

APA Documentation: Part 4

The source material you use to write your paper **MUST** be attributed to the author or the original source, regardless of how it's integrated into your paper. You may integrate borrowed material into your paper by **summarizing, paraphrasing, or quoting** the material and then providing the proper APA style citations. The following information will help you integrate source material effectively.

What is the difference between summarizing, paraphrasing, and quoting sources?

In a **summary**, you are putting the main ideas of a passage or reading into your own words.

In a **paraphrase**, you are putting source material into your own words and style.

When you **quote**, you are using information word-for-word from the original source.

Why should I use summaries, paraphrases, and quotes? Summaries, paraphrases, and quotes support the points you're making in your paper and lend credibility to your ideas. Summaries and paraphrases can show different points of view on a subject or provide an overview of existing research on a topic. Quotes can call attention to a point of view you agree or disagree with or highlight a particularly moving or relevant phrase or passage. Use a combination of all three methods: you may summarize a chapter of a book but paraphrase specific ideas or theories explained within; throughout, you may sprinkle quotations for things that are memorable, vivid, or cannot be said better yourself. Just remember, though, to give credit properly where credit is due. To do otherwise is plagiarism, a serious offense for which punishment can range from failing the assignment to expulsion from the university. Plagiarism, even unintentionally, is **never** worth the potential heartache and punishment!

How do I use summaries, paraphrases, and quotes correctly? First of all, make sure you have read your source material thoroughly and have identified relevant material. Next, organize your paper around the points you want to make; avoid letting your sources organize your paper. Synthesizing borrowed material (and not just cutting and pasting facts) shows how the material is important and how it relates to other ideas already discussed. Each body paragraph of your paper should begin with a summary sentence, followed by evidence and examples gained from research and reading source material, and concluded with explanation of the source materials' significance. Remember your transitional words and phrases **within** and **between** paragraphs to tie your thoughts together and help your paper flow.

How often do I cite in text? Many people think that you need to cite after every single sentence that is not your own original thought. The truth is that **you need to cite after the first sentence in a paragraph** that is paraphrased information.

Again, if you are building your paper around the points you want to make and not letting your sources organize your paper, you may be citing a few different sources within a paragraph (which also shows your ability to integrate source material). However, you need to make clear which information is from which source. If you go back and forth between authors, indicate this by citing after every applicable sentence, as in the following example:

Introductory sentence

Mentoring is a possible way to bridge the gap between experiences and expectations that a first-generation college student may feel upon entering college. Mentorship is important because it helps to ease the feeling of disconnectedness that exists in higher education between first-generation college students and the key people who are trying to work with them (Bryant, 2004). Unless the institution has some sort of support system in place, first-generation college students may find it difficult to sustain the motivation necessary for college success (Thile & Matt, 1995). Tinto (1975) noted that “extensive, high-quality” interactions with faculty and staff were key factors in student retention. Simply put, “it is the individual’s integration into academic and social systems of the college that most directly relate to his continuance in college” (Tinto, 1975, p. 73). Thus, a mentor is a critical facilitator of the first-generation college student’s integration into the campus community.

First source

Second source

Third source

Summary sentence

Example 2:

According to Lemme (2002), females tend to adopt an expressive role, meaning that their gender role is to be cooperative, nurturing, and sensitive to the needs of others. Males, on the other hand, adopt an instrumental role, which is “goal and achievement oriented” (p. 104). In this sense, males show aggression, dominance and assertiveness. Since the instrumental role is valued by society, which places tremendous emphasis on competition and success through dominance, women who do not follow this behavioral role may rate themselves as less competent and see their accomplishments with lesser value than those of a male (Lemme, 2002).

Transitional phrase helps maintain continuity of idea

How do I cite quotations in text? First of all, remember to use quotations only when absolutely necessary (e.g., the passage loses something when paraphrased into your own words). However, do not go overboard on direct quotations! You are writing your paper to demonstrate your knowledge and competence on a topic, not to string together quotes. A good rule of thumb is that no more than 10% of your paper should be direct quotes; for example, if your paper is 500 words, no more than 50 should be quoted word for word.

If the quote is less than 40 words, it is put into quotation marks in text. If it is longer than 40 words, it is written as a freestanding block of text.

In text, less than 40 words:

Interestingly, Bui (2002) found that first-generation college students had additional social-emotional worries, such as feeling guilty because they were going to school while others in their families were working to support them. Piorkowski (1993) defined this phenomenon as “survivor’s guilt in the university setting” (as cited in Bui, 2002, p. 8).

Alert! Notice how the period comes after the citation.

Double quotation marks set off author’s direct words.

More than 40 words, no quotation marks, stand-alone block indented 5-7 spaces:

Bryant (2004) believes that mentors need to challenge their students to look beyond their immediate environment:

Punctuation review: a colon MUST follow a complete sentence, as it does here. Writing “Bryant believes:” would be incorrect.

Mentors should take their students somewhere they’ve never been exposed to before. I call this taking the students to the “14th block.” Students know their own immediate environment, and they think that they can do all right on their own because they have all the answers for the questions they’ve been exposed to their whole lives. They have spent a large part of their lives in the same social milieu, mistakenly thinking that the world operates according to their frame of reference. Imagine a student living all of his life in a 13-block radius. Those thirteen blocks he knows well. After all, he’s lived there for his life to that point. What about the 14th block, though? What about the world of different people, values, and expectations that lies just beyond that 13th block? (p. 143)

Notice that (p. 143) does not have a period after it. This is different from in-text quotations.

How do I cite secondary sources? Let's say you read an article by Hayes and he/she talks about something written by Mattox that has some great information you would like to use in your paper. However, you haven't actually read the article or book that Mattox wrote. What do you do?

- **The best thing to do is retrieve Mattox's article.** If, for whatever reason, you can't get Mattox's article, you need to cite what you actually read and then cite Hayes as a secondary source. It will look like this:

Having mentors in such a role mitigates the students' sense of doubt, the feelings that they will not be able to succeed, which Mattox (1997) calls the "imposter phenomenon," which is common among this population. According to Mattox, "Many of these students get into college and do very well in spite of certain disadvantages...yet, for some reason, they believe that they shouldn't be doing that well, that they are somehow not earning the kudos they receive" (as cited in Hayes, 1997, p. 121).

Directs reader to where I read Mattox's ideas

- The reference list entry would look like this:

Hayes, L. L. (1997). Support from family and institution crucial to success of first-generation college students. *Journal of Counseling & Development*, 42(1), 118-132.

Notice Mattox isn't even mentioned in the reference list entry because I read Hayes, not Mattox. The reference list points readers to where I got the information.

Other helpful advice:

- Introduce authors that you're quoting or paraphrasing with signal phrases.
- Use signal verbs such as *acknowledge*, *contend*, *maintain*, *respond*, *report*, *argue*, *conclude*, etc. **(See next page for examples.)**
- Use the past tense or the present perfect tense of verbs in signal phrases.

Acquiring a rich repertoire of signal words and phrases is the key to success in representing others' ideas in academic writing. The list below provides some examples of strong verbs to use in signal phrases. Remember, APA recommends the use of past tense or present perfect tense of verbs if the discussion is of past events. Use present tense to discuss implications of research results or to report conclusions. (Sources: Purdue OWL, *APA Publication Manual*, 6th ed.)

Acknowledge

Address

Argue

Ascribe

Assert

Attempt

Believe

Charted

Claims

Clarify

Collect

Conclude

Concur (agree)

Confirm

Consider

Contend

Critique

Describe

Demonstrate

Diagnose

Emphasize

Envision

Examine

Evaluate

Formulate

Found

Gear

Hold

Identify

Indicate

Inspect

Interpret

Investigate

Maintain

Note

Organize

Offer

Present

Provide

Rate

Realize

Report

Review

Summarize

Survey