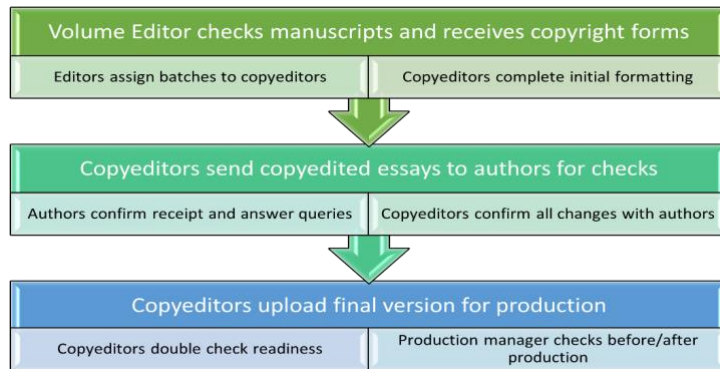


Philosophy of Education Journal Production Manual *Guide for editors and copyeditors*

General workflow



Volume editor tasks

1. Receive and upload essays and signed copyright forms from all authors
2. Check that essays are properly formatted (endnotes, double-spaced, etc.) and proper length
3. Develop 4 issues per volume with table of contents and write 4 editorials
4. Maintain communication with Editors on timeline and process issues

Copyeditor tasks

1. Standard article formatting, before tracking changes (see pgs. 3-17)
 - ✓ Select all (Ctrl+A):
 - 11 pt., Times font
 - Paragraph > double line spacing; no extra space between paragraphs of the same style (0 pt before and after); fully justified.
 - Replace 2 spaces with 1 space throughout (this may need to be done several times)
 - Check spelling/grammar with English (United States)
 - ✓ U.S. Letter size; 2.54 cm/1-inch margins all around; no headers/footers.
 - ✓ Block quotes and epigraphs indented 1.27 cm/0.5 inch from the left and right sides
 - ✓ Headings correctly formatted
 - ✓ Endnotes entered and formatted correctly
 - ✓ Any special acknowledgements, epigraphs, lists, etc., formatted correctly
 - ✓ Main text paragraphs have true indents (1.27 cm/0.5 inch) of the first lines, *not tabs*
 - ✓ Search for and delete any comments (including “resolved” comments)
2. Resave file as “[Author surname]_copyedit.doc”
3. Track changes before substantive in-text edits and when sending to the author (see pg. 2)
4. Final checks after working with author and before submitting for production
 - ✓ Accept and ensure no further tracked changes, and turn off tracked changes
 - ✓ Scan to check no new formatting has been introduced
 - ✓ Count and ensure endnotes in correct order
 - ✓ Final spell check in U.S. English
5. Resave file and submit as “[Author surname]_proofed.doc”
6. Communicate any concerns or problems in a timely manner to Editors

Editor-in-Chief tasks

1. Work between editors, authors, and production manager to ensure quality publication

2. Ensure workload is fair, clear, and consistent with Copyeditors

***Philosophy of Education Journal* Editing/Style Guidelines**

The goal is to perform a light copyedit, correcting spelling, punctuation errors and typos, querying unclear or potentially misleading phrasing/grammatical constructions, and bringing the text in conformance with Journal style. The notes below highlight the most common issues and key style decisions for this publication, but this is not a comprehensive resource. Please consult the Editors, past Journals, or Chicago Manual of Style, as needed.

When/How to Query

- Do not query or track edits related to formatting. That means that all edits made to conform to the Journal style (e.g. changing headings and text font and size, etc.) should be *made before tracking changes*. You only want to track changes related to the meaning of the text, not the format.
- *Do* track content-based edits made to correct typos and errors (e.g. subject-verb agreement), to ensure conformance with Journal style, or to clarify; it is not necessary to query such edits but the author(s) should be able to see such edits.
- Query the author regarding substantive concerns (confusing or awkward constructions or likely substantive errors), suggesting alternatives when possible. *Keep queries to a minimum; the goal is not to improve an author's argument, but to reduce the chance for misunderstanding/errors.*
 - Substantive error example: An author writes "Hegel" when context indicates they likely mean "Heidegger" (*do not enter a change of this sort, but query the point*).
- Insert queries as comments using the "Review" function, denoting Q1, Q2, etc.
 - **"Q1: Edit acceptable?"** Use this query when you think something could be more clearly phrased, but you want the author to check it and make sure you have not unintentionally changed their meaning or misunderstood something.
 - **"Q1: Edit correct?"** Use this when you are concerned that you may not understand what they are trying to get at.
 - **"Q1: Perhaps change to WORD/PHRASE?"** Use this when you think that they may be misusing a term or phrase, or that a more precise or apt term/phrase might be better.
 - **"Q1: Please add a source citation for this quote?"** Use this when they have quoted a source but failed to include the citation. For general or glancing references, it may be fine not to cite something like this (e.g., "As Shakespeare's Hamlet opined, "To be, or not to be...").
 - **"Q1: Please provide the page number for this quote."**
- Sometimes you may need to provide a more detailed explanation for a change you are suggesting or something you think is potentially confusing or unclear. Try to use neutral language and avoid over-explaining (authors can hear queries as criticisms, and that is not the tone we want to strike).
 - **Bad example:** "Q1: I don't think the word you use here means what you think it does."
 - **Better ways to address this sort of problem:**
 - **"Q1: Perhaps change to WORD/PHRASE?"**
 - **"Q1: Would 'WORD' perhaps more precisely capture your meaning here?"**
 - **"Q1: Based on your description, perhaps 'insisted' or 'demanded' might be more**

precise than 'asked' — what do you think?

General Document Formatting

- ✓ For all essays, include in the heading essay title, authors' names without titles or degree, and institutional affiliation(s), center-justified. Remove any heading called "Introduction".
- ✓ Invited responses should have an independent title, not just "Response to Jones."
- ✓ Set paper size to "US Letter" (not A4) with 1-inch/2.54 cm margins all around.
- ✓ Use Times 11 pt. and double-space throughout. Please check there are no headers, footers, strange margins, or added spaces between paragraphs. Search for two spaces and replace with one space throughout the essay (this may need to be done more than once in some cases).
- ✓ Indent the first line of each paragraph (rather than using a line space to separate paragraphs), use a true indent rather than a tab for this. Block quotations and epigraphs should be indented 1.27cm left and right and be double-spaced. Main text, quotations, and epigraphs should be fully justified.
- ✓ Use italics, rather than underlining, for book titles and to indicate emphasis.
- ✓ The maximum length for concurrent session papers is 4500 words including endnotes. The length for invited essays, such as the Presidential Address and Kneller Lecture, is 6000 words. Responses to concurrent papers should be 1500 words; responses to invited essays should be 2000 words. It is the author's responsibility to see that this limit is not exceeded. If the limit is exceeded, the Editor may make cuts to the manuscript or ask the author to do so.
- ✓ Endnotes should be double-spaced at the foot of the full text, *not* the foot of each page, using Microsoft Word to insert them. Manuscripts submitted with footnotes at the foot of each page that have been manually inserted and cannot readily be converted, and manuscripts with author-date style, will be returned to the author for formatting. Before the first endnote, there should be a section heading "REFERENCES".
- ✓ Please query authors to provide any standard information not given in their notes, including an author's first name (when appropriate), the facts of publication (place, publisher, year for books; volume and issue numbers, year, and page numbers for journals), or page numbers for quotes.
- ✓ If the text is broken into sections, these should be introduced by descriptive headings.
- ✓ Authors are responsible for securing permission for use of copyrighted materials or materials in private collections. Authors of accepted manuscripts are expected to submit, and pay any fees associated with the preparation of, high-resolution graphics or camera-ready copy of figures or illustrations and to bear the cost of any special typography.
- ✓ Check the first and last notes to see whether they contain acknowledgments. If so, delete the note and copy the text at the end of the document, with the heading "Acknowledgments".

Acknowledgments

I wish to thank Nel Noddings and Suzanne Rice for the helpful feedback they provided me in writing this essay.

- ✓ Set spell-check/language to “US English” before editing and run spell check (1) after completing edits and before sending to the author, and (2) after entering author changes and before sending for layout.
- ✓ Double-check the numbering of endnotes to ensure that the number of note markers in the text matches the number of notes at the end of the paper.

Replacing Presentation/Paper Language

- Change “paper,” “talk,” or “presentation” to “essay.”
- Watch for language that clearly refers to the act of presenting at the Conference, in front of an audience. Query the author, suggesting that they consider revising for the print version. *Example:* “At the risk of disturbing the digestion of the Philosophy of Education Society membership...”
[Q1: Consider rephrasing for journal version?]
- In response essays, insert one endnote (if the author has not already done so) to cite the primary paper. Delete any further notes to the primary paper and delete any page numbers. *Examples:*
 - Remove page numbers from references: For a sentence like “As Smith noted, the American people are ‘blinded by their concerns with safety,’ specifically with safety from terrorist attacks (6).” Delete the parenthetical page cite: (6).
 - Include only one endnote to the paper, again with no page numbers listed: “Cris Mayo, “Teaching Anger,” *Philosophy of Education* 76, no. 1 (same issue).”

Headings

- Avoid numerals as section heads:
 - If an author’s heads include numerals and text, delete the numeral: Change “III Conclusion” to “Conclusion”
 - If an author has used numerals request that they replace them with brief narrative heads.
 - If an author retains numeral-only heads, use roman (not arabic) numerals, and delete periods: Change “3.” or “III.” to “III”
- Avoid lone heads. If an author includes only one level #1 or #2 head, check with the author to see whether removing the heading is alright (in general there is no need to distinguish one section unless there is another, different section — this comes up mostly in Response Essays).
- First-level headings should be center-justified, UPPER CASE/ALL CAPS.
- Second-level headings should be left-justified, UPPER CASE/ALL CAPS.
- Third-level headings should be “Left-aligned, Headline-style Capitalisation” (see *CMS 17*, 8.159):
 - Capitalize the first and last words in titles and subtitles, and capitalize all other major words (nouns, verbs, adjectives, and adverbs)
 - Cap all verbs, even short ones: *is, are, be* are easy to overlook
 - Cap pronouns *he, she, they*, etc.

- Don't cap articles (*a, an, the*), unless the first word of the title or subtitle
- Don't cap prepositions (*with, between, etc.*). Exception: When prepositions are used as part of adjectivally or adverbially as part of phrase. Examples: *Turn Down, Look Up, Come To*, and certain Latin expressions, such as *De Facto, De Jure, In Vitro*, etc.
- Don't cap coordinating conjunctions (*for, and, nor, but, and or*), unless the first word of title or subtitle. **Note:** *There may be exceptions when it is appropriate to cap a conjunction because it is an "important" (i.e., emphasized) term in the title.*
- In general, do cap *than* and *that*.

Epigraphs

- If the author opens their essay with a general quotation pertinent to the theme/thesis of the essay, but not from a text that is central to the essay, it is most often only necessary to include the author's name and title of the text under the quotation — no note is necessary in such a case.

I must repeat — we, the survivors, are not the true witnesses....Those who did so...have not returned to tell about it or have returned mute, but they are...the submerged, the complete witnesses.
—Primo Levi, *The Drowned and the Saved*

- If the epigraph is taken from a text central to the essay, it probably should include a citation and it may not be necessary to list the author's name and title of the work under the quotation — but that would be overkill if the author and work are named and discussed in the essay's first paragraph.

BRADY: I'll tell you what he's trying to do! He wants to destroy everybody's belief in the Bible, and in God.

DRUMMOND: The Bible is a book. A good book. But it's not the *only* book.¹

In *Inherit the Wind*, their theatrical rendition of the famous "Scopes Monkey Trial" of 1925, Jerome Lawrence and Robert Lee brilliantly capture the drama behind an old and controversial pedagogical debate: whether schools should teach creationism versus evolution as the explanation for life's origins.

Or

I must repeat — we, the survivors, are not the true witnesses....Those who did so...have not returned to tell about it or have returned mute, but they are...the submerged, the complete witnesses.
—Primo Levi, *The Drowned and the Saved*¹

Contractions, Abbreviations, and Acronyms

- Replace contractions, except in direct quotations or in cases where changing them would be awkward or would alter the tone of the paper.
 - Changing "Let's to "Let us" would sound stilted: "Let's consider the second argument."
 - "Don't ask, don't tell" is a common phrase: "This 'don't ask, don't tell' approach negates the possibility of meaningful dialogue."
- Remove or replace the following abbreviations:
 - e.g. for example
 - i.e. that is
 - etc. leave out when possible, or replace with "and so on" or "and the like"
 - cf. compare with; see, by way of comparison
 - viz. namely; that is to say

- Spell out the full name for an acronym on first use, including the acronym in parentheses directly after. The acronym alone can be used subsequently.

The policies encouraged by No Child Left Behind (NCLB) have many destructive consequences...NCLB also...

Tip: Note that if the name/acronym are used only two or three times in the essay, spelling out may be appropriate in all uses, unless the acronym is very familiar (e.g., NCLB).

Formatting of Book Titles, Article Titles, and Sections of Books/Articles

- Article titles, features in periodicals and newspapers, chapter and part titles, titles of short stories or essays, and individual selections in books are set in roman type and enclosed in quotation marks, in both main text and notes.

In chapter 3 of *The Footnote*, “How the Historian Found His Muse,” ...
Audrey Thompson’s essay “The Baby with the Gun” ...

- Book titles and other terms that are normally italicized should be italicized within an article title.

Cara Furman, “A Handbook in Weaving and Unravelling: Reading *Emile* and *The Solitaries* to Care for the Teacher Self,” *Educational Theory*...
Gang Zhou et al., “Induction of Maggot Antimicrobial Peptides and Treatment Effect in *Salmonella pullorum*–Infected Chickens” ...

- A term quoted in the original title is enclosed in single quotation marks (since it is already within double quotation marks) (*CMS 17*, 14.94).

Dennis Carlson, “The Border Crossed Us: Education, Hospitality Politics, and the Social Construction of the ‘Illegal Immigrant,’” *Educational Theory*...

- The words *chapter*, *part*, *appendix*, *table*, *figure*, and the like are lowercased, set in roman type (not italics), and spelled out (*CMS 17*, 8.180).
- In most cases, you can (should) use arabic numerals to label such chapters, parts, tables, etc., regardless of how they appear in the original. Always use numerals (do not spell out the number) in such cases.

- If a book uses roman numerals for chapters (“Chapter III”), you can (and should in almost all cases) change references to the chapter in the paper you are editing to “chapter 3” (*CMS 17*, 8.180; for cases when you should retain roman numerals, see *CMS 17*, 9.26 and 9.28).

- “chapter 2” *not* “chapter two”

- “Table 1.3 provides a summary of terms...” *but* “In table 1.3...” ; “(see table 1.3)”

- Don’t abbreviate “chapter” in the main text, but do abbreviate it in citations:

See Phelps-Roper, *Unfollow*, chap. 2.

Formatting Names

- The first time a name is mentioned, use the full name; use the last name for subsequent mentions (unless repeating the first name is necessary to avoid confusion, as when two authors being cited have the same or similar last names). Author names should normally be written as in their publications (Iris Marion Young).
- Avoid using initials in place of first names, in text and footnotes, except when the person named is known primarily by initials.

- Change “L. J. J. Wittgenstein famously asserted...” to “Ludwig Wittgenstein...”
- Leave “1. G. W. F. Hegel, *Phenomenology of Spirit*, trans. A. V. Miller, (Oxford: Oxford University Press, 1977).”
- For names that end with “s”, the possessive form not include a second “s”: “Burbules’ work...”
- In personal names, either set off “Jr.” and “Sr.” with commas consistently (Martin Luther King, Jr.) or omit commas consistently (Martin Luther King Jr.). You can omit the “Jr./Sr.” in subsequent uses of the name, unless doing so might create confusion.

Martin Luther King Jr. delivered this address.... After concluding the speech, King led...¹

1. Martin Luther King Jr., *Why We Can't Wait* (New York: New American Library, 1964).

Subsequent cites: King, *Why We Can't Wait*, 63.

- In personal names, never set off “III” and the like with commas (William F. Tate IV). Again, you can omit the “III” in subsequent uses, unless doing creates confusion.
- In general, remove titles when referring to colleagues.

In her provocative essay **Hardman** asserts...

Hyphenation

- Watch for consistency/errors in hyphenation.
- In general, close compounds formed with the following prefixes:

ante	infra	neo	semi
anti	intra	non	socio
bi	macro	over	sub
bio	mega	post	super
co	meta	pre	supra
counter	micro	pro	trans
cyber	mid	proto	ultra
extra	mini	pseudo	un
hyper	multi	re	under

Exceptions include

- prefix with proper noun (anti-Kantian)
- prefix with compound term (pre–World War II)
- to separate combinations of letters or syllables that might cause misreading (*examples:* anti intellectual, meta-analysis, pro-life).

Check *CMS*, chap. 7 Hyphen Table, or look up in *Merriam-Webster's* online (<https://www.merriam-webster.com/>) when in doubt. *Note that in some areas of scholarship (postmodern and poststructural theory, in particular) hyphens are inserted consciously to highlight hybridity, dualisms, etc. In such cases, or if in doubt, leave the hyphenation in the original, unless there are inconsistencies; in those*

cases, ask the author for their preferred approach.

Also note that

- Adverbs ending in “ly” + part. or adj. are not hyphenated, whether they precede or follow the noun they modify (overly scrupulous morals).
- Noun + gerund compounds are usually hyphenated when used as modifiers before nouns (*mountain-climbing gear*), but not when used as nouns (We are going *mountain climbing*).
- Age terms are hyphenated whether used as nouns or adjectives (“Any five-year-old knows this.” and “a five-year-old child..”).

Change British to U.S. English Conventions

- Change British spellings/usage to American spellings/usage except in direct quotations.
 - “different than” or “different to” = “different from”
 - towards = toward
- Move periods and commas to the inside of quotation marks; commas and semicolons come after the closing quotation mark:
 - Change <”,> to <,”>, and <”.> to <.”>
 - Leave <”;>, and <”:> as is
- Use double quotation marks for everything *except* quotes within quotes.

Ellipses in Quotations

- Chicago style puts a space between ellipsis dots.
- Ellipsis points may be preceded or followed by other punctuation (as needed for clarity of relationship/meaning within the quotation).
- Use four ellipsis points (the first “point” is a period, then the ellipsis points) to signal that one or more sentences/paragraphs have been omitted. There should be one character space after the ellipsis in such a case, and the word following ellipsis points should be capitalized if it begins a new sentence.

The rest is history. . . . It is never pleasant to review past mistakes.

- In general, *do not* use ellipsis points
 - before the first word in the quotation, even if the beginning of the sentence has been omitted; or
 - after the last word of the quotation, even if the end of the sentence has been omitted.

Numerals and Symbols

- In general, spell out (rather than using numerals) numbers 1–100 within the body of the text. Use your judgment here, however. If the author provides a description that includes many numbers, especially if the numbers are in close proximity, it is often better to use numerals.

The border between Mexico and the United States is 3,145 kilometers long (1,954 miles); it took its current shape in 1853. It is the most frequently crossed border in the world, with around 350 million

documented crossings annually. There are 48 U.S.–Mexico border crossings, with 330 ports of entry. The total population of the borderlands is around 12 million people.

- Always use numerals for percentages and spell out “percent” rather than the symbol (13 percent).
- Always use numerals (arabic, not roman) for chapters, parts, sections (chapter 4, part 3, section 2)
- In referring to sums of money, use numerals and symbols (*exception*: a single reference to a simple, round sum like “fifty dollars” or “two million dollars”).
- Arabic or roman numerals are commonly used to distinguish divisions within legal instruments and documents. When in doubt about a reference to a legal document, prefer arabic numerals or, if possible, consult the document itself for guidance. A mixture of arabic and roman numerals can distinguish smaller from larger divisions. For legal style in citations, see 14.269–305.

Colons and Capitalization

- Lowercase the first word of the phrase/clause following a colon *except* when
 - the “post-colon” content begins with a proper noun (*CMS* 17, 6.63),
 - the colon introduces 2 or more complete sentences (*CMS* 17, 6.63),

The steps are as follows: first, make grooves for the seeds; second, sprinkle the seeds; third, push the earth back over the grooves; fourth, water generously.
Kenzie’s results yield the following hypotheses: First, . . . Second, . . . Third, . . .
 - the colon introduces a speech in dialogue, or a direct quotation/extract that begins with a capital letter (*CMS* 17, 6.65), and
 - Michael: The incident has already been reported.
Timothy: Then, sir, all is lost!
 - the colon introduces a direct but unquoted question (especially if the pre-colon content is a grammatically complete sentence) (*CMS* 17, 6.65).

The question occurred to her at once: What if I can’t do this?
 - If the colon is followed by only a single sentence, but the content is being particularly emphasized (for instance, it highlights a central thesis/conclusion of the essay), capitalizing the first word may well be appropriate.
- For quotations or questions introduced with said, replied, asked, wrote, and the like, where a comma is used (see 6.40, 6.42), a colon may be used occasionally for emphasis or to set up a block quotation.

Bulleted and Numbered Lists (*CMS* 17, 6.127–132)

- Check that listed items are parallel in syntax. Suggest revisions for lists that include a mix of phrases, complete clauses, isolated nouns, etc.
 - She must define (1) her goals, (2) what to do in order to achieve them, and (3) the purpose in life that achieving these goals will serve. [**Query: Perhaps change to “She must consider (1) what her goals are, (2) what she must do to achieve them, and (3) how achieving these goals will affect her life.”**]
- Use numbers to introduce run-in lists or vertical lists for which the order of items is important. For vertical lists of items not presented in a specific (hierarchical or temporal) order, use bullets (see formatting information for numbered and bulleted lists).

- Run-in lists are best used for relatively short, simple lists. Use parentheses to set off numerals or letters introducing run-in lists.

For this process to be effective, we must (1) provide a clear account of our research methodology and (2) include comprehensive data from our fieldwork.

It is important to consider the following issues: (a) funding, (b) interest, and (c) applications.

- Lists that require typographic prominence, that are relatively long, or that contain multiple levels should be set vertically.

- If vertical lists are numbered, do not close the numeral in parentheses, but the numeral should be followed by a period. *Example 1:*

We will address three questions:

1. What is philosophy of education?
2. How can it benefit the practice of teaching?
3. How does it shape the curriculum and practice in public schools?

- Vertical lists should be introduced by a complete grammatical sentence, followed by a colon:

- In general, capitalize items in a numbered list, even if the items do not consist of complete sentences. *Example 2:*

Compose three sentences:

1. To illustrate the use of commas in dates
2. To distinguish the use of semicolons from the use of periods
3. To illustrate the use of parentheses within dashes

- Closing punctuation is used only if items consist of complete sentences (*Example 1*).

- If items in a vertical list complete a sentence begun in the text, semicolons or commas may be used between items, and a period should follow the final item. *Example:*

Reporting for the Development Committee, Jobson reported that

1. a fundraising campaign director was being sought;
2. the salary for this director, about \$175,000 a year, would be paid out of campaign funds; and
3. the fundraising campaign would be launched in the spring of 2017.

- Where items in a numbered list are subdivided (i.e., into a multilevel list, also called an outline), both numerals and letters may be used.

Punctuation and Capitalization of Questions within a Sentence

- In general, unless the question is a direct quotation, it should *not* be set off by quotation marks.

- Indirect questions do not take a question mark (*CMS 17*, 6.69, 6.42).

They wondered what was going on.

We questioned whether the two positions could be reconciled.

The question of what is the proper role of philosophy of education must be the starting point for this discussion.

- In general, set off a direct question within another sentence with a comma (*CMS 17*, 6.42). The first word of the question should not be capitalized in such cases.

So we must ask ourselves, what is the proper role of philosophy of education?

- If the question is relatively long and/or includes internal punctuation, though, capitalizing the first word may clarify.

Legislators had to confront the issue, Can the fund be use for this emergency, or must it remain

dedicated to its original purpose?

- A colon may also be used to introduce a direct but unquoted question, especially where the introduction constitutes a grammatically complete sentence. Capitalize the 1st word of the question in such cases. *Example:*

The question occurred to her at once: What if I can't do this?

- If the sentence introduces a series of questions, capitalize the first in the series (for consistency):

So we must ask, How did this misreading come about? Why did they get it so wrong?

- If the question should be emphasized — for instance, if it summarizes the central theme or idea under discussion — capitalizing it may be warranted.

Ultimately, my concern in this essay is to address the question, How can we use Bakhtin scholarship to move the field of philosophy of education forward?

- If a direct question comes in the middle (rather than the end) of the sentence, the word immediately following the question mark should be lowercased and there need not be a comma after the question mark (*CMS 17*, 6.42).

So the instructor asked, how can I respond to this student's needs? at the outset of each tutoring session. What am I doing? she wondered.

- If the result seems awkward, consider rephrasing as an indirect question (see above).
- A polite request disguised as a question does not always require a question mark. Such formulations can usually be reduced to the imperative.

Will the audience please rise.
Would you kindly respond by March 1.

Common Grammar, Punctuation, and Usage Issues

- **Dangling things** (the infinitive/gerund/participle is not syntactically related to the noun it refers to):
 - Dangling infinitive: **To repair your car properly, it must be sent to a mechanic.**
 - *Corrected:* To repair your car properly, you must take it to a mechanic.
 - Dangling gerund: **While driving to San Antonio, my phone ran out of power.**
 - *Corrected:* While I was driving to San Antonio, my phone ran out of power.
 - Dangling participles: **Writing for a corporate audience, Goldhaber's analysis sees...**
 - *Corrected:* Writing for a corporate audience, Michael Goldhaber sets out ...
- Problems with **pronoun/antecedent agreement**: **the student/their** students/their
- Problems with **subject/verb agreement**: **the student/are** *Corrected:* students/are or the student/is
- **That vs. which:**
 - Use “that” to introduce restrictive (those necessary to understanding/defining the intended meaning) clauses. These clauses should not be set off by commas.

The book **that** she lost is a library book. (*Test:* “The book is a library book” —The meaning of the sentence is obscured if you omit “that she lost”; understanding the

import of the sentence requires knowing she lost the book.)

- Use “which” to introduce nonrestrictive clauses (if the clause were omitted, the meaning of the sentence would still be clear).

The book, **which** she finished last Friday, is due today. (*Test*: “The book is due today” — the meaning of the sentence is still clear. When she finished the book is not essential to understanding that it is due today.)

- Use the **serial (aka the Oxford comma) comma**, that is, a comma before the conjunction between the last two elements in a list of 3 or more items. When an author has omitted serial commas, insert them, except in the case of direct quotations:
 - *NO*: She bought apples, oranges and bananas.
 - *YES*: She bought apples, oranges, and bananas.

Endnotes

In editing notes, watch for sources cited multiple times. Any source cited more than five times should be included in the notes for the first reference and cited directly in text for other references.

Example 1 (internal citation within sentence):

As Dewey observed, “art is no trivial matter” (*DE*, 20).

Example 2 (internal citation following extract):

John Dewey observed that relations have no objective existence or counterpart. Relations are a purely mental product, stating something which emerges when facts having really nothing to do with one another are held before the same mental view, or are compared. This theory is of course the analogue of the older nominalism and conceptualism. (*DE*, 20)

If the first reference to a source is immediately followed by another reference to the same source, do not use “Ibid.” If several quotations from a single source are given in a paragraph or sentence, with no intervening references, it is generally preferable to provide a single citation for all quoted material. References to different sources within one sentence should be cited within one endnote at the end of the sentence.

Example 1:

First cite: 1. John Dewey, *Democracy and Education* (New York: The Free Press, 1916). This work will be cited as *DE* in the text for all subsequent references.

Subsequent cites: As Dewey observed, “art is no trivial matter” (*DE*, 20).

Example 2:

1. John Dewey, *Democracy and Education* (New York: The Free Press, 1916), 24; 31.

2. Dewey *Democracy and Education*, 76; Plato, *The Republic*, 360e.

Italicized text in quoted material should generally be attributed to the original (using the phrase “emphasis in original”) or to the essay’s author (using the phrase “emphasis added”).

Example 1 (citation within sentence):

As Dewey observed, “art is no *trivial* matter” (*DE*, 20, emphasis in original).

Example 2 (citation in notes):

John Dewey observed that “relations have *no objective existence or counterpart*.”¹

1. John Dewey, *Democracy and Education* (New York: The Free Press, 1916), 24 (emphasis added).

Classical Greek and Latin works do not generally require a note with complete citation information for a particular edition. If there are multiple citations of these works, the citation can be included directly in the text, even if there are fewer than six references to the work.

Endnote (use if citing the work only once or very occasionally throughout the paper):

5. Plato, *The Republic*, 360e–361b.

In-text cites (multiple citations of the source in a particular discussion or throughout the paper):

In his *Republic*, Plato includes a lengthy discussion of this issue (360e–361b).

Plato discusses this issue at length (*Republic*, 360e–361b).

However, if the author(s) notes they are using a particular translation or compares different translations, a full citation of the edition(s) used, including the editor and translator information, should be included after the first reference to the work. In such a case, subsequent references can be included directly in the text, unless the author compares editions/translations.

EXAMPLES OF *PHILOSOPHY OF EDUCATION JOURNAL* FOOTNOTE FORMAT
(Based on *Chicago Manual of Style*, 17th ed.)

BOOKS

Book with 1 author:

1. Lynne White Jr., *Dynamo and Virgin Reconsidered: Essays in the Dynamism of Western Culture* (Cambridge: MIT Press, 1968), 60–61.
2. White, *Dynamo and Virgin Reconsidered*, 68 (emphasis in original).

Chapter within a book (if highlighting the chapter title is important):

3. Paul Guyer, “Life, Liberty, and Property: Rawls and Kant,” in *Kant on Freedom, Law, and Happiness* (Cambridge: Cambridge University Press, 2000), 262–286.
4. Guyer, “Life, Liberty, and Property,” 273 (emphasis added).

Book with author and editor(s) and/or translator(s):

5. John Stuart Mill, *Autobiography and Literary Essays*, ed. John M. Robson and Jack Stillinger (Toronto: University of Toronto Press, 1980), 15.
6. Theodor W. Adorno and Walter Benjamin, *The Complete Correspondence, 1928–1940*, ed. Henry Lonitz, trans. Nicholas Walker (Cambridge, MA: Harvard University Press, 2001).
7. Mill, *Autobiography and Literary Essays*, 17.
8. Adorno and Benjamin, *Complete Correspondence*, 496.

Book/edited anthology with 2 or 3 authors/editors:

9. Nicholas C. Burbules and Carlos Alberto Torres, eds., *Globalization and Education: Critical Perspectives* (New York: Routledge, 2000), 2.
10. Richard K. Beardsley, John W. Hall, and Robert E. Ward, *Village Japan*, 2nd ed. (Chicago: University of Chicago Press, 1959), 303–304.
11. Burbules and Torres, eds., *Globalization and Education*, 6.
12. Beardsley, Hall, and Ward, *Village Japan*, esp. chap. 3.

Book/edited anthology with more than 3 authors/editors:

13. Alexander Dallin et al., eds., *Diversity in International Communism*, vol. 2 (New York: Columbia University Press, 1963), 24–26.
14. Dallin et al., eds., *Diversity in International Communism*, 30.

Chapter within an edited book:

15. Barbara Adam, “Re-Vision: The Centrality of Time for an Ecological Science Perspective,” in *Risk, Environment and Modernity: Towards a New Ecology*, ed. Scott Lash, Bronislaw Szerszynski, and Brian Wynne (London: SAGE, 1996), 84–103.
16. Adam, “Re-Vision,” 85–86.

New chapter within a previously cited anthology

17. Ulrich Beck, “Risk Society and the Provident State,” in *Risk, Environment and Modernity*, ed. Lash, Szerszynski, and Wynne, 27–43; 27.

Single volume from a multivolume series:

18. Friedrich A. Hayek, *Law, Legislation and Liberty*, vol. 3 of *The Political Order of a Free People* (London: Routledge and Kegan Paul, 1979), 76.
19. Hayek, *Law, Legislation and Liberty*, 103.

Single work/essay from the Boydston multivolume collection of John Dewey's writings:

20. John Dewey, *Experience and Nature* (1925), in *John Dewey: The Later Works, 1925–1953*, vol. 1, ed. Jo Ann Boydston (Carbondale: Southern Illinois University Press, 1981).

21. Dewey, *Experience and Nature*, 103.

New volume within a previously cited multivolume series

22. John Dewey, “The Philosophy of the Arts” (1938), in *John Dewey: The Later Works, 1925–1953*, vol. 13, ed. Boydston (Carbondale: Southern Illinois University Press, 1988), 359.

Reprint/modern editions (citing both the original date of publication and the reprint date):

Style 1 (reprint of single text):

23. Theodor Adorno, *Aesthetic Theory*, trans. Robert Hullot-Kentor (1970; repr. Minneapolis: University of Minnesota Press, 1997).

Style 2 (reprint of text within a collection):

24. John Dewey, *Experience and Nature* (1925) in *John Dewey: The Later Works, 1925–1953*, vol. 1, ed. Jo Ann Boydston (Carbondale: Southern Illinois University Press, 1981).

Non-English book, or chapter in a non-English edited book:

25. Marga Burggraaf-Huiskens, *Opvoedingsondersteuning als Bijzondere Vorm van Preventie* [Educational Support as a Special Form of Prevention] (Bussum: Coutinho, 1999).

26. Lieve Vandemeulebroecke and Kristien Nys, “Het concept opvoedingsondersteuning” [The Concept of Educational Support], in *Gezinspedagogiek Deel II: Opvoedingsondersteuning*, eds. Lieve Vandemeulebroecke, Hans Van Crombrugge, Jan Janssens, and Hilde Colpin (Leuven, Belgium: Garant, 2002), 12 (translation by author).

27. Burggraaf-Huiskens, *Opvoedingsondersteuning als Bijzondere Vorm van Preventie*, 67.

28. Vandemeulebroecke and Nys, “Het concept opvoedingsondersteuning,” 15.

JOURNAL ARTICLES

Standard:

1. Richard Pratte, “Multicultural Education: Four Normative Arguments,” *Educational Theory* 33, no. 1 (1983): 121–132.

2. Pratte, “Multicultural Education,” 130 (emphasis added).

Citation to specific page

3. Richard Pratte, “Multicultural Education: Four Normative Arguments,” *Educational Theory* 33, no. 1 (1983): 126.

Electronic journal, or journal published in electronic form:

4. Michael H. Goldhaber, “The Attention Economy Will Change Everything,” *Telepolis* (May 1998): <http://www.heise.de/tp/english/inhalt/te/1419/1.html>.

5. Goldhaber, “Attention Economy.”

Non-English journal article:

6. Kristien Nys and Anita Wouters, “De betekenis van empowerment voor het opvoedingsondersteunend werken met kansarme gezinnen” [The Relevance of Empowerment for Educational Support to Underprivileged Families], *Pedagogisch Tijdschrift* 26, no. 1 (2001): 19–43 (translation by author).

7. Nys and Wouters, “De betekenis van empowerment voor het opvoedingsondersteunend werken met kansarme gezinnen,” 23 (emphasis in original).

Journal — Special Issue:

8. Susan Manning, ed., "Globalization." Special issue, *Journal of World-Systems Research* 5, no. 2 (1999).

NEWSPAPERS

1. Associated Press, "Westchester Approves Measure on Gun Safety," *New York Times*, sec. 3, February 17, 1980.
2. Lisa Weiss and Donna Huffaker, "Teacher Held as Suspect in Teen Sex Case," *Daily News of Los Angeles*, March 15, 1999.
3. Associated Press, "Westchester Approves Measure."
4. Weiss and Huffaker, "Teacher Held as Suspect."

UNPUBLISHED MATERIALS

Forthcoming book or article:

1. Jane F. Doe, *Globalization and Its Discontent* (New York: Routledge, forthcoming).
2. Michalinos Zembylas and Charalambos Vrasidas, "Globalization, Information and Communication Technologies, and the Prospect of a 'Global Village': Promises of Inclusion or Electronic Colonization?" *Journal of Curriculum Studies* (forthcoming).

Dissertation or Master's thesis:

3. Richard Simon, "Comedy, Suffering, and Human Existence" (PhD diss., Stanford University, 1977), 100–102.

Paper presented at a conference/lecture:

4. Tim McDonough, "The Net and Norms: The Advantages and Disadvantages of Online Pedagogies" (paper presented at the annual conference of the American Educational Studies Association, Pittsburgh, PA, October 2002).
5. Maria Delgado, "Kinship and Territorial Groups in Pre-Spanish Guatemala" (lecture delivered at American University, Washington, DC, November 15, 2000).

Unpublished interview by author:

6. Henry Giroux, phone interview by the author, September 2000.
7. Vladimir Karakovsky, interview by the author, Moscow, Russia, May 1990.
8. Giroux, interview.
9. Karakovsky, interview.

SPECIAL CONCERNS

More sample URL references:

1. American Anthropological Association, *American Anthropological Association Statement of "Race"* (1998), <http://www.aaanet.org/stmts/racepp.htm>.
2. The preamble to the Universal Declaration of Human Rights contains obvious allusions to the Holocaust: "Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind...." The complete text of the document is available at <http://www.un.org/Overview/rights.html>.

Classical Greek and Latin references:

Citing a specific edition (in general a note with complete citation information for the edition used should come after the first reference, to give appropriate attribution to the editor and translator)

3. Plato, *The Republic*, in *The Dialogues of Plato*, trans. Benjamin Jowett (Oxford: Clarendon Press, 1871), book I.
4. Aristotle, *Politics*, trans. T.A. Sinclair (London: Penguin, 1981), VIII, 1337a.

General citation

5. Plato *Republic* 360e–361b.
6. Aristotle *Metaphysics* 3.2.996b5–8.

Online Dictionaries & Encyclopedias:

Online Stanford Encyclopedia of Philosophy

7. Michael Glanzberg, “Truth,” in *The Stanford Encyclopedia of Philosophy (Spring 2009 Edition)*, ed. Edward N. Zalta, <http://plato.stanford.edu/archives/spr2009/entries/truth>.

Entry from Merriam-Webster online

8. *Merriam-Webster Dictionary* (online edition), s.v. “proposition,” noun, accessed November 30, 2017, <https://www.merriam-webster.com/dictionary/proposition>.

Blog Posts:

9. Sara Ahmed, “The Figure of the Abuser,” *Feministkilljoys* (blog), November 5, 2017, <https://feministkilljoys.com/2017/11/05/the-figure-of-the-abuser/>.
10. William Germano, “Futurist Shock,” *Lingua Franca* (blog), *Chronicle of Higher Education*, February 15, 2017, <http://www.chronicle.com/blogs/linguafranca/2017/02/15/futurist-shock/>.

Podcasts:

11. Mike Danforth and Ian Chillag, “F-Bombs, Chicken, and Exclamation Points,” April 21, 2015, in *How to Do Everything*, produced by Gillian Donovan, podcast, MP3 audio, 18:46, <http://www.npr.org/podcasts/510303/how-to-do-everything>.

Films, DVDs/videocassettes, YouTube:

12. *Election*, film, directed by Alexander Payne (Los Angeles: Paramount, 1999).
13. Gordon Brown, interview by Daniel Yergin, *The Commanding Heights: The Battle for the World Economy*, videocassette/DVD, produced by Daniel Yergin and William Cran (Boston: WGBH-Public Broadcasting System, 2002). The complete text of this interview is available at http://www.pbs.org/wbgh/commandingheights/lo/resources/pdf_idex.html.
14. To see an Elliott workshop in action, watch “The Angry Eye,” film produced by Elliott & Elliott Eyes, Inc. (2001). It is available to view for free at <https://www.youtube.com/watch?v=jPZEJHJPwIw>.

FURTHER REFERENCES

Chicago Manual of Style (this is our primary guide for grammar and style questions and for references): <http://www.chicagomanualofstyle.org>

English Grammar (this reference is for looking up general grammar questions, and it contains helpful information on usage, idioms, etc.): <https://www.thoughtco.com/english-grammar-4133049>

Grammar Girl: <https://www.quickanddirtytips.com/grammar-girl>

Grammarly: <https://www.grammarly.com/blog/category/handbook/>

Merriam-Webster (primary resource for current spelling — good way to double-check hyphen issues): <http://www.merriam-webster.com/>

Oxford English Dictionary (excellent for obscure words or obscure uses): <http://www.oed.com/>

Encyclopedias (useful for looking up philosophers, concepts, schools of philosophy, terms, etc.)

Stanford Encyclopedia of Philosophy: <http://plato.stanford.edu/>

Internet Encyclopedia of Philosophy: <http://www.iep.utm.edu>