

**Campus Academic Resource Program (CARP)**  
Integrating Sources Handout: Quoting, Paraphrasing, and Summarizing

This handout will:

1. Introduce the basics of integrating sources
2. Discuss prewriting strategies that help with integrating sources
3. Present common reasons for integrating sources
4. Provide strategies for effectively quoting, paraphrasing, and summarizing.
5. Explain common reasons to integrate sources.
6. Offer examples of successful and unsuccessful integration of sources.

**The Basics of Integrating Sources:**

Developing the skills to effectively choose and integrate sources is important for improving the strength and credibility of your academic writing. A precisely chosen and well placed quote, summary, or paraphrased idea can situate your ideas among the ideas of other scholars, help you clarify your ideas and advance your argument, and show readers that you have taken the time to study other writers' ideas about your topic. Similarly, using sources accurately can illustrate to your readers that you understand your topic and that your ideas can contribute to the larger body of knowledge about your topic.

**Pre-Writing Strategies:**

Before you begin writing, it is important to take diligent notes during the prewriting process to generate ideas and help you integrate sources into your paper. When working with sources, you want to include all necessary information that will help you create proper citations and avoid plagiarizing your sources.

Below are some tips on what information you should keep in mind and include when taking notes:

1. No matter what citation style your project necessitates, it is incredibly important to write down the *complete* bibliographical data of your sources.
  - a. This often includes:
    - i. The first and last names of author(s)
    - ii. Editor(s)
    - iii. Title of work
    - iv. Pages the work is found if part of larger piece
    - v. Date and place of the publication
    - vi. Publisher/publishing company
    - vii. If the source is an online source, include the URL. It might be helpful to print out a copy of the webpage in case the URL is broken or the article is archived.
    - viii. If the source is from an online academic journal, it can be helpful to write down the doi number.
      1. ex. doi: 0874583/836720594716
2. In addition to collecting the bibliographical data, it is very important to indicate when you are using your own words or your source's words in your notes. This helps you differentiate between your original ideas and ideas/information you acquired from sources. There are multiple strategies that will help you execute this. Below are three:
  - a. Quotation Marks:
    - i. This is the simplest and possibly the most common way to differentiate your writing from the ideas acquired from your sources. Placing quotation marks around source information in your notes also ensures that this information

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already contains these punctuation marks, should you decide to include it in the body of your essay as a direct quote.

- ii. *Example:* Disidentification is a term José Esteban Muñoz uses to describe a transformative process that works with and against dominant discourses. He defines disidentification as “about recycling and rethinking encoded meaning. The process of disidentification scrambles and reconstructs the encoded message of a cultural text in a fashion that both exposes the encoded message’s universalizing and exclusionary machinations and recircuits its workings to account for, include, and empower minority identities and identifications” (Muñoz 31).

1. Notice how this example uses quotations to show when the author is cited.

#### b. Colors:

- i. Another way to differentiate your writing from your source’s writing is to use a variety of colored fonts to indicate which ideas are yours and which came from your sources. This is done by assigning one color to your words and one color to each of your sources. After this you should create a key to help you remember which colors apply to which writers.

1. Note: This strategy should only be applied in your notes and should not appear in the final drafts of your academic writing.

- ii. *Example key:* Purple=my writing/Red=José Esteban Muñoz/Green=Néstor García Canclini etc.

- iii. *Example:* Muñoz argues that disidentifications as a process is not politically neutral. In fact, Muñoz claims that disidentifications is an antiassimilationist rhetoric (18).

#### c. Colorful Highlighting:

- i. The third recommended method is to assign a highlighter color to each one of your sources, leaving your own words without highlights.

- ii. Like the previous method, it helps to create a key to help you remember which colors apply to which writers.

1. Note: This strategy should only be applied in your notes and should not appear in the final drafts of your academic writing.

- iii. *Example key:* Yellow highlight: my words/ Green highlight: Néstor García Canclini etc.

- iv. *Example:* Important to Muñoz's analysis is Néstor García Canclini's idea of subject formation. Canclini describes subject formation as "hybrid transformations generated by the horizontal coexistence of a number of symbolic systems" (qtd. in Muñoz 5).

### Common Reasons for Using Sources

Generally, there are 6 common reasons to integrate sources into your paper:

1. To give appropriate credit to authors for their ideas and work
2. To contextualize your argument/ideas by providing background information
3. To define and explain concepts and terms your reader may not understand otherwise
4. To provide evidence for your argument
5. To give an authoritative tone to your argument
6. To describe alternative perspectives of your argument written by past scholars

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There are three main strategies most academics utilize to integrate sources into their papers: **quoting, paraphrase, and summary**. All three strategies require various conventions and strategies that help scholars avoid plagiarism, integrate sources effectively, and clarify their ideas for readers.

**Quoting:** this is often the most popular strategy for integrating sources into a paper. This strategy involves copying the exact words in a line or passage and placing those exact words into a paper. Unfortunately, this strategy is often overused. Quotes are overused when they are employed as a substitute for a writer's own ideas and critical thinking. Similarly, quotes are overused when they are used to fill up space in a paper; therefore, it is often suggested that quotes be used sparingly.

1. **The Basic of Quoting:** To begin using quotes effectively, try following the guidelines below.
  - a. Quoting should be used when there is a line or passage that is so well written that paraphrasing or summarizing would weaken its power or cause the information/idea to lose some of its vital meaning.
  - b. Quoting should be used when it can bring more credibility and authority to your paper.
    - i. However, only the most relevant parts of a quote should be integrated into the paper. This can be done by selecting the parts of the quote that are most pertinent to your point.
  - c. Quotations should also be used to advance your argument and not be left alone to speak for themselves. Never integrate a quote without explaining it and tying it back to a main point you are making. Free standing quotes only take up space without doing any work to advance your argument.
  - d. Be careful of relying too much on quotations. This can be avoided by carefully considering when to use quotes. Using a lot of quotes does not necessarily improve the paper and may even distract the reader from your ideas.
  - e. Please keep in mind that these are only general guidelines and that it is always important to quote and cite according to the style you are writing in
    - i. (for more information, see "Guide to APA," "Guide to MLA," or "Guide to the Chicago Manual of Style" in the Helpful Handouts section at [carp.sfsu.edu](http://carp.sfsu.edu))
2. **When to Quote:**
  - a. Disciplinary Preference:
    - i. Most humanities and social science disciplines prefer quoting. Just to be sure, though, ask your professor or editors.
  - b. When analyzing a primary source:
    - i. If the wording and phrasing matter, it is important to quote rather than paraphrase. Specifically, essays analyzing pieces of literature will call for quoting because the evidence you analyze will come from the primary source. In other words, quote if the wording and/or structure matter to your argument.
  - c. The authority of the author adds to your argument:
    - i. If you are writing a paper or speech in which your goal is to persuade, it might be helpful to appeal to the authority of the author you are referencing. Therefore, quoting might be helpful.
  - d. Counterarguments

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- i. Many times, writers find it difficult to describe counterpoints without being subjective. Quoting a counterargument might be helpful for various reasons. First, it allows you to remain objective when reporting what was said by the author. Second, the quotation itself might be helpful in analyzing why the counterargument is problematic or inadequate.
3. **How to select quotations:**
- a. The first and most important step of integrating quotes into a paper is learning how to select what to quote. This step is essential because much of the material or information you come across in your reading or research will not need to be quoted. Therefore, it is important to be judicious with what you choose to quote. It requires that you understand the argument being made and what quotes will aid you in strengthening and adding variety your paper.
  - b. Keep these questions in mind when selecting a quote:
    - i. What is my argument or point for this paragraph or section?
    - ii. What is the meaning of the quote I want to use?
    - iii. How does the quote advance or strengthen my point or argument?
    - iv. Can the quote be paraphrased or summarized? (If you determine that the line or passage can be paraphrased or summarized, refer to the **paraphrase** and **summary** sections of this handout for more guidance.)
  - c. Do not try to make your argument fit the quote you want to use, make the quote fit the argument you are making.
  - d. **Example A:** The following example illustrates how one could choose a quote to fit into a specific argument.

*The culture in the United States can be characterized as one that places the individual above collective interests. It is considered a very individualistic culture that places high value on personal interests, goals and rights. This is especially evident in American celebrations of individual rights.*

    - i. Here are two quotes that could be integrated into the paragraph above.
      1. Quote 1: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”[sic]
      2. Quote 2: “Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, and fabulous? Actually, who are you not to be? You are a child of God. Your playing small doesn't serve the world. There's nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we're liberated from our own fear, our presence automatically liberates others” (Williamson).
      3. Both quotes appear to be relevant to the focus of the paragraph on American culture. However, given the argument being made in the paragraph, it is clear that the first quote will advance the main point better than the second quote.

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- ii. The first quote can be used to illustrate American values that are epitomized by the famous line from the Declaration of Independence. These are clearly individual rights and they display the emphasis on individualism in American culture. Therefore, this quote fits well when emphasizing individual rights.
        - iii. The second quote is a well-known passage from writer, Marianne Williamson, that emphasizes personal excellence and individual achievement. While this quote could be used, it would alter the direction of the paragraph as it is currently constructed. This quote may fit best when looking for evidence to support a discussion about individual accomplishments.
  - e. **Revised Example A:** The culture in the United States can be characterized as one that places the individual above collective interests. It is considered a very individualistic culture that places high value on personal interests, goals and rights. This is evident in American celebrations of individual rights. For instance, the phrase often attributed to personal rights in the United States from the Declaration of Independence is, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”[sic] Life, liberty and the pursuit of happiness are all individual rights that epitomize the American cultural values of individualism.
4. **How to setup quotations:**
  - a. When you have decided to use a quotation, the next step is setting up the quote.
  - b. It is important to identify the author and source (book, journal article, website, video, etc.) from which the quote originated.
    - i. This can be done through a signal phrase. Signal phrases contain verbs that indicate when someone is speaking. A signal phrase shows the reader who is speaking and helps to indicate that someone else’s idea is about to be presented.
    - ii. *Example:* The underlined portion of the following example indicates the signal phrase.  
*In his most famous speech, given to thousands of supporters in front of the Lincoln Memorial in August 1968, Martin Luther King said:* “*I have a dream that one day... little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers*”
    - iii. Notice how this signal phrase identifies the author of the speech (Martin Luther King), when the speech was given (August 1968), where the speech was given (Lincoln Memorial), and the importance of the speech.
    - iv. Signal phrases are most useful when you first introduce a source; although, shorter signal phrases can be useful when interspersed throughout the paper. If a signal phrase seems awkward, or you feel you are using too many signal phrases, you can rely on parenthetical citations to attribute quotes lines/passages to their original authors.
  - c. It is also important to provide context for the quote. This requires you to introduce the quote and analyze its meaning by tying it back to your own ideas.
    - i. One strategy for accomplishing this is to follow the Quote Sandwich model:
      1. Introduce the quote, Provide the quote, Analyze the quote
  - d. The following example will illustrate how you can use a signal phrase and the quote sandwich model to effectively integrate a quote.

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- e. **Example B:** The following example will illustrate how you can use a signal phrase and the quote sandwich model to effectively integrate a quote.
  - f. *During the Gettysburg Address in Philadelphia in 1863, President Lincoln declared, "Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, [sic] and dedicated to the proposition that all men are created equal." By reiterating the founders' dedication to equality, President Lincoln helped to set the precedent for the freedom of all Americans as a part of the original dream of the United States.*
    - i. Notice that the context of the quote is provided through identifying the author, Lincoln, the time period (1863), and the place (Philadelphia), for this particular quote. In addition, the signal phrase "President Lincoln declared" helps to indicate that a quote is about to be presented. Following the quote, the writer analyzes the quote and works to further their ideas.
5. **Ways to punctuate an integrated quotation:**
- a. There are two ways often used to punctuate a quote and integrate it correctly.
    - i. The first is a comma and the second is a colon.
    - ii. When attributing the quote with a signal phrase, use a comma between the attribution and the quote.
  - b. **Example C:** *Mahatma Gandhi said, "Be the change you want to see in the world."*
    - i. Notice the comma goes after the verb *said*. This indicates that the quote is forthcoming.
  - c. On the other hand, using a colon can help to smoothly incorporate the quote into a sentence while also providing context.
  - d. **Example D:** *Socrates' intellectually rigorous life was epitomized by one of his most famous quotes: "The unexamined life is not worth living."*
    - i. Notice that there is an independent clause (a full sentence) that is followed by a colon before the quotation. The quote here has also been contextualized prior to the quotation being presented. This is another way to incorporate a quotation into a paper when more context is required prior to presenting the quote.
  - e. Remember, quotes must be cited and the citation will depend on the style you are using. Generally, however, a citation will immediately follow the quote and be outside the quotation marks.
6. **Block Quotations:**
- a. There are times when using longer quotes may be necessary. These are usually known as *block quotes*. What is considered a block quote can differ depending on the citation style being used. Generally, any quote more than 4 lines or 40 words will be considered a block quote.
  - b. When block quoting, be sure to indent the entire quotation from the left hand margin.
  - c. Use a signal phrase with a colon to introduce the block quote.
  - d. Do not use quotation marks because the format indicates that it is a quote.
  - e. Place the citation immediately after the last sentence in the quote
  - f. Remember that more specific guidelines for your block quote will likely be provided in the guidelines for the citation style you are using.
  - g. **Example E:**

*In one of Dr. King's most famous speeches, he uses a dream metaphor to convey his goals for the civil rights movement*

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*in full swing at the time:*

*I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.*

- h. This block quote illustrates the guidelines above and also displays a very powerful passage from King's speech that can only be captured by a lengthy quote.
- i. Again, it is important to keep in mind that you should always be consulting your respective citation style to obtain the exact format for integrating block quotes.

**Activity 1:** In the following exercise you will practice using quotes and employing the quote sandwich method. To complete this exercise, choose a sentence or multiple sentences from the following passage to use as a quotation (it helps to underline or highlight your chosen quotation). In the space provided you should introduce the quote, provide the quote, use a parenthetical citation to cite the quote, and analyze/explain the quote, thus practicing the quote sandwich method.

The following is an excerpt from the journal article “Perception of Climate Change” by James Hansen, Reto Reudy, and Makiko Sato:

*The greatest barrier to public recognition of human-made climate change is probably the natural variability of local climate. How can a person discern long-term climate change, given the notorious variability of local weather and climate from day to day and year to year?*

*This question assumes great practical importance because of the need for the public to appreciate the significance of human-made global warming. Actions to stem emissions of the gases that cause global warming are unlikely to approach what is needed until the public recognizes that human-made climate change is underway and perceives that it will have unacceptable consequences if effective actions are not taken to slow the climate change. A recent survey in the United States confirms that public opinion about the existence and importance of global warming depends strongly on their perceptions of recent local climate variations. Early public recognition of climate change is critical. Stabilizing climate with conditions resembling those of the Holocene, the world in which civilization developed, can only be achieved if rapid reduction of fossil fuel emissions begins soon.*

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**Paraphrase:** according to the *Oxford English Dictionary*, paraphrasing is “to express the meaning of (a written or spoken passage, or the words of an author or speaker) using different words, esp. to achieve greater clarity.” It is important to note that paraphrasing and summarizing are *not* the same.

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Paraphrasing allows you to convey an author's work with your own words and structure. One typically paraphrases shorter passages that are no longer than 3-4 sentences. Summarizing requires the writer to condense a larger amount of information, anything from a paragraph to an entire book, in a brief and concise manner. One typically relays only the main points of a summarized passage. In short, paraphrasing refers to rewording a short passage, while summarizing requires the rewording of a longer passage in a brief and concise manner.

Note: It is important to remember that you **must cite** your sources when you are paraphrasing or summarizing ideas/information from another source. Failure to cite your sources following a paraphrased or summarized passage is considered plagiarism.

1. **When to Paraphrase:** The natural and physical sciences as well as writers who follow the APA style of citation oftentimes prefer paraphrasing to quoting. Additionally, paraphrase can be helpful in the following situations:
  - a. The essay writer can convey information clearer than the source's author.
  - b. The text employs heavy jargon that might convolute the meaning of the work.
  - c. You would like to vary your method of integrating sources in a paper that is heavily reliant on quotations.
2. **How to Paraphrase:** Essentially, paraphrasing is similar to retelling a story to a friend. You want to include the meaning of the work, but you want to do it in your own words. There are two main things to keep in mind when paraphrasing: avoiding plagiarism and maintaining the original meaning of the text.
  - a. **Avoiding Plagiarism:** In order to paraphrase without plagiarizing you must change the wording and structure of the work. Most people only reword a passage and inadvertently plagiarize because they ignore the structure of their paraphrase. Below you will find examples of appropriate and inappropriate attempts at paraphrasing the following newspaper excerpt:
    - i. *Original quote: "Carlos Escanilla, who scored poorly on the SAT and was a mediocre student in high school, didn't expect very much of himself. Yet he completed college and graduate school. Mr. Escanilla's story is an inspirational one of resilience, determination and grit." excerpt from the article "The Pressure on Today's Students," by Rachel Van Cleave, The NY Times*
  - b. **Example of too close wording:**
    - i. *After scoring poorly on the SAT and being mediocre in high school, Carlos Escanilla didn't expect much of himself. Mr. Escanilla's story ended up being an inspirational one of resilience because he completed college and graduate school (Cleave).*
    - ii. Notices how this example employs the same language as the original source but changes the structure. When attempting to avoid plagiarism, changing the structure is not sufficient because the wording of your paraphrase would be too close, or even identical, to the wording in your source. Too close wording is considered plagiarism.
  - c. **Example of sentence structure being too close:**
    - i. *Carlos Escanilla, a student who performed below average on the SAT in high school, had low expectations for his future. But he eventually graduated from both college and graduate school. His inspiring story shows the importance of grit (Cleave).*



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- ii. Notice how in this example the wording was changed but not the structure. This also counts as plagiarism because you would be copying the original writer's style.
- d. **Maintaining the meaning of a text:** In addition to avoiding plagiarism, your goal when paraphrasing is to convey the original meaning of the text. This means that the information must stay the same, the argument must not be confused, and the intention of the original source must be maintained.
- e. **Example of inaccurate paraphrase:**
  - i. *In an effort to prove wrong the people who did not believe in him, Carlos Escanilla worked very hard at completing high school and graduate school. This went against people's assumptions of his future they based off his poor SAT score and average high school performance (Cleave).*
  - ii. Notice how this example distorts the meaning of the text rather than rephrasing it. Nowhere in the original source does it mention what other people thought of Carlos. When paraphrasing, it is important to remember that the paraphrase should be objective and separate from your analysis.
- f. **Example of acceptable paraphrase**
  - i. *Poor grades on the SAT and average performance in high school led Carlos Escanilla to develop low expectations for his future. Although, because of his grit and unwillingness to quit, he eventually graduated from college and finished graduate school (Cleave).*
  - ii. Notice how this paraphrase captures the meaning of the text while changing the words and the structure.
  - iii. By changing the words and structure of the original passage, the student writer was able to articulate the core meaning of the original passage without using too close wording or structure.

**Activity 2:** In this exercise, you will practice paraphrasing. To complete this exercise, read the following passage and underline any key words or phrases that will help you understand its meaning. Then practice paraphrasing this passage in the space provided. Make sure to use your own wording and structure without changing the meaning of the passage.

The following is an excerpt from the journal article "Student Debt: State policies leave families with few good options" by Craig Smith.

*Many students face a stark choice: go to college and acquire a mountain of debt that will come due right after graduation, or forgo college altogether. Sadly, this choice is the primary one confronting those who stand to gain the most from higher education: the economically disadvantaged and people of color.*

*Nationwide, student debt has climbed to more than \$1 trillion.*

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**Summarizing:** Summarizing a work is similar to paraphrasing, but in addition to rephrasing the work it also shortens it. Essentially, imagine yourself trying to tell your friend a story in a limited amount of time. You would only tell them the most essential and relevant aspects of the story.

1. **When to Summarize:** Scholars summarize when they want to include a work, argument, or reference, but the original wording is too long and/or convoluted to include it all. Additional reasons to summarize include:
  - a. You (the essay writer) need to reference the work, but the work is too long.
  - b. The text employs heavy jargon that might convolute the meaning of the work.
  - c. The source includes extraneous and irrelevant information.
2. **How to Summarize:** The same rules of paraphrasing apply to summarizing. The only difference between paraphrasing and summarizing is that when summarizing, you will be condensing the work by cutting out extraneous information. Make sure to review the paraphrasing section to ensure you are not using wording or structure that closely resembles the original source.
  - a. For example, this is a summary of *The Three Little Pigs*:
    - i. *“The Three Little Pigs” is a fable about three pigs that construct three separate homes. The Big Bad Wolf, the antagonist of the story, blows down the first two homes while the final home, made out of brick, remains intact.*
    - ii. Notice how this example takes an entire piece (The Three Little Pigs) and condenses it to a few sentences. Also notice how the meaning of the story is not changed.
    - iii. (For more information see Summary and Synthesis handout at [carp.sfsu.edu](http://carp.sfsu.edu))

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**Activity 3:** In this exercise, you will practice summarizing. To complete this exercise, imagine you are writing a paper about rising gentrification in San Francisco’s Mission District. First, read the following passage and underline any key words or phrases that will help you understand its meaning. Then practice summarizing this passage in the space provided. Make sure to use your own wording and structure without changing the meaning of the passage. Also, try to summarize only the most important information

The following is an excerpt from the journal article “Geographies of Displacement: Latina/os, Oral History, and The Politics of Gentrification in San Francisco's Mission District” by Nancy Raquel Mirabal

*The emphasis, if not mythology, of the dot-com boom as the economic salvation of late twentieth-century capitalism led to a collective belief during the late 1990s that gentrification, despite all of its potential drawbacks, was a positive and necessary byproduct of the growing Bay Area prosperity and wealth. For many Latina/os in the Mission District, this was not the case. The Mission, which had and continues to have the highest concentration of Latina/o and Latin American immigrants in the city, with an estimated 48 percent of residents in 1997 identifying as Latina/o, also had the highest number of renters. Close to 70 percent of Mission residents rent their homes. 16 This left the Latina/o residents of the Mission District vulnerable to eviction and displacement during the height of the dot-com boom.*

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