WHAT IS QUOTING AND PARAPHRASING?
When you are asked to write about or analyze text(s), you will use quotes and paraphrases from them. What is the difference between quoting and paraphrasing?

• **Quoting**: Is using the direct language from another person either in full sentences or groups of words and putting the borrowed language between quotation marks.

• **Paraphrasing**: Is putting the ideas or arguments of another person entirely into your own words.

WHY QUOTE VERSUS PARAPHRASE?
Before you use a quotation, decide if you can use your own words (paraphrase) to express the author’s ideas. If you include too many quotations, readers form the impression that you cannot think for yourself. However, in text-based writing, you will want to include some quotes, so you keep your analysis of the text central to your discussion.

Use quotations when…

• **the original language is as important as the ideas it contains**, that is, when the author’s words are so articulate or expressive that they deserve to be preserved.

• **the original language is concise**, and a paraphrase would be too wordy.

• **the original language is from an established authority** who could lend extra credibility to your claims.

• **the original language itself is the object of analysis**, a situation that happens most commonly when writing about literature.

HOW DO I PROPERLY QUOTE AND PARAPHRASE?

• **When you quote**, you want to enclose all borrowed language between quotation marks and then provide an in-text citation that cites the source. In MLA formatting, the in-text citation generally includes the author’s last name and the page number in parenthesis after the quote (Garcia 21).

• **When you paraphrase**, you are deciding that an author’s ideas but not his/hers exact words are important to your point. A paraphrase should not change the ideas, but it can eliminate or change words, often in order to condense a long sentence that contains details unnecessary to your point. Even though you are not quoting, you still need to credit the source you are paraphrasing by making it clear in the context of your discussion or by citing it as you would a quote.

EXAMPLE Quoting and Paraphrasing

**Original**: The solidarity that characterizes communities does not mean, however, that all is unity and harmony within. Many commentators err, I think, by insisting that absence of conflict, like the family conflict we all know, is real, though it differs from, say, market competition, in being mediated by emotional bonds. (from "The Meanings of Community" by Thomas Bender, page 67.)

**Quote**: According to Bender, "The solidarity that characterizes communities does not mean, however, that all is unity and harmony within" (67).
**Paraphrase:** While some people believe a lack of conflict characterizes community, Bender asserts that some communities may have and need conflict.

**Partial Paraphrase:** Unlike other forms of conflict, though, Bender believes that family conflict is "mediated by emotional bonds" (67).

**PRACTICE:** In writing you will use a mixture of direct quotations, paraphrases and partial paraphrases. Using the original quotations below, create one of each type:

**Quote 1:** "In my teaching I never concealed my political views: my detestation of war and militarism, my anger at racial inequality, my belief in a democratic socialism, in a rational and just distribution of the world's wealth. I made clear my abhorrence of any kind of bullying, whether by powerful nations over weaker ones, governments over their citizens, employers over employees, or by anyone on the Right or Left, who thinks they have a monopoly on the truth." (from Howard Zinn's book *You Can't Be Neutral on a Moving Train*, page 7).

**Quote:**

**Paraphrase:**

**Partial Paraphrase:**

**Quote 2:** "The eye-for-an-eye philosophy, the impulse to defend oneself when attacked, has always been held as the highest measure of American manhood. We are a nation that worships the frontier tradition, and our heroes are those who champion justice through violent retaliation against injustice. It is not simple to adopt the credo that moral force has as much strength and virtue as the capacity to return a physical blow; or that to refrain from hitting back requires more will and bravery than the automatic reflexes of defense." (from Martin Luther King's book *Why We Can't Wait*, page 24).

**Quote:**

**Paraphrase:**

**Partial Paraphrase:**

**WHAT DOES IT MEAN TO SMOOTHLY INTEGRATE QUOTATIONS?**

When you are incorporating the direct language of others into your own writing, you want that integration to be fluid and seamless. You don't want your reader to get lost or confused as you transition from your voice and ideas to another person's. You want to use quotations in a way that clarify, support, and strengthen your writing.

**WHY IS THIS IMPORTANT?**

- Readers can better understand the relevance of smoothly integrated quotations.
- Readers can clearly see the connection between an integrated quotation and what it is trying to prove or illustrate.
• Readers can be better convinced by evidence presented in smoothly integrated quotations.
  • Readers don’t experience being lost or frustrated by quotations that appear unrelated, inappropriate, or off topic.

HOW DO I SMOOTHLY INTEGRATE QUOTATIONS?

I. NEVER drop quotes.

A dropped quote is a quote from someone else that is placed in your writing but it stands alone and is not introduced and not integrated into a sentence of your own. A dropped quote interrupts the flow of your writing, as the reader must jump abruptly from your words to someone else’s and back again. Also, if you’re not integrating direct quotations into your own writing, you’re probably not giving your reader the context they need to understand the quote.

Think of a quote as a helium balloon that needs an anchor to hold it down in your essay:

<table>
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<tr>
<th>Dropped quote: A number of journalists have been critical of genetic engineering. “The problem is, no one really knows the long-term effects of such complex genetic manipulation—and the potential dangers to humans and the environment are substantial” (Turner 21).</th>
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<tr>
<td>In order to successfully integrate quotations into your writing, you need to introduce or in some way lead into the quotation so that readers know whose words are being quoted or why the quotation is important.</td>
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<tr>
<td>Integrated quote: A number of journalists have been critical of genetic engineering. Lisa Turner, in an article for the magazine Better Nutrition, targets the unpredictable nature of this new technology: “The problem is, no one really knows the long-term effects of such complex genetic manipulation—and the potential dangers to humans and the environment are substantial” (21).</td>
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The quote stands on its own, and it’s not clear who Turner is or why this person is quoted. The relevance of the quote is not anchored so it floats away in the reader’s mind.

Tie a string to your balloon! In writing, that means creating a phrase that introduces, connects and anchors the quote to what you are discussing.

In this sentence, the quote is anchored. We know who said it and why she is an authority, and it now flows in the logic of the sentence.

II. Connect quotes to phrases that introduce them.

Here are a few approaches for creating introductory phrases for quotes:

1) Identify the speaker and context of the quote

Example: Dee protests to her mother that her sister does not know the true value of the quilts, “Maggie can’t appreciate these quilts! She’d probably be backward enough to put them to everyday use” (Walker 490).

2) Lead in with your own idea

Example: Miss Emily Grierson’s house is a reflection of her being out of sync with the times: “But garages and cotton gins had encroached and obliterated even the august names of that neighborhood; only Miss Emily’s house was left,
lifting its stubborn and coquettish decay above the cotton wagons and gasoline pumps—an eyesore among eyesores” (Faulkner 459).

3) Formulas

- In (title of source), (author) writes/ argues/ explains/ describes, "quote" (#).

Example: In I Know Why the Caged Bird Sings, Maya Angelou writes, "In Stamps the segregation was so complete that most Black children didn't really absolutely know what whites looked like" (20).

- According to (author) in (title), "quote" (#).

To avoid monotony, try to vary your formulas. The following models suggest a range of possibilities:

In the words of researcher Herbert Terrace, “…”

Jason Applegate, Smith’s trainer,
points out, “…” “…,” claims linguist Noam Chomsky.
Psychologist H.S. Terrace offers an odd argument for this view, “…”

Also, by choosing an **appropriate verb**, you can make your stance clear and the description more alive and engaging:

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**Practice: Integrating Quotes using introductory Phrases:**

For each quote below, create a sentence that smoothly integrates the quote. Try a few different methods:

**Method**

**Method #1: Identify the speaker and context of the quote:**

**Quote:** "On this island, you walk too far and people speak a different language. Their own words reveal who belongs on what side"

**Background information:** From The Farming of Bones by Edwidge Danticat, the speaker is Senora Valencia, page 304. Senora Valencia is referring to the island of Hispanola, which the countries of Haiti and the Dominican Republic share. She is speaking during the times that the dictator Trujillo had many Haitians murdered in and exiled from the Dominican Republic.

**Quote integrated into a sentence:**
Method #2: Lead in with your own idea:

**Quote:** "They did not have the tanates to go up north and break through the wall of electric fences and enter the land of plenty, the U.S. of A., a land so rich that what garbage they throw away in one day could feed entire pueblos."

**Background information:** From *Macho!* By Victor Villasenor, page 31. The book tells the story of a young man named Roberto from Michoacán who risks himself to go north to California to work as an illegal alien picking fruit in California.

**Quote integrated into a sentence:**

Method #3: Formula (try using a good and dynamic verb):

**Quote:** "Racial targeting and abuse by police is costly. U.S. taxpayers have paid tens of millions of dollars in police brutality lawsuits. Between 1992 and 1993, Los Angeles county alone paid more than $30 million to citizens victimized by police brutality."

**Background information:** From *The Color of Crime* by Katheryn K. Russell, page 45 who writes about the ways in which African-Americans are misrepresented by the media and mistreated within the criminal system.

**Quote integrated into a sentence:**

III. Follow quotes with an explanation of their significance. After the quote, provide your own reasoning and analysis explaining the significance and relevance of the quote.
Topic sentence: In the autobiographical work, Narrative of the Life of Frederick Douglass, the author’s experience with education sharpens his views on the depravity of slavery, both for the slave and his master. Top bread or Introduction: One of his masters begins to teach him how to read and at first, Douglass finds her to be a “kind and tender-hearted woman” (2). However, their slave-master relationship soon disintegrates. Meat or quote: He writes, “Slavery proved as injurious to her as it did to me…The first step in her downward course was in her ceasing to instruct me. She now commenced to practice her husband’s precepts. She finally became even more violent in her opposition [to my reading] than her husband himself” (2). Bottom bread or analysis: Not only does it become more difficult to find time and support for learning to read, but the very nature of slavery also demoralizes both Douglass and his slave-owner. The woman refuses to instruct him any longer, and opposes his education even more than her husband, for she fears that once Douglass learns how to read, the slave-master relationship will change; he will question his enslavement. Because she feels threatened, she becomes a cold-hearted and fierce woman. Fortunately, Douglass learns to read without continued instruction, and in spite of direct and deliberate attempts to keep him from learning.