



---

## Using Outside Sources

---

In order to successfully incorporate research into your essay, it is necessary to read all your sources critically. Then you can decide how to use them. Some sources may provide background information, others will support your thesis, and others will present examples. These different purposes may guide you in deciding whether to quote, paraphrase, or summarize.

---

### Three Ways to Use Sources

*Quotations* must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

*Paraphrasing* involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

*Summarizing* involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

**Whether you quote, paraphrase, or summarize, it is always necessary to attribute the material to the original author(s). Be sure to clarify which ideas you get from others and which ideas are your own.**

*Why use Quotations, Paraphrases, and Summaries?*

- Provide support for claims or add credibility to your writing
- Refer to work that leads up to the work you are now doing
- Give examples of several points of view on a subject
- Call attention to a position that you wish to agree or disagree with
- Highlight a particularly striking phrase, sentence, or passage by quoting the original
- Expand the breadth or depth of your writing

### **Quoting**

Quoting involves noting a source's exact words. They must match the original source word for word.

Use a direct quote for:

- Wording that is so memorable or powerful, or expresses a point so perfectly, that you cannot change it without weakening the meaning you need.

- Authors' opinions you wish to emphasize
- A writer's words that you want to analyze—when each word is important
- Authors' words that show you are considering multiple perspectives
- Respected authorities whose opinions support your ideas
- Authors whose opinions challenge or vary greatly from those of others in the field

### **Paraphrasing**

Paraphrasing involves putting a passage from a source into your own words. When you paraphrase, you often are taking a somewhat broader segment of the source and condensing it slightly.

Use paraphrasing for:

- Passages you do not wish to quote but whose details are important to your point

Steps to paraphrase per OWL.Purdue.edu

1. Reread the original passage until you understand its full meaning
2. Set the original aside, and record what the passage says if you are explaining it to someone
3. Check your work against the original using quotations for any words that you pulled from the original passage, such as specific terminology or coined terms
4. Make sure your language gets the same point across, but does not utilize the same vocabulary (unless you have put it into quotes)
5. Check your sentence structure: do your sentences match the ones in the original? Then it is unsuccessful. You want to capture ideas, but you also want to say them in your way using your voice and style

#### Example from OWL.Purdue.edu:

*The original passage:* Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

Lester, James D. *Writing Research Papers*. 2<sup>nd</sup> ed., 1976, pp.46-47

*A legitimate paraphrase:* In research papers, students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

*A plagiarized version:* Students often use too many direct quotes when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So, it is important to limit the amount of source material copied while taking note.



The plagiarized copy lacks a citation. The language is too similar and there are phrases that are exact. For example, in the original, it states, “Probably only about 10% of your final manuscript should appear as directly quoted matter” and the unsuccessful paraphrase says, “In fact, probably only about 10% of the final copy should consist of directly quoted material.” The addition of the phrase “In fact” is not sufficient to make the text your own and changing the verb “appear” to “consist” is also an inaccurate paraphrase. It also maintains the exact sentence structure.

### **Summarizing**

Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Summaries are significantly shorter than the original and take a broad overview of the source material.

Use summarizing for:

- Long passages whose main ideas are important to your point but whose details are not

---

### **Integrating Sources into Your Essay**

- In college writing, quotations need to be smoothly and clearly linked to the surrounding sentences in your essay. In most cases, you need to introduce the source of the quotation and use a signal verb to provide such a link. The signal verb must be appropriate to the idea you are expressing. A list of signal verbs can be found on this sheet.
- In-text citations document material from other sources with both signal phrases and parenthetical references. Signal phrases introduce the material, often including the author’s name and qualifications (i.e., Cecile Richards, president of Planned Parenthood; or Thomas Friedman, columnist for the New York Times). The qualifications tell a reader why they should pay attention to this source.
- Parenthetical references direct you to full bibliographic entries in a list of works cited at the end of the text. This information tells a reader who is speaking, why we should listen to them. And how we should feel about it. You must introduce your sources and any material you use. Utilize summary and introductory phrases to give the reader context. This will work to guide the reader. It is also a rhetorical cue that the information to come is not yours, but from a source.

The first time you use a source, summarize the entire reading in a couple of sentences before incorporating the stuff you want to use in your paper.

Example: According to Benjamin Pickford’s analysis of Emerson’s Essays: Second Series titled “Context Mediated: Ralph Waldo Emerson’s Political Economy of Plagiarism,” “The core of Emerson’s method is plagiarism” (38). Pickford’s analysis focuses on the essay “Manners” and “Gifts” by analyzing the way in which Emerson used intellectual capital of other writers freely and without citation for his own gain. Pickford argues that Emerson understood what intellectual capital was and how to use it. Pickford compares and contrasts Emerson’s work with the work he plagiarized to reveal at best, a bad paraphrasing job and at worst, directly taking other writers’ work.



Notice the use of the author's full name and full title of the text. This helps the reader seek out the text in the bibliography and gives them a bit of context of the source before they even read the summary.

Introducing phrases must always accompany materials you take from a source. This is a rhetorical cue that the info to come is not your own.

Example: In one of Fuller's most famous lines she writes, "but if you ask me what offices they may fill; I reply—any. I do not care what case you put; let them be sea-captains, if you will" (102).

Introductory phrases give the reader a heads up. In this example, the writer uses the author's last name and the phrase "she writes" to indicate that the words within the quotation are her words specifically. Notice the underlined phrase: descriptive words like this help to give context and set up how you want the reader to approach the quote.

If you do not use an introductory phrase and set up the quote, it is considered a dropped quote. Dropped quotes weaken your essay and confuse the reader. The more info you give the reader, the easier it is to read your essay. Introductory phrase are also a part of transition, which helps to guide the reader through.

### Common Signal Verbs

Acknowledges	Describes	Replies
Believes	Interprets	Writes
Criticizes	Remarks	Answers
Emphasizes	Suggests	Concurs
Offers	Allows	Discusses
Reveals	Concludes	Objects
Advises	Disagrees	Reports
Charges	Lists	Asserts
Declares	Replies	Confirms
Expresses	Writes	Disputes
Opposes	Answers	Observes
States	Concurs	Responds
Agrees	Disagrees	Contends
Claims	Lists	Explains

