

Integrating Sources in Academic Writing

Citing and Referencing in
Chicago (Notes and Bibliography) Style
Academic Learning Centre



**University
of Manitoba**



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**.

Footnotes

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*.¹ While the physical living conditions were difficult, Rooster Town provided its residents with a place where they could build homes of two to three rooms² as well as find community and have “the support of extended kin and friends.”³ 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.⁴ 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.

¹ Evelyn Peters, “Rooster Town,” in *Canadian Encyclopedia* (Toronto, ON: Historica Canada, 2019), https://search-proquest-com.uml.idm.oclc.org/docview/2316357872?rft_id=info%3Aaxri%2Fsid%3Aprimo.

² David G. Burley, “Rooster Town: Winnipeg’s Lost Métis Suburb, 1900-1960,” *Urban History Review* 42, no. 1 (Fall 2013): 15, <http://search.proquest.com/docview/1466135821/>

³ Burley, “Winnipeg’s Lost Métis Suburb,” 14.

⁴ Burley, “Winnipeg’s Lost Métis Suburb,” 3-4.

Chicago uses footnotes in text to tell the reader where the information comes from.

Footnotes...

- Come after any information that is not your own
- Use a new number every time you use a source – even if you have used that source before
- Have shortened versions to use after the first use
- Use page numbers in the footnote
- Are formatted differently than bibliography entries

Shortened Footnotes

1. Mary Stevens, Andrew Flinn, and Elizabeth Shepherd, "New Frameworks for Community Engagement in the Archive Sector: From Handing over to Handing On," *International Journal of Heritage Studies* 16, no. 1–2 (January 2010): 60, <https://doi.org/10.1080/13527250903441770>.

Names

- Only the last (family) name is needed in the short form.
 - Use first name or initials when another author has the same last name.
- 1-3 authors: list all
- 4+ authors: list the first followed by **et al.**
- Include more names if not doing so could cause confusion

Title

- It is not necessary to shorten titles shorter than 4 words
- Contains the key word/words from the title
- Omit initial **A** or **The**
- **Do Not** change the order of words

2. Stevens, Flinn, and Shepherd, "From Handing over to Handing On," 60.

Inserting Footnotes

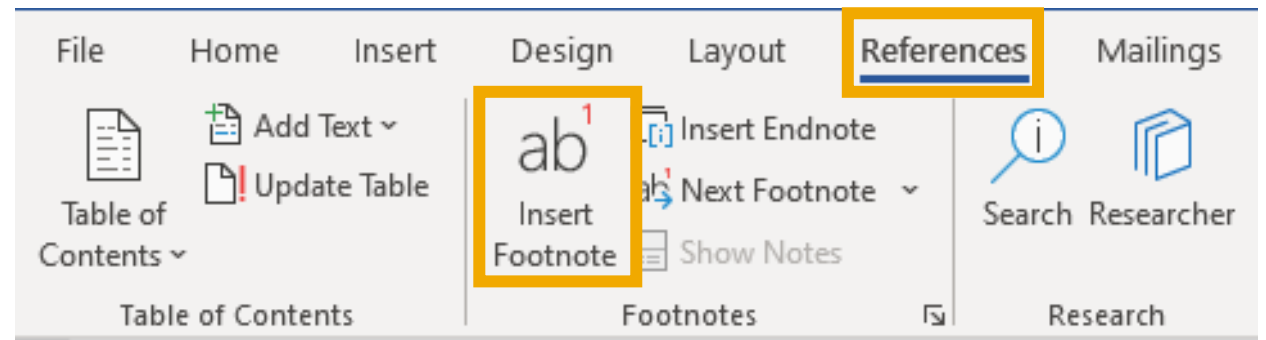
In Word (as well as other word processing software) there are options to insert footnotes.

- 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.



Bibliography Entries

Bibliography

Burley, David G. "Rooster Town: Winnipeg's Lost Métis Suburb, 1900-1960." *Urban History Review* 42, no. 1 (Fall 2013): 3-25. <http://search.proquest.com/docview/1466135821/>.

Peters, Evelyn. "Rooster Town." In *Canadian Encyclopedia*. Toronto, ON: Historica Canada, 2019. https://search-proquest-com.uml.idm.oclc.org/docview/2316357872?rfr_id=info%3Axri%2Fsid%3Aprimo.

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 entries...

- Are formatted differently than footnotes
- Are ordered alphabetically by family name

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:

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

Example

Footnote:

1. David G. Burley, "Rooster Town: Winnipeg's Lost Métis Suburb, 1900-1960," *Urban History Review* 42, no. 1 (Fall 2013): 15, <https://doi.org/10.7202/1022056ar>

Shortened Footnote:

2. Burley, "Winnipeg's Lost Métis Suburb," 14.

Bibliography:

Burley, David G. "Rooster Town: Winnipeg's Lost Métis Suburb, 1900-1960." *Urban History Review* 42, no. 1 (Fall 2013): 3-25. <https://doi.org/10.7202/1022056ar>.

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Bibliography:

Burley, David G. "Rooster Town: Winnipeg's Lost Métis Suburb, 1900-1960." *Urban History Review* 42, no. 1 (Fall 2013): **3-25**. <https://doi.org/10.7202/1022056ar>.

Where to learn more?

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

Type of Source

Footnote Formatting
(including shortened notes)

Bibliography Formatting

Chicago Manual of Style 17th Edition

This 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 footnotes¹ or endnotes² instead of in-text citations *and* bibliographic citations for a references 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/umcmos>.

BOOKS

One author	Note	1. Tom Wolfe, <i>The Bonfire of the Vanities</i> (New York: MacMillan, 1987), 127. 2. Wolfe, <i>The Bonfire of the Vanities</i> , 89.
	Bibliography	Wolfe, Tom. <i>The Bonfire of the Vanities</i> . New York: MacMillan, 1987.
Two authors	Note	1. Sona Charaipotra and Dhonielle Clayton, <i>Tiny Pretty Things</i> (New York: HarperTeen, 2015), 53.
	Bibliography	Charaipotra, Sona and Dhonielle Clayton. <i>Tiny Pretty Things</i> . New York: HarperTeen, 2015.
Three authors	Note	1. Claudio Tuniz, Richard Gillespie, and Cheryl Jones, <i>The Bone Readers: Science and Politics in Human Origins Research</i> (Walnut Creek, CA: Left Coast Press, Inc., 2009), 166-177.
	Bibliography	Tuniz, Claudio, Richard Gillespie, and Cheryl Jones. <i>The Bone Readers: Science and Politics in Human Origins Research</i> . Walnut Creek, CA: Left Coast Press, 2009.
Four or more authors	Note	1. Jon F. Nussbaum et al., <i>Communication and Aging</i> , 2 nd ed. (London: Lawrence Erlbaum Associates, Inc., 2000), 20-23. 8. Nussbaum et al., <i>Communications and Aging</i> , 2 nd ed., 292.
	Bibliography	Nussbaum, Jon F., Loretta L. Pecchioni, James D. Robinson, and Teresa L. Thompson. <i>Communication and Aging</i> . 2 nd ed. London: Lawrence Erlbaum Associates, Inc., 2000.
Edited	Note	1. William Burton, ed., <i>The Cambridge Companion to Medieval English Culture</i> (Cambridge: Cambridge University Press, 2011), 118. 42. Burton, <i>The Cambridge Companion to Medieval English Culture</i> , 13-15.
	Bibliography	Burton, William, ed. <i>The Cambridge Companion to Medieval English Culture</i> . Cambridge: Cambridge University Press, 2011.
Organizations as authors	Note	1. Hockey Hall of Fame, <i>100 Years of the Stanley Cup</i> (New York: NHL Press, 2014), 90. 23. Hockey Hall of Fame, <i>100 Years of the Stanley Cup</i> , 55.
	Bibliography	Hockey Hall of Fame. <i>100 Years of the Stanley Cup</i> . New York: NHL Press, 2014.
No author given	Note	1. <i>Stanze in lode della donna brutta</i> (Florence, 1547).
	Bibliography	<i>Stanze in lode della donna brutta</i> . Florence, 1547.
Chapter, essay, story from a collection	Note	1. Neel Smith, "Digital Infrastructure and the Homer Multitext Project," in <i>Digital Research in the Study of Classical Antiquity</i> , eds. Gabriel Bodard and Simon Mahony (Surrey: Ashgate Publishing, 2010), 122. 19. Smith, "Digital Infrastructure and the Homer Multitext Project," 124.
	Bibliography	Smith, Neel. "Digital Infrastructure and the Homer Multitext Project." In <i>Digital Research in the Study of Classical Antiquity</i> , edited by Gabriel Bodard and Simon Mahony, 121-137. Surrey: Ashgate Publishing, 2010.

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 *authors’* words

Track *your responses*

Track page numbers

Make notes on how you will use the information

Burley, David G. “Rooster Town: Winnipeg’s Lost Métis Suburb, 1900-1960.” *Urban History Review* 42, no. 1 (Fall 2013): 3-25. <http://search.proquest.com/docview/1466135821/>.

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

Bibliography

Burley, David G. "Rooster Town: Winnipeg's Lost Métis Suburb, 1900-1960." *Urban History Review* 42, no. 1 (Fall 2013): 3-25. <http://search.proquest.com/docview/1466135821/>.

Peters, Evelyn. "Rooster Town." In *Canadian Encyclopedia*. Toronto, ON: Historica Canada, 2019. https://search-proquest-com.uml.idm.oclc.org/docview/2316357872?rfr_id=info%3Aaxri%2Fsid%3Aprimo.

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*.¹ While the physical living conditions were difficult, Rooster Town provided its residents with a place where they could build homes of two to three rooms²; as well as find community and have "the support of extended kin and friends."³ 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.⁴ 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.

¹ Evelyn Peters, "Rooster Town," in *Canadian Encyclopedia* (Toronto, ON: Historica Canada, 2019), https://search-proquest-com.uml.idm.oclc.org/docview/2316357872?rfr_id=info%3Aaxri%2Fsid%3Aprimo.

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³ Burley, "Winnipeg's Lost Métis Suburb," 14.

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- 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

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

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



Examples of Summary, Paraphrases and Quotes



Summary

Leadership can be thought of not only as the position a person holds but how an individual functions within that position.¹



Paraphrase

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



Quote

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

1. N. Emler, “Seven Moral Challenges of Leadership,” *Consulting Psychology Journal: Practice and Research* 71 no. 1 (2019): 33.
2. Emler, “Seven Moral Challenges of Leadership,” 33.
3. Emler, “Seven Moral Challenges of Leadership,” 33.



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

1. N. Emler, “Seven Moral Challenges of Leadership,” *Consulting Psychology Journal: Practice and Research* 71 no. 1 (2019): 32.
2. Emler, “Seven Moral Challenges of Leadership,” 32.

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

1. N. Emler, “Seven Moral Challenges of Leadership,” *Consulting Psychology Journal: Practice and Research* 71 no. 1 (2019): 32.
2. Emler, “Seven Moral Challenges of Leadership,” 32.



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

1. N. Emler, “Seven Moral Challenges of Leadership,” *Consulting Psychology Journal: Practice and Research* 71 no. 1 (2019): 32.
2. Emler, “Seven Moral Challenges of Leadership,” 32.



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

1. N. Emler, “Seven Moral Challenges of Leadership,” *Consulting Psychology Journal: Practice and Research* 71 no. 1 (2019): 32.
2. Emler, “Seven Moral Challenges of Leadership,” 32.

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

Academic Learning Centre

A photograph showing three students in a learning center. Two young women are in the foreground, smiling and engaged in conversation. One woman has her hand to her chin. In the background, a young man is sitting at a desk, looking down at his work. The setting appears to be a bright, modern study area with large windows and indoor plants.

Visit our website at:

<https://umanitoba.ca/student-supports/academic-supports/academic-learning>

Contact the Academic Learning Centre at:

academic_learning@umanitoba.ca

