

Quotation Integration

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A quote should NEVER function as an independent sentence in your essay. Your own thoughts must either precede or follow the quote.

Format:

The format for a prose quote:

Note that the period appears AFTER the parentheses end.

“Quote” (author’s last name page number). ↙

“Roses are red and violets are blue” (Ski 2).

The only time punctuation is at the end of the quote is when a question mark or an exclamation point is present:

- 1) When Susie says, “I’m so glad you came!” she reveals her excitement (Ski 2).
- 2) When Susie asks, “Why didn’t you come?” she reveals her bewilderment (Ski 2).

The same thing applies to poetry. The only difference is that the parentheses contain both the author’s last name and the line numbers you are citing:

“Quote / quote / quote” (Bottoms 4-6).

If you would like to omit any part of a quote, simply insert spaced ellipses, or brackets and spaced ellipses (whichever your professor prefers – ask them!):

“It’s so hot [. . .] I could melt” (Ski 36). Please note that the SPACE BAR has been pressed between each period, but not between the period and the bracket.

“Roses are red / . . . / sugar is sweet and so are you” (Ski 1,3).

If pronouns in a quote are unclear (he, her, them, etc), you may add identification in your quote. Just insert brackets so that we know what you have added.

“If it would please her [Janet], I would propose immediately” (Ski 1).

If you are quoting dialogue within your quote, use single quotation marks to denote it.

“When Jake said ‘I have a great idea,’ we all knew trouble was coming” (Ski 1).

Prose Quote Integration Three ways:

1. Your own words “Quote” ().
2. “Quote” () your own words.
3. Your words “Quote” () your words

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1. When the quote is the final part of your sentence, you can introduce the quote one of three ways: with a signal phrase like *he says*, or *she says*; with a colon (:); or as an extension of your own words.

He says / She says:

Atticus metaphorically explains the reason people should leave Boo Radley alone when he says, “remember it’s a sin to kill a mockingbird” (Lee 86).

Colon:

Atticus metaphorically explains why a man like Boo Radley should be left alone: “it’s a sin to kill a mockingbird” (Lee 86).

Extension of your own words:

The children learn to leave Boo Radley alone due to their father’s lesson that “it’s a sin to kill a mockingbird” (Lee 86).

2. When the quote is the first part of your sentence, you must make sure to blend it with your own words to make a seamless sentence. When you use this technique, the parenthetical citation is at the end of that phrase (not necessarily the end of the sentence; just the first punctuation after the quote ends). Again, you can integrate the quote as an extension of you own words, with a comma, or with a colon. Typically, this technique is used with a quote that also begins a sentence.

Your own words:

“Standing on the Radley porch was enough” for Scout to fully empathize with Boo’s position within her own life (Lee 234).

Comma:

“Standing on the Radley porch was enough” (Lee 234), both as an epiphany and as a realization of a childhood goal, for Scout to fully empathize with Boo’s position within her own life.

Colon:

“Standing on the Radley porch was enough” (Lee 234): Scout now has attained the empathy for Boo’s position that she lacked throughout the text.

3. Placing a quote in the middle of a sentence is usually achieved through commas, or a combination of commas and extending your own words. Thus the techniques of the first two points are present. The parenthetical citation is once again at the end of the phrase.

Commas:

When Scout says, “Boo’s children needed him” (Lee 233), she ultimately gives Boo the responsibility for her welfare.

Extending your words (initially):

Because Scout acknowledges that “Boo’s children needed him” (Lee 233), she ultimately gives Boo the responsibility for her welfare.

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Extending your words (ultimately):

As Scout says, “Boo’s children needed him” to take on the responsibility of their welfare (Lee 233).

Extending your own words (both places)

Scout’s acknowledgement that “Boo’s children needed him” reveals that she ultimately gives Boo the responsibility for her welfare (Lee 233).

Poetry:

Follow the same rules as above. However, the line structure of poetry is slightly different.

Three lines or less: Each line is separated by a slash (/), all punctuation and capitalization is retained (except for the final punctuation of the quote), and the parenthetical citation of the author’s name and line numbers is at the end of the sentence.

Juliet says, “Deny thy father and refuse thy name; / Or, if thou wilt not, be but sworn my love, / And I’ll no longer be a Capulet” (Shakespeare 2.2.36-38).

Four lines or more: This is what we refer to as a “block quote.” The poem is typed *exactly* as it appears on the page, and each line is indented 1 inch from the left margin (see *MLA* 3.7.2 for more detail). One major change to the parenthetical citation: the terminal punctuation follows the line, then the parenthesis follow. There is no punctuation after the parenthesis.

Juliet’s words reveal her immediate love for Romeo:

O Romeo, Romeo! wherefore art thou Romeo?
Deny thy father and refuse thy name;
Or, if thou wilt not, be but sworn my love,
And I’ll no longer be a Capulet. (Shakespeare 2.2.35-38)

The rest of the paragraph continues with normal margins; there is no further indentation.

Films:

The first time you mention a film in your paper, follow the title with the director and the year it was made in parentheses. For example: *Boyz N the Hood* (Singleton, 1991). This is to clarify which version you are discussing. From then on, make it clear in your sentence that you are quoting from the film, and do your best to accurately quote dialogue (even if it means turning on subtitles). There are no requirements regarding parentheses.

Darth Vader tells Luke, “I am your father.”

Indirect Sources:

Sometimes, the information you need to cite is a quote in your source. For example, the original quote (let’s say it is from an article by Frank Winters) looks like this:

On the contrary, Paul Orogun argues, “blood diamonds are a product of the European colonization of Africa and De Beers’s monopoly of the diamond trade” (4).

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If you need to quote Orogun, you need to include the information that he is an indirect source in your parentheses. You do this by listing Orogun's name, followed by *qtd. in* which means "quoted in," followed by the author of the article. So, a quote in my paper would look like this:

"De Beers's monopoly of the diamond trade" was a driving force behind the war in Sierra Leone in the mid 1990s (Orogun qtd. in Winters 67).

If you have Orogun's name in your sentence, omit him from the parentheses:

According to Paul Orogun, "De Beers's monopoly of the diamond trade" was a driving force behind the war in Sierra Leone in the mid 1990s (qtd. in Winters 67).

Avoiding Plagiarism (examples from *MLA 2.5*):

Paraphrasing:

When you paraphrase, you must make it clear in your sentence that the ideas belong to someone else and are not yours. Also, include parentheses that follow your paraphrasing.

ORIGINAL:

Some of Dickinson's most powerful poems express her firmly held conviction that life cannot be fully comprehended without an understanding of death.

PLAGARISM:

Emily Dickinson firmly believed that we cannot fully comprehend life unless we also understand death.

PARAPHRASED:

As Wendy Martin has suggested, Emily Dickinson firmly believed that we cannot fully comprehend life unless we also understand death (625).

Choosing a Particular Phrase:

Sometimes, an author coins a term that is perfect for your paper. However, you need to make sure that you are not taking credit for coming up with the term on your own. Look at the difference between these two examples:

PLAGARISM:

At the intersection of language and culture lies a concept we might call "langaculture."

CITED SOURCE:

At the intersection of language and culture lies a concept that Michael Agar has called "languaculture" (60).

Notice that Agar has been given credit for the term in the second example, and that the page number is also listed.

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Integrating Secondary Sources (A Writer's Resource 264-5)

When you quote research and secondary sources, you must let the reader of your essay know. There should be a smooth transition between your voice, the primary quotes in the essay, and your secondary source(s).

Select secondary quotes that connect to your argument. Most secondary sources fall into 2 categories: those that support your argument, and those that contradict your argument. The former help to strengthen your thesis, whereas you can deconstruct the latter to strengthen your argument.

If the quote from your secondary source is very long, you might want to paraphrase it unless you are deconstructing the language in the quote. Generally, the reader of your essay wants the ideas from secondary sources, and the words from primary sources. However, if you are deconstructing the quote, you will want to preserve the quote in full to show that you are not manipulating or misrepresenting the original author's ideas.

To integrate secondary sources, use signal phrases just like for primary sources.

For example:

As Bergreen points out, "Armstrong easily reached difficult high notes, the F's and G's that stymied other trumpeters" (248).

"Bergreen points out" tells your reader that you have introduced another author.

It is even better, however, to also give your secondary source authority. Your reader wants to know who the author of this source is and why you are incorporating their ideas. So, always try to give a short explanation of the author's expertise.

For example:

As John Bergreen, professor of American musical history at Stanford University, points out, "Armstrong easily reached difficult high notes, the F's and G's that stymied other trumpeters" (248).

The extra information "professor of American musical history at Stanford University" makes it clear that Bergreen is an expert in his field and thus you can justify using his research in your essay. For information on how to determine if you should use a source, refer to *A Writer's Resource*, Chapter 21, p. 239-45.

List of signal verbs:

Acknowledges	Comments	Expresses	Proves
Adds	Concedes	Implies	Rejects
Admits	Concludes	Insists	Remarks
Argues	Denies	Maintains	Responds
Asserts	Describes	Observes	Shows
Charges	Emphasizes	Points out	States
Claims	Explains	Proposes	Suggests