

■ INTEGRATE BORROWED MATERIAL INTO YOUR TEXT

Whenever you want to use borrowed material (such as a quotation, a paraphrase, or summary), your goal is to integrate these sources smoothly and logically and not disrupt the flow of your paper or confuse your readers. It is best to introduce borrowed material with a *signal phrase*, which alerts readers that borrowed information is about to be presented.

A signal phrase consists of at least the author's name and a verb (such as "Stephen King contends"). Signal phrases help readers follow your train of thought. When you integrate a quote, paraphrase, or summary into your paper, vary your signal phrases and choose verbs for the signal phrases that accurately convey the tone and intent of the writer you are citing. If a writer is arguing, use the verb *argues* (or *asserts*, *claims*, or *contends*); if a writer is contesting a particular position or fact, use the verb *contests* (or *denies*, *disputes*, *refutes*, or *rejects*). Verbs that are specific to the situation in your paper will bring your readers into the intellectual debate (and avoid the monotony of all-purpose verbs like *says* or *writes*). The following examples show how you can vary signal phrases to add precision to your paper:

Ellen Goodman asserts that . . .

To summarize Audrey Schulman's observations about climate change, . . .

Social activist and nutrition guru Dick Gregory demonstrates that . . .

Mary Sherry explains . . .

Terry Tempest Williams rejects the widely held belief that . . .

Bharati Mukherjee exposes . . .

Other verbs to keep in mind when constructing signal phrases include the following:

acknowledges	compares	grants	reasons
adds	confirms	implies	reports
admits	declares	insists	responds
believes	endorses	points out	suggests

Well-chosen signal phrases help you integrate quotations, paraphrases, and summaries into the flow of your paper. Besides, signal phrases let your reader know who is speaking and, in the case of summaries and paraphrases, exactly where your ideas end and someone else's begin. Never confuse your reader with a quotation that appears suddenly without introduction. Unannounced quotations leave your

reader wondering how the quoted material relates to the point you are trying to make. Look at the following student example. The quotation is from Ruth Russell's "The Wounds That Can't Be Stitched Up," which appeared on page 11 of the December 20, 1999, issue of *Newsweek*.

Unannounced Quotation

America has a problem with drinking and driving. In 2004 drunk drivers killed almost 17,000 people and injured 500,000 others. While many are quick to condemn drinking and driving, they are also quick to defend or offer excuses for such behavior, especially when the offender is a friend. "Many local people who know the driver are surprised when they hear about the accident, and they are quick to defend him. They tell me he was a war hero. His parents aren't well. He's an alcoholic. Or my favorite: 'He's a good guy when he doesn't drink'" (Russell 11). When are we going to get tough with drunk drivers?

In the following revision, the student integrates the quotation into the text by means of a signal phrase and in a number of other ways as well. By giving the name of the writer being quoted, referring to her authority on the subject, and noting that the writer is speaking from experience, the student provides more context so that the reader can better understand how this quotation fits into the discussion.

Integrated Quotation

America has a problem with drinking and driving. In 2004 drunk drivers killed almost 17,000 people and injured 500,000 others. While many are quick to condemn drinking and driving, they are also quick to defend or offer excuses for such behavior, especially when the offender is a friend. Ruth Russell, whose family was shattered by a drunk driver, recalls that "many local people who know the driver are surprised when they hear about the accident, and they are quick to defend him. They tell me he was a war hero. His parents aren't well. He's an alcoholic. Or my favorite: 'He's a good guy when he doesn't drink'" (11). When are we going to get tough with drunk drivers?

■ SYNTHESIZE SEVERAL SOURCES TO DEEPEN YOUR DISCUSSION

Synthesis enables you to weave together your own ideas with the ideas of others—the sources you have researched for your essay—in the same paragraph so as to deepen your discussion or to arrive at a new interpretation or conclusion. By learning how to synthesize the

results of your research from your own perspective, you can arrive at an informed opinion of your topic.

When you synthesize several sources in your writing, you get your sources to “talk” with one another; you literally create a conversation in which you take an active role. Some times you will find yourself discussing two or three sources together to show a range of views regarding a particular topic or issue—this is called **informational** or **explanatory synthesis**. At other times, you will have opportunities to play off your sources against one another so as to delineate the opposing positions—this is called **persuasive** or **argument synthesis**.

In the following example from her essay “The Qualities of Good Teachers,” student Marah Britto uses informational synthesis to combine her own thoughts about good teachers with the thoughts of three other writers whose essays appear in *Models for Writers* (parenthetical citations refer to pages in this text). In doing so, she explains the range of attributes that distinguish good teachers from their peers.

We have all experienced a teacher who in some way stands out from all the others we have had, a teacher who has made an important difference in each of our lives. While most of us can agree on some of the character traits—dedication, love for students, patience, passion for his/her subject—that such teachers have in common, we cannot agree on that special something that sets them apart, that distinguishes them from the crowd. For me, it was my sixth-grade teacher Mrs. Engstrom, a teacher who motivated with her example. She never asked me to do anything that she was not willing to do herself. How many teachers show their love of ornithology by taking a student out for a bird walk at 5:30 in the morning, on a school day no less? For Thomas L. Friedman, it was his high school journalism teacher, Hattie M. Steinberg. In “My Favorite Teacher,” he relates how her insistence upon the importance of “fundamentals” (104) made a life-long impression on him, so much so that he never had to take another journalism course. For Carl Rowan, it was his high school English, history, and civics teacher, Miss Bessie Taylor Gwynn, whose influence he captures in

“Unforgettable Miss Bessie.” Miss Bessie taught Rowan to hold himself to high standards, to refuse “to lower [his] standards to those of the crowd” (167). And for Joanne Lipman, it was Mr. Jerry Kupchynsky, her childhood music teacher. She remembers how tough and demanding he was on his students, how he made his students “better than we had any right to be.” Ironically, Lipman muses, “I doubt any of us realized how much we loved him for it” (408). Interestingly, isn’t it mutual respect and love that is at the heart of any memorable student-teacher bond?

This second example is taken from student Bonnie Sherman’s essay “Should Shame Be Used as Punishment?” Here she uses argument synthesis deftly to combine Hawthorne’s use of shame in *The Scarlet Letter* with two opposing essays about shame as punishment, both of which appear in this text. Notice how Sherman uses her own reading of *The Scarlet Letter* as evidence to side ultimately with Professor Kahan’s position.

Shame has long been used as an alternative punishment to more traditional sentences of corporeal punishment, jail time, or community service. American colonists used the stocks to publicly humiliate citizens for their transgressions. In *The Scarlet Letter*, for example, Nathaniel Hawthorne recounts the story of how the community of Boston punished Hester Prynne for her adulterous affair by having her wear a scarlet letter “A” on her breast as a badge of shame. Such punishments were controversial then and continue to spark heated debate in the world of criminal justice today. Like June Tangney, psychology professor at George Mason University, many believe that shaming punishments—designed to humiliate offenders—are unusually cruel and should be abandoned. In her article “Condemn the Crime, Not the Person,”

she argues that “shame serves to escalate the very destructive patterns of behavior we aim to curb” (571). Interestingly, Hester Prynne’s post-punishment life of community service and charitable work does not seem to bear out Tangney’s claim. In contrast, Yale Law School professor Dan M. Kahan believes that Tangney’s “anxieties about shame . . . seem overstated,” and he persuasively supports this position in his essay “Shame Is Worth a Try” by citing a study showing that the threat of public humiliation generates more compliance than does the threat of jail time (574).

Instead of simply presenting your sources with a quotation here and a summary there in your essay, look for opportunities to use synthesis, to go beyond an individual source by relating several of your sources to one another and to your own thesis. Use the following checklist to help you with synthesis in your writing.

Checklist for Writing a Synthesis

1. Start by writing a brief summary of each source that you will be referring to in your synthesis.
2. Explain in your own words how your sources are related to one another and to your own ideas. For example, what assumptions do your sources share? Do your sources present opposing views? Do your sources illustrate a range or diversity of opinions? Do your sources support or challenge your ideas?
3. Have a clear idea or topic sentence for your paragraph before starting to write.
4. Combine information from two or more sources with your own ideas to support or illustrate your main idea.
5. Use signal phrases and parenthetical citations to show your readers the source of your borrowed materials.
6. Have fresh interpretations or conclusions as a goal each time you synthesize sources.

■ AVOID PLAGIARISM

Honesty and accuracy with sources are essential. Any material that you have borrowed word for word must be placed within quotation marks and be properly cited. Any idea, explanation, or argument that you have paraphrased or summarized must be documented, and you must show clearly where the paraphrased or summarized material begins and ends. In short, to use someone else’s idea—whether in its original form or in an altered form—without proper acknowledgment is to be guilty of *plagiarism*.

You must acknowledge and document the source of your information whenever you do any of the following:

- quote a source word for word;
- refer to information and ideas from another source that you present in your own words as either a paraphrase or summary; or
- cite statistics, tables, charts, graphs, or other visuals.

You do not need to document the following types of information:

- your own observations, experiences, ideas, and opinions;
- factual information available in many sources (information known as *common knowledge*); or
- proverbs, sayings, or familiar quotations.

For a discussion of MLA style for in-text documentation practices, see pages 655–56 of Chapter 22.

The Council of Writing Program Administrators offers the following helpful definition of *plagiarism* in academic settings for administrators, faculty, and students: “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other (not common knowledge) material without acknowledging its source.” Accusations of plagiarism can be substantiated even if plagiarism is accidental. A little attention and effort at the note-taking stage can go a long way toward eliminating inadvertent plagiarism. Check all direct quotations against the wording of the original, and double-check your paraphrases to be sure that you have not used the writer’s wording or sentence structure. It is easy to forget to put quotation marks around material taken verbatim or to use the same sentence structure and most of the same words—substituting a synonym here and there—and treat it as a paraphrase. In working closely with the ideas and words of others, intellectual honesty demands that we

distinguish between what we borrow—acknowledging it in a citation—and what is our own.

While writing, be careful whenever you incorporate one of your notes into your paper. Make sure that you put quotation marks around material taken verbatim, and double-check your text against your note card—or, better yet, against the original if you have it on hand—to make sure that your quotation is accurate. When paraphrasing or summarizing, make sure you do not inadvertently borrow key words or sentence structures from the original.

For additional guidance, go to the St. Martin's Tutorial on Avoiding Plagiarism at bedfordstmartins.com/plagiarismtutorial.

Using Quotation Marks for Language Borrowed Directly

When you use another person's exact words or sentences, you must enclose the borrowed language in quotation marks. Without quotation marks, you give your reader the impression that the wording is your own. Even if you cite the source, you are guilty of plagiarism if you fail to use quotation marks. The following examples demonstrate both plagiarism and a correct citation for a direct quotation.

Original Source

So Grant and Lee were in complete contrast, representing two diametrically opposed elements in American life. Grant was the modern man emerging; beyond him, ready to come on the stage, was the great age of steel and machinery, of crowded cities and a restless burgeoning vitality.

—Bruce Catton, "Grant and Lee: A Study in Contrasts," in *The American Story*, p. 204

Plagiarism

So Grant and Lee were in complete contrast, according to Civil War historian Bruce Catton, representing two diametrically opposed elements in American life. Grant was the modern man emerging; beyond him, ready to come on the stage, was the great age of steel and machinery, of crowded cities and a restless burgeoning vitality (204).

Correct Citation of Borrowed Words in Quotation Marks

"So Grant and Lee were in complete contrast," according to Civil War historian Bruce Catton, "representing two diametrically opposed elements in American life. Grant was the modern man

emerging; beyond him, ready to come on the stage, was the great age of steel and machinery, of crowded cities and a restless burgeoning vitality" (204).

Using Your Own Words and Word Order When Summarizing and Paraphrasing

When summarizing or paraphrasing a source, you must use your own language. Pay attention to word choice and word order, especially if you are paraphrasing. Remember that it is not enough simply to use a synonym here or there and think that you have paraphrased the source; you *must* restate the original idea in your own words, using your own style and sentence structure. In the following examples, notice how plagiarism can occur when care is not taken in the wording or sentence structure of a paraphrase. Notice that in the acceptable paraphrase, the student writer uses her own language and sentence structure.

Original Source

Stereotypes are a kind of gossip about the world, a gossip that makes us prejudice people before we ever lay eyes upon them. Hence it is not surprising that stereotypes have something to do with the dark world of prejudice. Explore most prejudices (note that the word means prejudgment) and you will find a cruel stereotype at the core of each one.

—Robert L. Heilbroner, "Don't Let Stereotypes Warp Your Judgments," p. 254

Unacceptably Close Wording

According to Heilbroner, we prejudice other people even before we have seen them when we think in stereotypes. That stereotypes are related to the ugly world of prejudice should not surprise anyone. If you explore the heart of most prejudices, beliefs that literally prejudice, you will discover a mean stereotype lurking (254).

Unacceptably Close Sentence Structure

Heilbroner believes that stereotypes are images of people, images that enable people to prejudice other people before they have seen them. Therefore, no one should find it surprising that stereotypes are somehow related to the ugly world of prejudice. Examine most prejudices (the word literally means prejudgment) and you will uncover a vicious stereotype at the center of each (254).

Acceptable Paraphrase

Heilbroner believes that there is a link between stereotypes and the hurtful practice of prejudice. Stereotypes make for easy conversation, a kind of shorthand that enables us to find fault with people before ever meeting them. If you were to dissect most human prejudices, you would likely discover an ugly stereotype lurking somewhere inside them (254).

Review the following Avoiding Plagiarism box as you proofread your final draft and check your citations one last time. If at any time while you are taking notes or writing your paper you have a question about plagiarism, consult your instructor for clarification and guidance before proceeding.

Avoiding Plagiarism

Questions to Ask about Direct Quotations

- Do quotation marks clearly indicate the language that I borrowed verbatim?
- Is the language of the quotation accurate, with no missing or misquoted words or phrases?
- Do the brackets or ellipsis marks clearly indicate any changes or omissions I have introduced?
- Does a signal phrase naming the author introduce each quotation?
- Does the verb in the signal phrase help establish a context for each quotation?
- Does a parenthetical page citation follow each quotation?

Questions to Ask about Summaries and Paraphrases

- Is each summary or paraphrase written in my own words and style?
- Does each summary or paraphrase accurately represent the opinion, position, or reasoning of the original writer?
- Does each summary or paraphrase start with a signal phrase so that readers know where my borrowed material begins?
- Does each summary or paraphrase conclude with a parenthetical page citation?

Questions to Ask about Facts and Statistics

- Do I use a signal phrase or some other marker to introduce each fact or statistic that is not common knowledge so that readers know where the borrowed material begins?
- Is each fact or statistic that is not common knowledge clearly documented with a parenthetical page citation?

Praise the Humble Dung Beetle

■ Sharon Begley

Award-winning science journalist Sharon Begley was born in Englewood, New Jersey, in 1956. After graduating from Yale University in 1977, she became an editorial assistant in science at Newsweek and was named senior science editor at the magazine in 1996. Her many cover stories on a variety of cutting-edge science topics have demonstrated her ability to write about



complex scientific ideas, theories, and laboratory studies in clear, accessible prose. Begley teamed up with Collette Dowling and Anne Marie Cunningham to write *The Technol/Peasant Survival Manual* (1980), a book that describes new technologies, explains the principles behind them, and speculates on the effect their use could have on society. In 2002, Begley published *The Mind and the Brain with psychiatrist Jeffrey Schwartz*. She had regularly served as a science consultant for radio and television shows like *Imus in the Morning*, *Today Weekend*, CBS's *The Early Show*, and *The Charlie Rose Show*. Since 2002, Begley has been science editor at the *Wall Street Journal*, where her column "Science Journal" appears every Friday.

In "Praise the Humble Dung Beetle," an essay first published in the June 9, 2008, issue of *Newsweek*, Begley champions the cause of bugs and other creepy-crawly invertebrates that should be protected by the *Endangered Species Act*. As you read, pay attention to how Begley integrates her sources into the discussion smoothly with clear signal phrases.

Reflecting on What You Know

Make a list of any endangered wildlife that you've heard about. Are any of these plants and animals from your region of the country? How did you first hear about the endangered species on your list?