
Quoting and Summarizing

How to Quote

- Quote accurately
 - Place added or changed words in [] (square brackets)
 - Replace omitted words with ... (ellipsis points)
 - Provide author, year, and page number in in-text citations
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Within-Sentence Quotations

(less than 40 words)

- Enclose quotations in “ ” or ‘ ’ (quotation marks)
 - Change the case of the first letter to fit into your sentence (without using brackets)
 - Reliability is one of the most important criteria in survey research.
 - According to Brown (1995), “reliability is one of the most important criteria in survey research” (p. 10).
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- Fit the quotation into your sentence grammatically

- The “placebo effect,” which had been verified in previous studies, disappears when behaviors are studied in this manner.
 - Miele (1993) found that “the ‘placebo effect’ ... disappear[ed] when behaviors [were] studied in this manner” (p. 276).
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Block Quotations

(more than 40 words)

- Start the quotation on a new line.
 - Indent the entire quotation.
 - Do not use quotation marks
 - Do not omit citations embedded in the original material (but do not include them in your reference list)
 - Incorporate the quotation into your text by introducing it with a **signal phrase**
 - Miele (1993), for example, has argued that...
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Three Ways to Use Signal Phrases

Introduce the quotation with:

1. A summary of what it demonstrates
 2. A statement of what the author claims
 3. Your own claim
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Exercise: Using Quotations

1. Jennings (2005) describes three tasks performed by research questions: summarizing the project, establishing its parameters, and indicating the methodology it will use.
 2. Research projects must be narrowly defined and according to Jennings (2005), the research question itself should “establish the parameters of the enquiry” (p. 27).
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How to Summarize

- Choose what is relevant to your goal
 - Present the original material accurately
 - Condense the original material
 - Use your own words and phrases
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Steps in Summarizing

1. Skim the original: What can I use for my purpose?
 2. Highlight relevant information.
 3. Take notes, using your own words.
 4. Provide accurate citations.
 5. Use **summary phrases** to show which ideas belong to the original author:
 - The author investigated... He found that...
 - The author further maintains that...
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Types of Summary

- State of current knowledge
 - Several studies have investigated...
 - The root causes of poverty are...
 - Empirical studies
 - A recent study found a strong correlation...
 - In their study of dyslexia, ...
 - Arguments
 - Hamashima and Ota (2005) maintain that...
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Exercise on p. 91: Suggested Response

- Argue for the adoption of incentive pay

Incentive pay schemes have several attractive features from the perspective of the firm (Light, 2001). They are flexible, not permanent, and can be used to promote the firm's goals among employees. Perhaps most important, they use objective performance criteria tied to a particular outcome.

Exercise on p. 92: Suggested Response

- Compare two traditions

Long (2005) describes two different traditions in international relations that have produced very different results: the East Asian tradition of formal hierarchy and the Western tradition of formal equality. He argues that the East Asian tradition helped preserve peace and stability, while the formal equality emphasized in the West led to “near-constant interstate conflict” (p. 21).

Exercise on p. 93: Suggested Response

- Argue for a strong China

In his analysis of the different traditions in international relations, Long (2001) argues that peace in East Asia was historically based on a strong and stable China and that it was the weakening of Chinese power in the 19th century that led to wars in Asia. In other words, a politically and economically strong China may hold the key to future Asian stability.

Comparative Summary

- Ineffective comparative summaries:
 - summarize one source, then another source
 - do not discuss similarities and differences
 - Effective comparative summaries:
 - highlight similarities and differences
 - demonstrate a broader understanding through the organization of the summary
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How to Prepare a Comparative Summary

1. Create a chart with key points to compare
 2. Make connections
 3. Describe similarities
 - ❑ Both X and Y maintain that...
 - ❑ The authors advocate a similar...
 4. Describe differences
 - ❑ However, whereas X argues that..., Y states...
 5. Organize your summary by points addressed
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Exercise on p. 95: Suggested Response

The curriculum models of Ralph Tyler and Hilda Taba are both driven by objectives that the curriculum should achieve, but the ways the objectives are identified differ significantly. In Tyler's model, objectives come from many sources including the subject matter, learners, society, and the philosophy of the school. These objectives are then used to design educational activities. In Taba's bottom-up approach, however, objectives flow entirely out of the needs of the learners, as does content and organization of the activities. Tyler's model can be characterized as deductive, because objectives, theories, and the results of previous experience determine the curriculum. Taba's approach is inductive, with teachers having much more individual responsibility to design activities and select content that will engage the students.
