

Using Quotations Appropriately

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There are several things you should be aware of when using quotations from outside sources:

1. Always put quotation marks around anything and everything you copy from an outside source.
2. Always cite the outside source.
3. Always weave the quotation into the paragraph. Don't expect your audience to automatically know why you are using the quote, so tell them. You can do this by introducing the quote or by weaving it into the syntax of your own sentence.
4. Never string quotations together. Comment between quotations, so your readers know why you have used them and how they connect to each other and the rest of your paper.
5. Block long quotes – anything over four lines when typed. Blocking means you should indent ten spaces from the left-hand margin. The right margin should not be adjusted in any way. Citations at the end of long quotations have punctuation before the parentheses rather than after the parentheses, and you do not need quotation marks when you block quotes.

As she lies dying, the queen exacts a promise from her husband. This promise can be seen as either benevolent or malicious, depending on the perceived purpose. The story says,

But before she died, the queen, who had always thought first of his happiness, gathered all her strength, and said to him: 'Promise me one thing; you must marry again, I know for the good of your people, as well as of yourself. But do not set about it in a hurry. Wait until you have found a woman more beautiful and better formed than myself. (Perrault)

If the reader truly believes that the queen is putting her husband's well-being above her own, then this is a benevolent wish for him and for his kingdom to move on despite her death. However, if she does not truly want him to remarry, then this becomes a manipulation because she knows he will not find someone better than she.

6. Comment on blocked quotes before moving on and do not end a paragraph with a blocked quotation.
7. Use [] to add minor changes or explanations to a quotation. You can use [sic] to indicate an error (in something such as spelling or facts) in the original source.
8. Use [. . .] to indicate that you have left out part of a sentence. Use [. . .] to indicate that you have left out more than a sentence. This can be helpful if there are unnecessary words in a sentence or if you want to leave the quote from the beginning of a paragraph and the end of the same paragraph but you want to leave the information in the middle out. Do not use ellipses to change the meaning of a quotation.
9. If you are quoting something that your source has quoted, then your citation will look like this (qtd. in Jones 3).

Weaving Quotations and Paraphrases

It is always necessary to weave your quotations and paraphrases into the language of your paper. Don't expect their mere presence to be enough to explain why you have used them. There are several ways you can weave (or introduce) quotes and paraphrases.

-Readers should be able to seamlessly move from your words to the words of a source. This means you should avoid dropping quotations into the middle of your paper like this:

Some experts have argued that a range of legitimate concerns justifies employer monitoring of employee Internet usage. "Employees could accidentally (or deliberately) spill confidential corporate information . . . or allow worms to spread throughout a corporate network" (Tyman).

-Instead, use a signal phrase and integrate the quote into your sentence like this:

Some experts have argued that a range of legitimate concerns justifies employer monitoring of Internet usage. As *PC Word* columnist Daniel Tyman points out, companies that don't monitor network traffic can be penalized for their ignorance: "Employees could accidentally (or deliberately) spill confidential corporate information . . . or allow worms to spread throughout a corporate network."

-You can also integrate quotes into your own sentences without using signal phrases like this:

Experts argue that legitimate concerns such as the possibility that "employees accidentally (or deliberately) spill confidential corporate information. . .or allow worms to spread throughout a corporate network" justify employer monitoring of employee Internet usage" (Tynan).

1. Start by stating the speaker's name and importance (after stating importance once in the paper, you don't need to do it again).

Example: Dr. John Doe, head of pediatrics at the University of Michigan hospital, states, "Childhood vaccines are more important than ever since new viruses are being introduced into our society every day" (34).

2. Start with the quote and state the speaker at the end.

Example: "Childhood vaccines are more important than ever since new viruses are being introduced into our society every day," says Dr. John Doe, head of pediatrics at the University of Michigan hospital (34).

3. Try interrupting the flow of the quotation with the explanation of the speaker.

Example: "Childhood vaccines," says Dr. John Doe, head of pediatrics at the University of Michigan hospital, "are more important than ever since new viruses are being introduced into society every day."

4. Weave the quotation or part of the quotation into the flow of your sentence.

Example: Childhood diseases are easily prevented with the proper immunizations. Researchers state that the influx of both old diseases, such as small pox, and new diseases, such as the West Nile Virus, make "[c]hildhood vaccines [. . .] more important than ever" (Doe 34).

Verbs to use in signal phrases:

Acknowledge, adds, admits, agrees, argues, asserts, believes, claims, comments, compares, confirms, contends, declares, denies, describes, disputes, emphasizes, endorses, grants, illustrates, implies, insists, notes, observes, points out, reasons, refutes, rejects, reports, responds, suggests, thinks, writes

*All signal phrases and examples from Hacker, *A Pocket Style Manual 5th Edition*

Verbs for Academic Discourse

Words to Give "Uses" and "Is" a Break

Accepts	Defines	Highlights	Promotes*
Achieves *	Defies	Hints	Proposes
Adopts	Demonstrates	Holds	Provides
Advocates*	Denigrates	Honors*	Qualifies
Affects	Depicts*	Identifies	Questions
Alleviates	Describes	Illustrates	Rationalizes*
Allows	Despises	Imagines	Reasons
Alludes*	Details	Impels	Recalls
Alters	Determines	Implies*	Recollects
Analyzes*	Develops	Incites*	Records
Approaches	Deviates*	Includes	Recounts*
Argues	Differentiates	Indicates	Reflects
Ascertain*s*	Differs	Infers	Refers
Asserts	Directs	Inspires	Regards
Assesses	Disappoints	Intends	Regrets
Assumes	Discovers	Interprets	Rejects*
Attacks*	Discusses	Interrupts*	Represents
Attempt	Displays	Justifies	Results
Attributes	Disputes	<u>Juxtaposes**</u>	Reveals
Avoids*	Disrupts	Lampoons	Ridicules*
Bases	Distorts*	Lists	Satirizes*
Believes	Downplays	Maintains*	Seems
	Dramatizes	Makes	Sees
	Elevates	Manages	Selects
Challenges*	Elicits**	Manipulates*	Serves
Changes	<u>Empathizes**</u>	Minimizes	Shows
Characterizes*	Encounters	Moralizes	Specifies
Chooses	Enhances	Muses*	Speculates
Chronicle	Enriches	Notes	States
Claims	Enumerates	Observes	Strives
Comments	Envisions	Opposes	Suggests*
Compares	Evokes*	Organizes	Summarizes
Compels	Excludes	Overstates*	Supplies
Completes	Expands	Outlines	Supports
Concerns	Experiences	Patronizes	Suppresses
Concludes	Explains	Performs	Symbolizes
Condescends	Expresses	Permits	Sympathizes
Conducts	Extends	Personifies	Traces
Conforms	Extrapolates	Persuades	Understands
Confronts	Fantasize	Ponders	Understates
Considers	Focuses*	Portrays*	Uses
Contentds	Forces	Postulates*	Vacillates
Contests	Foreshadows	Prepares	Values*
Contrasts*	Functions	Presents	Verifies
Contributes	Generalizes	Presumes	Views
Conveys	Guides	Produces	Want
Convinces	Heightens	Projects	Wishes
Defends			