campus emergency.

Match Introductory Sentence

List items should match the introductory sentence grammatically and syntactically. For example, if list items are goals, they should not be presented in the form of commands.

Incorrect Comprehensive risk assessments can provide the foundation for and help achieve the following goals:

- Identify and address a range of events and hazards specific to the district.
- Develop roles, responsibilities, and procedures for school community members.

Correct Comprehensive risk assessments can provide the foundation for and help achieve the following goals:

- Identifying and acquiring equipment to mitigate and respond to emergencies
- Identifying a storage location and replenishing emergency supplies on a regular basis
- Developing an emergency management plan and updating the plan on a regular basis
- Identifying and addressing a range of events and hazards specific to the district
- Developing roles, responsibilities, and procedures for school community members

Repeated Words

Words or phrases used in every list item should not be repeated. If the same word or phrase is used in every list item, it is best to incorporate it into the introductory sentence so that the more significant aspects of the information are highlighted.

Original NIMS attempts to achieve this by using three principal activities:

- Operational scientific support
- Technical standards support
- Research and development support

Improved NIMS attempts to achieve this through three types of support:

- Operational scientific
- Technical standards
- Research and development

Transition Words

Transition words can bring the reader smoothly from sentence to list. The following phrases can be used to transition from sentence to list (Chicago 6.62, 6.124, 16th):

as follows

including or *including the following* (use carefully; it is best used only when the list is not exhaustive or complete since the word implies that there may be more items that could be included but have not been because of space or lesser importance.

namely (only use in run-in lists, never vertical lists)

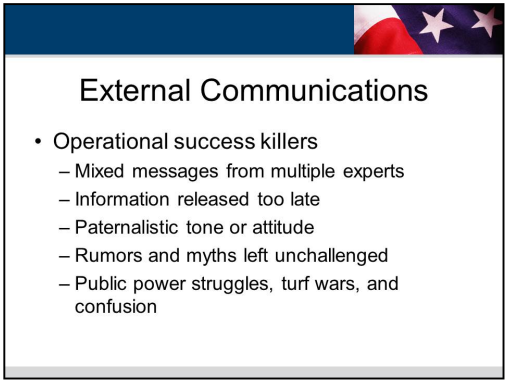
for example (only use in run-in lists, never vertical lists)

Comparison of Lists on Slides and in Text

Bulleted lists are best used to present information in condensed, short, easily readable points. The function of the main body text is to elaborate on these points, and as such, should be appropriately presented.

In the slide text of the example below, each bullet point consists of an easily digestible, brief noun phrase. In the main body text, these points are expanded, as they should be, but in the process, they have become an unwieldy mix of noun phrase and full sentence. Here, the use of bullet points is superfluous, and the information would be better presented in complete sentences formatted as paragraphs (Chicago 6.124, 16th). Presenting the same information two different ways also improves the likelihood of its retention.

Incorrect



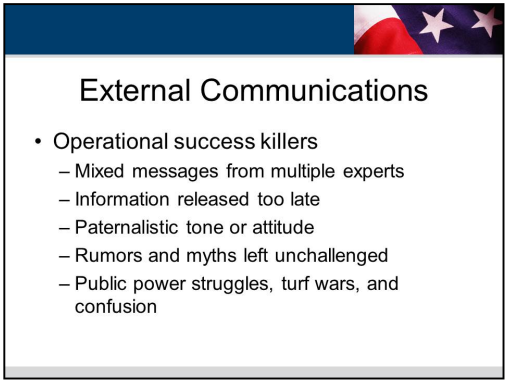
External Communications

5

Conversely, several communication practices will likely kill your operational success:

- Mixed messages from multiple experts. At a time when the public is depending on accurate information and direction, nothing creates confusion and undermines public confidence more than mixed messages.
- Information released too late. If the institution fails to gather and release information in a timely manner, it will diminish credibility and may cause public resentment.
- Paternalistic tone or attitude. The public does not respond well to being spoken down to or lectured.
- Rumors and myths left unchallenged. As discussed earlier, misinformation must be met head-on and corrected as soon as possible.
- Public power struggles, turf wars, or confusion. During a crisis, the public wants to see their leaders and responders working together to resolve the emergency, not fighting over who is in charge.

Correct



External Communications
Conversely, several communication practices will likely kill your operational success.

Mixed messages from multiple experts create confusion and undermine public confidence at a time when the public is depending on accurate information and direction.

Information released too late will diminish credibility and may cause public resentment. The institution must gather and release information in a timely manner.

A paternalistic tone or attitude is counterproductive. The public does not respond well to being spoken down to or lectured.

Rumors and myths that are left unchallenged can undermine your efforts. As discussed earlier, misinformation must be met head-on and corrected as soon as possible.

Public power struggles, turf wars, or confusion must be nipped in the bud. During a crisis, the public wants to see their leaders and responders working together to resolve the emergency, not fighting over who is in charge.

6 Numbers

Stylistic Considerations

The guidelines in this chapter are the best practices for using numbers in text. They should be followed as closely as possible to uphold the level of consistency and precision expected of a professional publication.

It is difficult, however, to cover every situation with rigid, fixed rules, so it is important to be flexible while keeping the guiding principles in mind. Always consider the following:

Context is important. Numbers may be treated differently if they are used in general text than if they are used to represent data in a technical passage. Always consider what is appropriate for the usage and the audience.

Use good judgment. The rules are flexible, so do what makes sense while keeping the main principles of the guidelines in mind.

Be consistent. Apply the same rules throughout a particular document, and if any stylistic decisions have been made, make sure they are applied throughout.

Pay close attention to details. Especially in highly scientific or number-heavy text, be careful with numbers that include units of measurement. Scientific expressions can be nuanced, and details like capitalization, punctuation, and spacing are critical to accuracy.

Numbers as Words

Single Digits (Zero through Nine)

Spell out single digits from zero through nine and any number beginning a sentence (Chicago 9.3, 16th).

> Thirty-two children are in the class.
> Participants should bring five sheets of blank paper with them to class.

Beginning of Sentence

If it is awkward to begin a sentence with a number, the sentence can be rewritten so that the first word is not a number (Chicago 9.5, 16th).

From this:	One hundred and ten candidates were accepted.
To this:	In all, 110 candidates were accepted.

Multiple Categories

If two or more numbers are in a sentence with one number less than 9 and one number greater than 10—and both numbers relate to the same category, then defer to the numeral.

> In the public safety sampling course, four sterile and unopened 2" × 2" cotton gauze pads are needed to collect the fourth sample.

According to Chicago 9.7, 16th ed., in the same sentence or paragraph, however, items in one category may be given as numerals and items in another spelled out, regardless of whether numbers are greater than or less than nine.

> A mixture of buildings—one of 103 stories, five of more than 50, and a dozen of only 3 or 4—has been suggested for the area. *(The numerals 50, 3, and 4 would normally be spelled out, but because they are of the same category — stories — they are numerals.)*

> In the second half of the nineteenth century, Chicago's population exploded, from just under 30,000 in 1850 to nearly 1.7 million by 1900. *(The numeral 30,000 would normally be spelled out, but a numeral is used to match 1.7 million.)*

Large Numbers

Large numbers should be mixed numerals and words, unless the number is less than or equal to nine. Large numbers can be expressed as a numeral followed by the word *million* or *billion*.

> The population had reached three million.
> A figure of 4.5 billion years is often given as the age of the solar system.

Simple Fractions

Spell out simple fractions and hyphenate when used as nouns, adjectives, and adverbs (Chicago 9.14, 16th).

> Jane has completed three-fourths of the course.
> Four-fifths of the participants have completed the skills exercise.

To emphasize individual parts of a quantity, spell the fraction openly (Chicago 9.14, 16th).

> We divided the cake into four quarters; I took three quarters, and my brother one.

Numbers as Numerals

Greater Than or Equal To 10

Numerals are used to express numbers greater than or equal to 10, fractions, and decimals (Chicago 9.3, 16th).

> The population of the village now stands at 5,893.

Commas

In large numbers, commas are placed between groups of three digits, starting from the right, with the exceptions of page numbers, addresses, and years, which have no commas (Chicago 9.55, 16th).

> 8,000 people
> 7,500 mg
> page 2122
> 6908 Bellaire Drive
> October 31, 2009

Plural Numerals

Numerals are made plural by adding an *s* but no apostrophe (Chicago 9.54, 16th).

> Among the scores were several 240s and three 238s.
> Jazz forms developed in the 1920s became popular in the 1930s.

Multiple Categories

As a general rule, when the majority of numbers in a sentence or paragraph are below nine, all numbers should be written as words, except for those that must always be numerals. The reverse holds true when the majority of numbers are numerals. If numerals are used for the numbers in a given category, use numbers for all items in that category. You can mix numerals and number-words in a sentence or paragraph if they are being used for different categories. (Chicago 9.7, 16th)

> A mixture of buildings—one of 103 stories, five of more than 50, and a dozen of only 3 or 4, has been suggested for the area.

Instructor's Directions

Numerals should be used for instructor's directions such as activity times and for enumerating quantities in lists of equipment needed, for ease of reference. If two different categories of numbers exist in the same sentence or paragraph, spell out numbers for one category and use numerals to express the second category of numbers.

> Participants will need the following:
> - 80 test answer sheets
> - 29 sample vials
> - 20 RS labels
> - 12 bags, large
> - 50 custody seals
> - Three 2" × 2" gauze pads
>
> The typical class structure is approximately 50 minutes of instruction followed by a break of about 10 minutes, with a one-hour lunch break. *(One hour is written out because multiple categories do exist: minutes and hours.)*

Common Items or Terms

Use numerals when describing common items or terms (Chicago 9.13, 16th).

a 40-watt bulb
a size 6 dress
a 20-point font
a 9-volt battery

Statistics, Physical Quantities, Scientific Measurements, and Quantities of Time

Numbers expressing statistics, physical quantities, scientific measurements, and quantities of time are given as numerals (Chicago 9.16, 16th). See Chicago 10.52, 16th ed., for help with the proper abbreviation and punctuation of scientific measurements. Also, see the "Quantities and Units of Measure" section for more.

500 cm
20 kHz

Ranges of Numbers

Numbers zero through nine are given as numerals in ranges of numbers that include numbers higher than nine.

Incorrect	**Correct**
two to 12 days	2 to 12 days
two–12 days	2–12 days

En Dash

Inclusive Range of Numbers

The en dash is used to indicate an inclusive range of numbers in numeral form. It is never used with numbers expressed as words. When numbers are expressed as words, they are not joined by the en dash. (Chicago 9.58–59, 16th)

He bought 30-40 tickets.
women aged forty-five to forty-nine years
sixty- to seventy-year-olds

Replaces *To*

When not preceded by the word *from*, the word *to* should be changed to an en dash when giving statistical and scientific data.

Incorrect

Untreated septicemic tularemia is fatal in 30% to 60% of cases. Antibiotic therapy will reduce the fatality rate to 1% to 2%.

When SEB is ingested, onset of clinical signs occurs in two to four hours but resolves within 24 to 48 hours.

Correct

Untreated septicemic tularemia is fatal in 30%–60% of cases. Antibiotic therapy will reduce the fatality rate to 1%–2%.

When SEB is ingested, onset of clinical signs occurs in 2–4 hours but resolves within 24–48 hours.

Full Numbers

Include the full number when referencing a range of numbers (Chicago 9.61, 16th).

Incorrect	**Correct**
pp. 83–4	pp. 83–84

Hyphens

Hyphens are used to separate non-inclusive numbers like telephone numbers and in URLs, not ranges (Chicago 6.77, 16th). Any hyphen being used to indicate ranges should be changed to the en dash (–).

1-800-111-1234

Units

When indicating a range of numbers accompanied by units, the unit follows the last number only. However, if a number and its unit are normally closed up, like percentages and temperatures, the unit follows both numerals, with no spaces between the number, symbol, and dash (Chicago 9.17, 16th).

30–50 psi
5–10 ft.
20°F–50°F
6%–11%

Whole Numbers and Simple Fractions

Though quantities consisting of whole numbers and simple fractions may be spelled out if short, they are often better expressed in numerals—especially if a symbol for the fraction is available (Chicago 9.15, 16th).

The team walked for three and one-quarter miles.
Mary needs 6⅞ yards of the silk fabric.
John is exactly 5 feet 7¼ inches tall.
Letters are usually printed on 8½" × 11" paper.

Nominal Numbers

Nominal numbers, which serve as a name or label for things or people, are usually given as numerals.

Slide 2
Module 10
Day 3
Chapter 1, page 45

Slides

On slides, all numbers are expressed as numerals, and units of measure are given in abbreviated form, using standard forms and symbols as they apply. See the “Slides” chapter for more information.

On slides, charts, lists, and tables, ranges of numbers are separated by the en dash (–). There are no spaces between the dash and the numbers.

Numbers as Adjectives

Hyphenation

Numbers generally follow the regular hyphenation rules of compound adjectives, both spelled out and as numerals, with the following exception: numbers given with an abbreviated form of a unit of measure or symbol are always open, with no hyphen (Chicago 7.85, 16th).

350-page book
fifth-floor office
30 lb. package
5000 ml flask

Ordinal Numbers

Ordinal numbers follow the general rules. The suffixes *-st*, *-nd*, *-rd*, and *-th* are full-sized and on the baseline, not superscripted.

the second outbreak
the 200th day
third-largest town

Ages

Ages follow the general rule for numbers. Hyphens are used in both the noun and adjective forms, unless the adjective follows a form of the verb *to be* (Chicago 7.85, 16th).

The chemical was later identified as malathion, and a fifteen-year-old student was subsequently arrested after coming to school smelling like the chemical.

The youngest child was a three-year-old. *(predicate nominative)*

but

The youngest child was three years old. *(predicate adjective)*

Dates

Numerals

Dates of the month are expressed as numerals. Months are always spelled out (Chicago 9.30, 9.32, 16th).

Years are always written in number form. Rephrase sentences so that they do not begin with a year (Chicago 9.30, 16th).

Incorrect	**Correct**
nineteen thirty-six	1936

No Abbreviation

Do not abbreviate months or years, and do not use slashes to write out a date. Days of the month are always written in cardinal numbers (Chicago 9.36, 16th).

Incorrect	**Correct**
Jan. 15, 2006	January 15, 2006
March 24th	March 24
the 24th	the twenty-fourth *(when mentioned without a month or year)*
'05	2005
10/24/04	October 24, 2004

September 11, 2001 is an exception and can be abbreviated, but only as below (Chicago 9.36, 16th).

Incorrect	**Correct**
Sept. 11	9/11
9/11/01	September 11, 2001
September 11th, 2001	September 11

Commas

In the month-day-year format, place a comma before the year.

> The April 1, 2000 press conference elicited little new information.
> The ship sailed on October 6, 1999 for Southampton.

Decades

Decades are given as four digit numerals that include the century, followed by a lowercase *s* with no apostrophe for the plural (Chicago 9.34, 16th).

> the twenty-first century

Incorrect	**Correct**
the 80s	the 1980s
the '80s	

Centuries

Centuries are written out and lowercased (Chicago 9.33, 16th).

BC *and* AD

BC and *AD* do not use periods, but there is a space between the year and the era designation. Notice that *BC* follows the year, *AD* comes before it. (Chicago 9.35, 16th) It is not necessary to use the *AD* designation unless BC dates are also used in the document.

201 BC
AD 1924

Decimals

Decimal amounts less than one should include a zero before the point. Gun caliber is an exception to this rule. (Chicago 9.19, 16th)

0.3 microns
.22 caliber rifle

Incorrect	Volumetric pipettes are available in various sizes from .5ml to 200ml, sterile and non-sterile.
Correct	Volumetric pipettes are available in various sizes from 0.5 ml to 200 ml, sterile and non-sterile.

Fractions

Simple fractions in a general context are given as words (Chicago 9.14, 16th). However, fractions given with whole numbers are represented by numerals (Chicago 9.15, 16th). There is no space between the fraction and the whole number.

one-third of the people polled
half the sample
a sheet of 8½" × 11" paper
12¾ inches

Money

Money is expressed in numerals, accompanied by the symbol form of the unit of currency.

For large sums, the words *million* or *billion* follow the numeral. *Dollars* and *USD* following the number are redundant and should not be included.

Decimal amounts are not included, with the exception of small sums expressing exact prices.

Incorrect
$60.00
$10M
10 million dollars
$10 million dollars

Many high-grade bioreactor systems sell for more than $20,000, while low-tech systems may sell for approximately $100.00.

Correct
The outbreak in 1971 resulted in an estimated loss of $15.5 million; the cost of the latest outbreak had exceeded $100 million by May 2003.

In the week following, the average price was $3.49, a drop of $2.36.

Percentages

Percentages are always given in numerals followed directly by the percentage symbol (%).There is no space between the numeral and the symbol. (Chicago 9.18, 16th)

5%

When a range of percentages is expressed using the en dash, the symbol follows both numerals, with no spaces between the number, symbol, and dash (Chicago 9.17, 16th).

6%–11%

Temperatures

Temperatures are given as a numeral followed by the degree symbol (°) and the abbreviation for Fahrenheit (F), with no spaces. Be sure to use the actual degree symbol (°), not a superscripted *o* or *0*. The word *degree* is not used, and there is no space between the symbol and *F*. Only the Fahrenheit scale will be used.

Incorrect	Water boils at 212 degrees F at sea level.
Correct	Water boils at 212°F at sea level.

When expressing a range of temperatures, the unit follows both numbers and there are no spaces.

20°F–50°F

Time

The 12-hour system is preferred. Use numerals with *a.m.* or *p.m.* when writing the time of day. There is a space between the number and abbreviation, but none within in the abbreviation itself. Write out noon and midnight to prevent ambiguity (Chicago 9.38–39, 16th). Words, never numerals, should be used in combination with phrases like *in the evening* or *o'clock*.

Incorrect	**Correct**
3:30 in the evening	three thirty in the evening
4 o'clock	four o'clock
12:00 p.m.	noon

If context calls for use of the 24-hour or military system, time is given in four digits with no punctuation between hours and minutes (Chicago 9.40, 16th.

0100 (1:00 a.m.)	1300 (1:00 p.m.)
0200 (2:00 a.m.)	1400 (2:00 p.m.)
0300 (3:00 a.m.)	1500 (3:00 p.m.)
0400 (4:00 a.m.)	1600 (4:00 p.m.)
0500 (5:00 a.m.)	1700 (5:00 p.m.)
0600 (6:00 a.m.)	1800 (6:00 p.m.)
0700 (7:00 a.m.)	1900 (7:00 p.m.)
0800 (8:00 a.m.)	2000 (8:00 p.m.)
0900 (9:00 a.m.)	2100 (9:00 p.m.)
1000 (10:00 a.m.)	2200 (10:00 p.m.)
1100 (11:00 a.m.)	2300 (11:00 p.m.)
1200 (12:00 p.m.)	2400 (12:00 a.m.)

Regardless of which time system is used, time should be expressed similarly within a module. Therefore, a course may contain one module using the 12-hour system and another module using the 24-hour system.

Times of day given in the main text should follow the phrasing *from…to* or *between…and* rather than using the en dash.

Incorrect	Each day, except Day 4, two medical screening and support personnel must be on site 7:30 am – 9:30 am to record participant vitals. Participants can come in any time 7:30 a.m.–9:30 a.m. to have their vitals checked.
Correct	Each day, except Day 4, two medical screening and support personnel must be on site from 7:30 a.m. to 9:30 a.m. to record participant vitals. Participants can come in any time between 7:30 a.m. and 9:30 a.m. to have their vitals checked.

Spans of times given in charts and tables are given using en dashes.

> The times during which participants will be dressed in PPE are as follows,
>
> | | |
> |---|---|
> | Day 1 | 3:30 p.m.–5:30 p.m. |
> | Day 2 | 10:15 a.m.–12:00 p.m. |
> | Day 3 | 12:30 p.m.–5:30 p.m. |
> | Day 4 | None |
> | Day 5 | 8:00 a.m.–4:00 p.m. |

Measurements of time, unless used in a scientific context or in combination with another unit, are usually spelled out. Units of time, when abbreviated, are set with periods.

sec.	second
min.	minute
h.	hour
d.	day
mo.	month
yr.	year

Quantities and Units of Measure

In scientific contexts, numerals are almost always used with abbreviated units of measure (Chicago 9.16, 16th).

> 50 km
> 4.5 L

Common units like meter, feet, hours, and pound do not need to be spelled out upon first use. Uncommon units, like joules or meters per second, should be given in full at first use in each module, with the abbreviation following in parentheses. The abbreviation should be used thereafter.

The majority of units of measure are not capitalized. Capitalization and spelling of the unit abbreviations should adhere to the standard, universally recognized forms.

Units of measure are written out when used in text without a number or in a non-scientific context (Chicago 9.16, 16th).

> Values of vapor pressure are usually given in pounds per square inch at specific temperatures.

The number and the unit are always separated by a space, with the exception of temperature and percentages.

50 lb.
5 kg
200 ml
35%
105°F

No periods are used with unit abbreviations in the metric system and the International System of Units (SI). See Chicago 10.54–62, 16th, for more on SI units.

m	meter
km	kilometer
mg	milligram
ml	milliliter

Note that units of measure in the English system use periods. The singular and plural forms are the same. (Chicago 10.67–71, 16th)

ft.	foot, feet
in.	inch, inches
yd.	yard
mi.	mile
sq. yd.	square yard
cu. ft.	cubic foot

Some English measurements never use a period in their abbreviated forms.

mph
mpg
dpi
ppm
psi

See Chicago 10.52, 16th ed., for a list of abbreviations commonly used in science and technology documents.

Symbols Often Used With Numbers

Dollar Sign

The dollar sign ($) should be used with specific amounts of money. The word *dollar* should be used only in isolation, with no number.

Percent

The percent symbol (**%**) should be used with a number, even in body text. The word *percent* should be used only when it appears without a number. The proper format is the numeral plus the percent symbol with no space between the two. (Chicago 9.18, 16th)

30%

Degree

The degree symbol (°) is reserved for temperature. When referring to the measured degree of an angle, the word *degree* is spelled out.

> The 3D laser scanner can photograph and measure anything in its field of view up to 360 degrees around the unit, 45 degrees below the unit, and 90 degrees above the unit.

Greater Than and Less Than

Greater than (>) and less than (<) should be spelled out in main body text, as it is easy to confuse the symbols. The same holds true for greater than or equal to (≥) and less than or equal to (≤). All of these are represented by symbols on slides. There is a space between the symbol and the number.

Incorrect	A gas with a vapor density that is > 1.0 is heavier than air, will sink and settle into lower areas, while a gas that is lighter than air (vapor density < 1.0) will rise.
Correct	APR cannot be used in IDLH atmospheres or in atmospheres containing less than 19.5% oxygen by volume.

Plus or Minus

The plus or minus symbol (±) can be changed to *plus or minus*, depending on the context and audience. In more technical, numbers-heavy passages the symbol is preferred. Take care to use the proper symbol (±) and not the shortcut (+/-). There is a space between the symbol and the number.

Prime and Double Prime

The symbols for foot (') and inch (") may be used in place of abbreviations for feet (ft.) and inches (in.) when both measurements are used at one time and when indicating dimensions.

3'6"
3' × 3'

7 Punctuation

Apostrophe

Contractions

Unless part of a direct quote, contractions with an apostrophe should not be used and should be expanded whenever found.

Plural

An apostrophe is never used to create a plural form of a word. But, it can be used to indicate the plural of lowercase letters.

> There are four *i*'s in Mississippi.

Possession

The possession of singular common and proper nouns is formed by adding an apostrophe and an *s* (Chicago 7.15, 16th).

> the book's cover
> the child's toy
> Charles's book
> Joel Hinrichs's computer

The possession of plural common and proper nouns (with the exception of irregular nouns such as *children*) is formed by adding an apostrophe only (Chicago 7.16, 16th).

> the kittens' paws
> the officers' reports
> the LeBlancs' party
> the Williamses' house

Prime Symbol

The prime symbol (commonly used to express feet) should not be used in place of an apostrophe and vice versa.

'	′
Apostrophe	Prime symbol

Years

Do not use an apostrophe to abbreviate a year; dates are always given in full.

Incorrect	**Correct**
October '10	October 2010

Colons

Use in Sentences

A colon can be used within a sentence to separate an elaboration from the main statement. The word following a colon in a sentence should be lowercased unless it is a proper name. (See Chicago 6.64, 16th for exceptions.)

> This scenario is far more probable than a nuclear detonation for another reason: it does not require the use of weapons-grade fission material.

Use in Lists

See the "Lists" chapter for proper use of the colon when introducing lists.

Limit One Per Sentence or Heading

In the example below, a comma or em dash could take the place of the second colon.

Incorrect	Module 7: Table-Top Exercise: Active Threat On Campus
Correct	Module 7: Table-Top Exercise, Active Threat on Campus

Commas

Between Multiple Adjectives

Commas are placed between multiple adjectives modifying the same noun.

Incorrect	**Correct**
high-strength low-alloy steel	high-strength, low-alloy steel

Follow Introductory Phrases

An introductory adverbial or participial phrase should be followed by a comma unless it is very short (one or two words) (Chicago 6.35–36, 16th).

At a ranch purchased in Australia, Aum Shinrikyo members began experimenting on livestock.

On Tuesday the Senate voted against the measure.

Follow Items in a Series

Commas follow each item in a series, including the item immediately before the conjunction. This final comma is often needed for clarity (Chicago 6.18, 16th).

Incorrect	Responders during this phase provide medical support, rescue activities and mitigation efforts.
Correct	Responders during this phase provide medical support, rescue activities, and mitigation efforts.

Precede *And* in a Series

When the last item consists of two elements joined by a conjunction, a comma is used before the *and* of the list, but not before the *and* of the pair (Chicago 6.18, 16th).

> At the conclusion of this module, each participant will have a good understanding of the jurisdiction's communication, planning, interoperability, and command and control.

When to Use a Semicolon

In the case of a list consisting of items that are very long and complex or require internal punctuation (like city–state combinations), a semicolon is used to separate the items.

> DHS believed there was a threat to the U.S. homeland for several reasons: the targeted jets were headed for the United States; England and the United States are similar target nations; and al-Qaeda often carries out multiple attacks at the same time.

> Three cities were chosen: Minneapolis, Minnesota; Albany, New York; and Richardson, Texas.

Separate Parts of Sentences

Independent Clauses of Compound Sentences

A comma should separate the independent clauses of a compound sentences, followed by *but*, *or*, or *and*, unless a semicolon is used.

Nonrestrictive Subordinate Clauses and Parenthetical Statements

Nonrestrictive subordinate clauses and parenthetical statements should be set off within a sentence by commas.

> Reclosable plastic bags should be avoided because, unlike nylon arson bags, they have the potential to build up a static electric charge, which can discharge into the electronic evidence and damage the electronic data storage media.

Use in Numbers

A comma is needed in numbers between the hundredth and thousandth digits.

Incorrect	Correct
2000	2,000

Use with Parentheses

Commas are placed outside of parentheses.

> After 20 minutes (or earlier if everyone has completed the test), review the pre-test answers with the class.

Ellipses

An ellipsis is used only to indicate the omission of words and incomplete quotations, not to trail off an incomplete unquoted sentence. If the omission occurs at the end of a sentence, four dots are used to punctuate it. (Chicago 13.48–51, 16th)

Hyphens

See Chicago 7.77–85, 16th, for a full treatment of hyphens.

Compared to Dashes

Hyphens are distinguished from dashes by length in typesetting and in use. Any hyphen used to separate numbers in a range should be changed to an en dash, and any hyphen used to offset elements in a sentence should be changed to an em dash.

	-	–	—
compare:	hyphen	en dash	em dash

Purpose of Use

The hyphen, and punctuation in general, is meant to ease the job of the reader, not stand in the way of it, and it is not needed unless meaning is unclear without it. For example, use a hyphen in a word or phrase that might otherwise be misread.

re-creation *(so it isn't mistaken for recreation)*
much-needed clothing *(to show the clothes are badly needed, rather than abundant and needed)*

Use Sparingly

The *Chicago Manual of Style* encourages the sparing use of hyphens. The general trend in the English language is for hyphenated compound words to drop their hyphens as they become more common and are more widely used. One exception is the word *e-mail*; the hyphen remains.

Incorrect	**Correct**
email	e-mail

Consult Dictionary.com and Chicago 7.85, 16th, for the spelling of compound nouns.

Compound Words

Second Part of Hyphenated Pair

The repetition of the second part of a hyphenated pair is unnecessary and can be eliminated by using the first part followed by the hyphen and a word space in its place.

pre- and post-test
knowledge- and performance-based

Compound Adjectives

Compound adjectives should be hyphenated only when they precede the noun they are modifying, and even then, only when the meaning is unclear. If the compound adjective follows any form of the verb *to be*, there should be no hyphen.

This is a middle-class neighborhood.
This neighborhood is middle class.

When Used as a Verb or Adverb

When a pair of words normally used as a compound adjective is used as a verb or adverb, no hyphen is added.

The sign-in sheet is on the table.
Please sign in when you enter the classroom.

The on-site team is responsible for setting up a command structure.
The first team on site is responsible for incident management.
The team was already on site.

Words Ending in *–ly*

Do not use a hyphen between a word ending in *-ly* and the word it is modifying (Chicago 7.82, 16th).

largely irrelevant
smartly dressed

Dates

When a date is used an adjective, no hyphen is needed for either a month-and-date or month-and-year combination (Chicago 5.82, 16th).

the September 11 attacks
the January 1995 weather records

Numbers

Do not use a hyphen between a number and its unit when used as a compound adjective. In technical and scientific contexts, it will be clear that the number goes with its unit of measurement. (Chicago 7.85, 16th)

the 24 ft. distance
a 2 kg weight

Hyphens are used to separate non-inclusive numbers like telephone numbers and in URLs (Chicago 6.77, 16th).

1-877-829-8550

Prefixes

A prefix should be hyphenated if it is paired with a word it is not commonly coupled with.

pre-course
post-harvest

Em Dash

The em dash (—) is often used to explain or highlight an element in a sentence or to indicate a sudden break. Often interchangeable with a comma or semicolon, the em dash adds emphasis.

Limit Two Per Sentence

Use parentheses if more than two elements of a sentence need to be set off. Creative use of a combination of em dashes and parentheses can eliminate the need for more than two em dashes and for the use of a hierarchy of parentheses. (Chicago 6.82, 16th)

Spaces

No space is inserted between the em dash and the words that immediately precede and follow it.

Incorrect	Participants are administered two tests — a pre-test during the first module and a post-test at the end of the course.
Correct	Participants are administered two tests — a pre-test during the first module and a post-test at the end of the course.

Typesetting in MS Word

In MS Word, you can insert an em dash by using the Symbol icon in the Insert ribbon. Also, if you type two hyphens—without spaces preceding or following—in between two words in a sentence, MS Word will convert the hyphens into an em dash.

> Participants are given two tests — a pre-test and a post-test. *(Two hyphens were typed with no spaces, and MS Word automatically converted them into an em dash.*)

Keyboard shortcut: ALT+CTRL+MINUS SIGN

En Dash

The en dash (–) is used to represent a range of numbers and should be used only with numerals, never words.

Compound Words

In compound adjectives formed from open or hyphenated compound words, an en dash is used in place of a hyphen for clarity (Chicago 6.80, 16th).

Incorrect	Correct
urea nitrate-fuel oil device	urea nitrate–fuel oil device

Number Ranges

The en dash is used to indicate an inclusive range of numbers and takes the place of *from…to* and *between…and* with numerals (Chicago 6.78, 16th). If a number is spelled out, the words *from…to* or *between…and* should be used. Numerals and the en dash should be used in technical or scientific contexts and with units of measure. A span of time is also indicated with an en dash.

Incorrect	Correct
30 to 60 microns	30–60 µm
1956-2005	1956–2005
between 1925–1930	between 1925 and 1930

Typesetting in MS Word

In MS Word, you can insert an en dash by using the Symbol icon in the Insert ribbon. Also, if you type a space, two hyphens, and another space in between two words in a sentence, MS Word will convert the hyphens into an en dash. (You must then delete the space preceding and following the en dash.)

Keyboard shortcut: CTRL+MINUS SIGN

Parentheses

Acronyms and Initialisms

Parentheses are used to enclose acronyms and initialisms when given after the full name.

> Instructors should wear the photo ID badge issued by the National Center for Biomedical Research and Training (NCBRT) at all times.

Commas are placed outside of parentheses (Chicago 6.96, 16th).

> After 20 minutes (or earlier if everyone has completed the test), review the pre-test answers with the class.

Terminal Punctuation

Terminal punctuation such as periods, question marks, and exclamation points stand outside closing parenthesis if the parentheses are used within the sentence, even if the parenthesis is a complete sentence in its own right (Chicago 6.13, 16th).

> Include the test document ID number (see footer of test).

When a complete sentence is enclosed independently of any other sentence, the terminal punctuation is placed within the parentheses before the closing mark (Chicago 6.13, 16th).

> Write clearly in uppercase letters. (Even the e-mail address should be in uppercase.)

Text Citations

With text citations, the period follows the closing parenthesis if the citation refers to the one sentence alone. If the citation refers to more than one sentence or to an entire paragraph, the last sentence takes the punctuation, with no period following the citation. If a citation refers to only part of a sentence, place it immediately after the statement that is being cited, and punctuate appropriately but outside of the parentheses.

Overuse

Avoid using parentheses within parentheses and brackets. The overuse of parentheses tends to confuse rather than clarify the meaning of the text. Often a sentence can be reworded or alternative punctuation can be used (Chicago 6.95, 16th).

Incorrect (Participants with learning disabilities may require (and should be granted) additional time to complete the pre-test.)

Correct

(Participants with learning disabilities may require—and should be granted—additional time to complete the pre-test.)

Participants with learning disabilities should be granted additional time to complete the pre-test, if needed.

Do not use brackets unless they appear inside a direct quote.

Periods

A period marks the end of a grammatically complete statement or command (Chicago 6.12, 16th).

Abbreviations

Generally, periods are used with lowercase letter abbreviations, while abbreviations in capitals are formed without periods. But there are exceptions. The following examples use the recommendations of the 16th edition of the *Chicago Manual of Style* (Chicago 10.4).

US
Washington, DC
PhD
MA (degree)
CEO
E. B. White *(when abbreviating given names, Chicago 10.12)*
JFK *(when abbreviating an entire name)*
Dr. Seuss
Ms. Smith
a.m.
p. *(page)*

Inside Quotation Marks

When a sentence ends with a quotation mark, the period is always placed inside the quotation (Chicago 6.9, 16th).

The *National Response Framework* can be accessed on the website titled, “NRF Resource Center.”

The only exception to this rule occurs when file names appear at the end of a sentence. File names should be enclosed by quotation marks, and the period should be placed outside the quotation.

> Open the file named “Baton Rouge Tourism.doc”.

Scientific Notation and Units of Measurement

See the “Numbers” chapter for the use of periods with scientific notation and units of measurement.

Question Marks

Only direct questions take a question mark—indirect questions never do.

> How do we discover their motives?
> We do not know what their motives are, so we ask why.

For the use of question marks with other punctuation such as parentheses and quotations, please see those sections.

Quotation Marks

Call Outs

Do not use quotation marks to indicate a word or phrase being discussed or called out, in other words, referring to a word as a word. Use italics for this purpose.

Large chunks of quoted text (more than three or four sentences) should not be enclosed in quotation marks, but are specially formatted. For the mechanics and proper formatting of block quotes, refer to Chicago 13.20–22, 16th

Double Prime Symbol

The double prime symbol (commonly used to express inches) should not be used in place of a quotation mark and vice versa.

”	"
Quotation mark	Double prime symbol

Scare Quotes

Scare quotes should not be used. If the term is unfamiliar, define it before using it. Words that are in common usage and words whose meaning are widely known should not be enclosed in quotes. Specialized terminology should be defined within the structure of the course materials template. None of the following examples should be in quotation marks. (Chicago 7.55, 16 ed.)

Incorrect	**Correct**
"book-smart"	book-smart
"out-of-the-box" thinking	out-of-the-box thinking
a valid "need-to-know"	a valid need-to-know
"worried well"	worried well

Titles

Articles, chapters, and shorter works (such as titled sections, pages, and special features on websites) that are written in-text follow the headline style and are enclosed in quotation marks (Chicago 8.161, 8.186, 16th).

With Other Punctuation Marks

Periods and commas go inside quotation marks; semicolons and colons go outside unless part of a quote. Question marks and exclamation points are placed logically according to the meaning of the sentence.

> Transportation is defined in *Black's Law Dictionary* as "the movement of goods or persons from one place to another by a carrier."

Semicolons

Link Independent Clauses

A semicolon can be used between two independent clauses in a sentence in the place of a comma and conjunction.

Semicolons should be used before the words *however*, *thus*, *indeed*, *besides*, *therefore*, *accordingly*, and *hence* when used between two linked independent clauses (Chicago 6.55, 16th).

> Reports reveal that the effect of the poison gas can still be found in the soil and water; one such report claims that the chemicals have been found in the breast milk of survivors.

Each agent has been the cause of natural outbreaks in the past; therefore, responders face the challenge of determining whether an event is an attack or a natural occurrence.

Replace Commas

For clarity, semicolons should be used in place of serial commas in lists with complex punctuation (Chicago 6.19, 6.58, 16th).

Incorrect Other outcomes demonstrated a need for a crisis management plan, quick response to public inquiries, need for effective communication and coordination with multiple entities and the need for developing, implementing and documenting a food safety and security program that addresses all components of the food system.

Correct The potential impacts of agroterrorism include loss of political support; social instability, which has the potential to create panic, fear, and anxiety; and severe economic impacts from loss of production and trade.

Slashes

Slashes should be eliminated wherever they are found. Slashes can obscure meaning, confuse the reader, and foster imprecision. Slashes between words should be replaced with *and* or *or*, whichever fits the thought to be conveyed. Sometimes one of the pair of words is redundant and should simply be eliminated: for example, the press/media.

Incorrect Propane has an obvious fire/explosive hazard, but it also poses an asphyxiation hazard since it displaces oxygen if not ignited.

Correct Propane has an obvious fire and explosive hazard, but it also poses an asphyxiation hazard since it displaces oxygen if not ignited.

Replace *and/or* with either *and* or *or*, or a one or both phrasing.

Incorrect Routes of exposure for radiological material dispersed via RDD include skin absorption, inhalation, ingestion, and/or injection.

Correct	Routes of exposure for radiological material dispersed via RDD include skin absorption, inhalation, ingestion, and injection.

Do not use a slash between the name of an organization and one of its subsections. This is government jargon. It is shorthand for the writer that is unclear in meaning for the reader. Especially egregious is the awkward mix of initialism and full name. Often, it can be remedied in more than one way, including merely replacing the slash with a space.

Incorrect	DHS/Customs and Border Patrol
Correct	the DHS Customs and Border Patrol
Incorrect	USDA/Food Safety and Inspection Service
Correct	the Food Safety and Inspection Service of the USDA
Incorrect	USDA/APHIS
Correct	USDA APHIS

Multiple Punctuation Marks

When an abbreviation that uses a period ends a sentence, that period can appear beside any terminal punctuation mark except another period.

Incorrect	The store closes at 11:00 p.m..
Correct	The store closes at 11:00 p.m.

When a title that includes a question mark or exclamation point appears before a comma

> *Have You Seen My Cat?*, a board book by Eric Carle, is a modern classic.

In rare cases, a title with a question mark or exclamation point will occur in a sentence that ends in a question mark or an exclamation point. Use both only if they are different and if they both seem essential.

> Have you seen *Help!*?
> Who shouted, "Long live the king!"?
> Who starred opposite Richard Burton in *Who's Afraid of Virginia Woolf?*
> Elizabeth Taylor starred opposite Richard Burton in *Who's Afraid of Virginia Woolf?*

Lists

See the “Lists” chapter of this guide for punctuation guidance within lists.

Typography

Fonts

Punctuation marks should appear in the same font—roman or italic—as the main or surrounding text, except for punctuation that belongs to a title (Chicago 6.2, 16th).

Spacing

There should be only one space after punctuation marks, except dashes and hyphens, which have no spaces before or after (Chicago 6.7, 16th).

8 Computers

Computer and Markup Languages

The names of computer and markup languages are spelled as given. As proper nouns, they are capitalized. *HTML* and *CSS* are lowercased when part of a web address, but not when used as a proper name.

> Pascal
> HTML
> C++
> http://www.ready.gov/america/beinformed/fires.html

Document Names and File Extensions

Document names should be given in roman type with quotes. Terminal punctuation should appear outside the quotation marks surrounding the file name. (Chicago 7.75, 16th)

> Open the file named “Baton Rouge Tourism.doc”.

When file extensions are not appended to a file name, they should be written in all capitals like and treated like initialisms or acronyms (Chicago 7.73, 16th).

> PDF
> JPEG
> GIF

E-Mail Addresses

E-mail addresses should be set in roman type and be lowercase. Punctuation should be used exactly as in the original source since it can be a vital part of an address.

Incorrect	**Correct**
John.Doe@ncbrt.lsu.edu	john.doe@ncbrt.lsu.edu
JohnDoe@NCBRT.LSU.edu (*If the source has a period between* John *and* Doe*, do not remove it*.)	
HELP@NCBRT.LSU.EDU (*All capitals are unnecessary and difficult to read*.)	help@ncbrt.lsu.edu

Editors should avoid breaking an address over more than one line. If breaking an address over more than one line is unavoidable, editors should not use a hyphen (this would change the e-mail address). The break should be made between logical elements of the address or after the @ symbol. If the break is made at the dot, the dot should begin the new line, so that it is not mistaken for a period. (Chicago 7.42, 16th)

Key Names

Letter keys and the initial letter of the names of keys are capitalized and can be abbreviated as they appear on the keyboard. The name or letter is set in roman type and not enclosed by quotation marks. (Chicago 7.74, 16th)

Ctrl *or* Control
Esc *or* Escape

Use a plus sign (+) without spaces to indicate when multiple keys are to be pressed at the same time. (Chicago 7.74, 16th)

Press Ctrl+S to save the document.
Ctrl+Alt+Delete

Hardware

The proprietary names of hardware are capitalized; common names of hardware are not capitalized. Proprietary names are given without the registered trademark symbol. Midcaps are not changed; lowercased initial

letters are not capitalized, even if they come at the beginning of a sentence (Chicago 8.153, 16th). All names are set in roman type.

iMac *but* personal computer
Lexmark E321 *but* laser printer

Icon and Button Names

Icon and button names are set in roman type and capitalized. They are spelled as they appear in the program, without quotation marks. (Chicago 7.73, 16th)

Double-click the LandView icon.

Menu Names and Items

Menu names and items are capitalized and spelled as they are in the program. They are also set in roman type without quotes. (Chicago 7.73, 16th)

Go to the File menu and select Print.

Right Bracket

The right bracket (>) can be used to indicate a progression of steps.

Select Tools > Track Changes > Highlight Changes.

Software and Operating Systems

The names of programs and software packages are spelled as they appear. No registered trademark symbol is necessary, and the name is set in roman type. Proper names of software are capitalized according to the manufacturer's preference, and common names are not capitalized. Midcaps are not changed; lowercased initial letters are not capitalized, even if they come at the beginning of a sentence. (Chicago 7.76, 8.153, 16th)

Google Chrome *but* browser
Photoshop *but* photo editor
RealPlayer *but* media player

Microsoft Windows 7
Mac OS X
Linux

Typography

No special formatting should be used for fields, buttons, and check box titles, but the terms should be capitalized. Bold should be used to indicate text to be entered (Chicago 7.75, 16th).

Incorrect	Type “Certox” in the “Name” field and select the “Search Name” button. Type *Certox* in the Name field and select the Search Name button.
Correct	Type **Certox** in the Name field and select the Search Name button.

URLs

URLs should also be set in roman type without quotation marks and not altered without querying the author. There should be no spaces between the elements of a URL. A hyphen should never be used to indicate a break, and a hyphen that is part of the address should not appear at the end of a line. If it is necessary to break a URL over more than one line, the break should be placed after a colon (:) or a double slash (//); before a single slash (/), a tilde (~), a period, a comma, a hyphen, an underline (_), a question mark, a number sign, or a percent symbol; or before or after an equals sign or an ampersand. (Chicago 6.8, 7.42, 14.11–12, 16th)

http://bytes.com/topic/html-css/answers/602546-how-break-long-urls.html

http://bytes.com/topic/html-css
/answers/602546-how-break-long-urls.html

9 Terms

General Science and Technology Terms

A list of common general science and technology terms and their abbreviations can be found at Chicago 10.52, 16th ed. The International System of Units (SI) is discussed in the abbreviations section of these guidelines, and can be found at Chicago 10.54–62, 16th ed. English units of measure are discussed at 10.67–71, 16th ed. The chemical elements are listed in alphabetical order by common name at 10.66, 16th ed.; the list includes symbols and atomic numbers.

Diseases and Toxins

The names of diseases are generally lowercased, with the exception of those formed from proper nouns, which are capitalized (Chicago 8.153). Most diseases are formed from common nouns, and as such should not be capitalized. When in doubt, look it up. The CDC website's "Special Pathogens Branch" and "Bad Bug Book" pages are excellent references.

bubonic plague
Lyme disease
mad cow disease
Marburg hemorrhagic fever

The names of toxins are not italicized and not capitalized unless derived from a proper name.

ricin
trichothecene mycotoxin
Shiga toxin

Infectious Organisms

The common names of bacteria and viruses are set in roman type, and the latinate, or technical forms of the names, are italicized (Chicago 8.119, 8.127, 8.144, 16th).

anthrax; *Bacillus anthracis*
smallpox; *Variola vera*

Extra care should be taken to use the correct terms when referring to organisms, agents, and diseases, as they are easily confused.

anthrax [disease or agent]
anthrax spores [agent]
anthrax bacterium [organism]
Bacillus anthracis [anthrax bacterium]

In the binomial Latin species names, the genus name (usually the first of a pair) is capitalized, and the species name is lowercased (Chicago 8.119, 8.144, 16th). The genus name is never abbreviated.

Incorrect	**Correct**
S. enteritidis	*Salmonella enteritidis*

Sometimes a third name is used to differentiate organisms by subspecies; that name is also italicized and lowercased. It may be, but is not always, preceded by *subspecies* or *subsp.* in roman type. Type names are not italicized. (Chicago 8.121, 16th)

Francisella tularensis subspecies *novicida*
Homo sapiens sapiens
Shigella dysenteria type 2

The genus name is sometimes used alone to refer to an organism in a general sense or in reference to more than one species. It is capitalized and set in italics.

The illness caused by *Shigella*, shigellosis, accounts for less than 10% of the reported outbreaks of foodborne illness in this country.

Drugs and Chemicals

The generic, nonproprietary names of drugs and medicine are always lowercased; only the brand names of drugs are capitalized. This includes antibiotics, such as doxycycline and streptomycin.

The chemical names are not capitalized, but their symbols are (Chicago 8.148, 16th). See Chicago 10.66, 16th ed., for a list of chemical names and their symbols.

Incorrect	Sulfuric acid, Nitric acid, and Hydrochloric acid are commonly encountered acids.
Correct	Because sweat is a hypotonic solution (± 0.3% NaCl) excess salt can build up in the body if the water lost through sweating is not replaced.
	Ammonium nitrate and potassium perchlorate are examples of tertiary explosives.

Preferred Forms of Common Terms and Phrases

2001 anthrax attacks
9/11
The 9/11 Commission Report
after-action report (AAR)
after-action review (AAR)
agroterrorism
Air Operations Branch Director
air purifying respirator (APR)
al-Qaeda
All-Hazards Finance/Administration Section Chief
All-Hazards Incident Commander
All-Hazards Liaison Officer
All-Hazards Logistics Section Chief
All-Hazards Operations Section Chief
All-Hazards Planning Section Chief
All-Hazards Public Information Officer
All-Hazards Safety Officer
as low as reasonably achievable (ALARA)
attacks of September 11, 2001
bioterrorism
biowarfare
bioweapon
chemical, biological, radiological, nuclear, and explosive (CBRNE)
close quarter battle (CQB)
Command Staff
Communication Unit Leader
Compensation/Claims Unit Leader
Cost Unit Leader

Demobilization Unit Leader
Deputy
Division/Group Supervisor
Documentation Unit Leader
e-mail
Facilities Unit Leader
Finance/Administration Section Chief
Food Unit Leader
foodborne
full and half facepiece respirator *(full facepiece, not full-face piece)*
General Staff
Ground Support Unit Leader
hazardous materials (HazMat–*when referring to a team or to an incident to which a HazMat team would respond*)
immediately dangerous to life and health (IDLH)
Incident Command
Incident Commander
Internet
Liaison Officer
Logistics Section Chief
Medical Unit Leader
multiagency
multidisciplinary
multijurisdictional
non-governmental organization (NGO)
Operations Branch Director
Operations Section Chief
Osama bin Laden
personal protective equipment (PPE)
Planning Section Chief
powered air purifying respirator (PAPR)
Procurement Unit Leader
Public Information Officer
Resources Unit Leader
Saddam Hussein
Safety Officer
self-contained breathing apparatus (SCBA)
September 11 attacks
Service Branch Director
Situation Unit Leader
Staging Area Manager
Strike Team/Task Force Leader
supplied air respirator (SAR)
Supply Unit Leader
Support Branch Director

tabletop *(closed compound)*
Taliban
Target Capabilities List (TCL)
Technical Specialists
Time Unit Leader
toxic industrial chemical (TIC)
train-the-trainer (TTT)
Universal Task List (UTL)
USA Patriot Act
weapon of mass destruction (WMD)
web
web page
website
World Wide Web
x-ray (not capitalized)

Specialized Vocabulary

acquired immunodeficiency syndrome (AIDS)
aldicarb
anhydrous ammonia
anthrax [disease or agent]
anthrax spores [agent]
anthrax bacterium [organism]
arenavirus
ascariasis [disease]
Ascaris suum [organism]
avian influenza
Bacillus anthracis [anthrax bacterium]
Bacillus cereus
boll weevils
botulinum toxin Type A
botulism [disease]
bovine spongiform encephalopathy (BSE)
Brucella suis [brucellosis bacterium]
brucellosis [disease]
bubonic plague [caused by *Yersinia pestis*]
Burkholderia mallei [glanders bacterium]
Burkholderia pseudomallei [melioidosis bacterium]
Campylobacter [bacterium]
chlordane
chlorine
cholera [caused by *Vibrio cholerae*]
ciprofloxacin
Clostridium botulinum toxin [botulism toxin]

Clostridium perfringens
corn borers
Coxiella burnetii [Q fever bacterium]
curly top virus
Cyclospora [organism]
Cyclospora cayetanensis
cyclosporiasis [disease]
dengue fever
dimethyl sulfoxide (DMSO)
doxycycline
Escherichia coli [bacterium]
Escherichia coli O157:H7
Ebola hemorrhagic fever (Ebola HF)
filovirus
foot and mouth disease (FMD)
Francisella tularensis [tularemia bacterium]
GF [also cyclosarin, a nerve agent]
glanders [caused by *Burkholderia mallei*]
Hantavirus
hemolytic uremic syndrome (HUS)
hepatitis A
human immunodeficiency virus (HIV)
Karnal wheat bunt
Legionnaires' disease
Listeria monocytogenes
Lyme disease
mad cow disease
Marburg hemorrhagic fever (MHF)
melioidosis [disease caused by *Burkholderia pseudomallei*]
methicillin-resistant *Staphyloccus aureus* (MRSA)
mycotoxins
Newcastle disease
Nipah virus (NiV)
norovirus
Norwalk virus [now called norovirus]
Norwalk-like virus (NLV) [now called norovirus]
organophosphate
phosgene
plague [caused by *Yersinia pestis*]
pneumonic plague [caused by *Yersinia pestis*]
Q fever [caused by *Coxiella burnetii*]
rice blast
ricin [toxin]
Ricinus communis [castor bean]
Rickettsia prowazekii [typhus bacterium]

salmonella [common or general term]
salmonella bacterium [organism]
Salmonella [organism]
Salmonella enteritidis
Salmonella Montevideo
Salmonella Saintpaul
Salmonella Tennessee
Salmonella typhi [typhoid fever bacterium]
Salmonella Typhimurium [causes *Salmonella enteritidis*, salmonellosis]
salmonellosis [food poisoning]
sarin
septicemic plague [caused by *Yersinia pestis*]
Serratia marcescens
severe acute respiratory syndrome (SARS)
Shiga toxin
Shigella dysenteriae [organism]
shigellosis [disease]
smallpox
soman
soybean rust
staphylococcal enterotoxin B (SEB) [toxin]
Staphylococcus aureus [organism]
stem rust
streptomycin
tabun
tetanus
tetracycline
toxic shock syndrome
trichothecene mycotoxin [toxin]
tularemia
typhoid fever [caused by *Salmonella typhi*]
typhus [caused by *Rickettsia prowazekii*]
Variola major [smallpox virus]
Variola minor [smallpox virus]
Variola vera [alternate name for smallpox]
Venezuelan equine encephalitis virus (VEE)
vesicular stomatitis
Vibrio cholerae [cholera bacterium]
viral encephalitis
viral hemorrhagic fever (VHF)
VX [a nerve agent]
yellow fever
Yersinia pestis [plague bacterium]
zoonotic

Useful References

The Centers for Disease Control and Prevention website's "Emergency Preparedness and Response" section (http://www.bt.cdc.gov/) has resources categorized according to specific hazards: bioterrorism, mass casualties, chemical emergencies, natural disasters and severe weather, recent outbreaks and incidents, and radiation emergencies.

The U.S. Food and Drug Administration's *Foodborne Pathogenic Microorganisms and* Natural *Toxins Handbook* ("Bad Bug Book") (http://www.fda.gov/Food/FoodSafety/FoodborneIllness/FoodborneIllnessFoodbornePathogensNaturalToxins/BadBugBook/default.htm) is a good reference source for information on foodborne illness and pathogens. It can be consulted for the correct spelling and forms of the names of diseases, viruses, bacteria, and toxins related to food safety.

The Center for Disease Control and Prevention website's "Special Pathogens Branch" (http://www.cdc.gov/ncidod/dvrd/spb/index.htm) is a quick and easy reference for the names of and general information on highly infectious viruses and the diseases they cause.

The National Institute for Occupational Safety and Health has a chemical safety webpage (http://www.cdc.gov/niosh/topics/chemical-safety/) with links to various databases that can be consulted for the spelling of chemical names. However, do note that the names of chemicals should be lowercased, following the down style of the *Chicago Manual of Style*.

Another source for chemical names is the Wireless Information System Emergency Responders (WISER) online database (http://wiser.nlm.nih.gov/). Again, Chicago's down style should be followed.

The United States Patent and Trademark Office's Trademark Electronic Search System (TESS) (http://tess2.uspto.gov/) is the best place to be sure whether a word you are using is trademarked. Use their

The Federal Emergency Management Agency (FEMA) has an ICS Resource Center with links to position checklists, position titles, and an organization structure. These documents are helpful resources when determining whether a title or position should be capitalized as an official part of the Incident Command System.

ICS Organization Chart
http://www.training.fema.gov/EMIWeb/IS/ICSResource/assets/ICSOrganization.pdf

Position Checklists
http://www.training.fema.gov/EMIWeb/IS/ICSResource/PositionChecklists.htm

Position Titles
http://www.training.fema.gov/EMIWeb/IS/ICSResource/assets/titles.pdf

FEMA has websites dedicated to its *National Response Framework* (NRF) (http://www.fema.gov/emergency/nrf/) and *National Incident Management System* (NIMS) (http://www.fema.gov/emergency/nims/) documents.

The FEMA Acronyms, Abbreviations, and Terms List (http://www.fema.gov/pdf/plan/prepare/faatlist07_09.pdf), or the FAAT List, is a useful reference for decoding acronyms and abbreviations used within the federal government and the response community.

10 Slides

Instructional Slide Basics

Use the DHS slide template, and use all default colors and fonts.

Font size on a slide should be no smaller than 24 points. If you know the screen width, you can ensure the font size allows for a comfortable viewing distance by using the "Comfortable Viewing Distance for Text on Presentation Visuals" developed by Dave Paradi of ThinkOutsideTheSlide.com.

Icons used for ELO and transition slides can be found at the Icons Etc. website.

Many of the rules stated elsewhere in this guide, such as for abbreviations, do not apply to presentation slides because space is at a premium and clutter is counterproductive.

Guidelines for Creating Effective Slides

Significance, structure, simplicity, and visual appeal are the four main elements of successful PowerPoint presentations. The following collection of guidelines was culled from "Top Ten Slide Tips" by Garr Reynolds and "Death by PowerPoint (and how to fight it)" by Alexei Kapterev; Reynolds and Kapterev are both marketing and presentation professionals.

Significance

Slide information should be important, relevant, and passion-inspiring. The slide is a visual aid, intended to highlight the most important information in a way that is memorable.

Structure

A slide presentation should have a logical, clear flow. Present the information in a narrative, if possible. Making logical connections improves understanding and retention.

Break up complex slides as needed to improve flow.

Slide text does not need to match the text in the course manual verbatim. Information from the course manual should be presented more concisely on the slide.

Use the Slide Sorter view to see the presentation as a whole; doing this makes it easier to see redundancies and other problems that may need attention.

Simplicity

There should only be one main point per slide. Limit text and bullet points; slides are meant to support speaker narration, not to be read verbatim. A good slide presentation would be of little use without the instructor.

Eliminate clutter: omit needless words and graphics for more powerful presentations.

Limit transitions and animations; keep them subtle and professional.

Make charts, graphs, and tables as simple as possible, with as little data as possible. Visual representations of data should make the data more accessible and present a main point; choose the best format that suits the information, and use it wisely.

Visual Appeal

Eliminate clutter. Ample amounts of white space make slides look less cluttered and more appealing.

Graphics are important; slides full of text alone can easily become meaningless to the audience, but the right graphics can catch and hold an audience's attention and improve their retention of the material.

Avoid cartoonish clip art. Use high-quality photos and illustrations; photos of people are particularly powerful and interesting to viewers.

Use videos and audio to liven up a slide, but avoid using cheesy sound effects like *boing*! or applause.

Good use of color can make charts, graphs, and tables more readable and interesting, but do not overdo it and make the graphic too busy.

Abbreviations

Initialisms and acronyms do not need to be expanded on slides, unless they appear as the slide title. Although this is the rule in the instruction guides, writing these out on slides would make them cluttered.

In main text	The National Center for Biomedical Research and Training (NCBRT)
On slide	NCBRT

An instructor note listing the initialisms and acronyms and explanations for each should follow slides on which initialism and acronyms appear.

The use of *e.g.*, *etc.*, and *i.e.* is not allowed.

United States is abbreviated *US.* On slides, this abbreviation may be used for both the noun and adjective forms.

The names of states and countries may be abbreviated, unless they are part of a slide heading.

For the United States, the abbreviation *US* can be used for both noun and adjective forms. For a US state, use the postal abbreviation, which is two capital letters with no periods. Chicago 10.28, 16th ed., provides a list of state abbreviations. The names of countries should be abbreviated using the forms most commonly used in American English. For example, Germany should be abbreviated Ger. not DE. Britain is abbreviated UK (United Kingdom).

Scientific terms may be abbreviated if fully explained in the main text. This includes the use of symbols for the elements. See Chicago 10.66, 16th ed.,

for a list of the elements and their symbols. Chicago 10.52, 16th ed., gives a list of commonly used abbreviations for science and technology terms.

Lists

Numbered and bulleted lists should be introduced with a title summarizing the content of their items, rather than a sentence. Because the title should be a label, not an explanation, a colon is not needed.

List items should be brief, concise, and to the point. Do not use long sentences in list items; distill the information into small, easily digestible points.

The items of a list begin with a capital letter and have no terminal punctuation unless one of the items is a complete sentence, in which case all items must be punctuated as sentences.

Lists items should be written in parallel constructions. List items should all be the same part of speech or type of phrase.

Slide titles should be written in headline style. Slide bullets should be written in sentence case.

Numbers and Units

All numbers are expressed as numerals, including zero through nine.

All units of measure are abbreviated or given as a symbol. Make sure to use standard forms and spellings.

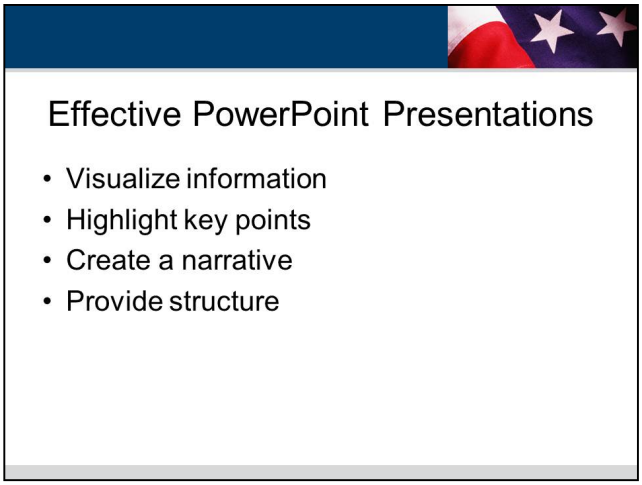
Use mathematical symbols rather than words. Greater than and less than are represented by the symbols (>) and (<), respectively. The symbol (±) should be used for *plus or minus*. The shortcut symbol (+/-) should be replaced with the proper one (±). There is a space between the symbol and the number.

Units of time are abbreviated; use hr., min., and yr.

Examples

Content can be phrases or sentences incomplete as long as meaning is clear. Lists should be introduced with a short title summarizing the content of its items. List items should be brief, and the lists should be kept short whenever possible.

The slide text of a summary for the information given here might look like this:



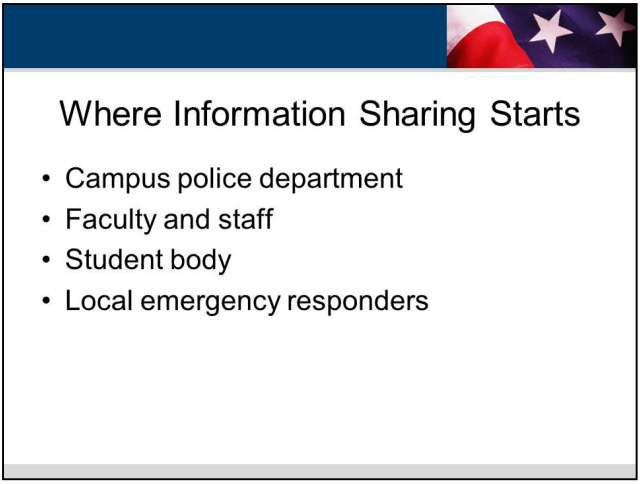
These examples illustrate some of the recommendations given in this section.

Example 1

The International Association of Campus Law Enforcement Administrators (IACLEA) advances campus public safety for educational institutions by providing educational resources,

advocacy, and professional development services. IACLEA is the leading voice for the campus public safety community. Through support from the US Department of Homeland Security (DHS), IACLEA offers a three-day Critical Incident Management Training Course, a web-based Campus Preparedness Assessment Manual (threat and risk assessment tool), and a Campus Preparedness Resource Center online, which is available to any campus public safety department in the United States.

Example 2



How is information of interest recognized, passed on to the right authority, and then acted upon? Information sharing starts with a student on campus, a merchant in the community, a parent visiting campus, a campus dispatcher receiving an emergency call, or a local emergency responder responding to an explosion. Any one of these people could be witness to an important clue to a larger threat.

11 Citations and References

Overview

Sources should be chosen with consideration to authority, legitimacy, reliability, and permanence. Professional and academic sources are preferable to general references, like encyclopedias and dictionaries, and self-interested websites such as industry newsletters and association websites. Peer-reviewed journals and formally published and printed books are some of the most reliable references. Information quoted in a secondary source accessed through the Internet is not a very authoritative source. Generally, the larger the distance between the citation and the original source, the less authority that reference carries.

Full publication information should always be given, even when accessed only online. By doing this, the document can be located if the online source changes. Authors should archive dated copies of content accessed electronically. Archives may be in paper or electronic form.

Author-Date Documentation System

NCBRT uses Chicago's author-date system to cite references. The author-date form of documentation uses parenthetical author-date references, run-in citations, and a corresponding reference list (Chicago 15.1). In-text citations include the author's last name, year of publication, and sometimes a page number contained within parentheses (Chicago 15.5). Run-in citations include the author's name and year of publication as part of the sentence. Full details of the in-text or run-in citation are included in the module reference list, which generally appears on the second or third page and follows the instructor to participant ratio section.

In-Text Citation	"As of July 8, 2003, a total of 71 cases of monkeypox have been reported to CDC from Wisconsin, Indiana, Illinois, Missouri, Kansas, and Ohio" (CDC 2003).
Run-in Citation	According a 2003 CDC report, the last human case occurred on June 20, 2003.
Reference List Entry	CDC (Centers for Disease Control and Prevention). 2003. "Update: Multistate Outbreak of Monkeypox --- Illinois, Indiana, Kansas, Missouri, Ohio, and Wisconsin, 2003." *MMWR* 52, no. 27 (July 11): 642-646. http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5227a5.htm.

All sources used as references when writing course materials must be cited within the course. Even if content has been paraphrased and is not directly quoted, the content must be cited. All citations appearing in the text—as in-text or run-in citations—should appear in the reference list. Likewise, every reference list entry should be cited somewhere in the text.

In-Text Citations

Use and Structure

In-text citations should only be used when citing direct quotes; the source of the direct quote should also appear in the reference list.

> Prophylaxis is a "measure taken for the prevention of a disease or condition" (MedicineNet.com 2005).

An in-text citation appears in parentheses and contains the author's last name and year of publication from the corresponding reference list entry. These two elements appear without any intervening punctuation. (Chicago 15.7)

Terminal Punctuation

In the text, a period follows the closing parenthesis if the citation refers to the one sentence alone. If the citation refers to more than one sentence or to an entire paragraph, the last sentence takes the punctuation, with no period following the citation. If refers to only part of a sentence, place the

parenthetical citation immediately after the statement that is being cited, and punctuate appropriately but outside of the parentheses.

Page Numbers, Sections, and Chapters

The page number, which should refer to a specific passage in a book or journal, can appear in an in-text citation and be omitted from the corresponding reference list entry (Chicago 15.8). If a page number is included in the parentheses, it follows the year of publication and a comma (Chicago 15.7).

Page numbers are given alone, without *p.* or *page*; section (sec.) and chapter (chap.) are given in abbreviated form.

(Franz 1997, 35)
(Jones 2003, chap. 8)

Multiple Authors

When a source has two authors, separate the author's last names with *and*. Separate the first two author's names with commas and the last author's name with a comma and *and* if there are three authors. If there are four or more authors, give only the first author's name, followed by *et al.* (Chicago 15.28)

Two authors	(Horn and Breeze 1999)
Three authors	(Sidell, Takafuji, and Franz 1997)
Four or more authors	(Davis et al. 1993)

Multiple Sources with Same Author and Year

When using two or more sources by the same author published in the same year, lowercase letters such as *a*, *b*, *c*, and *d* are assigned to each in accordance with their order in the reference list; no space comes between the year of publication and the letter. (Chicago 15.19)

(FBI 2001a)
(FBI 2001b)

Unknown Author

If the author is unknown, titles are used in in-text citations. Shortened versions of the title may be used as long as the first word of the title is included. (Chicago 15.32)

("Foot and Mouth" 2004)

"Foot and Mouth Disease Kills Dozens in Balochistan." 2004. *Pakistan Tribune*, July 11. http://www.accessmylibrary.com/coms2/summary_0286-21970611_ITM.

Unknown Dates for Printed Works

When the date of publication is unknown and the work is printed, use the abbreviation *n.d*. to indicate the date is unknown. *N.d.* stands for *no date*. In in-text citations, n.d. is preceded by a comma (Chicago 15.41)

(Hurst, n.d.)

Run-In Citations

Unless the content being cited is a direct quote, source information should be stated as run-in citations and appear in the reference list. When providing a source for a case study or visual, a citation can be included in a lead-in sentence that precedes the content being cited. Source information should also appear in the reference list.

If the author's name is used in the sentence including the information to be cited, it is not repeated in the parenthetical citation, only the year and any additional reference material are given.

Reference List Entries

Basic Structure

The author's name, last name then first name separated by a comma and a space, appears first. The year of publication is the second element in a reference list entry.

Alphabetical Order

Reference lists are arranged alphabetically by the author's last name. If no author exists, then the document title should be used. Ignore the initial article when alphabetizing by document title. (Chicago 15.11)

Franz DVM, David. 1997. "Countermeasures." In *Defense Against Toxin Weapons*, 32-48. Fort Detrick: U.S. Army Medical Research and Materiel Command. http://www.usamriid.army.mil/education/defensetox/toxdefbook.pdf.

Gardner, Ross M. 2005. *Practical Crime Scene Processing and Investigation*. Boca Raton, FL: CRC Press.

"The most interesting 404 page on the web." 2010. Accessed December 1. http://www.bhopal.net/404.html.

Nierenberg, Gerald I. 1973. *Fundamentals of Negotiating*. New York: Hawthorne Books.

Elements

In general, reference list entries require the following pieces of information:

- Author or editor
- Title of the work
- Name of the publication
- Place of publication
- Date of publication
- Volume, issue, and page numbers
- URL

If a web page does not have a publication date, use a revision date. An access date is allowable when a publication or revision date cannot be determined (Chicago 14.7).

Elements are separated by periods, and titles are capitalized headline-style. Titles of larger works like books and journals are italicized, while titles of smaller works such as journal articles are enclosed in quotation marks. *Editor*, *translator*, *volume*, and *edition* are abbreviated, while *edited by* and *translated by* are spelled out. (Chicago 15.6)

State, Province, or Country Abbreviations

Add the abbreviation for the state, province, or country following the city of publication when the city may be unknown or may be easily confused with another city of the same name (Chicago 14.136).

Maniscalco, Paul, and Hank Christen. 2002. *Mass Casualty and High-Impact Incidents*. Upper Saddle River, NJ: Prentice Hall.

Titles

Use headline style capitalization (see the "Capitalization" chapter) (Chicago 15.45). The titles of larger bodies of work, like books and newspapers, are italicized. The titles of parts of larger works, like articles and book chapters, are set in double quotes.

Italics	"Quotes"
book	chapter
newspaper	article
course	lecture
manual	section
guidebook	
pamphlet	

If title of original source is written in sentence case, change to title case.

Titles within Titles

When the title of one work is part of the title of another, it is set in quotation marks, no matter the size or type of work.

> Forte, Allen. 1978. *The Harmonistic Organization of "The Rite of Spring."* New Haven, CT: Yale University Press.

Ampersand in a Publisher's Name

Replace instances of the ampersand symbol (&) with the word *and* (Chicago 14.141).

Incorrect	**Correct**
Harper & Row	Harper and Row

Unknown Dates for Printed Works

When the date of publication is unknown and the work is printed, use the abbreviation *n.d*. to indicate the date is unknown. *N.d.* stands for *no date*. (Chicago 15.41)

Single versus Multiauthor Entries

A single-author entry should precede a multiauthor entry when both entries begin with the same last name (Chicago 15.16).

> Nierenberg, Gerald I. 1973. *Fundamentals of Negotiating*. New York: Hawthorne Books.
>
> Nierenberg, Gerald I., and Henry H. Calero. 2009. *The New Art of Negotiating: How to Close Any Deal*. Garden City Park, NY: Square One Publishers.

Multiple Entries with Same Author

Multiple entries that have the same author are listed chronologically. A 3-em dash (————) should replace the author's name. Entries should appear in ascending order. (Chicago 15.17)

> Maniscalco, Paul, and Hank Christen. 2002. *Mass Casualty and High-Impact Incidents*. Upper Saddle River, NJ: Prentice Hall.
>
> ————. 2003. *Terrorism Response Field Guide for Law Enforcement*. Boston: Prentice Hall.

Do not use *ibid., id, or op. cit* in a reference list (Chicago 14.29-31).

Multiple Sources with Same Author and Year

When using two or more sources by the same author published in the same year, lowercase letters such as *a*, *b*, *c*, and *d* are appended to the year of publication. The sources are arranged alphabetically by title in the reference list. (Chicago 15.19)

> Maniscalco, Paul, and Hank Christen. 2002a. *Mass Casualty and High-Impact Incidents*. Upper Saddle River, NJ: Prentice Hall.
>
> ————. 2002b. *Terrorism Response Field Guide for Law Enforcement*. Boston: Prentice Hall.
>
> ————. 2002c. *Understanding Terrorism and Managing the Consequences*. Upper Saddle River, NJ: Prentice Hall.

Organization as Author

When a work is issued by an organization but names no one person as author, the organization's name is used as author even if it is already listed as publisher.

> CFSAN (Center for Food Safety and Applied Nutrition). 2003. "Risk Assessment for Food Terrorism and Other Food Safety Concerns." October 7. Accessed December 3, 2010. http://www.doh.state.fl.us/Environment/medicine/foodsurveillance/resource_docs/Food_Terrorism.pdf.

Organization names may be abbreviated in in-text and run-in citations. If this is done, then the source should appear in alphabetical order according to the abbreviation in the reference list. (Chicago 15.36) In the reference list entry, list the acronym first followed by the organization name spelled out in parentheses. *Federal Emergency Management Agency* is abbreviated to *FEMA* in the in-text citation below. Thus, this source should be alphabetized according to *FEMA* instead of *Federal*, and the full agency name is enclosed in parentheses in the reference list.

> (FEMA 2005)

> FEMA (Federal Emergency Management Agency). 2005. "FEMA 452-Risk Assessment: A How-To Guide to Mitigate Potential Terrorist Attacks." January. http://www.fema.gov/fima/rmsp452.shtm.

When citing a source published by a lower-level government agency, only list the publishing agency, even if the agency is not well known. For example, the Division of Vital Statistics publishes a document. This agency falls at the end of this hierarchy: Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, and National Vital Statistics System. Though the agency is not as well known as the Department of Health and Human Services or the CDC, it is the publishing agency and, thus, the agency to which the source should be cited.

> (DVS 2003)

> DVS (Division of Vital Statistics). 2003. …

Types of Sources

Books

Generally, book citations require these elements: author name, book title, name of editors or translators, edition number, volume number, city and year of publication, publisher name, and page numbers (Chicago 14.69).

Basic Structure

The following example depicts a basic model for citing a book.

> Author. Year of publication. *Book Title*. Place of publication: Publisher.

Author Format

Depending on the number of authors, structure the first and last names in these ways:

One author	Last, First
Two authors	Last, First, and First Last
Three authors	Last, First, First Last, and First Last

Present the authors' names as they appear on the title page or at the head of an article or book chapter (Chicago 15.12).

Multiple Authors

For books with four or more authors, follow the same format used when only two or three authors exist. Cite the last name of the first author followed by *et al* for an in-text or run-in citation. All authors regardless of the number should be listed in the reference list.

> (Deal et al. 2006)

> Deal, Tim, Michael De Bettencourt, Vickie Huyck, Gary Merrick, and Chuck Mills. 2006. *Beyond Initial Response: Using the National Incident Management System's Incident Command System*. Bloomington, IN: Author House.

Editors Instead of Authors

If an editor is given rather than an author, the editor's name is substituted for the author's followed by a comma in place of the period and *ed.* or *eds.* if there are more than one. Works with more than one editor are treated like those with more than one author.

> Sidell, Frederick R., Ernest T. Takafuji, and David R. Franz, eds. 1997. *Medical Aspects of Chemical and Biological Warfare: Textbook of Military Medicine*. Washington, DC: Government Printing Office.

Book Editions

If a book is an edition other than the first, the edition that is listed on the title page is included after the title in a reference list entry. In an in-text citation, the edition follows the year of publication and a comma.

> (Doeg 2005, 2nd)

> Doeg, Colin. 2005. *Crisis Management in the Food and Drinks Industry: A Practical Approach*. 2nd ed. New York: Springer.

Chapters in a Book

When a specific chapter or section of a larger work is cited, the title of that part is listed in quotation marks after the year of publication, followed by *In* and the title of the larger work. If it is a chapter in a multiauthor book, the name of the editor and the page numbers are given as well. Page numbers included in an in-text citation should pertain to that passage specifically.

Chapter in a Book (Accessed Online)

> (Franz 1997, 35)

> Franz DVM, David. 1997. "Countermeasures." In *Defense Against Toxin Weapons*, 32-48. Fort Detrick: U.S. Army Medical Research and Materiel Command. http://www.usamriid.army.mil/education/defensetox/toxdefbook.pdf.

Chapter in a Multiauthor Book

> (Kaplan 2001, 207)

Kaplan, David. 2001. "Aum Shinrikyo." In *Toxic Terror Assessing Terrorist Use of Chemical and Biological Weapons*, edited by Jonathan B. Tucker, 207-226. Cambridge: MIT Press.

Chapter in a Multivolume Work

(Horn and Breeze 1999)

Horn Floyd P., and Roger G. Breeze. 1999. "Agriculture and Food Security." In *Food and Agricultural Security: Guarding Against Natural Threats and Terrorist Attacks Affecting Health, National Food Supplies, and Agricultural Economics*, edited by Thomas W. Frazier and Drew C. Richardson. Vol. 894 of *Annals of the New York Academy of* Sciences. New York: New York Academy of Sciences.

Titled Part of Book or Manual (Accessed Online)

(FEMA 2008, 46)

FEMA (Federal Emergency Management Agency). 2008. "Component IV: Command and Management." In *National Incident Management System*, 45-74. Washington, DC: DHS. http://www.fema.gov/pdf/emergency/nims/NIMS_core.pdf.

Discussion Papers

Essentially discussion papers are treated like journal articles. Author names and the year of publication begin the reference list entry. The title of the discussion paper is enclosed in quotation marks. A description of the paper follows the title. Refer to the main or inside cover for guidance on describing the paper. Be sure to include any numbers that identify the paper.

(Beering et al. 2002)

Beering, Peter S., Paul M. Maniscalco, Hank Christen, Steven B. Storment, and A. D. Vickery. 2002. "Winning Plays: Essential Guidance from the Terrorism Line of Scrimmage." BCSIA Discussion Paper 2002-6, ESDP Discussion Paper ESDP-2002-02, February. Cambridge, MA: Harvard University John F. Kennedy School of Government. http://www.pierce.ctc.edu/dist/coe/pdfDocs/Guidelines/Winning_Plays_Essential_Guidance_From_the.pdf.

(Donaldson et al. 2006)

Donaldson, Andrew, Richard Lee, Neil Ward, and Katy Wilkinson. 2006. "Foot and Mouth-Five Years On: The Legacy of the 2001 Foot and Mouth Disease Crisis for Farming and the British Countryside." Discussion Paper Series No. 6, February. Newcastle Upon Tyne: University of Newcastle Centre for Rural Economy. http://www.ncl.ac.uk/cre/publish/discussionpapers/pdfs/dp6.pdf.

(Parker 2002)

Parker, Henry S. 2002. "Agricultural Bioterrorism: A Federal Strategy to Meet the Threat." McNair Paper 65. Washington, DC: Institute for National Strategic Studies. http://www.au.af.mil/au/awc/awcgate/ndu/mcnair65.pdf.

Journal Articles

Journal articles are listed by the author, last name first, followed by the year, the article title, and the journal title. Periods separate each of these elements. The volume number is given as a numeral alone. No marks of punctuation separate the journal title from the volume number (Chicago 14.180). A comma follows the volume number, then the words *no.* and the issue number, given as a numeral. A colon, space, and the page numbers follow the issue number. When there is more than one author, the same rules as apply to books apply here. If a journal article is accessed online, include the URL.

(Baldwin and Runkle 1967, 264)

Baldwin, C. L., and R. S. Runkle. 1967. "Biohazards Symbol: Development of a Biological Hazards Warning Signal." *Science* 158, no. 3798: 264-265.

Date, Month, or Season

When an exact date, a month, or a season are also given, they may follow the issue number in parentheses (Chicago 14.180). However, if only a date is given, and volume and issue numbers are unavailable, do not use parentheses around the date (Chicago 14.181).

CDC (Centers for Disease Control and Prevention). 2003. "Update: Multistate Outbreak of Monkeypox --- Illinois, Indiana, Kansas, Missouri, Ohio, and Wisconsin, 2003." *MMWR* 52, no. 27 (July 11): 642 – 646. http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5227a5.htm.

Issue Number

When there is no volume number and only an issue number is referenced, a comma follows the journal name (Chicago 14.181).

CDC (Centers for Disease Control and Prevention). 2003. "Nicotine Poisoning After Ingestion of Contaminated Ground Beef --- Michigan." *MMWR*, 18 (May 9). http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5218a3.htm.

Journal Abbreviations

It is acceptable to abbreviate some journal titles. Standard abbreviations for scientific journals appear in BIOSIS Serial Sources and PubMed. (Chicago 15.44)

(Buehler et al. 2003, 1199)

Buehler, James W., Ruth L. Berkelman, David M. Hartley, and Clarence J. Peters. 2003. "Syndromic Surveillance and Bioterrorism-Related Epidemics." *Emerg. Infect. Dis.* 9, no. 10: 1197-1204. http://www.cdc.gov/ncidod/EID/vol9no10/03-0231.htm.

Legal and Public Documents

Bluebook Style

Chicago refers to *The Bluebook: A Uniform System of Citation* published by Harvard Law Review Association (Chicago 14.281). If a document contains only a few legal citations, these citations may be included in the text; they should still be included in the reference list (Chicago 14.283). Often NCBRT course materials contain references to documents that appear in secondary sources or as freestanding publications. In these instances, it is not necessary to follow *Bluebook* style. (Chicago 14.303)

Typeface

Titles of articles and chapters should be set in italics according to *Bluebook* style (Chicago 14.284).

Page References

The first page number is cited, following the abbreviated name of the authority with no intervening punctuation. Then, references to specific page numbers follow the first page number; a comma separates these page numbers. References to specific page numbers within a section (§) or paragraph (¶) follow a comma and are preceded by *at.* (Chicago 14.285)

Abbreviations

Bluebook style uses *2d* and *3d* instead of *2nd* and *3rd* when sources appear in citations, except those that run in the text. Abbreviations like *No.* and *Sess.* should be capitalized. In running text, terms like *chapter*, *part*, *article*, *section*, and *paragraph* should be spelled out. (Chicago 14.286)

Abbreviations for United States legislative documents include *Cong.* (Congress), *H.* (House), and *S.* (Senate) (Chicago 12.293).

Necessary Elements

For congressional documents, the number and session of Congress should be provided whenever possible. *US* is included when referencing Congress. If *Senate* or *House* is used alone, *US* is also included.

Facts of publication for presidential directives, acts of Congress, congressional hearings, US Code, and the Code of Federal Regulations can be found at http://www.gpo.gov/fdsys/. Access dates are not needed for government documents when a GPO database URL is given.

Commonly Used Examples

Cases and Court Decisions

Case names are set in roman type. These elements should be included: volume number, abbreviated name of the reporter, the ordinal series of the reporter, and the abbreviated name of the court and the date together in parentheses. A single page number represents the opening page of a decision; subsequent page numbers designate additional pages cited. (Chicago 14.288)

If citing a commercial electronic database, include the docket number, the name of the database, and any identifying date and number supplied by the database (Chicago 14.288).

Additional information on citing cases and court decisions can be found at Chicago 14.289–291.

> In 2001, the seventh circuit court heard United States v. Lea, an appeal by a strawberry farmer who had been convicted for dumping pesticides.
>
> United States v. Lea, 249 F.3d 632 (7th Cir. 2001). http://caselaw.findlaw.com/us-7th-circuit/1236222.html.

Bills and Resolutions

Proposed laws and resolutions (which may never become enacted law) are cited differently from laws and statutes (acts of Congress). They are published in pamphlet form, rather than in the *US Code* (USC) or *United States at Large* (Stat.). The name of the bill or resolution is set in roman type and without quotation marks, followed by the year of publication. Those originating in the House of Representatives are marked *H.R.,* and those in the Senate, *S.* The number of the bill follows this, then the congressional session. Once a bill has been passed into law, it should be cited as an enacted law or statute.

> Introduced into the 111th Congress by Rep. Roscoe Bartlett, the Citizens' Self-Defense Act of 2009 aims to protect the right to obtain firearms for security and to use those firearms in defense of self, family, or home.
>
> Citizens' Self-Defense Act of 2009. 2009. H.R.17, 111th Congr. http://thomas.loc.gov/cgi-bin/query/z?c111:H.R.17:.

Code of Federal Regulations

The *Code of Federal Regulations* (CFR) is a compendium of the general and permanent rules published in the *Federal Register*, which publishes a daily record. The CFR collects presidential and other executive branch agency and department documents. It is divided into 50 titles, with each title broadly covering subjects that fall under federal regulation. It is further divided into chapters, parts, subparts (for the larger parts), and then into sections. Paragraphs, subparagraphs, clauses, and subclauses are also used when needed. In the concise citation style of *The Bluebook*, however, only the title number, which is placed before *CFR*, and the number of the section

referenced, denoted by §, are provided. The issuing agency is listed in the place of author, followed by the year of publication. The name of the part, subpart, or section cited (depending on specificity) is included in quotes, following the year of publication and preceding the title and section citation.

> OSHA provides what degree of PPE training (29 CFR §1910.135) an employer must provide employees.
>
> Occupational Safety and Health Administration. 2010. "Personal Protective Equipment." 29 CFR §1910.132(f). Accessed November 29. http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=9777.

Additional examples of reference list entries for frequently used sources follow.

> Nuclear Regulatory Commission. 1991. "Occupational dose limits for adults." 10 CFR §20.1201. http://www.nrc.gov/reading-rm/doc-collections/cfr/part020/part020-1201.html.
>
> US Congress. 1999. "Rules of Practice Governing Proceedings under the Federal Meat Inspection Act." 9 CFR §335. November. http://edocket.access.gpo.gov/cfr_2009/janqtr/9cfr335.40.htm.

Congressional Testimony, Hearings, and Statements

Congressional testimony and statements before Congress should be listed in the reference list according to the title of the testimony, the committee before which it was given, the Congress number and session, the page number, the date, and the speaker's name, title, and affiliation. The title should be cited in full and italicized. (Chicago 14.296)

> Robert Mueller, Director of the FBI, highlighted the need for more cooperation between federal agencies in the statement he presented at the 2003 hearing before the select committee on intelligence: *Current and Projected National Security Threats to the US.*
>
> *Current and Projected National Security Threats to the United States: Hearing Before the Select Committee on Intelligence.* 2003. 108th Cong., 1st sess. (statement of Hon. Robert S. Mueller, III, Director, Federal Bureau of Investigation). http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=108_senate_hearings&docid=f:89797.wais.

Laws and Statutes

Public laws and statutes are bills or joint resolutions that have passed through Congress and been signed into law. Once enacted, these session laws are collected and into the annual volume of the *United States at Large* (Stat.). These same laws are later incorporated into the *United States Code* (USC). (Chicago 14.286)

> Originally defined in the Homeland Security Act of 2002, key resources are "publicly or privately controlled resources essential to the minimal operations of the economy and government" (6 USC §101).
>
> *Homeland Security Act of 2002*. 2002. 6 USC §101.

Additional reference list examples for frequently used sources follow.

> *Federal Food, Drug, and Cosmetic Act, as Amended by the FDA Modernization Act of 1997*. 1997. 21 USC §301. http://www.fda.gov/opacom/laws/fdcact/fdctoc.htm.
>
> *Homeland Security Information Sharing Act.* 2002. 6 USC §481.
>
> *Public Health Security and Bioterrorism Preparedness and Response Act of 2002*. 2002. Pub. L. No. 107-188, 116 Stat. 594. http://www.cfsan.fda.gov/~dms/sec-ltr.html#sec306.
>
> *Robert T. Stafford Disaster Relief and Emergency Assistance Act*, as Amended by Pub. L. No. 106-390. 2000.

Presidential Documents

Examples of presidential documents include presidential proclamations and directives, executive orders, vetoes, and addresses. These documents are published in the *Weekly Compilation of Presidential Documents*. The daily *Federal Register* also carries proclamations and executive orders, which are then compiled and published in title 3 of the *Code of Federal Regulations*. Some executive orders and proclamations are published in the *United States Code* and should be cited accordingly (Chicago 14.301).

> Issued by Pres. George W. Bush in 2004, Homeland Security Presidential Directive 9 (HSPD-9), "Defense of United States Agriculture and Food," addressed the need to protect the nation's food sources and agricultural supply chains.

Homeland Security Presidential Directive/HSPD-9. 2004. "Defense of United States Agriculture and Food." *Weekly Compilation of Presidential Documents* 40, no. 6 (February 9): 183-187. Washington, DC: Government Printing Office. http://www.gpo.gov/fdsys/pkg/WCPD-2004-02-09/html/WCPD-*2004*-02-09-Pg183.htm.

United States Code

The *United States Code* (USC) is the final destination of bills and joint resolutions that have passed through Congress and have been signed into law (public laws or statutes). The newly enacted laws are first published separately as slip bills. They are then collected into the annual publication *United States Statutes at Large* (Stat.). Once every six years, these new laws are published in the *United States Code* is published, establishing their permanency.

Like the CFR, the USC divides the permanent laws by subject into 50 titles, which are further divided into chapters, parts and subparts, and sections. Paragraphs, subparagraphs, clauses, and subclauses are also used when needed. Like the CFR, the citations for the USC include the title and section numbers along with the title of the most specific part, subpart, section, etc., that is referenced; however, in the USC, the titles are italicized rather than set in quotes.

Title 18, section 876 of the US Code, "Mailing Threatening Communications," although written in the 1940s, can be applied to terrorist threats made through the US Postal Service.

Mailing Threatening Communications. 2000. 18 USC §876. http://frwebgate.access.gpo.gov/cgi-bin/usc.cgi?ACTION=RETRIEVE&FILE=$$xa$$busc18.wais&start=1401762&SIZE=4947&TYPE=PDF.

Additional reference list examples for frequently used sources follow.

Firearms: Definitions. 2000. 18 USC §921.

Interstate Communications. 2000. 18 USC §875.

Prohibited Transactions Involving Nuclear Materials. 2000. 18 USC §831.

Use of Weapons of Mass Destruction. 2006. 18 USC §2332a. http://www4.law.cornell.edu/uscode/html/uscode18/usc_sec_18_00002332---a000-.html.

Newspaper and Magazine Articles

References to newspaper and magazine articles may appear as run-in citations and, thus, omitted from the reference list (Chicago 15.47).

If the source is listed in the reference list, then the author's name is given in inverted order, followed by a period and the year of publication. The title is given in quotes, with a period or other terminal punctuation within the quotation marks. The name of the publication is given in italics, followed by a comma and the month and day of publication. (Chicago 14.173)

Magazine Article

(Shannon 2002)

Shannon, Elaine. 2002. "The Explosives: Who Built Reid's Shoes?" *Time*, February 25. http://www.time.com/time/magazine/article/0,9171,1001866,00.html.

Newspaper Article

(Associated Press 2007)

Associated Press. 2007. "Study Raises Questions about Food Safety System." *CTV News*, April 13. http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20070413/food_safety_070313/20070413?hub=Health&s_name=.

(Magnier 2008)

Magnier, Mark. 2008. "Facing Attackers with Little More Than Courage." *Los Angeles Times*, December 3. http://www.latimes.com/news/printedition/asection/la-fg-police3-2008dec03,0,798102.story;.

Online Sources

Print and Online Availability

When documents are available in printed and electronic form and the document was consulted online, provide the document's full print citation information, followed by the URL used to access the work (Chicago 14.10).

> Kortepeter, Mark G., and Gerald W. Parker. 1999. "Potential Biological Weapons Threats." *Emerg. Infect. Dis.* 5, no. 4 (July-August). http://www.cdc.gov/ncidod/EID/vol5no4/kortepeter.htm.

Website Content

Original website content published only online is cited by author or website owner, followed by a period, then the year of publication. The structure of the rest of the citation is flexible, but should roughly follow the pattern of printed works. An article on a webpage is enclosed in quotes, and the name of that page is given in italics; or the name of the page is given in quotes, and the website name in italics. Subtitles may be used to accommodate more complex levels of organization.

Even if a website does not have a publication date, it will usually have a date for when the site was updated, modified, or reviewed. Use these dates or, as a last resort, the access date. Do not use *n.d.* (no date) for websites. (Chicago 15.51).

The webpage below did not have a publication date so the last reviewed date was used.

> (CDC 2004)
>
> CDC (Centers for Disease Control and Prevention). 2004. "Ebola Hemmoragic Fever." *Special Pathogens Branch*, August 23. http://www.cdc.gov/ncidod/dvrd/spb/mnpages/dispages/ebola.htm.

Access Dates

Access dates are of limited value and should be included only when publication or revision dates do not exist (Chicago 14.7).

If used, an access date should immediately precede the URL and is separated from the citation by a period (Chicago 14.185).

> "Chemical Detection." 2010. *Proengin*. Accessed December 1. http://www.proengin.com/index.php?option=com_content&task=category&sectionid=8&id=17&Itemid=32.

Always give an access date for publications found as secondary sources on websites other than that of the publishing body, as in the example below.

> Department of Homeland Security, and Federal Bureau of Investigation. 2004. *Potential Threat to Homeland Security Using Heavy Transport Vehicles*, information bulletin, July 30. Accessed December 3, 2010. http://www.mpmaonline.com/Potential%20Threat%20to%20the%20Homeland%20Using%20Heavy%20Transport%20Vehicles%2030%20July%2004.pdf.

Breaking URLs

If it is necessary to break a URL over more than one line, the break should be placed after a colon (:) or a double slash (//); before a single slash (/), a tilde (~), a period, a comma, a hyphen, an underscore (_), a question mark, a number sign, or a percent symbol; or before or after an equals sign or an ampersand (Chicago 14.12).

Static Links

Whenever possible, give a static link rather than a URL generated by a search. Such links are called permalinks or citation links, and some online sources provide them for bibliographic use.

URL Placement

Give the URL without introduction, not following *Available on the World Wide Web at:*; place a period after the print citation, then list the URL followed by a period.

Pamphlets and Other Freestanding Publications

Pamphlets, brochures, fact sheets, information bulletins, and reports should be treated like books, and document titles should be set in italics. (Chicago 14.249).

Fact Sheet

(FEMA 2008)

FEMA (Federal Emergency Management Agency). 2008. *National Response Framework (NRF) - Fact Sheet*. December. http://www.fema.gov/pdf/emergency/nrf/NRFOnePageFactSheet.pdf.

Information Bulletins

(DHS and FBI 2004)

Department of Homeland Security, and Federal Bureau of Investigation. 2004. *Potential Threat to Homeland Security Using Heavy Transport Vehicles*, information bulletin, July 30. Accessed December 3, 2010. http://www.mpmaonline.com/Potential%20Threat%20to%20the%20Homeland%20Using%20Heavy%20Transport%20Vehicles%2030%20July%2004.pdf.

Pamphlet

(APHIS 2004)

APHIS (Animal and Plant Health Inspection Service). 2004. *The National Animal Identification System (NAIS): Why Animal Identification? Why Now? What First?* Program Aid No. 1797, October. http://www.aphis.usda.gov/publications/animal_health/content/printable_version/Animal_ID_Brochure.pdf.

Reports

(Levi et al. 2008)

Levi, Jeffrey, Serena Vinter, Rebecca St. Laurent, and Laura M. Segal. 2008. *Ready or Not? Protecting The Public's Health from Diseases, Disasters, and Bioterrorism, 2008*. Washington, DC: Trust for America's Health. http://www.rwjf.org/files/research/3613.1208.readyornot.tfahrpt.pdf.

(Bioterrorism 2003)

Bioterrorism: A Threat to Agriculture and the Food Supply Before the Committee on Governmental Affairs, U.S. Senate. 2003. (statement of Lawrence J. Dyckman, Director, Natural Resources and Environment). General Accounting Office. GAO-04-259T. November 19. http://www.gao.gov/cgi-bin/getrpt?GAO-04-259T.

(*Rail Security* 2004)

Rail Security: Some Actions Taken to Enhance Passenger and Freight Rail Security, but Significant Challenges Remain, Testimony Before the Committee on Commerce, Science, and Transportation, U.S. Senate. 2004. (statement of Peter F. Guerrero, Director, Physical Infrastructure Issues; and Norman J. Rabkin, Managing Director, Homeland Security and Justice Issues). General Accounting Office. GAO-04-598T. March 23. http://www.gao.gov/new.items/d04598t.pdf.

Personal Communications and Interviews

The citation of an interview or personal communication should begin with the name of the person interviewed or the sender of the communication. The name of the interviewer or recipient comes second. (Chicago 14.218)

Personal Communications

References to conversations, letters, e-mails, or text messages are run into the text (Chicago 14.222). Begin the reference list entry with the name of the person sending or providing information and the year the information was provided in an in-text citation.

> In an e-mail to Jane Smith on September 21, 2010, Bill Black accepted the leadership position.

> Black, Bill. 2010. E-mail message to Jane Smith. September 21.

Published or Broadcast Interviews

Published or broadcast interviews should be treated like an article in a periodical or a chapter in a book (Chicago 14.221). The name of the interviewee is listed first, followed by a period and the year. Next, identify the interviewer following the words *Interview by*. The title of the interview, the name of show on which the interviewed occurred or the publication that published the interview, and the month and day on which the interview occurred come next. Finally, provide a URL if available. The

interviewee's name and the year of the interview are provided in the in-text citation.

(Livingstone 2003)

Livingstone, Neil. 2003. Interview by Nick Grimm. "'Lone wolves' also a terror threat." *The World Today*. February 24. http://www.abc.net.au/worldtoday/stories/s791303.htm.

Press or News Releases

A press or news release should be treated like a magazine article (Chicago 14.213). The issuing body, year of release, title of release, and month and day of the release are informational elements to include when citing a press or news release. A comma follows the release title and precedes the closing quotation mark. The words *press release* or *news release* follow; italics are used here to indicate specific words. The month and day of the release close the citation.

(DHS 2006)

DHS (Department of Homeland Security). 2006. "Remarks by Homeland Security Secretary Michael Chertoff, United States Attorney General Alberto Gonzales, FBI Director Robert Mueller, and Assistant Secretary for TSA Kip Hawley," press release, August 10.

Secondary Sources

When possible, locate and use an original source. However, if it is necessary to use information not original to the source being cited, reference it as a secondary source by including *quoted in* before the source in the in-text citation (Chicago 15.52).

The original author and date should be mentioned in the text along with a parenthetical reference to the secondary source. The secondary source should be listed in the reference list. (Chicago 15.52)

In the example below, the author is citing information that first appeared in Lok and Powell's article (original source). However, the author found the information in Apatow's article on page 4 (secondary source). Thus, the original source information should be cited in running text, with the author names, document title, and year of publication provided. The secondary source (Apatow) is listed in the reference list.

In Lok and Powell's "The Belgian Dioxin Crisis of the Summer of 1999: A Case Study in Crisis Communications and Management," (2000) (quoted in Apatow 2001, 4)…

Apatow, Stephen M. 2001. "Agricultural Security and Emergency Preparedness: Protecting One of America's Critical Infrastructures." December. Carson City, NV: Humanitarian Resource Institute. http://www.humanitarian.net/biodefense/papers/ASEP-2001-12.pdf.

Unpublished or Informally Published Materials

Lectures and Meeting Presentations

Citations of lectures and meeting presentations should include as much of the following information as possible: the name of the presenter, the year and title of the presentation, the organization affiliated with the lecture or which is sponsoring the meeting, the location, and the date of the lecture or meeting (Chicago 14.226).

(Roberts 2010)

Roberts, Anne. 2010. "Designing Learner-Centered Training." PowerPoint presentation at the NCBRT Research and Development ERDBI Recertification Kickoff Meeting, Baton Rouge, LA. March 1.

PowerPoint Presentations

PowerPoint presentations should be cited with as much information as possible: the name and affiliation of the author or speaker, the date and title of the presentation, and the context in which it was presented. The word *PowerPoint* follows the presentation title and precedes a URL, if available.

(Coule 2010)

Coule MD, Phillip. 2004. "Chemical and Biological Terrorism: An Overview of the Threat." The University of Tennessee Knoxville Physician Executive MBA Program. PowerPoint. http://pemba.utk.edu/BT101/presentations/Chem%20and%20Biol%20Terrorism-%20Dr.%20Coule.ppt.

When citing a PowerPoint used in a lecture attended by individuals citing the source, treat the citation as a lecture or public address (Example 1). If the presentation is found online, then cite the presentation as an online source (Example 2). (George Mason University 2009)

Example 1	Presenter (Last, First). Year. "Presentation Title." PowerPoint presentation. Place where presentation occurred, City, ST. Month, Day.
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The presentation date may be omitted in the presentation itself when the file is access online. However, the date of creation or presentation of the file is often given on any introductory webpage associated with it. Always give an access date for a presentation found on the web if a creation or presentation date is unavailable.

(Catlin 2010)

Catlin, Michelle. 2010. "Guidelines for Disposal and Decontamination." USDA Food Safety and Inspection Service. PowerPoint. Accessed November 29. http://www.ift.org/knowledge-center/read-ift-publications/science-reports/research-summits/~/media/Knowledge%20Center/Science%20Reports/Research%20Summits/Defense/Catlin.pdf.

Working Papers and Drafts

Working papers and drafts are treated like dissertations, theses, lectures, papers, and other presentations (Chicago 14.228). Titles of unpublished works should appear in quotation marks (Chicago 14.224).

(DHS 2005)

DHS (Department of Homeland Security). 2005. "Target Capabilities List." November. Draft Version 2.0. Accessed December 3, 2010. http://www.nwcphp.org/docs/competencies/Target_Capabilities_List_2_0.pdf.

Visuals

The word *figure* may be abbreviated to *fig.*, while *table*, *map*, *chart*, or other forms of visuals should be spelled out. The page number should precede the visual number with a comma between them. (Chicago 14.165).

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