

Citing Your Sources: A Reference for Warren Wilson College Students from the Writing Studio

This guide is designed to give you an overview of what citations are, why they are important in college writing, and how to begin using citations in your courses. We provide an introduction to the three major styles used at Warren Wilson—MLA, APA, and Chicago—as well as links to resources that provide more comprehensive guidelines.

As you are reading, if you have a question, comment, or suggestion for our guide, we invite you to share it with us [here](#). We'll follow up where needed, and use your contributions for future revisions to this guide.

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1. Citation 101—Start Here

What is citation?

College writing begins with reading and listening. We build our ideas, papers, and presentations in conversation with the voices of others. You may analyze an author's style, share background information on a topic from a textbook, reproduce an image or graph, or record a community member's retelling of their experiences.

Citation is the tool college writers use to reference the work of others.

When do I cite?

Citation is expected whenever you reference someone else's work:

- An image, graph, table, or other figure
- A direct quotation

- A summary of an idea
- A paraphrase of information
- Written, oral, visual material
- Digital or print, published or unpublished
- Anything you've drawn from to create your work that you would not consider common knowledge

How do I cite?

Unless your professor states otherwise, count on your college work requiring two levels of citation.

In-Text Citations

This is when you pause during your paper or presentation to specifically indicate where you are referencing another person's work. At minimum, an in-text citation includes the name of the author, speaker, artist or organization who created the original source.

Example: Kimberlé Crenshaw defined intersectionality as the way "various forms of inequality... exacerbate each other."

Bibliography

Coming at the conclusion of your work, the bibliography is an alphabetical list of every source you've referenced. Include enough information that your audience can find your sources to learn more.

Example:

Steinmetz, Katy. "She Coined the Term 'Intersectionality.' Here's What It Means to Her Today." 2 Feb. 2020. <https://time.com/5786710/kimberle-crenshaw-intersectionality/>

Who do I cite?

At Warren Wilson, a source may be a text assigned by your professor, a community member your class is partnering with, or a text or person you've found through your research. [Research librarians](#) can assist you in finding and evaluating sources.

Through citation, you can recognize those whose values and work impact you. Feminist scholar Sarah Ahmed wrote, "I... want to acknowledge my debts through citation. Citation is feminist memory. It is how we leave a trail of where we have been and who helped us along the way."¹ Regardless of whether

¹ Sarah Ahmed, *Living a Feminist Life* (Durham, NC: Duke University Press, 2017), 15-16.

feminism is also your priority, you can take from Ahmed the idea of citation as your trail, a record of whose ideas have guided you.

Why do I cite?

College assignments ask you to build on others' work. You may analyze an artist or author's work. Borrow techniques they've used in your own work. Develop your own argument based on a hole in someone else's. Read background studies to develop a research question. Collect data to confirm or refute your hypothesis. Citation...



Citation Styles

Many professors require that you follow a citation “style.” A style is specific to certain fields of study and systematizes exactly what details need to be included in in-text citations and bibliographies, and how they should be formatted.

The most commonly required styles at Warren Wilson are APA, Chicago, & MLA. Our guide includes an introduction to each of these styles, along with links to more comprehensive resources.

2. Intro to MLA

The citation style of the Modern Language Association (MLA) is common in English and Creative Writing classes at Warren Wilson. It is the simplest citation style to use, and a good choice when you are primarily analyzing one or two texts, or when your professor says you can choose a style.

When referring to an author, speaker, or creator in your paper or presentation, use their full name or last name. When directly quoting or paraphrasing from a print publication, also use the page number.

Example:

In her Nobel Prize lecture, Toni Morrison stated, “Narrative is radical, creating us at the very moment it is being created.”

With MLA, it is typical to use many direct quotations because language-based papers rely on analysis of original wording. As a writer, you choose how much of the original text to quote and how to weave together quoted materials and your own voice.

MLA Example: In-Text Citations with Quoted Words and Phrases

Sometimes you’ll want to quote words or phrases in making your point, as Anne Enright does in this passage about Kazuo Ishiguro’s novel, *Klara and the Sun*. Enright analyzes how Ishiguro explores the nature of a robot’s intelligence.

How does a robot become conscious? Klara runs on solar power and is fretful when the world goes grey. The absence of light, she says, might make an Artificial Friend “start to worry there was something wrong with him” (Ishiguro 7). Klara’s need for the sun is so close to an emotion as to make no difference. The sun is “goodness”, she says, it provides “special nourishment” and—as easily as that—both abstraction and magical thinking are engendered in the mind of a machine (8).

Notice how Ishiguro’s original words form the basis of Enright’s interpretation. And notice how the citations are punctuated, with the parenthetical citation being sandwiched between the quotation and the period.

MLA Example: In-Text Citations with Full Sentences

Sometimes you’ll want to include longer quotations for your reader, as Jordan Charlton does in this review of Jericho Brown’s poetry collection *The Tradition*.

A reader of this book is welcomed into the space the poet invites them to, into the celebration that is very much centered around black identity, like in the poem “Monotheism” (57), where Brown writes, “Some people need religion. Me? / I’ve got my long black hair.” or in “A Young Man” (24), where he writes, “We stand together on our block, me and my son / Neighbors saying our face is the same, but I know / He’s better than me: when other children move.” What Brown maneuvers toward consistently in this collection is the beauty he finds in his identity and hopes to make a consistent aspect of the black experience.

Notice how Charlton provides enough directly quoted material for the reader to get a feel for Brown’s voice. Notice how he leads into the lines quoted with an introductory phrase (“Brown writes”) and how he uses slash marks to indicate line breaks in the poem.

MLA Example: In-Text Citations with Long Quotations

Quotes over 4 lines long can be separated and indented so the reader can pause to focus on the original text, as in Becca Rothfield’s review of a novel by Jonathan Franzen.

In an essay in his 2018 collection, *The End of the End of the Earth*, Franzen warns against yielding to the lures of the prosaic, insisting that narrow preoccupations can obscure the collective responsibilities engendered by global catastrophes.

You might wake up in the night and realize that you’re lonely in your marriage, or that you need to think about what your level of consumption is doing to the planet, but the next day you have a million little things to do, and the day after that you have another million things. As long as there’s no end of little things, you never have to stop and confront the bigger questions. (6)

Perhaps Franzen’s desire to engage with “the bigger questions”—including the fate of the planet and the fate of American society—can explain why he has so often resorted to grandiloquent contrivance.

Notice how Rothfield sandwiches the long quote, giving the speaker’s name and context before, and their analysis after. As a writer, choose long quotations that you feel best engage readers in the ideas that interest you.

MLA Example: Works Cited

On a separate page at the end, list alphabetized full citations of all your sources. If you found your sources in the WWC library databases, you can copy the citations there; if not, you can generate a citation with an auto-generator like [ZoteroBib](#) or from a style guide like [Purdue OWL](#).

Works Cited

Author. "Title of Article." Title of Publication, volume and issue no. if applicable, date of publication, URL if online, page numbers if print.

Charlton, Jordan. "Jericho Brown. The Tradition." *Prairie Schooner*, vol. 93, no. 4, 2019, <https://link.gale.com/apps/doc/A610419679/LitRC?u=swan99740&sid=bookmark-LitRC&xid=64024aae>

Enright, Anne. "Klara and the Sun by Kazuo Ishiguro Review—What it is to be Human." *The Guardian*, 25 Feb. 2021, <https://www.theguardian.com/books/2021/feb/25/klara-and-the-sun-by-kazuo-ishiguro-review-what-it-is-to-be-human>

Morrison, Toni. "Nobel Lecture." *The Nobel Prize*, Dec. 7. 1993, <https://www.nobelprize.org/prizes/literature/1993/morrison/lecture/>

Rothfield, Becca. "Jonathan Franzen's Best Book Yet." *The Atlantic*, 4 Oct. 2021, <https://www.theatlantic.com/magazine/archive/2021/11/jonathan-franzen-crossroads/620176/>

MLA Resources

The information here is meant as an introduction to MLA style. As you progress in your studies, you will encounter other specific situations where it will help to use a comprehensive style guide. Print copies of the MLA style guide are available in the reference section of the library, and in the Writing Studio. We also recommend the MLA guide on [Purdue University's Online Writing Lab website \("Purdue OWL"\)](#).

For a more collaborative approach, we encourage you to [schedule an appointment with a librarian](#) to select sources for your research, and/or [with a Writing Studio crew member](#) to discuss techniques for incorporating sources into your papers or presentations.

3. Intro to APA

The citation style of the American Psychology Association (APA) is common in Outdoor Leadership, Psychology, Social Work, and other social science and natural science courses at Warren Wilson. In many APA papers, writers gather research that's been done on a certain topic and summarize the state of that research, in response to a question such as does exercise impact depression, what can communities do about teen homelessness, or how is climate change affecting flowers' bloom times? In some papers, writers also identify a gap in the current research or a new question that needs to be answered.

Because research in the social and natural sciences builds on prior research, the year of a source's publication is an important piece of information to share with readers. For this reason, APA in-text citations include not only the name of an author or speaker, but also the year of their publication or presentation. When directly quoting or paraphrasing from a print publication, also use the page number. Example:

According to science writer Ed Yong (2021), "Covid-19 has already changed science immensely, but if scientists are savvy, the most profound pivot is still to come—a grand reimagining of what medicine should be."

APA Example: In-Text Citations with Summaries

Summary is the technique of referencing another speaker or author's idea, but in your own words. You might choose to summarize when the original wording isn't important, and you can more clearly relate the information to your readers. In the example below, biologist Robin Wall Kimmerer synthesizes relevant research to argue that, rather than relying solely on Western science as is currently the case, Biology educators should incorporate the ecological knowledge of indigenous peoples in their teaching. To make this claim, she summarizes and connects points from multiple sources:

Indigenous peoples are the stewards of fully 4 percent of the land area of the United States and represent some 700 distinct communities possessing detailed knowledge of the biota of their homelands. Native American land holdings in North America collectively contain more wildlands than all of the national parks and nature conservancy areas in North America (Nabhan 2000). Globally, indigenous peoples inhabit areas with some of the highest remaining biodiversity on the planet (Durning 1992) and are actively engaged as partners in biodiversity conservation (Weber et al. 2000).

Notice how Kimmerer connects three sources, inserting a citation whenever she wraps up working with one. As readers, we know where to read more about each point. We can assume the information in both the first and second sentences comes from Nabhan.

APA Example: In-Text Citations with Quotations

Sometimes, you will find it more useful to use both the idea and the direct wording of your original source. In this case you can use a direct quotation. Here's an example from the intro paragraph of Landon Bayless-Edwards' biology research essay about the control of the invasive spotted knapweed in the Western US.

Invasion by exotic weeds is one of the biggest environmental concerns of the day (Lym, 2005; Powell, 2004). Invasive weeds are defined as "a plant spreading naturally (without direct human assistance) to significantly alter composition, structure or ecosystem processes" (Frost & Launchbaugh, 2003).

In the first sentence, Bayless-Edwards summarizes an idea she read about in two sources (Lym and Powell); the lack of quotation marks indicates the wording is her own. In the second sentence she incorporates direct wording from Frost and Launchbaugh. Notice how the citation is sandwiched between the quotation marks and the period.

APA Example: In-Text Citations with Paraphrasing

Like summary, paraphrasing is a technique where you reference someone else's work, but in your own words. A paraphrase is used to relate more technical or detailed information from a source.

Paraphrasing is tricky. People run into trouble when they just replace one or two words with synonyms but otherwise keep the wording the same; this is a form of plagiarism if you don't use quotation marks because the wording is more the original source's than your own. To truly reword something, read a source carefully, discuss it with a friend or otherwise percolate on the meaning, and then reflect: what part of this is important to my readers? How can I share it in my own voice?

Take a look at this original source wording from a psychology study about whether exercise can improve anxiety and depression. Imagine you want to use this point in your own class presentation on exercise, but you want to state it in a way that other college students can relate to. The idea is important, but the original wording is actually not that clear. Read the passage and think about how you would restate it.

Original source (Ji, Lang, Len, & Chen, 2022):

Exercise intensity improved anxiety and decreased symptoms of depression better than exercise frequency; sleep quality was more closely related to exercise intensity.

Once you have come up with your paraphrase, look at the examples below, two of many possible versions for this paraphrase. Is yours closer to the poor paraphrase or the strong one? How could you improve your version even further?

Poor paraphrase:

Exercise intensity enhanced anxiety and reduced symptoms of depression better than exercise frequency; sleep quality was more closely connected to exercise intensity.

Notice how the speaker just replaced three words and kept everything else the same. This is a form of plagiarism because there are no quotation marks yet the wording is mostly the original authors'. There's also no effort to reframe the point for the new audience.

Strong paraphrase:

In 2022, Ji, Lang, Len and Chen did a study where they compared exercise frequency and exercise intensity to see which one had more of an effect on depression, anxiety, and sleep. They found that exercise intensity was more important. People who exercised intensely were more likely to feel less depressed and less anxious, and to sleep better. Exercising more often was less of a factor.

Notice how the speaker preserves the original idea and gives the authors credit for the idea, but completely changes the wording to make it more accessible to their audience.

APA Example: References

On a separate page at the end, list alphabetized full citations of all your sources. If you found your sources in the WWC library databases, you can copy the citations there; if not, you can generate a citation with an auto-generator like [Zoterobib](#) or from a style guide like [APA's website](#) or [Purdue OWL](#).

References

Author. (Year). Title of article. Title of Publication, volume and issue no. if applicable, page numbers if applicable. URL if online.

- Bayless-Edwards, L. (2017). Spotted knapweed management: Plant community effects due to grazing and aminopyralid herbicide on rangelands. *Auspex*, 6, 88-115.
- Ji, C., Yang, J., Lin, L., & Chen, S. (2022). Physical exercise ameliorates anxiety, depression and sleep quality in college students: Experimental evidence from exercise intensity and frequency. *Behavioral Sciences*, 12(3), 61. doi:<https://doi.org/10.3390/bs12030061>
- Kimmerer, R. W. (2002). Weaving traditional ecological knowledge into biological education: A call to action. *Bioscience*, 52(5), 432-438.
[https://doi.org/10.1641/0006-3568\(2002\)052\[0432:WTEKIB\]2.0.CO;2](https://doi.org/10.1641/0006-3568(2002)052[0432:WTEKIB]2.0.CO;2)
- Yong, E. (2021). How science beat the virus and what it lost in the process. *The Atlantic*, Dec. 14, 2021.
<https://www.theatlantic.com/magazine/archive/2021/01/science-covid-19-manhattan-project/617262/>

APA Resources

The information here is meant as an introduction to APA style. As you progress in your studies, you will encounter other specific situations where it will help to use a comprehensive style guide. Print copies of the APA style guide are available in the reference section of the library, and in the Writing Studio. We also recommend the APA's website, which includes info on [in-text citations](#) and the [reference list](#), as well as the APA guide on [Purdue University's Online Writing Lab website \("Purdue OWL"\)](#).

For a more collaborative approach, we encourage you to [schedule an appointment with a librarian](#) to select sources for your research, and/or [with a Writing Studio crew member](#) to discuss techniques for incorporating sources into your papers or presentations.

3. Intro to Chicago

Chicago style is common in the arts and humanities, and at Warren Wilson is often assigned in Art, Music, History, Philosophy, and Global Studies classes. Chicago style has two versions: notes/bibliography and author/date. In this guide we'll be focusing on notes/bibliography. If you need support with Chicago-author/date, we recommend [this resource](#) (you'll need to log in with your Warren Wilson credentials) or [contacting the Writing Studio](#).

People who use Chicago-Notes/Bibliography often find footnotes to be elegant. With a footnote, the reader is directed by a superscript number to look for citation information at the bottom of the page. This can be less of an interruption than the parenthetical citations of MLA and APA.

Chicago Example: Footnotes for Summaries & Explanatory Notes

Chicago footnotes include citations for all outside sources referenced in a piece. In addition, you may use a footnote to provide readers further explanation of a source. In this example from her book *Black Buddhists and the Black Radical Tradition*, Rima Vesely-Flad uses footnote #2 for a citation, and footnote #3 for a citation and also further explanation of a point for readers.

African-descended ancestors embraced by Black Buddhists celebrated, rather than denigrated, the dark-skinned body. They furthermore embraced African cultural expressions, including ritualized traditions and customs, such as healing practices, song and dance.² This chapter illuminates an aspect of Black Buddhist practice that is emerging: honoring known and unknown, spiritual and biological ancestors, often in connection to land.³

Chicago Example: Shortened Footnotes

When you cite a source you've previously cited, you can use a shortened form (author's last name, shortened title, page number).

Here's an example of two footnoted quotations from the same source in Isa Symancyk's essay about how embroidery (arpillera) served as a mode of resistance in Chile. Note how the second footnote is shortened.

² Queen Afua (Helen O. Robinson), *Sacred Woman: A Guide to Healing the Feminine Body, Mind, and Spirit* (New York: Ballantine Books, 2000), 126.

³ See, for example, Zerihun Doda Doffana, "Sacred Sites and Ancestor Veneration in Sidama, Southwest Ethiopia: A Socio-ecological Perspective," *Cogent Social Sciences* 5 (2019): 1-16. An ancestor is a "blood- or extended family member who has died and made the transition to the spirit-world."

Agosín discusses how the arpillera workshops became important counterpublic spaces that helped women to understand what was happening politically as they gained independence by becoming the primary providers for their families. She interviews an arpillera named Amparo, who states that “the Chilean woman is playing the main role in the family today and has also had to assume the role of provider for the family. Because of her double responsibilities, changes have been made.”⁴ Agosín finds that the arpilleras’ role in returning democracy to Chile was so powerful that the “military themselves made the comment that the biggest mistake they made was in leaving the family members of the disappeared alive.”⁵

Chicago Example: Paraphrasing

Sometimes you'll want to use the original wording of a source to capture a particularly authoritative speaker or well-crafted thought or because the wording is important to your argument. Other times, it's an idea you want to incorporate but you can actually explain it more clearly to your audience.

To paraphrase an idea, spend a little time with it. What's the core meaning that you want to get across to your audience? How can you recast it in your voice?

Imagine you are writing a critical reflection about how to increase student motivation in high school. You want to build off of Paulo Freire's concept of "banking education" from p. 72 of *Pedagogy of the Oppressed*. Here's the passage; take a few minutes to think how you would word it.

In the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as processes of inquiry.

Here's an example of one of myriad ways that Freire's definition could be reworded and connected to your own analysis.

Freire's banking model assumes all the knowledge starts on the teacher's side, and education is about transferring knowledge in one direction. This eliminates the student's role as an active participant in learning.⁶ The banking model exists wherever students are primarily memorizing

⁴ Marjorie Agosín, *Tapestries of Hope, Threads of Love: The Arpillera Movement in Chile* (Lanham, MD: Rowman & Littlefield, 2008), 50.

⁵ Agosín, *Tapestries*, 19.

⁶ Paulo Freire, *Pedagogy of the Oppressed* (Continuum, 1970), 72.

lectures and textbooks. One way to go against the banking model is to develop projects where students apply new knowledge outside of class.

Notice how Freire's name and the superscripted number serve as bookends to the part of the paragraph that comes from the book. These bookends signal to readers when the writer is switching between a source and the ideas they are themselves building off of the source.

Chicago Example: Bibliography

On a separate page at the end, list alphabetized full citations of all your sources. If you found your sources in the WWC library databases, you can copy the citations there; if not, you can generate a citation with an auto-generator like [Zoterobib](#) or from a style guide like [CMOS Online](#) or [Purdue OWL](#).

Bibliography

Book: Author. *Title of book*. City of publication: Publisher, Year.

Article: Author. "Title of article." *Title of journal/magazine*. Volume # (Year): pages.

Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 1992.

Symancyk, Isa. "Defying Gender Norms through Protest Art and the Power of Feminism in the Fight for Democracy in Chile." *Auspex* 8 (2022): 12-43.

Vesely-Flad, Rima. *Black Buddhists and the Black Radical Tradition: The Practice of Stillness in the Movement for Liberation*. NYU Press, 2022.

Chicago Resources

The information here is meant as an introduction to Chicago style. As you progress in your studies, you will encounter other specific situations where it will help to use a comprehensive style guide. Print copies of the Chicago style guide are available in the reference section of the library, and in the Writing Studio.

We also recommend the online version of the Chicago Manual of Style, which is available through our library [here](#) (you will need to enter your Warren Wilson credentials), or the Chicago guide on [Purdue University's Online Writing Lab website \("Purdue OWL"\)](#).

For a more collaborative approach, we encourage you to [schedule an appointment with a librarian](#) to select sources for your research, and/or [with a Writing Studio crew member](#) to discuss techniques for incorporating sources into your papers or presentations.

5. ChatGPT and Other AI Writing Tools

ChatGPT is an artificial-intelligence (AI) tool that some people use to write and edit for them, by giving it a draft with editing instructions, or an assignment prompt. Increasingly, other writing tools such as Grammarly, Microsoft Word, and Google Docs are adding AI writing options.

Depending on the purposes of their writing assignments, your faculty will hold different views and perspectives regarding this technology. In general, it is inappropriate to feed a prompt, or a draft with editing instructions, into ChatGPT or a similar tool and turn in the resulting piece of writing as your own. Even if you make some edits, if AI did most of the writing, you should not present it as your work.

You can check with your professor to see if they are okay with your using an AI writing tool in your drafting process. For example, you may use it to jumpstart your thinking on a topic, to produce an example of a certain kind of writing, or to play around with wording options. As you experiment, remember: as the writer, you have the final say over the content and wording of your work. Always check what AI produces against information that you know to be accurate and credible. If you think AI “sounds better,” remember that your professors want to hear *your* distinctive voice, not bland academese.

If you do end up choosing to keep particular wording or ideas produced by ChatGPT in an academic context, it is important to cite it as a source. Here are the relevant guidelines of the three main style guides used at Warren Wilson. Your professor may find it helpful if you add a brief note explaining how you used the tool.

[MLA](#)

[APA](#)

[Chicago](#)

6. FAQ

Here are some responses to frequently-asked citation questions that are not answered elsewhere in this guide.

How do I cite an internet source without an author?

If you find yourself in this situation, first ask yourself if the source is credible, or if there might be a better source with an identifiable author. If the source is credible and otherwise useful in your writing, you have a couple of options in how you word and organize your citations; think about the most useful information for your readers to know.

Sometimes you can identify an organization to put as author of the source, such as a governmental department or non-profit organization—do read about the organization so you can address any bias in your analysis of the source. If there's no organization, you can mention the title of the article in the in-text citation instead of an author. The bibliographic entry should also begin with the title. URLs should be included in the bibliography, but not within the text.

Guidelines and examples with authorless sources:

[MLA](#)

[APA](#)

[Chicago](#)—scroll down for examples

What if I am working with a source, that source cites someone else, and it's the someone else I want to cite?

First, wonderful! As Sarah Ahmed said, citation leaves a trail, and you're on it; this is scholarly lineage. As you advance in your studies, it's a good idea to find the original source and cite from it. Need help finding it? [Ask a librarian](#). If you can't find the original source or if that level of research isn't necessary to your assignment, give both sources credit.

Example:

James Baldwin wrote, "The paradox of education is precisely this—that as one begins to become conscious one begins to examine the society in which he is being educated" (qtd. in Smith).

In this example, I read the Baldwin quote in an article by Clint Smith. My bibliography should contain the Smith article:

Smith, Clint. "James Baldwin's Lesson for Teachers in a Time of Turmoil." *The New Yorker*, 23 Sept. 2017, <https://www.newyorker.com/books/page-turner/james-baldwins-lesson-for-teachers-in-a-time-of-turmoil>

Guidelines for sources within sources:

[MLA](#)

[APA](#)

[Chicago](#)

How do I cite interviews or other orally transmitted information?

Some pieces rely on knowledge transmitted orally, for example through interviews or oral traditions. Citation style guides typically suggest writers give credit to the speakers in the body of their work through footnotes or in-text citations, but not also in their bibliography. Recently, [indigenous scholars have suggested new citation guidelines](#) that include orally transmitted knowledge in bibliographies as a way of elevating oral tradition to the same level of importance as written information in academia.

Example from Isa Symanck's essay about embroidery (arpillera) as resistance in Chile:

During my interview with Maria Alicia Salinas, one of the few women in the group who made arpilleras in workshops provided by the Vicaría, she spoke about the importance of passing on the arpilleras to the younger generation: "I'm old now and I have little time. So we need to rescue everything that has happened here. We need to pass the memory and keep the memory alive."⁷

Formatting guidelines for orally transmitted knowledge:

[MLA](#)

[APA](#)

[Chicago](#)

[Templates for Citing Indigenous Elders and Knowledge Keepers](#)

⁷ "Interview with Maira Alicia Salinas," interview by author, November 10, 2018.

7. Activities and Resources

Activities

Once you have picked out a source you know you want to write or speak about, you can use these activities to delve more deeply into the source, select quotes from it, and summarize its nuances.

Fast and Slow Reading

[This activity](#) gives practice in the different reading practices that we employ when we scan a text to evaluate its credibility and relevance to our work, versus rereading and analyzing particular sections. Both types of strategies are essential to citation.

Quoting Options

[This activity](#) gives practice with selecting which parts of a passage you want to include in their original wording.

Resources

This citation guide is meant as an introduction to academic citation practices. Below are some resources we recommend as you continue to grow in your skills and knowledge.

Online Citation Generators

Online citation generators are a great first step for bibliographies. What they spit out *does* need to be checked against a style guide. If you have a citation generator that works for you like easybib, bibme, or grammarly, by all means keep using it.

When you find sources through our library's main search engine, [OwlSearch](#), or in the [individual library databases](#), you can export citations to your bibliography by clicking on the quotation mark icon.

Many Warren Wilson students like [Zotero](#), which allows you to store and organize all of your citations, as well as notes on sources; if you start using Zotero early, you can keep building it throughout your college years. [Zoterobib](#) is an automatic citation generator you can use apart from the full Zotero tool.

Comprehensive Style Guides for MLA, APA, and Chicago

Print copies of all of these style guides are available in the reference section of the library and in the Writing Studio. For online guides, we like [Purdue University's Online Writing Lab \("Purdue OWL"\)](#) website for MLA, APA, and Chicago. For APA, we also like the [APA website](#). For Chicago, we love the online version of the *Chicago Manual of Style*, which is available through our library [here](#) (you will need to enter your Warren Wilson credentials)

Assigned a different citation style?

There are other citation styles besides these three; if you need assistance with one of them, [send us a note here](#), and we'll get back with you.

Warren Wilson Academic Honesty Policy

The College Catalog contains a copy of Warren Wilson's [academic honesty policy](#), which defines plagiarism and explains processes for instances of plagiarism. Plagiarism is considered a serious offense in an academic setting and can result in consequences from getting a zero on the assignment to academic suspension. Be familiar with this policy, and ask your professor any time you have a question about academic honesty in their classroom.

People

Lots of folks can collaborate with you on the intricacies of presenting and writing with sources, including

- Your professors! Not sure what kinds of sources or citations you need in your paper? Your professor is always a great person to ask about your assignments.
- Librarians can assist you with finding, analyzing, and evaluating sources. You can drop by, email, chat, or schedule a meeting with them through [the purple box on the library's home page](#).
- The Writing Studio crew can assist you with incorporating and citing sources before you start writing or once you have a draft. You can drop by or schedule a meeting with us [here](#).

The End