When you begin to write your research paper, remember that you will need to present an original discussion of your ideas that are supported by the results of your research. Your ideas are the star of the show; your sources are the supporting cast.

Here is a helpful strategy for making sure your ideas stay in charge of your paper as you draft: First, look over all of the notes you took about your readings. What did your sources have to say about your topic? How did they support, build on, or challenge one another? What were your reactions to what they said? Now, put your notes away. Sit down and write a *zero* draft of your paper, a very quick first draft that, in general, lays out the basic lines of development for your paper. At this point, you'll just be using your own words; you can come back later to integrate your sources more fully. No doubt, this zero draft will be very rough and incomplete, but it is valuable because it helps ensure that it will be your voice, and not that of your sources, that will take the lead in organizing your essay. Your zero draft will also help you begin to see how your research material can be used in the context of your basic discussion or argument—where it can fit in the context of your paper.

Having completed a zero draft, you are ready to begin the process of incorporating source materials. The following terms are useful to keep in mind:

Summarize   When you summarize from a source, you provide the main idea that your sources develop. Summaries are general in scope; they might reduce a whole page to a one-sentence statement, or a whole chapter to a paragraph.

Paraphrase   Paraphrase essentially means "in other words." To paraphrase, then, is to restate a passage in your own words, to convey someone else's idea or viewpoint in language that fits more closely with the original language of your paper. Paraphrasing differs from summarizing in that it involves and helps to integrate the source material more seamlessly into your ongoing discussion. Paraphrasing information and retaining the original meaning indicates that you understand the concepts.

Quote   To quote is to incorporate into your paper the exact wording of the source that you are using. Quotes are *best used sparingly* to reiterate or reinforce in an especially precise or eloquent way an idea you have drawn attention to (in your own words) in a particular passage of your paper. Sometimes, quotes are useful to call attention to a particular stance or contention with which you want to agree or disagree in your paper. However, unless it's the *actual language* of a source that's important, you should probably opt to paraphrase or summarize. In all cases, quote only the parts of the source (a word, phrase, sentence, or group of sentences) specifically relevant to your point.

Remember that when you summarize, paraphrase, or quote, you are blending other people's words with your own. So it's important to let your readers know when those other voices are entering your discussion. You can signal this entry of another's words in two major ways: through *attribution* and *documentation*.

Attribution
Any summary, paraphrase, or quote should be attributed to your source. Attribution is a "within-the-sentence" method for distinguishing between your words and those of your sources in a paper, also known as in-text or parenthetical citation. Attribution announces to your reader: Here comes someone else's voice, so mark the difference. It is necessary when you summarize, paraphrase, or quote. Following are some common ways to integrate quoted material into your text.

Use an introductory phrase, followed by the quotation:

> The poem's speaker asks, "What immortal hand or eye / Dare frame thy fearful symmetry?" (line 18).

> Hillocks (1986) argues that "the teaching of grammar has no appreciable effect on the development of students' writing abilities" (p. 183).

Use an assertion of your own and a colon followed by the quotation:

> Fitzgerald gives Nick a muted tribute to the hero: "Gatsby turned out all right at the end" (176).

Use an assertion of your own with quoted material work in:

> Surely, it is the internal workings of this "mysterious black box" (Nystrand, 1986, p. 24) of Flower and Hayes' model that needs explaining in the first place.

Documentation
Your other obligation, of course, is to document your sources. Whether summarizing, paraphrasing, or quoting, you must let your readers know when you are using the ideas, scholarship, or words of other people.

Documenting serves three important functions:
- It shows your readers, first of all, that you are well versed in your subject; that you have read, understood, interpreted, and organized a body of relevant published material.
- It allows your readers to retrace your steps if they want to. You may cite a work that a reader will want to read. Documenting helps your reader to locate that work. Or, a reader may want to take issue with what you contend about a certain source. Documenting allows the reader to find that passage easily. See the LRC's handouts on MLA and APA documentation styles for a more in-depth discussion of the attribution and documentation requirements of your papers.
- It gives credit where credit is due. Proper acknowledgment of sources avoids the risk of plagiarism. Plagiarism can have very serious consequences, ranging from a failing grade to expulsion from school.

Notes on Incorporating Quotations into your Sentences
- While it is permissible to quote an entire sentence in isolation (i.e., between two sentences of your own), in general, you should avoid this method of bringing textual material into your discussion.
- Do not use two quotations in a row without intervening (explanatory) material of your own.
- Introduce a quote either by indicating what it is intended to show or by naming its source, or both.
- But, avoid referring to your sources as quotes. Don't write, "In this quote," but instead, "Here we see" or "As Eliot points out."

Punctuating Your Use of Sources

Punctuating Titles
- *Capitalize* the first and all main words of a title (excluding articles, prepositions, and conjunctions).
- *Underline* (or put in *italics*) titles of the following kinds of works: books, scholarly journals, magazines, newspapers, government reports, plays, films, and radio/TV programs.
- Put in *double quotation marks* the following kinds of works: articles from journals, magazines, or newspapers; essays; short stories; short poems; short musical compositions; speeches; and chapters of a book.
- Use *single quotation marks* to enclose a title within a title. For example: "Ambiguity and Tension in Frost's 'The Road Not Taken'."

Punctuating in-text (parenthetical) citations
- Place citations outside of quotation marks but inside end punctuation. For an example using MLA style: Swift writes, "I began to view the actions and passions of man in a very different light" (*Gulliver* 97). (An exception: If a quotation ends with a question mark or exclamation point, include that punctuation inside the quotation mark and a period following the citation.)

- Place citations at the end of a sentence, even if quoted material appears earlier in the sentence. For an example using APA style: "The individual as the only reality" is a theme that echoes through much of modern psychoanalytic theory (Jung, 1956, p. 47).
- If you paraphrase information or use statistics, place your citation at the end of the sentence or paragraph containing the borrowed material. For an example using APA style: According to Hillocks' (1986) meta-analysis of available research findings, teaching grammar has no positive effect on the development of students' writing abilities. These findings, he suggests, lay to rest the received wisdom of very long instructional tradition (pp. 106-112).

Punctuating quotes
- Use a comma after attributive tags. For example: According to Burke. . . , *Newsweek* states, . . . (An exception: If a relative pronoun was used in the last example, a comma would not be necessary. [i.e., *Newsweek states that ". . ."])
- Use a colon after attributional tags when the quoted material serves to illustrate or amplify something you have said. For example: In *Gulliver's Travels*, Gulliver expresses his initial reaction to the Yahoos, that race of human animals: "Upon the whole, I never beheld in all my travels so disagreeable an animal, or one against which I naturally conceived so strong an antipathy" (78).
- Use no extra punctuation when you quote a phrase or term that fits into the syntax of your sentence. For example: T.S. Eliot calls this the "objective correlative" (*Essays* 37).
- When you use a comma or a period at the end of a quotation, put it inside the closing quotation mark. For example: Though Thoreau wrote that most men "lead lives of quiet desperation," much of his book about Walden Pond expresses joy.
- You may alter the closing punctuation of a quote in order to incorporate it into a sentence of your own.

Punctuating set-down (block) quotes
- When quoting more than four consecutive lines from a source (including any ellipsis), double-space from the preceding sentence (often ended with a colon to introduce the quote) and block-indent the quoted material (also double-spaced) ten spaces from the left margin of your text.
- Do not use quotation marks for set-down quotes.
- The citation information for set-down quotes follows two spaces beyond the end punctuation of the quote.

Maintaining Accuracy in Quotations
- When quoting, you may alter grammatical forms such as the tense of a verb or the person of a pronoun so that the quotation conforms grammatically to your own prose; indicate these alterations by placing square brackets ([. . .]) around the altered material.
- You may occasionally decide to omit material within quotes by using *ellipsis*. Ellipsis (which consists of a series of four spaces separated by three periods) signals to your reader that although you are quoting directly from a source, you are leaving out some of the words, words that are unnecessary for the sense of the quote. (Note that if the omitted material occurs at the end of a sentence, an additional period must precede the initial space.)
- When using ellipsis, which is a form of *internal* punctuation, it is not necessary to signal material omitted from the beginning or end of a quote, but only material deleted from within the quote itself. Be careful in using ellipsis that you do not change the meaning of a quote. For example, 'Gun control is not an important legal issue" cannot be reduced to "Gun control is . . . an important legal issue."
- If a quote contains a spelling or grammatical error, indicate this by the notation [*sic*] or [sic]. This is to show that the error is part of the quote and not an error on your part.