

## Avoiding plagiarism: Quoting

### What is quoting?

Quoting is using someone else's exact phrase or sentence(s), word for word.

### Why quote?

Only quote when you need to refer to the original author's **exact** words (i.e. the author's wording is important). Never quote when it's possible to *paraphrase* or *summarise*; too much quoting gives the impression that you have not really understood what you have read.

### How to quote (examples below use APA style)

1. Always quote **accurately**.
2. Use quotation marks (“ ”) to show where the quotation starts and ends. At the end of the quotation, refer to the exact source, even if you have mentioned this source earlier in the same essay.

Examples:

She stated, “Students often had difficulty using APA style” (Jones, 1998, p. 199), but she did not offer an explanation as to why.

According to Jones (1998), “Students often had difficulty using APA style, especially when it was their first time” (p. 199).

3. If you need to quote longer passages (40 words or more for APA style), use an indented block (called a 'block quotation'). Quotation marks are unnecessary.

Example:

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

4. Sometimes you may want to change a direct quotation in some way (e.g. when the quotation has unnecessary information). Put changed or added words in square brackets: [xxx xxxx]. Deleted words are indicated with an ellipsis: .... Any changes you make in a quotation should *not* change its essential meaning. (See example below.)
5. When you quote less than a full sentence, the grammar of your own words should fit that of the quotation, so that it reads like one sentence. You may need to change the grammar of the original quotation – delete words or put changed/added words in square

brackets.

Example:

*(complete quotation)*

“Higher Education and society benefit when colleges and universities have standards of integrity that provide the foundation for a vibrant academic life, promote scientific progress, and prepare students for responsible citizenship” (Centre for Academic Integrity, 1999, p. 4).

*(edited quotation)*

When looking at academic integrity in the university setting, it is important that the institution also has high “standards of integrity that ... prepare students for responsible citizenship” (The Centre for Academic Integrity, 1999, p. 4).

6. Quotations are usually introduced with a verb:

E.g. She stated, “Students often had...

Jones's (1998) study found...

Here are some ways you can introduce your quotation (or paraphrase or summary), sometimes called ‘signal phrases’. Your choice will depend on your aim in using this quotation.

- Label each category of introductory verbs below, using one of the following:
  - **CONCLUDES** – draws a conclusion from previous discussion
  - **YIELDS** – agrees that an opposing or conflicting source is valid
  - **ARGUES IN FAVOUR** – provides support with evidence or reasons for the position
  - **AGREES** – indicates the source agrees with another source or with your position
  - **SAYS** – introduces the quotation as information
  - **IMPLIES** – presents information tentatively or indirectly
  - **CONTINUES** – continues reference to quotation
  - **STATES IN ERROR** – makes a statement that you question or feel is incorrect
  - **ARGUES AGAINST** – responds critically to another source or position you are presenting

A. \_\_\_\_\_

adds	remarks	mentions
believes	reports	notes
comments	says	observes
describes	states	offers
emphasises	writes	points out
explains		

B. \_\_\_\_\_

accepts	concur
agrees	parallels
assents	supports

C. \_\_\_\_\_

acknowledges	concedes
admits	grants
allows	recognizes

D. \_\_\_\_\_

argues	holds	maintains
asserts	illustrates	proposes
contends	indicates	shows
demonstrates	insists	supports

E. \_\_\_\_\_

attacks	differs	opposes
contradicts	disagrees	rebut
criticises	disputes	refutes
denies	objects	

F. \_\_\_\_\_

alleges
assumes
claims

G. \_\_\_\_\_

implies
proposes
suggests

H. \_\_\_\_\_

adds
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continues  
goes on to say  
states further

I. \_\_\_\_\_

concludes  
decides  
determines  
finds

You can choose to use the *present simple tense* (e.g. “states”) or *past simple tense* (e.g. “stated”), depending on whether you think the statement is still valid.

Adapted from <http://www.owled.com/apa2.html>, <http://www.lc.unsw.edu.au/onlib/quot.html> and [http://www.jccc.edu/home/download.php/16002/Quotation\\_Verbs.pdf](http://www.jccc.edu/home/download.php/16002/Quotation_Verbs.pdf)