

INTEGRATING QUOTES AND PARAPHRASES IN RESEARCH PAPERS

If you lack personal experience in a subject, you will turn to sources to learn what you need to know. You will **attach a bibliography** to your paper, and you will integrate the ideas from other writers through **paraphrase, summary, and direct quotation**. However, the bibliography is not enough to show your reader where borrowed information comes from: you have to document a source every time you use a quotation or a paraphrase. Giving credit to sources in the text is called **in-text documentation**. **Failure to document properly constitutes plagiarism!**

1. Never quote anything you don't fully understand.
2. When you quote, you **copy passages exactly as they appear in the source**, word for word. Quotes are marked with quotations marks. The page reference follows the quotation marks in parentheses; end punctuation goes at the end. If you mention the name of the author in your introduction to a quote, you do not need to repeat it in the parentheses that follow the quote.

Example: In his essay about his father's alcoholism, Scott Russell Sanders states that his father "drank as a gut-punched boxer gasps for breath, as a starving dog gobbles food—compulsively, secretly, in pain and trembling" (295). **APA: (1989, p. 295)**

3. **Quotes have to follow the text exactly.** However, a partial quote must fit the grammar of the sentence into which it is integrated, so you might have to change a pronoun, a verb tense, or an initial capital letter to make it fit. Put square brackets [] around words in a quote you had to change to make them fit your sentence. Better yet, try to paraphrase the parts that would give you trouble and retain only a few key words in quotations.

Example: Looking back on her life with multiple sclerosis, Nancy Mairs declares that "[she] was never a beautiful woman, and for that reason [she has] spent most of [her] life ... suffering from the shame of falling short of an unattainable standard" (231). **APA: (1986, p. 231)**

4. **Shorten longer quotes as much as possible;** cut out everything you don't absolutely need to prove your point. Put ellipses (...) where you took out words from the original text. If several quotes in one sentence come from the same page, one page reference at the end is enough.

Example: In his essay "Politics and the English Language," George Orwell gives several tips on how writers can simplify their writing style and thus escape the "pretentiousness" of public discourse: avoid using clichés, use short words instead of long ones, use active instead of passive voice, use "everyday English equivalent[s]" of Greek and Latin words (172). **APA: (1950, p. 172).**

5. **Never quote a whole sentence without stating the point the quote supports beforehand.** Put a colon between your point and the quote:

Example: In “The Seven-Lesson School Teacher,” John Taylor Gatto explains that our school system discourages independent thinking: “Good students wait for a teacher to tell them what to do” (365). **APA: (1992, p.365).**

6. A professional way to quote a whole sentence is to break the sentence in half and insert the name of the author and his/her credentials in the middle (**split quote**). The following is an example of journalist Ellen Goodman using this technique in an essay about human cloning:

Example: “We actually do start down the road of treating people like products,” says ethicist George Annas, who found himself unwillingly linked to this Web site. “In the name of individual liberty, are we going to actually custom-make our kids the way we want them to be? (494). **APA: (1999, p. 494)**

7. **Indirect Source:** If you quote a source from another source (such as the Annas quote in the Goodman example above), attribute the quote to the person who actually said it and then add *qtd.* [=quoted] to your documentation to alert your reader that you are using an **indirect quote**, a quote for which you do not have the original citation.

Example: In her discussion of human cloning, Goodman quotes ethicist George Annas, who expresses concern that we “are going to custom-make our kids the way we want them to be” (qtd. Goodman 414). **APA: (qtd. Goodman, 1991, p. 414)**

8. **Beware of the Haunted Paper!** Never assume your reader knows your sources as well as you do: always provide the context in which a quote appears and explain how the quote ties in with your point. Quotes floating in a paper without proper context and connections with your points are called “ghost quotes”; they do absolutely nothing for your paper except earn you a bad grade. In the example below, the writer did not establish a clear connection between the point and the quote; these are ghost quotes:

Example: In his article “The Nature of Serenity,” Theodore Roszak argues that we need to consider ourselves part of the natural environment if we want to keep our sanity. “‘Crazy’ is a word freighted with strong emotions” (503). **APA: (1996, p. 503)**

9. The best way to avoid ghost quotes is to **paraphrase most of your sources** and only quote the most important (or most striking) bits; to avoid confusion in longer paraphrases, document the quotes/paraphrases for each sentence.
10. When you **paraphrase**, you render ideas from a source in your own words; you do not use quotation marks. Use your own words to render the other writer’s ideas. Read the idea several times, then turn over the source from which it came and re-formulate the idea in your own words. Check: you cannot have two words in a row exactly like the author had it without putting quotation marks around them.

11. Because there are no marks signaling the beginning and end of a paraphrase, it is extremely important that you **mark the beginning of each paraphrase by mentioning the author's name and/or provide the context for the information you borrow**; you mark the end with the page number in parentheses like you would for a quote. For most paraphrases, you will mention the author's name in the introduction, so you do not need to repeat it in the parentheses after the paraphrase.

Example: Anna Quindlen makes fun of her fitness instructor when he tells her that most women lack upper body strength by pointing out that many women spend many hours hauling babies and baby strollers up and down stairs (243).

APA: (1988, p. 243)

12. **When you mention an author for the first time, give his/her full name and his/her (academic) credentials** (Google the author's name if you don't know) to demonstrate to your reader that this is a trustworthy source. After that, refer to authors by their last names only.

Example: Roszak would like to see mainstream psychology repair itself by adopting a more ecological perspective. But Canadian psychotherapist Andy Fisher says, in effect, don't bother. In his recent book, Radiocal Ecopsychology, he warns his peers to keep their distance from mental health care institutions that ultimately serve "the dominant power-interests of our society." Fisher is convinced we'll never be well until we dismantle a social machine that keeps us in a state of war with nature. Because standard therapy may be propping up this system on some deep level, he urges his colleagues to explore new methods, including the therapeutic power that earlier peoples found (or summoned) in rites and rituals. Once therapists have become social critics as well as healers, they can help to create a new culture that doesn't do brutally sever us from our ancient needs and rhythms of human life.

(The above is an excerpt from Creedon's, "The Greening of Tony Soprano," 695.

Unlike academic writer, journalists document their sources by giving only names and the titles; they do not generally give page numbers for their sources. In your paper, however, you must give page numbers for all quotes and all paraphrases!)

13. Experienced writers **mix paraphrase and short quotations** (as Creedon does in the above example) because this is the best method to show your reader that you have done your research without the awkwardness of long quotes. The parenthetical documentation, in this case, goes at the end of the paraphrase.
14. **Summaries** are short synopses of longer scenes and passages. Document them the same way you would paraphrases.

The above examples are taken from Fink and Gautreaux, *Reading Life* (2,3,5,7,11,12) and Fink and Gautreaux, *Reading Matters* (4,6,8)