

The Writing Mentor  
Session 10: Using Sources



**Welcome!**

- Sign in.
- Collect handouts.
- Create a name tent.

**Effective Use of Source Material: Summarizing, Paraphrasing, and Integrating Quotations (and Avoiding Plagiarism)**

**To Prepare...**

- Bring several journal articles that you are currently using to write a paper and/or bring a draft of that paper in which you quote, paraphrase, or summarize the articles.

**Agenda:**  
Effective Use of Source Material

- Summarizing
- Paraphrasing
- Integrating Quotations

**To Begin...**

- Take a highlighter or a sticky note and identify places where the author of your journal article has—or where you—have:
  - Summarized,
  - Paraphrased, or
  - Quoted another source.
- What was the purpose in doing so?

## Joining the Conversation

- Three ways to acknowledge the other voices in the conversation
  - Summaries
  - Direct quotations
  - Paraphrases
- Think of it this way: You are writing other voices into your text.



## Summarizing and Paraphrasing

## Summarize or Paraphrase When...

- what you want from the source is the **idea** expressed, and **not the specific language** used to express it;
- you can express the key point of a source in fewer words .

## Summarizing

Presenting a condensation of another writer's main point(s) in your own words.

## Summarizing

- In *Reading Rhetorically*, Bean, Chappell, & Gillam offer two caveats when summarizing a text in order to comment on it:
  - Summarize only what's relevant to your particular discussion.
  - Guard against distorting the original author's text to fit your argument.

## When to Summarize

- Summarize when several sources deal with the same topic or make the same point.
  - Persistence of students of color in STEM fields has gained increasing attention in the past ten years (Adams, 2001; Douglas, 1993; Hughes, 1997; Murray, 2010).
  - High school graduation rates are significantly lower among African American and Hispanic populations than among white students (Aris, 2009, p. 47; Baker, 2011, p. 362; George, 2010, p. 90).

## Writing a Summary

- Begin with a sentence naming the author, title and main idea of the text.
- Add supporting points as needed.
- Do NOT add your own thoughts or opinions!

## FATt Summary Sentences

- **F = Focus**
- **A = Author's name**
- **T = Title**
- **t = Text type (news article, editorial, book, etc.)**

## Let's Try It!



- Write a one sentence FATt summary of one of the articles you brought.

- "Two-thirds of adolescent and adult Americans drink alcohol, and of those, 8 to 12 percent will become alcoholics or problem drinkers. To combat this huge public-health crisis, we should begin a national system of licensing, with appropriate penalties. Applicants for a drinking license would first be required to study a manual containing basic information about alcohol and the law, much like the driver's manual we all memorized in high school. Next they would have to pass a written test, after which they would receive a drinking license. License holders, and only license holders, would then be able to buy alcoholic beverages (including beer). Most of the problem drinkers would, at some point, probably face arrest on alcohol-related offenses. If convicted, they would lose their license. A liquor store or bar caught selling to an unlicensed drinker would lose its license as well."
- —Mike Brake. (1994, March). Needed: A license to drink. *Newsweek* 123, 11.

## Paraphrasing

## What Is a Paraphrase?

- A paraphrase is a rewording of a particular point in a source.

## A Paraphrase

- Restates, in your own words, all the points of the original passage.
- A good paraphrase:
  - Retains all the details of the original;
  - Helps clarify complex ideas and dense or technical language; and
  - Is as long, or even longer, than the original text.



**Discussion: When would it be desirable to paraphrase rather than summarize?**

## Why Paraphrase?

- To emphasize especially significant ideas by retaining all the points or details from the original.
- When you want to clarify ideas that are complex or language that is dense, technical, or hard to understand.

## Paraphrasing

- Be selective. Usually you usually don't need to paraphrase an entire passage; instead, choose the material that helps you make a point in your paper.

## Paraphrasing

- Think of what "your own words" would be if you were telling someone who's unfamiliar with your subject (your mother, your brother, a friend) what the original source said.

## To Conclude...

- Remember, do not include your own ideas or commentary in the body of the summary or paraphrase.
- Your own ideas should come after the summary or paraphrase. You don't want your reader to become confused about which information is yours and which is the source's.
- Summaries and paraphrases require appropriate citations since the ideas are not your own.

## Avoiding Plagiarism

## Word-for-Word Plagiarism

- Notice that the writer has not only “borrowed” Chase’s material (the results of her research) with no acknowledgment, but has also largely maintained the author’s method of expression and sentence structure. The phrases in red are directly copied from the source or changed only slightly in form.

## Word-for-Word Plagiarism

- Even if the student-writer had acknowledged Chase as the source of the content, the language of the passage would be considered plagiarized because no quotation marks indicate the phrases that come directly from Chase. And if quotation marks did appear around all these phrases, this paragraph would be so cluttered that it would be unreadable.

## More Examples

- What are the differences between the “Patchwork Paraphrase” and the “Legitimate Paraphrase”?

## The Patchwork Paraphrase

- This paraphrase is a patchwork composed of pieces in the original author’s language (in red) and pieces in the student-writer’s words, all rearranged into a new pattern, but with none of the borrowed pieces in quotation marks. Thus, even though the writer acknowledges the source of the material, the phrases in red are falsely presented as the student’s own.

## A Legitimate Paraphrase

- The writer has documented Chase’s material and specific language (by direct reference to the author and by quotation marks around language taken directly from the source).
- Notice too that the writer has modified Chase’s language and structure and has added material to fit the new context and purpose – to present the distinctive functions of experts and nonexperts in several professions.

## Shared Language

- A number of phrases from the original passage appear in the legitimate paraphrase: *critical care, staff nurses, nurse manager, clinical nurse specialist, nurse clinician, resource nurse.*
- In every discipline and in certain genres (such as the empirical research report), some phrases are so specialized or conventional that you can't paraphrase them except by wordy and awkward circumlocutions that would be less familiar (and thus less readable) to the audience.

## Shared Language

- When you repeat such phrases, you're not stealing the unique phrasing of an individual writer but using a common vocabulary shared by a community of scholars.

## A Reminder

- Remember that you can use direct quotations from the original within your paraphrase, and that you don't need to change or put quotation marks around shared language.

## Checking Up!

- Review the draft you brought.
  - Have you inadvertently plagiarized?
  - Do you have any "patchwork" paraphrasing?



## Quote, Summarize, or Paraphrase?

- **In general**, use direct quotations only if you have a good reason. Most of your paper should be in your own words.
- It's often conventional to quote more extensively from sources when you're writing a humanities paper, and to summarize from sources when you're writing in the social or natural sciences.

## Use a Quotation...

- to show that an authority supports your point;
- to present a position or argument to critique or comment on;
- to include especially moving or historically significant language; or
- to present a particularly well-stated passage whose meaning would be lost or changed if paraphrased or summarized.

## Direct Quotations

- Place periods or commas **within** quotation marks.
- EXCEPTION: with a parenthetical in-text citation, the period follows the citation in parentheses.
- James M. McPherson comments, approvingly, that the Whigs “were not adverse to extending the blessings of American liberty, even to Mexicans and Indians” (48).

## Direct Quotations

- Put colons and semicolons **outside** quotation marks.
- Harold wrote, “I regret that I am unable to attend the fundraiser for AIDS research”; his letter, however, contained a substantial contribution.

## Direct Quotations

- Put question marks and exclamation points inside quotation marks unless they apply to the sentence as a whole.
- Contrary to tradition, bedtime at my house is marked by “Mommy, can I tell you a story now?”
- Have you heard the old proverb, “Do not climb the hill until you reach it”?

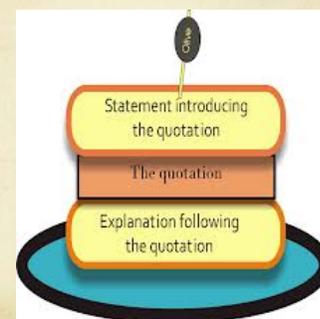
## Selection Guidelines

- Short quotations are preferable.
- Pull the precise language fragments from a text that will help you express your point.
- Fairly represent the original writer’s point.
- Directly and clearly connect to the point(s) *you* are making.

## Frame Every Quotation

- Introduce the quotation.
- Include the quotation.
- Comment on the quotation and its significance, making sure the reader understands what you are using the quotation to show.

## The Quotation Sandwich



### Templates for Introducing Quotations (from *They Say, I Say*, p. 43)

- X states, “\_\_\_\_\_.”
- As the prominent philosopher X puts it, “\_\_\_\_\_.”
- According to X, “\_\_\_\_\_.”
- X himself writes, “\_\_\_\_\_.”
- In her book, \_\_\_\_\_, X maintains that “\_\_\_\_\_.”
- In X’ s view, “\_\_\_\_\_.”
- X disagrees when he writes, “\_\_\_\_\_.”
- X complicates matters further when she writes, “\_\_\_\_\_.”

### The Explanation

- When explaining or commenting on quotations, think the phrase: **“In other words ...”**

### Templates for Explaining Quotations

- Basically, X is saying \_\_\_\_\_.
- In other words, X believes \_\_\_\_\_.
- In making this comment, X argues that \_\_\_\_\_.
- X is insisting that \_\_\_\_\_.
- X’s point is that \_\_\_\_\_.
- The essence of X’s argument is \_\_\_\_\_.

### The Goal

- In framing quotations, the writer creates a hybrid text, a mix of the original author’s words with his or her words.

### Using Fragments: An Example

- The author argues that children are “victims of intimate terrorism” with “no collective voice and no rights.” As “the property” of parenting adults “they are without “legal recourse” (2).

### Use Ellipses...

- Ellipses allows writers to focus tightly on the language from the quoted text that will help them make their points.

### An Example

- In her story of the party, bell hooks admits that she wanted the others to understand that “being physically hurt or abused...has harmful consequences in our adult life” (2).

### Using Brackets

#### Original

- “They will cling to the misguided assumption that their parents love them...”

#### With brackets

- A child “cling[s] to the misguided assumption that [her] parents love [her]” (4).

### “They Say”: Putting It All Together

- Summarize basic argument or points in a text;
- Paraphrase as necessary to clarify dense, detail-important text;
- Identify best representative quotation(s);
- Use quotation strategies (fragments, ellipses, brackets) to shorten quotes;
- Frame quotes with introduction and commentary (“in other words”).

