

Incorporating Quotations

When you write any paper which draws on other people’s writing, such as a research paper or an essay about a piece of literature, the judicious use of quoted material can reinforce your points and strengthen the case you are making. This is why you are required to use quotations to support your points. The quotations **must** be related to what you are saying, and they **must** support it, not just repeat it. For your research paper, you must have **two quotations**, no more, no less. You may not simply string quotations together; this paper is primarily **your** synthesis of the information you have found and written on your note cards. It is **your** writing, given support by the quotations you choose to illustrate and substantiate your point(s).

It is imperative that your quotations be **incorporated** into your writing smoothly and grammatically, not just dropped in. To incorporate means “to combine or join with something already formed, make part of another thing” (Webster’s *New World Dictionary*), and that’s what you must do. Each quotation must be made part of a sentence; it can be at the beginning, in the middle, or at the end of the sentence, but it must have an incorporating phrase, as the quotation above has; it is preceded by an introductory phrase. Your quotations **must** make sense within the sentence and paragraph and paper.

The student model research paper I gave you provides examples for using various kinds of quotations. Here are some additional examples showing the use of quotations.

Quote from a book, magazine or internet article:

1. Many may believe that caffeine is no different from sugar or salt, but research clearly indicates that there is “No question, caffeine is a drug” (“Coffee Clutch” 52).
2. Although much has been made of the negative effects of caffeine, studies show some benefits including the “sharpen[ing] of moderately complex mental skills” (“Coffee Clutch” 52).
3. Research has been rather conclusive; in fact, Harvard assistant professor of epidemiology and nutrition Eric Rimm, Ph.D. states that “We’ve just about stopped researching caffeine and health issues because we feel the case is closed” (qtd. in McDonough 88).
4. People’s physical responses to coffee vary greatly, and any one person could have health conditions “that make it smart to drink up, cut back, or switch to decaf entirely” (Mooney 133).
5. One study even says that drinking coffee could help prevent Parkinson’s disease, indicating that “men who drank at least 28 ounces a day were only one fifth as likely to get the disease, whether they took the beverage black or with cream and sugar” (Sobel 63).

Lead-Ins

In addition to qualifying an expert when you are quoting him or her in your paper, you also need to qualify your sources when you are paraphrasing. **Every time** that you use material from a source for the **first** time in your paper, you need to give a lead-in, which **introduces** and helps to **incorporate** the material or quotation. For your paper, you must provide a lead-in whenever you use an expert’s (not just a reporter’s) words as support. A lead-in consists of giving the name and credentials of the person you quote in the paper either *directly before* the information used from that source or *directly after* the information. Either way, the material is also *documented*. Here are some examples of some lead-ins:

- Robert P. Heaney, a medical doctor and professor of medicine, states . . .
- Mother of four Lorraine Simpson believes . . .
- Manohla Dargis, film critic for *The New York Times*, asserts . . .

Note: You only need the full name and credentials the *first time* you provide a lead in for a given source. After that, it is acceptable to lead in with only the author’s last name. For example: Dargis also states . . .

Quoting someone who is quoted in your source If you are quoting someone who is not the author of a source, but is quoted in a source, you need to note this in your documentation. Look at the parenthetical documentation in this example:

Research has been rather conclusive; in fact, Harvard assistant professor of epidemiology and nutrition Eric Rimm, Ph.D. states that “We’ve just about stopped researching caffeine and health issues because we feel the case is closed” (qtd. in McDonough 88).

Internal (Parenthetical) Documentation

The material from sources that you include in your essay must be **documented** or **cited**. Anything that you copy word for word exactly as it appears on your note cards must be put in quotation marks and documented. Even if you paraphrase the material (put it in your own words), you must document it unless it is what we call **common knowledge** or **general information**. This includes information most people would already know, the basic information in a field of study, the type of information you can easily find in encyclopedias and other general reference books, such as birth and death dates. All the rules and examples given here follow **MLA format** for **parenthetical** or **in-text documentation**. That means that the documentation is placed in parentheses within the paper.

1. The most common way to document a source is to cite the author’s last name and the page number(s) on which the information actually appeared inside parentheses following the information. If your source is a webpage or database source, no page number is required. If your source has no stated author, your citation will include the first few words of your works cited entry for that source (remembering to use quotation marks if it is part of a title). Consider the following examples:

EXAMPLE: Despite the myths about caffeine, experts have found that a “moderate amount [. . .] won’t hurt and might actually help” (Mooney 133).

This information is found on page 133 of the source called “Should You Decaf Your Life?: The Answer My Surprise You!” by Linda Mooney in the July 2000 issue of *Prevention* magazine. If your source has no named author, you would use the title (shortened if necessary) of the source in the parentheses and then the page number (“Should You Decaf?” 133).

2. To avoid interrupting the flow of your writing, place the parenthetical reference where a pause would naturally occur (usually at the end of a sentence) but as near as possible to the material it documents. The parenthetical reference **precedes** the punctuation that concludes the sentence, clause, or phrase containing the information. Again, notice that the period closing your sentence appears **after** the parenthetical citation.

EXAMPLE: As a stimulant, caffeine can “hike your blood pressure as much as 10 points,” so people with hypertension should probably cut out caffeine completely (Mooney 136).

3. When all of the information in a paragraph comes from the same source and page and you have paraphrased the information, documentation at the end of the paragraph is all that is needed. It is a good idea in this instance to begin the information with a lead-in so that the reader is aware that the information comes from one source.

EXAMPLE: In the article “Caffeine: Grounds for Concern?” Lisa McDonough lists many of the myths about the health effects of caffeine: that it depletes the body’s supply of calcium, raises cholesterol levels and causes kidney stones. These are common misconceptions, and McDonough even quotes one doctor as saying that “there seemed to be a connection between caffeine and health problems. . . . Then further studies rarely supported a link, at least not in people who drink under four cups of coffee per day” (88).

Notice that in the above paragraph the author’s name was mentioned in the lead-in, so it was not repeated in the parentheses.