Chapter 11: Ethical Source Integration: Citation, Quoting, and Paraphrasing

11.1 Using Sources Ethically
Yvonne Bruce

Students are often concerned with the details of correct citation—when to include an author's name in parentheses, how to format an MLA bibliography, how to indicate a quotation within a quotation—and while these are all important and helpful to know, what is more important is understanding the larger ethical principles that guide choosing and using sources. Here are a few of these larger ideas to keep in mind as you select and synthesize your sources:

- You must represent the topic or discipline you are writing about fairly. If nine out of ten sources agree that evidence shows the middle class in the United States is shrinking, it is unethical use the tenth source that argues it is growing without acknowledging the minority status of the source (see also Chapter 5).
- You must represent the individual source fairly. If a source acknowledges that a small segment of the middle class in the United States is growing but most of the middle class is shrinking, it is unethical to suggest that the former is the writer's main point.
- You must acknowledge bias in your sources. It is unethical to represent sources that, while they may be credible, offer extreme political views as if these views are mainstream.
- Just because your source is an informal one, or from Wikipedia or the dictionary doesn't mean that you don't have to acknowledge it. Quoting a dictionary definition is still quoting: you need quotation marks. Wikipedia is not "common knowledge": cite it.
- You must summarize and paraphrase in your own words. Changing a few words around in the original and calling it your summary or paraphrase is unethical. How would you feel if you recognized what you worked so hard to write in someone else's paper? "I changed some words," they'd say. But you would still recognize your *style*. Don't steal someone else's (see also Chapter 11.3).

11.2 Quoting
Melanie Gagich

What are Direct Quotes?

Direct quotes are portions of a text taken word for word and placed inside of a work. Readers know when an author is using a direct quote because it is denoted by the use of quotation marks and an in-text citation.

Example:

> In his seminal work, David Bartholomae argues that "Every time a student sits down to write for us, he has to invent the university for the occasion-invent the university..."(4).

Direct quotes might also be formatted as a "block quote," which occurs if the borrowed language is longer than four (4) lines of text. In MLA, A block quote requires the author to indent the borrowed language by 1/2 an inch, place the citation at the end of the block, and remove quotation marks.

Example:

In his seminal work, David Bartholomae argues that

> Every time a student sits down to write for us, he has to invent the university for the occasion-invent the university, that is, or a branch of it, like History or Anthropology or Economics or English. He has to learn to speak our language, to speak as we do, to try on the peculiar ways of knowing, selecting, evaluating, reporting, concluding, and arguing that define the discourse of our community. (4)

Be sure to be careful when quoting directly because failing to write the text exactly as it appears in the original text is not an ethical use of direct quotes. Also, failing to bracket the quote with quotation marks and/or citing it inside the text is also unethical and both mistakes are a form of plagiarism.

When Should I Use Direct Quotes?

Generally, direct quotes should be used sparingly because you want to rely on your own understanding of material and avoid over-relying on another's words. Over quoting does not reinforce your credibility as an author; however, you

The Basics of Directly Quoting

1.   All quoted material should be enclosed in quotations marks to set it off from the rest of the text. The exception to this is block quotes, which require different formatting.

2.   Quoted material should be an accurate word-for-word reproduction from the author's original text. You cannot alter any wording or any spelling. If you must do so, you must use a bracket or an ellipsis (see number 2 in the section below).

3.   A clear signal phrase/attribution tag should precede each quotation.

4.   A parenthetical citation should follow each quotation.

The Hard Part of Directly Quoting: Integrating Quotes into Your Writing

1.   You, as the author of your essay, should explain the significance of each quotation to your reader. This goes far beyond simply including a signal phrase. Explaining the significance means indicating how the quoted material supports the point you are making in that paragraph. Remember: just because you add a quote does not mean that you have made your point. Quotes never speak for themselves. How and why does that quoted material make the point you think it does? Here are some helpful phrases for explaining quoted materials. "X" is the author's last name

- (quoted material). What X's point demonstrates is that . . .

- (quoted material). This is an example of _____ because _____.

- (quoted material). This statement clearly shows _____ because _____.

- It may be helpful to visit Chapter 4.3 for more information about building strong paragraphs in which you not only provide evidence (such as quotes), but also explain that evidence.

2.   Sometimes, in order to smoothly integrate quoted material into your paper, you may need to remove a word or add a word to make the quote make sense. If you make any change to quoted material, it must be formatted correctly using an ellipsis or brackets

- Use brackets [these are brackets] to change a word. This article from *Writing Commons* explains what brackets are and how to use them

- Use an ellipsis (this is an ellipsis...) to indicate omissions. This article from *Writing Commons* explains what brackets are and how to use them

3. When in doubt, strive to allow your voice – not a quote from a source – to begin each paragraph, precede each quote, follow each quote, and end each paragraph. Quotes that are integrated well into a paper allow you to control the paper. That is what a reader wants to see: your ideas and the way that you engage sources to shape and discuss your ideas.

11.3 Paraphrasing and Summarizing
Robin Jeffrey

While quoting may be the first thing that many people think of when they think about integrating sources, paraphrasing, summarizing, and citing data are also ways to incorporate information from outside materials into your essays or projects.

This page builds off of Chapter 11.2's discussion of quoting and outlines the specific considerations for paraphrasing and summarizing as two other ways to integrate material into your work.

Paraphrasing

1. Paraphrases allow you to describe specific information from a source (ideas from a paragraph or several consecutive paragraphs) *in your own words*.

2. Paraphrases are like translations of an author' original idea. You retain the detail of the original thought, but you express it in your own way.

3. Paraphrases of the text should be expressed in your own words, with your own sentence structure, in your own way. You should not simply "word swap", that is, replace a few words from the original with synonyms .

4. If you must use a few of the author's words within your paraphrase, they must have quotation marks around them.

5. Paraphrases often include attributive tags or signal phrases to let your readers know where the paraphrased material begins.

6.   Paraphrases should be followed by parenthetical citations.

7.   As with a quote, you need to explain to your reader why the paraphrased material is significant to the point you are making in your paper.

Summarizing

1. Summaries allow you to describe general ideas from a source. You do not express detailed information as you would with a paraphrase.

2. Summaries are shorter than the original text.

3. Any summaries of the text should not include direct wording from the original source. All text should be in your words, though the ideas are those of the original author.

4. A signal phrase should let your readers know where the summarized material begins.

5. If you are offering a general summary of an entire article, there is no need to cite a specific page number.

11.4 Signal Phrases
John Lanning and Amanda Lloyd

A signal phrase, also known as an attributive tag, is a device used to smoothly integrate quotations and paraphrases into your essay. It is important to use signal phrases to clearly attribute supporting evidence to its author or authors and to avoid interrupting the flow of an essay. Signal phrases can also be used as meaningful transitions, moving your readers between your ideas and those of your sources.

A signal phrase consists of an author's name and an active verb indicating how the author is presenting the material. A signal phrase may also include information explaining an author's credentials and/or affiliations as well as the title and/or publisher of the source text.

Referring to the Author within a Signal Phrase

In many instances, signal phrases will contain only the last name of the author of the source text (as opposed to the author's first *and* last name). For instance, APA style guidelines require no reference to author first names at any point in an essay. But in MLA papers, if you are referring to an author for the first time in your essay, you should include that author's first name as well as the author's relevant credentials or affiliations in your signal phrase (you might

also want to include the title of the source text). Once you have supplied an author's first name and credentials, any subsequent signal phrase referencing that same author should contain the author's last name only. For example:

- Michael Pollan, Professor of Science and Environmental Journalism at the University of California Berkeley, observes that "Americans today are having a national conversation about food and agriculture that would have been impossible to imagine even a few short years ago" (29).
- Pollan continues, "But the national conversation unfolding around the subject of food and farming really began in the 1970s" (29).

Notice how each signal phrase verb is followed by the word "that" or a comma, which is then followed by one space before the opening quotation mark.

In essays written according to MLA and APA guidelines, it is acceptable to refer to an author as "the author" as long as it is perfectly clear to whom you are referring. In APA, it is common to see references to "the researchers."

Signal Phrase Verb Tense

In the examples above, notice how the signal phrase verbs are written in present tense. When you are asked to write a paper that follows MLA guidelines, signal phrases should always be written in present (not past) tense. When writing a paper using APA style, signal phrase verbs should be written in past tense. For example:

- Pollan (2009) observed that "Americans today are having a national conversation about food and agriculture that would have been impossible to imagine even a few short years ago" (p. 29).

Notice how APA in-text citations also differ from MLA style in that APA citations include the year of publication, and the page number is preceded by a "p."

See section 12.6 for more information on APA in-text citations and section 12.2 for MLA citations.

Varying Your Verbs

You should also vary your signal phrase verbs (rather than simply using "states" throughout your entire essay) in order to maintain your readers' interest and to indicate the author's intended use of the excerpted material. See below for examples of strong signal phrase verbs.

Types of Signal Phrases

In most instances, the first time the author is mentioned in an MLA-style essay, as well as including the author's first *and* last name in a signal phrase, it is also a good idea to include the author's credentials and the title of the source.

While providing the author's credentials and title of the source are the most common types of signal phrases, there are others we should be aware of. In the examples below, the information relevant to the type of signal phrase is underlined.

> **Type: Author's credentials are indicated.**
>> **Example:** Grace Chapmen, Curator of Human Health & Evolutionary Medicine at the Springfield Natural History Museum, explains...
>> **Purpose:** Presenting an author's credentials should help build credibility for the passage you are about to present. Including the author's credentials gives your readers a reason to consider your sources.

> **Type: Author's *lack of* credentials is indicated.**
>> **Example:** Matthew Spencer, whose background is in marriage counseling, not foreign policy, claims...
>> **Purpose:** Identifying an author's lack of credentials in a given area can help illustrate a lack of authority on the subject matter and persuade the audience not to adopt the author's ideas. Pointing to an author's lack of credentials can be beneficial when developing your response to counter-arguments.

> **Type: Author's social or political stance, if necessary to the content, is explained.**
>> **Example**: Employing nonviolent civil disobedience, Roland Hayes, prominent civil rights activist, preaches...

Ralph Spencer, who has ties to the White Nationalist movement, denies...

Purpose: Explaining the author's social or political stance can help a reader to understand why that author expresses a particular view. This understanding can positively or negatively influence an audience. Be careful to avoid engaging in logical fallacies such as loaded language.

Type: Publisher of the source is identified.

Example: According to a recent *CNN* poll...

Purpose: Identifying the publisher of the passage can help reinforce the credibility of the information presented and you can capitalize on the reputation/credibility of the publisher of the source material.

Type: Title of the Source is included.

Example: In "Understanding Human Behavior," Riley argues ...

Purpose: Informs the reader where the cited passage is being pulled from.

Type: Information that establishes context is presented.

Example: In a speech presented during a Free Speech rally, Elaine Wallace encourages...

Purpose: Presenting the context that the original information was presented can help the audience understand the author's purpose more clearly.

MLA Signal Phrase Verbs

Acknowledges	Counters	Notes
Admits	Declares	Observes
Agrees	Denies	Points out
Argues	Disputes	Reasons
Asserts	Emphasizes	Refutes
Believes	Finds	Rejects
Claims	Illustrates	Reports
Compares	Implies	Responds
Confirms	Insists	Suggests
Comments	Maintains	Thinks
Contends	Mentions	Writes

11.5 Plagiarism Policy

Plagiarism is something that many people understand to be a bad thing, but few people truly understand. Plagiarism can be intentional (such as copying and pasting large chunks of a website into your paper), or it can be unintentional (such as a weak paraphrase or a lack of reference to authors or sources). But plagiarism is plagiarism, whether it is intentional or not, and it is a serious offense in academic writing.

It can be helpful to understand what plagiarism is if you seek to avoid plagiarizing in your own papers. This video offers a thorough explanation of how one might plagiarize if he or she is not carefully integrating sources into an essay.

["10 Types of Plagiarism"](#) by WriteCheckVideos

Following the guidelines for the ethical use of source materials in your papers can help you to avoid plagiarism in your work. Plagiarism is a serious offense and colleges take instances of plagiarism very seriously.

  If you are struggling to figure out how to cite a source or how to integrate it into your work while giving your author(s) proper credit, you can ask for your instructor visit the [Writing Center](#)set up a meeting with a [university librarian](#)

  Each school has a plagiarism policy that both defines what plagiarism is and outlines the consequences that will arise in the event that a student is caught plagiarizing. Here is the Cleveland State University policy:

Cleveland State University

3344-21-02   **Policy on academic misconduct**.

(A)   Policy.

(1)   Academic honesty is essential to maintain the integrity of the university as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland state university academic community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is, therefore, unacceptable, and students shall prepare to accept the appropriate sanctions for any dishonest academic behavior as outlined in this policy on academic misconduct. Academic misconduct refers to any fraudulent actions or behaviors that affect the evaluation of a student's academic performance or record of academic progress. It includes:

(a)   "Cheating" - Fraudulent acquisition and/or submission of another's intellectual property. This includes, but is not limited to, the unauthorized giving or receiving of a copy of examination questions, the use of unauthorized or fabricated sources in carrying out assignments, and copying the examination answers of others.

(b)   "Plagiarism" - Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

(c)   "Tampering" - Altering through forgery, fabrication, deletion, and/or misrepresentation one's own or another's academic record. This includes but is not limited to the tampering of graded

A. Academic Dishonesty

Academic dishonesty shall constitute a violation of rules and regulations and is punishable as prescribed by Board Policies. Academic dishonesty shall include but is not limited to: cheating on a test, plagiarism, making false statements and collusion.

1. Students may not cheat: Cheating is defined as: Students not adhering to the guidelines provided by their instructors for completing academic work. Students may not claim as their own work any portion of academic work that was completed by another student. Students may only use materials approved by their instructor when completing an assignment or exam. Students may not present the same work for more than one course without obtaining approval from the instructor of each course. Students must adhere to all course regulations. Violations of this standard constitute cheating.

2. Students may not plagiarize: Plagiarism is defined as: All ideas, arguments, and phrases, submitted without attribution to other sources, must be the creative product of the student. Thus, all text passages taken from the works of other authors (published or unpublished) must be properly cited. The same applies to paraphrased text, opinions, data, examples, illustrations, and all other creative work. Violations of this standard constitute plagiarism.

3. Students may not fabricate: Fabrication is defined as: All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way. Violations of this standard constitute fabrication.

4. Collusion is prohibited: Collusion is defined as: Students providing, seeking or accepting information about any academic work to or from another student without the authorization of the instructor. Students may only collaborate on academic work within the limits prescribed by their instructors. Violations of this standard constitute collusion.