

## Quick Review: Quoting Research Composition II

Why do we use direct quotations?

To establish the credibility of our information, we use the words and ideas of experts in the field

To incorporate hard-to-paraphrase text

To capture compelling word choice, syntax, etc.

When should we avoid direct quotations?

When working with statistics and numbers (quote relates numbers not ideas)

When quotations become cumbersome or overwhelming

Other options: paraphrase & summary

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Integrate your quotation to create a smooth flow from your writing into and out of the quoted material.

1. Introduce your source. Give some context.
2. Use a signal phrase.
3. Use ellipses and brackets to edit your quotation.
4. Address your quotation's significance to your points.

### QUOTATIONS RARELY OPEN OR CLOSE A PARAGRAPH!

While we talk about integrating quotations often, please remember that paraphrased materials should be smoothly integrated. Introducing the source of the content helps to build the credibility of the argument. If it doesn't, you might want to reconsider the use of that material!

Example:

When Franklin Roosevelt gave his inaugural speech on March 4, 1933, he addressed a nation weakened and demoralized by economic depression. In this speech, Roosevelt declared, "The only thing we have to fear is fear itself" (Roosevelt, *Public Papers*, 11). With that message of hope and confidence, the new president set the stage for his next one-hundred days in office and helped restore the faith of the American people in their government.

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### **Use a comma:**

Roosevelt declared, “The only thing we have to fear is fear itself” (Roosevelt, Public Papers, 11).

### **Use a colon:**

Roosevelt’s words were direct and powerful: “The only thing we have to fear is fear itself” (Roosevelt, Public Papers, 11).

**Use no punctuation:** *When the quotation flows in the grammar of the sentence*

Roosevelt’s message that “fear itself” was America’s greatest obstacle reassured Americans that their situation, although dire, was not insurmountable (Roosevelt, Public Papers, 11).

NOTE: Period placement AFTER the in-text citation only.

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**Use brackets** to edit the quotation to match your grammar or to add necessary, clarifying information.

Use sparingly. Look for other ways first.

Esther Hansen felt that when she came to the United States  
“nobody understood [her].”

“We completely revised our political strategies after the strike  
[of 1934].”

**Use ellipses** to drop text from within the quotation. There is no need to use an ellipsis at the start or end of the quotation unless the reader needs to know that you truncated the quotation. Usually, this truncation is apparent.

To make a high-performing employee visible to the community,  
“some industries have formal rankings that broadcast the best and brightest workers . . . , and some organizations provide companywide performance results and publicly recognize top performers” (Call et al., 2015, p. 629).

NOTE: Keep that comma!

NOTE 2: Use four dots instead of three when the omission includes the ending of one or more sentences.

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Short quotations in APA: fewer than 40 words

Long/block quotations in APA: 40+ words

Set up quotation with a colon

Indent one tab (1/2 inch)

Double space

Indent any paragraph break within the block another ½ inch

Period BEFORE the citation

Return to the margin if the surrounding paragraph continues (It should!!!!)

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

These concerns speak more to a lack of student initiative than the complexity of APA style.

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#### **Fix the errors in the following paragraph!**

After investigating the correlation between college graduation and performance on Ohio's state tests, it was determined that, ". . . overall proficiency on the [Ohio] state tests indicated a strong likelihood of a student enrolling in a 4-year college and completing a degree within 5 years." (Bowers, 2015, p. 15). While the study indicates that students who score proficient on the tests are prepared for the rigors of college, this relationship is not one of cause and effect. In theory, these students' success on the tests is a result of the skills they have gained throughout 10 years of education, not as a result of the testing system. Tests may measure competency, but they do not create competency. Testing may drive school districts to provide more challenging curriculum and may push teachers to raise their assessment standards, the tests themselves do not create success