DIRECT QUOTATIONS

1) When you quote, copy the words exactly. Make no changes. Use quotation marks.
2) Lead into your quotation with a signal phrase (also called an introductory phrase).
3) Put the page number on which the quotation appears in parentheses at the end of the sentence. Notice that only the number is used without any abbreviation such as pg. or pp. The period follows the citation. If you don’t have a page number, put the author’s last name. Only put the title if the article has no author and no page number.
4) Study each of the models below carefully to see exactly what to do about capitalization, quotation marks, commas, and other punctuation.

Items 1-5 quote passages that do not appear in quotation marks in the article. In other words, the passages are from the words of the author of the article, not someone he or she is quoting. Item 6 is for a passage that appears in quotation marks in the article.

1. **Sentence-style quotations.** For this style of quote, copy an entire sentence as a quotation, introducing it with the author’s name.
   
   **Model:** According to Walter Lippmann, “When men are brought face to face with their opponents, forced to listen and learn and mend their ideas, they cease to be children and savages and begin to live like civilized men” (29).

2. **Interrupted sentence quotations.** Place the signal phrase identifying the author in the middle of the sentence. Be careful to break the sentence at a logical point.
   
   **Model:** “The democratic system,” says Lippmann, “cannot be operated without effective opposition” (29).

3. **Quotations introduced with that.** Notice how the punctuation and capitalization change because this is no longer a sentence-style quotation.
   
   **Model:** To be successful, a politician must learn that “a good statesman, like any other sensible human being, always learns more from his opponents than from his fervent supporters” (Lippmann 29).

4. **Quoted phrases.** Quote a phrase (not an independent clause/sentence). Make sure that the quotation and the words you contribute add up to a sensible, grammatical sentence.
   
   **Model:** Freedom of speech is “a system for finding the truth” (Lippmann 26).

5. **Block quotation.** Use this style of quotation for two or more consecutive sentences (more than four typed lines). Introduce it with a complete sentence ending with a colon. Notice how the whole quotation is indented 10 spaces on the left side. If you omit a sentence, indicate the omission with an ellipsis. Here the page numbers in parenthesis follow the period.
   
   **Model:** Walter Lippmann explains the difference between tolerating dissent and listening to dissent:

   For, while the right to talk may be the beginning of freedom, the necessity of listening is what makes the right important... What matters is not the utterance of opinions. What matters is the confrontation of opinions in debate. (27)
6. **Indirect quotations.** Use this style of quotation for words spoken or written by one person and quoted by someone else (i.e., words you find within quotation marks in a source). Put the name of the person who said it into your sentence and the name of the writer of the article in the parentheses preceded by “qtd. in.”

**Model:** Voltaire said, “I wholly disapprove of what you say, but will defend to the death your right to say it” (qtd. in Lippmann 24).

**CAUTION:** The best academic practice is to find the original source rather than trust second-hand use. If you read an article by Author A that quotes from a book written by Author B, try to find Author B’s book and use that instead of quoting indirectly.

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**INTEGRATING SOURCES: INTRODUCE, CITE, AND FOLLOW!!**

First, **never** rely on borrowed information for your ideas. You should have something to say about your subject, some ideas in your head for your essay. If you don’t know enough about your subject and find yourself scrambling from the library with an armload of sources or printing article after article from the Internet, you have a problem. When you rely too heavily on borrowed information, you also run the risk of accidentally plagiarizing from a source. **Remember, the source is there to support you—not the other way around!**

**INTRODUCE!**

**Never, ever “dump” your sources** (use information without introducing it). When you dump sources, the reader cannot tell where your ideas leave off and where another author’s ideas or words begin. **Citing the paraphrase or quotation is not enough—you must always introduce it!**

**CITE!**

Always follow the borrowed information with your citation. This lets the reader know where the other author’s ideas end. In MLA-style documentation, you will put the author’s last name and the page number in parenthesis (no “page,” “pg” or “pp”). A **period follows** the citation—the citation is part of the sentence containing the information. If you have named the author correctly in your signal phrase, you may just use the page number. However, if the author is quoting someone else, make sure you indicate this in your citation (ex: qtd. in Smith 42). At this point, your borrowed information looks like this:

- **Signal phrase or author tag** borrowed information (page).

**FOLLOW!**

Watch out for **data dumps**. A data dump occurs when your paragraph relies too heavily on borrowed information with few (or none) of your own ideas. Never do this. Your essay should **never** look like this:

- Sentence of Smith’s ideas (Smith 154).
- Sentence of Smith’s ideas (156).
- Sentence of Jones’ ideas (Jones 59).
- Sentence of Roberts’ ideas (Roberts 5).
- Sentence of Smith’s ideas (Smith 156).

Always follow source information with a sentence or more of your own relating it back to your point. Your paragraphs **should** look something like this:

- Sentence of your ideas. Sentence of your ideas. Sentence of Smith’s ideas that support your ideas (Smith 154).
- Sentence of your ideas. Sentence of Jones’ ideas (Jones 59). Sentence of your ideas. Sentence of your ideas. Sentence of your ideas. Sentence of Roberts’ ideas (Roberts 5). Closing sentence of your ideas.
Finally, your paragraphs should never begin or end with borrowed information. Your paragraphs will always begin with topic sentences that introduce your point, indicate method of development (comparison, classification, etc.), and provide transition. Close paragraphs with your ideas summing up the information.

Use This Three-Step Process:
   1. Introduce the quote in your own words.
   2. Reproduce the quote (word-for-word, including its punctuation) followed by the page number in parenthesis and a period.
   3. Explain the significance or implications of the quote in your own words. How does it further your point in this paragraph? In your paper as a whole?

EXAMPLE OF FREE-STANDING QUOTE (FSQ):

The effort to reform education should include unmasking biased practices such as tracking. “Students not classified as middle class are often viewed as academically inferior. Most of these students are greatly harmed by such expectations” (Chin, Gollnick 65).

REVISED VERSION:

As Chin and Gollnick assert, “Students not classified as middle class ...” (65).