Integrating Evidence

In order to create a strong and convincing paper, evidence is required to support the arguments presented. Evidence can be brought into an argument either through direct quotations or the paraphrasing of another’s ideas. There are some important rules to follow to integrate evidence properly.

## Direct Quotations

Used to capture the specific wording of an author’s work to convey an idea. When quoting, ensure:

* Quotation marks are used around direct wording from a source
* Direct quotations do not stand alone as a sentence
* Never start a sentence with a quotation
* Frame the quotation by introducing the context and source in your own words
  + Introduce the author and the authority with which they speak
  + Only author’s last name is needed for subsequent references
* Final punctuation is to be within the quotation marks, regardless if it is the author’s or yours

**Examples:**

POOR ~ Beer drinking has been a popular social activity for thousands of years. "Since the Egyptians first fermented grain along the banks of the Nile, beer has been a part of almost every society."

GOOD ~ Beer drinking has been a popular social activity for thousands of years. According to Paul Williams, "since the Egyptians first fermented grain along the banks of the Nile, beer has been a part of almost every society."1

BETTER ~ Beer drinking has been a popular social activity for thousands of years. Anthropologist Paul Williams writes that "since the Egyptians first fermented grain along the banks of the Nile, beer has been a part of almost every society."1

BEST ~ Beer drinking has been a popular social activity for thousands of years. In his book *The Birth of Beer*, anthropologist Paul Williams notes that"since the Egyptians first fermented grain along the banks of the Nile, beer has been a part of almost every society."1

There are many ways to begin introduce the author of a quotation; some common phrasings are:

In the words of X, . . . According to X, . . . In X's view, . . . This idea is supported by….

Familiarize yourself with the various verbs commonly used to introduce quotations. Here is a partial list:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| admits  agrees  argues  asserts | claims  comments  compares concludes | demonstrates  emphasizes  explains illustrates | insists  maintains  notes  observes | reasons  states  suggests  writes |

Each verb has its own nuance. Make sure that the nuance matches your specific aims in introducing the quotation. Vary the way you introduce quotations to avoid sounding monotonous. However, you should never sacrifice precision of phrasing for the sake of variety.

Note that when discussing an author’s work, it is always done in the present tense. This can be tricky when writing a history essay, where the remainder of your work is in the past tense. Be mindful of when to use which tense.

It is important that the entire sentence (context and quotation) flows together and make grammatical sense. This may mean that a quotation may need to be altered by omitting words by using ellipsis marks and adding words by using square brackets.

**Examples:**

In *The Mirror and the Lamp*, Abrams comments that the "diversity of aesthetic theories . . . makes the task of the historian a very difficult one."1

Do not use an ellipsis if you are merely borrowing a phrase from the original:

In "The Gettysburg Address" Abraham Lincoln reminds his listeners of the principles that had inspired the creation of "a new nation."1

If you need to alter or replace text from the original, enclose the added text within square brackets. You may, for example, need to alter text to ensure that pronouns agree with their antecedents.

Do not write,

Gertrude asks her son Hamlet to "cast your nighted colour off."1

Square brackets allow you to absorb Gertrude's words into your own statement:

Gertrude asks her son Hamlet to "cast [his] nighted colour off."1

## Paraphrasing

To paraphrase means to summarize someone else's ideas in your own language in order to distill only the most essential points. Whenever you paraphrase, remember that:

* A reference to the author/work must be provided
* Accuracy to the author’s idea must be maintained
* The paraphrase must be entirely in your own words. You must do more than merely substitute phrases here and there. You must also completely alter the sentence structure.

**Example:**

The original passage from Oliver Sacks' essay *An Anthropologist on Mars*:

The cause of autism has also been a matter of dispute. Its incidence is about one in a thousand, and it occurs throughout the world, its features remarkably consistent even in extremely different cultures. It is often not recognized in the first year of life, but tends to become obvious in the second or third year. Though Asperger regarded it as a biological defect of affective contact—innate, inborn, analogous to a physical or intellectual defect—Kanner tended to view it as a psychogenic disorder, a reflection of bad parenting, and most especially of a chillingly remote, often professional, "refrigerator mother." At this time, autism was often regarded as "defensive" in nature, or confused with childhood schizophrenia. A whole generation of parents—mothers, particularly—were made to feel guilty for the autism of their children.

Here is an example of **illegitimate** paraphrase:

The cause of the condition autism has been disputed. It occurs in approximately one in a thousand children, and it exists in all parts of the world, its characteristics strikingly similar in vastly differing cultures. The condition is often not noticeable in the child's first year, yet it becomes more apparent as the child reaches the ages of two or three. Although Asperger saw the condition as a biological defect of the emotions that was inborn and therefore similar to a physical defect, Kanner saw it as psychological in origin, as reflecting poor parenting and particularly a frigidly distant mother. During this period, autism was often seen as a defense mechanism, or it was misdiagnosed as childhood schizophrenia. An entire generation of mothers and fathers (but especially mothers) were made to feel responsible for their offspring's autism.1

Here is an example of a **legitimate** paraphrase of the original passage:

In *An Anthropologist on Mars*, Sacks notes that although there is little disagreement on the chief characteristics of autism, researchers have differed considerably on its causes. As he points out, Asperger saw the condition as an innate defect in the child's ability to connect with the external world, whereas Kanner regarded it as a consequence of harmful childrearing practices.1

Adapted from Jerry Plotnick’s publications found on the University of Toronto’s of UC Writing Centre website (<http://www.uc.utoronto.ca/handouts>)

## Citations

Whenever you use someone else’s ideas, either through direct quotations or paraphrasing, you must acknowledge the source through proper citations. This is to be done with footnotes or endnotes that follow the Chicago Style of Formatting. Citations must follow formatting rules:

* A superscript number indicating the Footnote/Endnote is placed at the end of the sentence
* Citations are tracked numerically based on occurrence – not the source
* entries are indented and authors are presented as First Last Name
* entries are indented and single spaced with no extra lines between entries
* Include the specific page number from which the quotation was taken if you are using print
* All titles of larger works are to be underlined or *italicised*. Titles of articles are put in quotation marks
* The first time a source is referenced the full citation is needed
* Subsequent references only require the author’s last name and page number unless more than one work from the same author is used, in which case the reference to the title is also included

**Example:**

By following the above rules, you will ensure a good use of evidence that will strengthen your argument. Remember that it is important not only to include evidence, but also to properly integrate the evidence within your work. By not properly placing evidence within a context that gives background information, as Professor Hugginkiss states, “the reader will be unclear about the evidence and therefore the argument will be weakened.”[[1]](#footnote-1) You should always strive to introduce the reader to the source of the evidence in order to add a sense of authority to your argument. Keep in mind that a direct quotation is a great way to integrate evidence but is not the only way. If you simply need to convey the idea of the author, and not the exact wording, you can, as historian Case explains, simply paraphrase the idea or information presented into your own words, and of course the source is properly acknowledged.[[2]](#footnote-2) This technique is very useful, and as Hugginkiss explains, if it is mastered it will make your arguments stronger.[[3]](#footnote-3) Regardless of which method of integrating evidence is used, a proper citation of the source is required. Remember that a failure to properly cite your sources is considered plagiarism.

In addition to citations, a bibliography is also required to show your research. This is a list of works used in researching and creating a project, which follows a specific format:

* separate page for this information with the title of “Bibliography”
* entries are listed in alphabetical order by author’s surname
* entries spanning more than one line are formatted with a hanging indent
* entries are single spaced with a line space between entries
* all titles are to be underlined or *italicised*

# Chicago Style Guide of Formatting Quick Guide for Footnotes

**Books**

1. Author, *Title*. Place of Publishing: Publisher, Year.

* If a book has two or three authors, write all names separated by the word ‘and’
* If a book has four or more authors, write only the first author followed by “et al.”
* If the book has a translator, compiler, or editor, make that distinction using “trans”, “comp”, “ed” – in some cases this person may be in addition to the author

1. Michael Pollan, *The Omnivore’s Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.

**Digital Periodical (Newspaper, Magazine or Journal)**

2. Author, “Article Title,” *Publication Title*, Date of Publication, p. (if print) **OR** elibrary or URL (if digital)

2. Daniel Mendelsohn, “But Enough about Me,” *New Yorker*, January 25, 2010, 68.

3. William Niederkorn, “A Scholar Recants on His ‘Shakespeare’ Discovery,” *New York Times*, June 20, 2002, E10.

**Online Database**

History Study Centre Article

5. Author, “Article Title,” *Database*, Date.

5. Rob Howatson, "The Holy Roman Empire, 936-1806." History Study Centre, ProQuest, 2010.

**Website**

6. Author/Institution, “Title of Item,” Institution, full URL, (date or date updated)

\*as a last resort a date accessed may be used in place of updated\*

6. Donald Scott, “Mormonism and the American Mainstream,” National Humanities Centre, (June 6, 2012), <http://www.nhc.rtp.nc.us:8080/tserve/nineteen/nkeyinfo/nmormon.htm>.

1. Amanda Hugginkiss, *Things that Drive History Teachers Crazy* (Toronto: Banting Memorial Press, 2008), 25. [↑](#footnote-ref-1)
2. Justin Case, *How to Ace a History Course without Cheating* (New York: Perfect Publishing, 1999), 102-103. [↑](#footnote-ref-2)
3. Hugginkiss, 32. [↑](#footnote-ref-3)