**Integrating quotes**

**(90 minutes)**

**EXPLANATION (30 minutes)**

Most college papers require you to quote source material. The details of citing (what to put in brackets, how to use a list of Works Cited etc.) are dealt with elsewhere (you should have a handbook that you can refer to for documentation guidelines). This unit explains the importance of quoting, and offers *sentence-level* suggestions for integrating other voices elegantly and effectively into your writing.

**Using source material to enhance your paper**

Why use quotes? Quotes support your ideas, show that other people agree with you, clarify where you got an idea, permit us to hear other voices, or provide examples of what you mean. Quotes always act as supporting details or examples.

Where to use source material This is your paper: you should take the lead. Even if you got your ideas by reading someone else’s work, you should introduce your ideas yourself. Write topic sentences and explanations in your own words.

Example: See how the content of the paragraph supports the topic sentence with evidence, much of it quotation.

Today’s public debates rely greatly on snappy, attention-getting slogans, and this has undermined our ability to discuss things in detail. Placards, advertising campaigns and posters cannot convey the detailed pros and cons of a position: like using smoke signals to discuss philosophy, the “form excludes the content,” as Postman argues (par. 2). For instance, a rally on March 17 to promote awareness of the community college situation could only confine its arguments to placards and chants. Newspaper articles were able to go into the situation in more depth, however. In *Some Newspaper,* Joe Schmo explained that “community colleges have been cut by $1.6 billion, compared to cuts of $1.2 billion for four-year and universities” and devoted about 800 words to explaining some of the problems of funding (par. 4). But none of this plays well on a placard. About 8,000 people attended the rally, which was screened on television. Very few, however, have read the articles, let alone longer analyses of the budget. We see images of placards and sounds of shouting – and that’s about all. This reflects Postman’s point that “Americans are the best entertained and quite likely the least well-informed people in the Western world” (par. 8).

Sample Topic Outline for the above paragraph:

Title:

Thesis Statement/Claim:

# Today’s public debates

## “form…content” (Postman, par. 2)

### Rally on March 17

### Newspaper articles

## “community colleges…universities” (Schmo, par. 4)

### Rally attendance

### No one read articles or analyzed budget

### Only see & hear, nothing else

## “Americans…world” (Postman, par.8)

**Using source material correctly and effectively**

How to include quotations

*Short quotes*: These can be dropped into sentences. **They must be part of the larger sentence structure, so that if you were reading aloud, listeners wouldn’t know where your words ended and the quote began.** You should put speech marks around the inserted words, at the beginning and end, and include any punctuation inside the speech marks.

According to philosopher Jeremy Bentham, utilitarian philosophy rests on the notion that mankind responds to “two sovereign masters, pleasure and pain.”

*Long quotes:*  If the quote is more than a line or two of text, it can be indented without speech marks.

The news, while it pretends to be a summary of world events, is really a slickly-designed entertainment package, and the producers approach news shows to make sure that they produce a marketable product. As Postman argues:

If you were a producer of television news, … you would try to make celebrities of your newscasters. You would advertise the show, both in the press and on the television itself. You would do ‘news briefs,’ to serve as an inducement to viewers.

All of these are sales techniques, and illustrate the fact that news is ultimately a product.

Introducing direct quotations**.** You don’t always have to have people “state” or “say” things. Here are other verb alternatives, all of which mean different things:

|  |  |
| --- | --- |
| suggest | indicate |
| assert | reply |
| argue | maintain |
| claim | contend |
| believe | say |
| observe | speculate |

... and so on.

Indirect quotations. If you refer to a source but don’t use the actual words, you don’t need to use speech marks. However, these citations can create awkward sentences – especially if you start with a preposition.

In an article by Ken Pollack, it says that the U.S. must remain committed to rebuilding Afghanistan.

Who’s the “it?” Who wrote the article? What is the subject of this sentence? Either he, or the article itself, should be the subject. We don’t need the “it.”

In an article, Ken Pollack argues that the U.S. must remain committed to rebuilding Afghanistan.

Example. Note the variety of ways in which the quotes are inserted, the verbs used to introduce them and the sentence structure. Also note the (*fictitious!)*  “List of Works Cited,” and how they relate to the numbers in parentheses in the text.

Should animals have rights? The question is difficult to answer. Scientist Jane Goodall, who works extensively with chimpanzees, argues that “to use animals thoughtlessly, without any anguish or making an effort to find another way, diminishes us as human beings” (55). However, she stops well short of asserting that animals should be accorded legal rights, merely suggesting that we should “change our mind-set” (55). Other reformers are more active. Animal rights lawyer Stephen Wise points out that rights, however complicated, are based on our understanding of other creatures. As we learn more about animal communication, he believes, we increasingly find that our laws should reflect this changing relationship:

Twenty-first century law should be based on twenty-first century knowledge. Once the law assumed that witches existed and that mute people lacked intelligence. Now it is illegal to burn someone for witchcraft, and the mute have the same rights as anyone else. Today we know that apes, and perhaps other nonhuman animals, are not what we thought they were in the pre-scientific age when the law declared them things. Now we know that they have what it takes for basic legal rights. (304)

However, many of us remain unconvinced. Kristen McDonald, a research scientist at University of Utah, contends that it is preposterous to pretend that a fruit fly has the same rights as a human baby. She accuses critics of inconsistency – “How much do you like those nice Doc Marten sandals?” (90) – and points out that few real alternatives exist to animal experimentation.

**NOTES (30 minutes)**

1. Write down the gist of this module for your reference.
2. Choose five of the introduction words listed above. Look it up, and think of other words or contexts that you are used to seeing the word in. (For instance, “maintain” -- what else do you maintain? a house? a discreet distance? What does that imply about the meaning and associations of the word?)

**EXERCISE 1 (30 minutes)**

Following are pairs of sentences. One is a statement, and the other source material to integrate as a quote. Use the source material as a quote in the main sentence. Try to use *extracts* from the sentences as well as the whole sentence. (The first is done as an example.) ***Note: the source materials are made up!***

1. The state of the economy is desperate.

“Millions of jobs are being lost every day - we’re in real pain here.”

(Bob Snob, A Banker.)

SOLUTION:

The state of the economy is desperate, one of “real pain.” According to banker Bob Snob, “Millions of jobs are being lost every day.”

2. The economy is looking much brighter.

“Millions of new jobs are emerging. Things are really on the upswing.”

(Frank Rank, a cab driver.)

3. It is more important than every for Americans to forge a common identity. “We need an identity that binds us together.”

(Frank Hairpiece, a prominent scholar.)

4. Animal rights represent the next stage in human moral development.

“If we don’t change our ways, future generations will judge us harshly. We need to achieve a higher state of consciousness and empathy.”

(Yoshi Om, a philosopher.)

**Exercise 2**

Structure these sentences to integrate the quotations more elegantly. You can change the way the quote is introduced, embed it into the main sentence, use a better signal word, remove some of the quote - whatever works, and keeps the focus.

1. Violent movies are popular for all kinds of surprising reasons. It’s well known that they appeal mostly to teenagers. Holman Jenkins writes a column for the *Wall Street Journal*. He states that, “teenagers swarm to horror flicks so the boys can demonstrate their manly unflappability and girls can demonstrate their vulnerable desirability. Boys and girls who fulfill these roles are rated as more sexually desirable than their peers.” So perhaps horror films do not cater to a taste for violence, but rather to the desire to show off before the opposite sex.

2. Sociologists argue a lot about whether or not violent television creates more violence in society. But maybe this strict cause-and-effect misses the point. “If sex and violence-drenched entertainment can desensitize me, it can desensitize anyone, It can desensitize a whole society. It can drag us down to the point where nothing is revolting. Where nothing makes us blush. And what happens to an unblushing society? Why, everything. Central Park joggers get raped and beaten into comas. Sixth-graders sleep around. Los Angeles rioters burn down their neighborhoods and murder dozens of their neighbors. The Menendez boys blow off their parents’ heads.” Jeff Jacoby wrote this in the *Boston Globe.* The point is that by overcoming our inhibitions, we lose an important protection against some of the terrible things that people are capable of.

**Exercise 3**

Create a topic outline and compose a two-chunk paragraph of your own answering the question “Does fictional fantasy violence have an undesirable effect on our culture?”

Then, review the paragraphs below and work in some quotes from each.

“TV Isn’t Violent Enough,” Mike Oppenheim

Anyone who remembers high school biology knows the human body can’t possibly respond to violent trauma the way it’s portrayed.... [For instance] It’s impossible to kill someone instantly with a knife thrust -- or even render him unconscious. Several minutes of strenuous work are required to cut enough blood vessels so the victim bleeds to death.... Furthermore, anyone who has watched an inexperienced farmhand slaughter a pig knows that the resulting mess must be seen to be believed.... Real-life violence is dirty, painful, bloody, disgusting. It causes mutilations and misery, and it doesn’t solve problems. It makes them worse. If we’re genuinely interested in protecting our children, we should stop campaigning to “clean up” TV violence. It’s already too antiseptic. Ironically, the problem with TV violence is: TV isn’t violent enough.

“Hollow Claims About Fantasy Violence,” Richard Rhodes

Private violence has been declining in the West since the media-barren Middle Ages, when homicide rates are estimated to have been ten times what they are in Western nations today. Historians attribute the decline to improving social controls over violence -- police forces and common access to courts of law -- and to a shift away from brutal physical punishment in child-rearing (a practice that still appears as a common factor in the background of violent criminals today).