

QUOTING AND PARAPHRASING

PRODUCING ACADEMIC WRITING requires consulting other works written on the same topic, by other people. Incorporating other people's ideas and/or words into academic writing is done in two ways: *quoting* and *paraphrasing*.

QUOTING IS...

Quoting is the practice of copying an author's actual words. Quoted text is presented in quotation marks with a citation after the final quotation mark. Longer quotations are presented as a "block" using indentation instead of quotation marks.

WHEN TO QUOTE

- You want to call attention to something in the author's language or style.
- You can't think of a simpler, clearer way to communicate the author's ideas.
- Your assignment asks you to, or when that is the established practice in your discipline.

PARAPHRASING IS...

Paraphrasing is the practice of using an author's ideas, but writing them in your own words to better fit your argument. You do not use quotation marks for paraphrases, but you do still include a citation at the end of the sentence.

WHEN TO PARAPHRASE

- The quote contains some ideas that are not relevant to your argument.
- The quote is long but cutting it would make the meaning unclear.
- Rewording the author's idea would make it fit better with your overall argument.
- Your assignment asks you to, or it is the established practice in your discipline.

OTHER RESOURCES

Look at our other handouts, including *What Is Plagiarism?* and our MLA and APA Style citation guides.

The Online Writing Lab at Purdue University offers a good explanation of the differences between quotations and paraphrase/summary:

<http://owl.english.purdue.edu/owl/resource/563/01/>

EasyBib also has a helpful guide for when to use quotation, paraphrase and summary:

<http://www.easybib.com/guides/quoting- paraphrasing- summarizing/>

HOW TO QUOTE

When you quote, you remove an author's words from their original context and use them in the new context of your paper. Before you insert them into your sentence, you need to build a structure to help your readers understand where those words come from and why they are here.

The example to the right offers one sentence before the quotation explaining where the quote comes from, and then one sentence after that interprets how this quotation supports the author's new argument. This is a good model to follow.

EXAMPLE

In her book, *Academic Writing*, Dr. Janet Giltrow argues that focusing on plagiarism is the wrong way to deter plagiarism: "once you get the habit of scholarly attentiveness to the voices of others, and appreciation for the scholarly exchange of ideas, the plagiarism monster will be . . . nothing" (ix). Giltrow suggests that students do not need citation rules, so much as they need the skills of active reading and academic conversation.

HOW TO PARAPHRASE

When you paraphrase, you do not use an author's actual words, only their ideas. Good paraphrase requires you to really understand both the author's ideas and how you can use those ideas to support your own argument. This might mean selectively including some ideas and leaving others out. Or emphasizing one idea strongly while lightly glossing over another less important one.

However you paraphrase, you still need to build a structure so readers know where this idea came from and what it's doing in your paper. You can use the same format that you do for quotations: one sentence before the paraphrase to explain where the idea comes from, and one sentence after to explain how this idea supports your own argument.

EXAMPLE

Original text:

"For us, the underlying structure of effective academic writing...resides not just in stating our own ideas, but in listening closely to others around us, summarizing their views in a way they will recognize, and responding with our own ideas in kind" (3).

In their book, *They Say I Say*, authors Graff and Birkenstein claim that engagement with the work of others is at the foundation of academic writing (3). The authors make a compelling argument for why students need to reference sources in their writing: not simply to meet the requirements of their assignments but to become engaged participants in the academic community that they have joined.

FRAMES FOR INTRODUCING OTHER PEOPLE'S WORDS OR IDEAS

Many writing how-to books outline the importance of using 'frames' or formulaic phrases to introduce other people's words or ideas. These can be used with either quotations or paraphrases.

In a recent interview, artist Bruce Barber states, " _____ " (49).

As the prominent logo designer Walter Landor explains, _____ (63).

According to cultural theorist Michel Foucault, " _____ " (11).

As Butler herself writes, " _____ " (321).

In the introduction to her book, *The Social Production of Art*, author Janet Wolf maintains _____ (vii).