Integrating Sources in Academic Writing

Citing and Referencing in Chicago (Notes and Bibliography) Style

Academic Learning Centre
This presentation will cover:

- How to reference in Chicago (NB) Style
- What proper Chicago Style referencing looks like
- What information needs to be cited
- How to integrate sources into your paper
Referencing is a Two Part Process:

1. We add footnotes in the body of the paper each time we take information from a source.

2. We include every source we’ve used in a list at the end of the paper called a bibliography.
Until the late 1950s, the area in South Winnipeg around the Grant Park Shopping Mall and Grant Park High School was home to a Métis community, known as Rooster Town. Though the community was disbanded not so long ago, few Winnipeggers were aware of the community until the past few years when researchers brought it into greater public consciousness, describing community life and the way in which the community was forcefully disbanded. According to Peters, it is not clear why the community was called Rooster Town, but she notes that the name was used as early as 1909 in the *Manitoba Free Press*. While the physical living conditions were difficult, Rooster Town provided its residents with a place where they could build homes of two to three rooms as well as find community and have “the support of extended kin and friends.”

The land on which Rooster Town was built increased in monetary value in the 1950s as developers saw it as prime space for new suburbs. People living in Rooster Town were pushed off the land in 1959 so that housing development in South Winnipeg could expand and Grant Park High School could be built. Today, residents of South Winnipeg regularly visit the Grant Park Mall and use Grant Avenue as a thoroughfare from one destination to another. Only recently have most of us began to learn about the history of that space.

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In Word (as well as other word processing software) there are options to insert footnotes.

- Do not use super script numbers

Instead, use the **Insert Footnote** option in your word processor.

Place the cursor after the cited information and click **Insert Footnote**.

This will place a note in the body of the text as well as add a place to insert the citation.
Chicago uses a bibliography at the end of the essay to give the reader an overview of all sources cited. The bibliography is on a separate page.

Bibliography


Bibliography entries…

• Are formatted differently than footnotes
• Are ordered alphabetically by family name
# How to cite Journal Articles

<table>
<thead>
<tr>
<th><strong>Template</strong></th>
<th><strong>Example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Footnote:</strong></td>
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<td><strong>Shortened Footnote:</strong></td>
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<tr>
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</table>
How to cite Journal Articles

**Template**

**Footnote:**
Number. First name Last name, “Title of Article,” Journal volume, no. issue (year): page(s) cited, URL/DOI.

**Shortened Footnote:**
Number. Last name, “Title of Article,” page(s).

**Bibliography:**

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**Bibliography:**
Last name, First name. "Title of Article." *Journal* volume, no. issue (year): page span. URL/DOI

**Example**

**Footnote:**

**Shortened Footnote:**

**Bibliography:**
The U of M Libraries provides an excellent handout on how to cite the commonly used sources in Chicago.

### Where to learn more?

The guide provides examples of documenting material according to the Chicago Manual of Style. The Chicago style of documentation is used in some humanities and social sciences disciplines, including History, Classics and Anthropology. The Chicago style uses footnotes or endnotes instead of in-text citations and bibliographic citations for a reference cited list at the end of a document. The format of these is not the same, and both are required. Copies of the Chicago Manual of Style 17th ed. are available at Z253 .U69 2017 and online at [http://bit.ly/umicmos](http://bit.ly/umicmos).

### Type of Source

<table>
<thead>
<tr>
<th>Note</th>
<th>Bibliography</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizations as authors</strong></td>
<td>1. Hockey Hall of Fame, 100 Years of the Stanley Cup (New York: NHL Press, 2014), 90. 2. Hockey Hall of Fame, 100 Years of the Stanley Cup, 55.</td>
</tr>
<tr>
<td><strong>No author given</strong></td>
<td>1. Storie in lode della donna brutta (Florence, 1547).</td>
</tr>
</tbody>
</table>

### Footnote Formatting

(including shortened notes)

### Bibliography Formatting
What types of information should have a footnote and reference?

- DIRECT QUOTATIONS
- SPECIFIC INFORMATION
- OPINIONS AND THEORIES (OTHER THAN YOUR OWN)
- ANYTHING THAT IS NOT COMMON KNOWLEDGE*

* Check with your professor about what is considered common knowledge
Reading, Note-taking and Citing

Include the source information

Put ideas into your own words – use “quotation marks” around the author's words

Track your responses

Track page numbers

Make notes on how you will use the information

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p. 3 In 1959, people were pushed out of Rooster Town so that Grant Park High School could be built

p. 14 People living in Rooster Town established a sense of community - “the support of extended kin and friends.”

p. 15 One type of home in Rooster Town described by Burley had two or three rooms
Until the late 1950s, the area in South Winnipeg around the Grant Park Shopping Mall and Grant Park High School was home to a Métis community, known as Rooster Town. Though the community was disbanded not so long ago, few Winnipeggers were aware of the community until the past few years when researchers brought it into greater public consciousness, describing community life and the way in which the community was forcefully disbanded. According to Peters, it is not clear why the community was called Rooster Town, but she notes that the name was used as early as 1909 in the *Manitoba Free Press.* While the physical living conditions were difficult, Rooster Town provided its residents with a place where they could build homes of two to three rooms as well as find community and have “the support of extended kin and friends.” The land on which Rooster Town was built increased in monetary value in the 1950s as developers saw it as prime space for new suburbs. People living in Rooster Town were pushed off the land in 1959 so that housing development in South Winnipeg could expand and Grant Park High School could be built. Today, residents of South Winnipeg regularly visit the Grant Park Mall and use Grant Avenue as a thoroughfare from one destination to another. Only recently have most of us begun to learn about the history of that space.

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Bibliography


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Pink = writer's points / ideas from the writer
Green = ideas or information from sources the writer uses
Yellow = information about the sources of the information

- All information from the source (green) is followed by a footnote (yellow)
- The writer’s own ideas are present throughout the paragraph
- Direct quotes are only used occasionally
- Paragraph begins and ends with the writer’s own ideas
3 Ways to Integrate Information from Sources

**Summarize**
You express the major ideas from a section of a source or an entire source in your own words.
Include a footnote

**Paraphrase**
You express ideas from a few specific sentences within a source in your own words.
Include a footnote

**Quote**
You use the words from a source.
“Use quotation marks around the words from the source.”
Include a footnote
Leadership can be thought of not only as the position a person holds but how an individual functions within that position.\(^1\)

One way of thinking about leadership is that it is the formal position that a person holds.\(^2\)

“Leadership can be understood as a position within the hierarchy of a social organization.”\(^3\)

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How to Paraphrase

1. When you don't understand an important idea, find the background information. Make sure you understand.

2. Look away from the original source while you write your notes.
   - Ask yourself what does this idea mean to me?
   - How does it relate to what I’m writing about?

3. After paraphrasing, check back to the original source to make sure you've changed words and sentence structures in your paraphrase.
A Strong Paraphrase…

- Uses your words
- Uses your sentence structure
- May have a different order of ideas
- May have a different emphasis
- Does not distort the original ideas
- Is cited and referenced
Sample Paraphrases #1

Original Source
“Good leadership therefore requires extraordinary moral qualities; bad leadership, lacking these qualities, can do immense damage.”¹

A paraphrase?
Effective leadership requires extraordinary qualities and bad leadership can do immense damage.²

Sample Paraphrases #1

Original Source

“Good leadership therefore requires extraordinary moral qualities; bad leadership, lacking these qualities, can do immense damage.”¹

A paraphrase? No.

Effective leadership requires extraordinary qualities and bad leadership can do immense damage.²

Sample Paraphrases #2

Original Source

“Good leadership therefore requires extraordinary moral qualities; bad leadership, lacking these qualities, can do immense damage.”¹

A paraphrase?

Since leaders without a solid moral character can do harm, it is critical that today's leaders have a solid moral character.²

Sample Paraphrases #2

Original Source
“Good leadership therefore requires extraordinary moral qualities; bad leadership, lacking these qualities, can do immense damage.”1

A paraphrase? Yes!
Since leaders without a solid moral character can do harm, it is critical that today's leaders have a solid moral character.2

In Summary…

- Citing in Chicago is a two-part process
- You need to cite **every time** you use information that is not your own
- Keeping good notes can help make sure you can cite accurately
- Try to paraphrase as much as possible but make sure you are creating strong paraphrases
Visit our website at: https://umanitoba.ca/student-supports/academic-supports/academic-learning

Contact the Academic Learning Centre at: academic_learning@umanitoba.ca