



COMMUNITY COLLEGE  
OF RHODE ISLAND

# Quotations, Paraphrases, and Summaries

*Dr. Karen Petit*



COMMUNITY COLLEGE OF RHODE ISLAND

# Borrowed Ideas and Words

Borrowed ideas and words are communicated in papers and speeches by using quotations, paraphrases, and summaries.



from a book



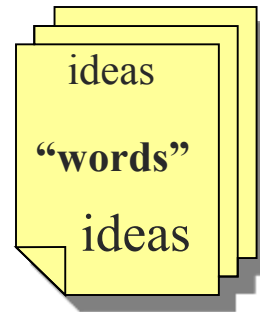
from an article



from a Web site



from a speech



to Teddy's paper



to Teddy's speech

# Quotations, Paraphrases, and Summaries

Source documentation is used while communicating borrowed words or ideas in quotations, paraphrases, and summaries.

## Quotations

**Include Source Information**

Borrowed words

Use quotation marks

## Paraphrases

**Include Source Information**

Borrowed ideas

Do not use quotation marks

## Summaries

**Include Source Information**

Borrowed, condensed ideas

Do not use quotation marks

# A Quotation: Borrowed Words in Quotation Marks

Here is a part of an article by the National Commission on Writing:

A survey of 120 major American corporations affiliated with Business Roundtable, employing nearly eight million people, concludes that in today's workplace, writing is a “threshold skill” **for hiring and promotion** among salaried (i.e., professional) employees.

When words from an article or other source are used in a paper, **quotation marks** are placed around the **borrowed words**.

An article says that writing is important **“for hiring and promotion”** (Natl. Commission on Writing 3).

**Source information is included.**



# Brackets and Ellipses

Correctly done quotations must repeat the exact words from an original text in the same order, unless square brackets or an ellipsis are used.

- [ ] **Square brackets** indicate added words or a change in a letter's capitalization.
- ... **Ellipsis** indicate missing words.

## Original Source:

A survey of 120 major American corporations affiliated with Business Roundtable, employing nearly eight million people, concludes that in today's workplace, writing is a “threshold skill” for hiring and promotion among salaried (i.e., professional) employees.

## Quotation with **brackets** and **ellipsis**:

An article says, “[W]riting is a ‘threshold skill’ for hiring and promotion among salaried . . . employees” (Natl. Commission on Writing 3).



# Quotations within Quotations

In the National Commission on Writing's article, two of the **words have quotation marks:**

A survey of 120 major American corporations affiliated with Business Roundtable, employing nearly eight million people, concludes that in today's workplace, writing is a **“threshold skill”** for hiring and promotion among salaried (i.e., professional) employees.

In Teddy's research paper, the words within **double quotation marks** (“ ”) are the ones that Teddy chose and decided to use in his paper. The words in **single quotation marks** (‘ ’) initially appeared in double quotation marks in the National Commission on Writing's article, but they are now a part of the quotation that Teddy is using.

An article says that **“writing is a ‘threshold skill’ for hiring and promotion”** (Natl. Commission on Writing 3).




# Clear Lead-in Phrases

A clear **lead-in phrase** before each quotation, paraphrase, and summary can let readers know of a change from one author to another author.

Strong communication skills are important in today's professional careers. **According to Jacobs,** "Whether you are pitching a business case or justifying a budget, the quality of your writing can determine success or failure" (1).

If readers will not know whose idea is whose, then revision is needed.

**Is this idea Teddy's or Jacobs'?**



Strong communication skills are important in today's professional careers "whether you are pitching a business case or justifying a budget" (Jacobs 1).


# Error-free Quotations

A quotation must make sense and be a part of a correct grammatical structure.

Strong communication skills are important in today's professional careers. According to Jacobs, "Whether you are pitching a business case or justifying a budget, the quality of your writing can determine success or failure" (1).

If the use of a quotation results in unclear writing or grammatical errors, then revision of the lead-in phrase is needed, or a paraphrase or summary should be used instead.

Jacobs states, "whether you are pitching a business case" (1).

**Revision**  Jacobs states that good writing can help when "pitching a business case" (1).



# A Paraphrase: a Reworded Idea

**Here is a part of an article by the National Commission on Writing:**

A survey of 120 major American corporations affiliated with Business Roundtable, employing nearly eight million people, concludes that in today's workplace, writing is a “threshold skill” for hiring and promotion among salaried (i.e., professional) employees.

**When a reworded idea is used in a paper, no quotation marks are included (except around borrowed words):**

One hundred and twenty companies with almost eight million employees were surveyed; the results showed writing to be an important skill “for hiring and promotion” purposes (National Commission on Writing 3).

**Source information is included.**



# A Near-Quotation: an Incorrect Paraphrase and Plagiarism

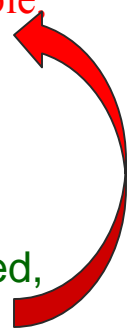
Changing only a few words and not using quotation marks is plagiarism because of the stolen sentence structure and words.

Here is a part of an article by the National Commission on Writing:

A survey of 120 major American corporations affiliated with Business Roundtable, employing nearly eight million people, concludes that in today's workplace, writing is a “threshold skill” for hiring and promotion among salaried (i.e., professional) employees.

The following example of plagiarism uses the original source's **sentence structure**. There are no quotation marks to indicate **borrowed words**:

A survey of 120 big corporations affiliated with Business Roundtable, employing almost eight million people, concludes that writing is a “threshold skill” (Natl. Commission on Writing 3).



Even with source information included, this near-quotation is still **plagiarism**.

# A Summary: A Reworded and Condensed Idea

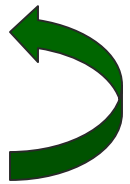
**Here is a part of an  
article by the National  
Commission on Writing:**

A survey of 120 major American corporations affiliated with Business Roundtable, employing nearly eight million people, concludes that in today's workplace, writing is a “threshold skill” for hiring and promotion among salaried (i.e., professional) employees.

**When a reworded and  
condensed idea is used in a  
paper, no quotation marks  
are used (except around  
borrowed words):**

A survey shows that writing is a “threshold skill” needed to get hired and promoted at work (Natl. Commission on Writing 3).

Source information is included.



# A Summary as a Separate Communication

- When a summary is written as a separate communication, it is usually structured as a paragraph or an essay.
- The title and the first sentence of a summary often include:
  - The word “summary”
  - The author and title of the work being summarized
- Full bibliographic information (author, title, publication information, etc.) should be stated, either in the first sentence of a summary or on a separate bibliography page.

# A Summary as a Part of Another Communication

- A summary can be a part of another communication:
  - A whole paragraph within a research paper
  - An illustration of the opposition's viewpoint in an argument paper
  - Supporting evidence for an author's view in a written or oral communication
  - The introduction of a paper that analyzes a literary text, film, or published article
- Source documentation is needed so that readers will know the source of the ideas contained within a summary.
- Full bibliographic information (author, title, publication information, etc.) is most often included on a separate bibliography page.

# Kinds of Summaries

- Informative summaries:
  - Convey condensed information from a single source
  - State the source's (not the summary-writer's) ideas
  - Are objective
  - If just the word “summary” is used, an informative summary usually is being requested.
- Descriptive summaries describe the content, context, structure, and format of a source.
- Evaluative summaries inform, evaluate, and judge. They state both the source's and the summary-writer's ideas.

# Clear and Correct Source Documentation

- Source documentation needs to be clear and correct, so readers will know what ideas are a part of a summary and what ideas are the research paper writer's.
- Here is one example of clear documentation that uses the MLA system:
  - At the beginning of a summary, a lead-in phrase names the author(s), as well as other pertinent information about the source of the summary.
  - At the end of a summary, an in-text parenthetical citation states the source's name and page number(s).
  - The words following the citation show a change to a different view.

According to the National Commission on Writing, writing is important. A survey shows that writing is a “threshold skill” needed to get hired and promoted at work (Natl. Commission on Writing 3). In addition to being important at work, writing is also important in . . . .

# Quotations, Paraphrases, and Summaries in Research Papers

- Quotations, paraphrases, and summaries support the ideas of the writer of the research paper.
- Usually, the **topic sentence** and the **concluding sentence** in each body paragraph should be the writer's own words, rather than a quotation.
- **Quotations**, paraphrases, and summaries should be integrated into the writer's own paragraphs.
- A **documentation system** (such as the MLA, APA, or the Chicago system) must be correctly used so that readers will understand who the author is of each idea and word.

Strong communication skills are important in today's professional careers.

According to Jacobs, "[T]he quality of your writing can determine success or failure"

(1). Police officers, for example, need to record information and write reports.

People in any of today's careers need to be able to communicate effectively with their colleagues, bosses, customers, and other people.



# Documentation: Including Source Information

- Documentation explains where borrowed words and ideas originated.
- Correct documentation must be used with quotations, paraphrases, and summaries.

## Four Documentation Systems

MLA  
System

APA System

Chicago or  
Turabian  
System

CSE System

# A Works Cited Page Example

## Works Cited

Jacobs, Paula. "Strong Writing Skills Essential for Success, Even in IT."

*InfoWorld*, vol. 20, no. 27, 1998, p. 86. *Academic Search Complete*,

0-search.ebscohost.com.helin.uri.edu/login.aspx?direct=true&db=a9h&AN=818336&site=ehost-live.

The National Commission on Writing. *Writing: A Ticket to Work. . . Or a Ticket*

*Out.* (Ellipsis in orig.), College Board, Sept. 2004,

www.collegeboard.com/prod\_downloads/writingcom/writing-ticket-to-work.pdf.



# More Information

The Writing Center at the Community College of Rhode Island has more online resources.



# Contact Information

This presentation is the creation of

Dr. Karen Petit

Community College of Rhode Island

400 East Avenue

Warwick, RI 02886

E-mail: [kmpetit@ccri.edu](mailto:kmpetit@ccri.edu)

Phone: 401-825-2279

