Integrating Quotations in Your Writing

Wednesday, March 2 @ 9 pm ET
Presenter – Julie Freydlin
Kaplan University Writing Center

Please click here to view this recorded workshop:
http://khe2.adobeconnect.com/p4dg1nbb86n/
Learning Objectives

1. Identify what plagiarism vs. common knowledge looks like.
2. Properly integrate quotes into your writing.
3. Define the research and writing strategies of summarizing, paraphrasing, and using direct quotations.
4. Apply integration strategies to one’s writing, such as using signal phrases, sandwiching quotations, and using quotations selectively.
Smart Writers…

- Choose research that fits the purpose, audience, and context of the writing assignment.
- Typically summarize or paraphrase evidence and provide citation of ideas that are not common knowledge.
- Only use the most relevant quotations that help a reader understand a subject better.

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Common Knowledge

- Information that is widely known and cannot be contested.
- Common knowledge does **not** include personal or group opinion.
- Examples include the capital of Ohio, the year Obama was first elected, the first president of the United States, etc.
Smart Writers Choose...

• To give credit to any outside ideas, readings, visuals, and key phrases used within an essay that are not common knowledge or your words, thoughts, or ideas
• To never copy and paste website information verbatim without quoting and citing.
• To ensure that paraphrases and summaries are not simply rewordings of sources.

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Ways to Use a Source in Writing

Writers typically use evidence in the following ways:

- **Direct quotations** that are essential to understanding a major concept within the essay.
- **Concise summaries** that give background information about key ideas, people, places, events, and history.
- **Paraphrases**, which are source information in your own words, rather than the author’s original words.
## Source Use Overview

### Paraphrased or Summarized

**What this Means**
Rather than using the source word-for-word, you have borrowed the author’s ideas while placing them in your own words.

**Required Info**
The citation must include the last name of the author (or title if no author is provided) and year of publication.

**Examples**
- (Feazel, 2000)
- (Johnson & Torrey, 1999)
- (Taylor, n.d.)

### Direct Quote

**What this Means**
The author’s ideas are borrowed ‘as is.’ The passage is used word-for-word or nearly word-for-word.

**Required Info**
The citation must include the last name of the author, year of publication, and page number only.

**Examples**
- (Collier & Morrish, 1998, p. 12)
- (Ragsdale, 2002, para. 3)
- (McKinstrey, n.d., p. 11)
or paragraph number only.

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Let's look at each of these separately.
Original Source vs. Summary

Original: “Most of the observations noted positive reading strategies in the classrooms, such as reading aloud in an engaging manner and independent reading time, which is consistent with emergent literacy and the PKCC. However, some of the observations also included direct, focused teaching of reading, such as one-on-one instruction, directed strategies to build comprehension, grammar and punctuation, and decoding words, which is more appropriate for kindergarten or first grade.”
Summary

Although some reading strategies were age-appropriate for preschoolers, others would be more appropriate for older grades (Nitecki & Chung, 2013).

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Original Source vs. Paraphrase

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Paraphrase

Teachers employed some great reading strategies, such as independent reading and reading aloud. However, they also used direct instruction and even taught grammar and punctuation, which is inappropriate for preschoolers (Nitecki & Chung, 2013).
Original Source vs. Integrating a Quote

- Original: “Most of the observations noted positive reading strategies in the classrooms, such as reading aloud in an engaging manner and independent reading time, which is consistent with emergent literacy and the PKCC. However, some of the observations also included direct, focused teaching of reading, such as one-on-one instruction, directed strategies to build comprehension, grammar and punctuation, and decoding words, which is more appropriate for kindergarten or first grade.”

Original source vs. integrating a quote

Original: “Most of the observations noted positive reading strategies in the classrooms, such as reading aloud in an engaging manner and independent reading time, which is consistent with emergent literacy and the PKCC. However, some of the observations also included direct, focused teaching of reading, such as one-on-one instruction, directed strategies to build comprehension, grammar and punctuation, and decoding words, which is more appropriate for kindergarten or first grade.”
Integrating a Quote

Although teachers employed reading strategies that were age-appropriate for preschoolers, they also taught “grammar and punctuation, and decoding words, which is more appropriate for kindergarten or first grade” (Nitecki & Chung, 2013, p. 51).
An Integration Strategy: Signal Phrase

According to Weston (1996), children from one-parent homes read at “a significantly lower level than those from two parent homes” (p. 58).

Moore (2003) argues that if we hope to remain a prosperous democracy, “citizens must understand, appreciate, and take part in the political process” (p. 33).
Signal Phrases:

Example Signal Phrases
In the words of researchers, “…”
As So-and-So has noted, “…”
“…,” writes Noted Author, “…”
“…,” claims Expert in the Field.
Notable Person offers this counterargument: “…

Verbs in Signal Phrases
Acknowledges, Adds, Admits, Agrees, Argues, Asserts, Believes, Claims, Comments, Compares, Confirms, Contends, Declares, Denies, Disputes, Emphasizes, Endorses, Grants, Illustrates, Implies, Insists, Notes, Observes, Points Out, Reasons, Refutes, Rejects, Reports, Responds, Suggests, Thinks, Writes
The Hamburger Strategy

Research writers try to incorporate sources powerfully in their essays in order to convince their readers and to provide smooth reading. The writer frames source material in his or her own ideas, such as with a topic sentence and a follow-up or concluding sentence. Topic and follow-up sentences, like the buns on a hamburger, hold the source information in place, giving it context, purpose, and a way for you as the author to control how the reader sees the information in connection to your thesis.
Conventional medicine is often viewed as providing immediate relief for illness. John Jones (2003), a 13-year DO in New York City, contends that “most conventional healthcare providers prescribe medicine that only alleviates a patient’s symptoms” (p. 3). This sentiment is echoed by another healthcare provider who explains that “alternative medicine seeks to help patients prevent illness by understanding underlying causes” (Smith, 2007, p. 99). It seems logical, therefore, that optimal health can be achieved by balancing conventional and alternative approaches to medicine because they both have benefits to patients.
Citing Quotes In-text
The in-text citation for quotes has three parts: author's last name, publication year, and page number.

Example 1: According to Weston (1996), children from one-parent homes read at “a significantly lower level than those from two parent homes” (p. 58).

Example 2: Weston (1996) noted that children from one-parent homes read at “a significantly lower level than those from two parent homes” (p. 58).

Example 3: Children from one-parent homes read at “a significantly lower level than those from two parent homes” (Weston, 1996, p. 58).
Citing Sources – The References Page

Sample in-text citation:
Although teachers employed reading strategies that were age-appropriate for preschoolers, they also taught “grammar and punctuation, and decoding words, which is more appropriate for kindergarten or first grade” (Nitecki & Chung, 2013, p. 51).

Sample reference citation:

Learn more about this in our Common Citations in APA Format tutorial:
https://kucampus.kaplan.edu/MyStudies/AcademicSupportCenter/WritingCenter/WritingReferenceLibrary/ResearchCitationAndPlagiarism/CommonCitationsInAPFormat.aspx#section4

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If you need help before you write the first draft, you can use live tutoring. During live tutoring, you can ask questions and brainstorm with a tutor. Live tutors can help you with other stages in the paper writing process as well.
Contact Information
Julie Freydlin, Tutor
Amy Sexton, Tutor, Workshops

Write us at kuwc@kaplan.edu!

Workshops are recorded and recording links, with an accompanying PowerPoint, are posted on the Writing Center Workshops page after the workshop.

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