

Chapter 2

Unity

Coherence

Repetition of key nouns



Consistent pronouns

Transition signals

Logical order

Chronological order

a logical division of ideas

a comparison / contrast

Chapter Three

Using outside Sources

In this chapter, you will practice using information from outside sources to support your ideas.

Outside sources: are materials you refer to other than your own knowledge and experience. Outside sources can include information you gain from reliable online websites, books, other print materials such as newspapers, or interviews.

There are **three ways** to insert outside information into your own writing:

1. You can quote it.
2. you can paraphrase it
3. or you can summarize it.

Whichever way you choose, you must tell your readers where you found the information you use.

USING AND CITING SOURCES:

Using reliable outside sources can help your writing, but there are many things you need to know before you start using the words and ideas of others to support and expand your ideas.

PLAGIARISM

use information from an outside source without acknowledging that source,

When you are guilty of plagiarism. Plagiarism is using someone else's words or ideas as if they were your own, and it is a serious offense. Students who plagiarize may fail a class or even be expelled from school.

To avoid plagiarism, you should always put quotation marks around words that you copy exactly. You **do not** need to use quotation marks if you change the words. However, whether you copy the words exactly or state an idea in your own words, **you must cite the source**. To cite a source means to tell where you got the information.

CORRECT CITATIONS

The purpose of a citation is not only to avoid plagiarism, but also to refer your readers to the source of your information. That way, they can read the original source if they want to learn more about the topic.

you will find this two-stage process useful and sufficient for citing your sources:

1. Insert a short reference in parentheses at the end of each piece of borrowed information. This short reference is called an in-text citation.
2. Prepare a list describing all your sources completely. This list is titled "Works Cited" and appears as the last page of your paper.

In-Text Citations

Here are three examples of in-text citations and of their corresponding entries in a works-cited list. In the first example, notice the position and punctuation of the citation-at the end of the last sentence of the borrowed information, before the final period.

*

According to the National Geographic "Enduring Voices" project, a language dies every two weeks ("Disappearing Languages").

The phrase "Disappearing Languages" in quotation marks and parentheses at the end of this

sentence is the first element of the title of an article from which the preceding information was taken. There was no author. If there had been an author, the author's last name-rather than part of a title-would have appeared inside the parentheses, with no quotation marks. Because the article was found on the Internet, it did not have a page number.

Here is an example of an in-text citation for an article with an author and page number:

(Bryson 17)

If you include a quotation in your writing that you found in someone else's work, indicate the source of that quotation. Your in-text citation will say **qtd.** in, which is an abbreviation for quoted in:

(qtd. in Bryson 17)

Writing Tip

It's good to keep in-text citations short. If the body of your text includes an author's name or work's title, then your in-text citation only needs to include a page number.

*

In his exciting work *Language and Revolution*, Joe Smith explains that the beginnings of this upheaval lie entirely in the imagination (14).

Entries in Works-Cited List

If readers want more information about your sources, they can turn to the works-cited list at the end of the essay, report, or paper and find these entries:

"Disappearing Languages: Enduring Voices-Documenting the World's Endangered Languages." National Geographic. Nationalgeographic.com. 2012. Web. 14 Jun. 2012. <<http://travel.nationalgeographic.com/travel/enduring-voices/>>

This entry tells us that the complete title of the article is "Disappearing Languages: Enduring Voices Documenting the World's Endangered Languages."

It was published online in 2012 by National Geographic. Nationalgeographic.com is the name of the website on which it was published. The date 14 Jun 2012 is the date the writer found the article while researching the topic. The information in angle brackets (<>) is the website address (URL) where the article can be found. The URL is not required, but it can be helpful to provide it.

Entries for **print publications** are a little different. At the end of the reference, give the city of publication, the publisher's name, the date of publication, and the word Print. This shows that this is not an online source.

Bryson, Bill. *The Mother Tongue: English and How It Got That Way*.
New York: Avon, 1991. Print.

QUOTATIONS

Quotations from reliable and knowledgeable sources are good supporting details.

There are two different types of quotations: **direct and indirect**. When you use a direct quotation in academic writing, you copy another person's exact words (spoken or written) and enclose them in **quotation marks**. When you use an **indirect** quotation, the speaker's or writer's words are reported indirectly, without quotation marks. For this reason, indirect quotations are sometimes called **reported speech**. In academic writing, you should **never** use an indirect quotation without paraphrasing.

REPORTING VERBS AND PHRASES

To introduce borrowed information-direct quotations, indirect quotations, or specific facts or ideas-from someone else's work, use the phrase **according to** or a reporting verb such as **comment** or one of these verbs:

Assert	insist
State	claim
Maintain	declare
Mention	note
Report	say

Here are some rules for their use:

RULES	EXAMPLES
<p>1. Reporting verbs can appear before, in the middle of, or after a quotation.</p>	<p>One instructor says, "It is impossible to teach language without teaching grammar" (Jones 12).</p> <p>"It is impossible to teach a language," says one instructor, "without teaching grammar" (Jones 12).</p> <p>"It is impossible to teach language without teaching grammar," says one instructor (Jones 12).</p>

RULES

EXAMPLES

2. The reporting phrase *according to* usually appears at the beginning or end, but not in the middle of a sentence.

According to one instructor, teaching language without teaching grammar is impossible (Jones 12).
Teaching language without teaching grammar is impossible, **according to** one instructor (Jones 12).

3. Use *according to* with a reporting verb only when two separate people are saying two separate things.

According to linguist Deborah Tannen, journalist **David Broder claims** that more news coverage is devoted to political analysis of events than to the events themselves (Tannen 34).

4. Reporting verbs can be used either with or without the subordinator *as*.

As one middle school teacher **says**, when discussing the teaching of grammar, "When you learn your first language, your mind automatically understands the grammar" (Jones 15).

One middle school teacher **says**, when discussing the teaching of grammar, "When you learn your first language, your mind automatically understands the grammar" (Jones 15).

5. Reporting verbs can be in any tense. However, a past tense reporting verb may cause changes in verbs, pronouns, and time expressions in an indirect quotation. See Sequence of Tenses Rules, page 56, for more information on these types of changes.

Some critics **claim / have claimed** that certain programs have not provided enough grammar teaching in ESL classes for young children ("English for Tots Not So Hot").

Some critics **claimed** that certain programs had not provided enough grammar teaching in ESL classes for young children ("English for Tots Not So Hot").

PUNCTUATING DIRECT QUOTATIONS

Follow these general rules for punctuating direct quotations.

RULES	EXAMPLES
<ol style="list-style-type: none">1. Put quotation marks around information that you copy word-for-word from a source. Do not use quotation marks with paraphrases, summaries, or indirect quotations.	<p>According to <i>Language / Brain Magazine</i>, "Many people believe that some people have more talent for learning language than others."</p>

RULES**EXAMPLES**

2. Normally, place commas (and periods) before the first mark and also before the second mark in a pair of quotation marks.

Exceptions:

If you insert only a few quoted words into your own sentence, do not use commas.

When you add an in-text citation after a quotation, put the period after the closing parenthesis mark.

"Many people believe that some people have more talent for learning language than others," according to *Language / Brain Magazine*.

Susanna Wong, a professor at Upper Midwest State University, argues that "a large percentage" of language learners never fully acquire proficiency (128).

The Association for Childhood English Learning warns, "A solely grammatical curriculum can prevent the children from learning how to communicate, yet grammar in some amount is required for a learner to become highly proficient" (qtd. in Torralba 26).

3. When quoting a complete sentence, capitalize the first word of the quotation as well as the first word of your sentence.

The Association for Childhood English Learning warns, "A solely grammatical curriculum can prevent the children from learning how to communicate, yet grammar in some amount is required for a learner to become highly proficient" (qtd. in Torralba 26).

4. If you break a quoted sentence into two parts, enclose both parts in quotation marks and separate the parts with commas. Capitalize only the first word of the sentence.

"A solely grammatical curriculum can prevent the children from learning how to communicate," warns The Association for Childhood English Learning, "yet grammar in some amount is required for a learner to become highly proficient" (qtd. in Torralba 26).

5. If you omit words, use an ellipsis (three spaced periods).

As Henry Goodman, a young Inupiat man, comments, "Listening to the elders ... speak the language, I couldn't understand."

6. If you add words, put square brackets around the words you have added.

He added, "It's part of our culture and I never did learn [the] language growing up" (qtd. in Woodroof)

7. Use single quotation marks to enclose a quotation within a quotation.

A student said, "When I first started learning English, I would say things like 'he go' or 'I no have.'" (qtd. in Jones 14).

8. If your quotation is four lines or longer, do not use quotation marks. Introduce this type of quotation with a colon and indent it one inch from the left-hand margin.

A national news agency reported these survey results:

Several years ago [when] 198 teachers in the city were asked how much time they spend on grammar teaching in the classroom, 75 teachers said they spent more than 90% of their time on grammar, 90 said they spent less than 10% of their time on grammar, and only 10 said they spent about 50% of their time on grammar (qtd. in Torralba 34).

CHANGING DIRECT QUOTATIONS TO INDIRECT QUOTATIONS

When you change a direct quotation to an **indirect** quotation, use this method:

- Omit the quotation marks.
- Add the subordinator **that**.
- Change the verb tense if necessary.
- Change pronouns (**and time expressions if necessary**) to keep the sense of the original.

Sequence of Tenses Rules:

If the reporting verb is in a past tense, the verbs in an indirect quotation may change tense according to the rules. Also, pronouns (and sometimes time expressions) may change.

	TENSE CHANGES	
Rules	Direct Quotations	Indirect Quotations
1. Simple present changes to simple past.	Susan said, "The exam is at eight o'clock."	Susan said (that) the exam was at eight o'clock.
2. Simple past and present perfect change to past perfect.	She said, "We didn't have time to eat breakfast." He said, "The exam has just started ."	She said (that) they hadn't had time to eat breakfast. He said (that) the exam had just started .
3. <i>Will</i> changes to <i>would</i> , <i>can</i> to <i>could</i> , <i>may</i> to <i>might</i> , and <i>must</i> to <i>had to</i> .	Sam mentioned, "Today I will eat Chinese food, and tomorrow I'll eat French food if I can find a good restaurant."	Sam mentioned that today he would eat Chinese food and that tomorrow he'd eat French food if he could find a good restaurant.
4. Time expressions may change if the meaning requires it.	The teacher said, "You must finish the test right now ."	The teacher said (that) we had to finish the test right then .

Notes:

These are a few additional points about indirect quotations:

- When the reporting verb is **simple present**, **present perfect**, or **future**, the verb tense in the quotation **does not** change.

He says, "I **can finish** it today."

He says that he **can finish** it today.

- When the reporting phrase is **according to**, the verb tense **does not** change.

The lawyer said, "My client **is** innocent."

According to the lawyer, his client **is** innocent.

- When the quoted information is **a fact** or **general truth**, the verb tense in the quotation **does not** change.

He said, "Water **boils** at a lower temperature in the mountains."

He said that water **boils** at a lower temperature in the mountains.

PARAPHRASING

When you paraphrase, you rewrite information from an outside source in your own words without changing the meaning (idea). In addition, when you paraphrase, you convey the author's idea but change the author's words and sentence structure. A paraphrase may be shorter and more concise than the original, but only slightly. A paraphrase is almost as long as the original.

PLAGIARISM AND PARAPHRASING

Learning to paraphrase properly can help you use information from outside sources accurately and ethically. It is essential to avoid committing plagiarism.

*There are **two** kinds of plagiarism that you need to consider when paraphrasing:

1. When you use information from an outside source **without citing the source**, you are guilty of plagiarism.

2. Even when you cite your source, if your paraphrase is **too similar** to the original, you are guilty of plagiarism. (p. 58, 59, 60)

WRITING A SUCCESSFUL PARAPHRASE

To paraphrase correctly, you first need to make sure that you fully understand the original passage. Use this method to write a good paraphrase.

- Read the original passage several times until you understand it fully.
- Underline the key words. Look up unfamiliar words and find synonyms for them. (exception for technical vocabulary). In this case, use the original word.
- Take notes while you read. Write down only a few words for each idea-not complete sentences.

- Write your paraphrase from your notes. Don't look at the original while you are writing.

- Check your paraphrase against the original to make sure you have not copied vocabulary or sentence structure too closely.

- Add in-text citations.

- *Above all, make sure that you have not changed the meaning.

SUMMARIZING

Another way to use borrowed information from an outside source is to summarize the material. **What is the difference between a paraphrase and a summary?** When you retell a story that someone has told you, you repeat the story in your own words. **it is a paraphrase.** If you shorten the story-retelling only the most important points and leaving out the details-it is **a summary.**

Summaries have many uses in academic writing. Like paraphrases, they can be used to support your writing.

WRITING A SUCCESSFUL SUMMARY

To write a successful summary, you must focus on the most important points of the original passage. These are strategies for writing a good summary:

- Use your own words and your own sentence structure.
- Remember that a summary is much shorter than a paraphrase.
- Include only the main points and main supporting points, leaving out most details.
- Do not change the meaning of the original.

Writing a good summary:

- Read the original passage several times until you understand it fully.
- Decide what the most important points are.
- Underline them.
- Then take notes on the passage.
- Write down only a few words for each idea-not complete sentences.
- Write your summary from your notes.
- Include a sentence that sums up the main idea of the article.
- Use transition signals between sentences as needed.
- Check your summary against the original do not change the meaning.
- Add an in-text citation at the end of the summary.