

USING QUOTATIONS IN A PAPER

Research papers and some essays use **quotations** to provide technical, literary, or other examples to support ideas. Quotations are **other people's ideas AND words**; therefore, it is important to remember to copy a quotation accurately and cite (give credit to) the author. Also, the use of direct quotations should be limited to no more than 10 percent of the paper.

Primary Quotations

A good paper will use primary quotations to support technical facts or comments made about literature. **A primary quotation is material quoted directly from the work about which you are writing** (poem, short story, novel, play, or other work). These quotations do not appear in the outline. They are used to support third and fourth level details in the outline.

Secondary Quotations

In addition to primary support from quotations, a paper frequently needs secondary support. **A secondary quotation is most often an expert's ideas about a work taken from a scholarly journal, reference book, or source other than the work itself.** Usually it is best to paraphrase secondary material, being sure to give credit to the source paraphrased. Controversial ideas are often included in secondary quotations.

When both primary and secondary quotations appear in a paper, many instructors like to see them in this order:

- An introduction of an idea in a student's own words
- A primary quotation
- A secondary quotation analyzing the primary quotation
- An analysis by the student summing up the paragraph or section

EXAMPLES OF QUOTATIONS

I. The in-text quotation is preferable to other types of quotations

A. Examples of a primary in-text quotation:

1. *Emily believes that she is a "lady of the first class" (239).*
2. *At what particular moment, Faulkner explains, they found the body "rotted beneath what was left of the nightshirt" (236).*
3. *According to Faulkner, "the body had apparently once lain in embrace" (236).*

B. Examples of a primary in-text quotation in the middle of the sentence:

1. *Emily believes that she is a "lady of the first class" (239) because of her aristocratic upbringing.*
2. *She is such a powerful distraction in his life that he finds himself whispering "strange prayers and praises" (118) to her at the most unusual times.*

C. Example of a secondary in-text quotation:

1. *According to Ray B. West, Jr., Miss Emily's principal problem is "her obstinate refusal to submit to, or even to concede the inevitability of change" (184).*

II. Although the in-text quotation is the preferred way to present quotations, the full sentence formal quotation is acceptable for more lengthy examples.

A. Example of a full-sentence formal quotation from the primary source:

1. *Emily insists that she is a lady of breeding, "I am a lady of the first class" (239).*

B. Example of a formal, full-sentence quotation from a secondary source:

1. *Ray B. West, Jr., describes Miss Emily's failure to change as a fault "The trouble with Miss Emily is her obstinate refusal to submit to, or even to concede the inevitability of change" (184).*

NOTE: When quoting a complete thought in this formal type of quotation, it is important to capitalize the first word after the initial quotation mark whether the original is capitalized or not.

III. The indented or long formal quotation is to be used sparingly, if at all, in reference papers. Any quotation exceeding four lines should be indented ten spaces from the left margin of the text and aligned with the right margin in the text. Quotation marks are not used around any quoted material which is indented.

A. Example of a long, primary quotation:

1. *Emily spent the remaining years of her life in isolation. Faulkner describes the tragedy of her death:*

And so she died. Fell ill in the house filled with dust and shadows, with only a doddering Negro man to wait on her. We did not even know she was sick; we had long since given up trying to get any information from the Negro. He talked to no one, probably not even to her, for his voice had grown harsh and rusty, as if from disuse. (235)

B. Example of a long, secondary quotation:

1. *Thus, Emily spends her adult years in total isolation from the community around her. William T. Going views her isolation as resistance to change:*

The trouble with Miss Emily is her obstinate refusal to submit to, or even to concede the inevitability of change. The results are her refusal to pay taxes, the dust in her house, and the murder of Homer. (123)

NOTE: When indenting an entire paragraph that begins with an indentation itself, use an extra *three* spaces in the first line.

PUNCTUATING QUOTED MATERIAL

- Use double quotation marks (“...””) for direct quotations as well as the titles of poems, short stories, chapters in books, songs, episodes of a radio or television series, articles in periodicals, and other minor titles.

“A good friend,” observes Claudius Miniken, “makes hills easier to climb.”

“A Rose for Emily” is Faulkner’s macabre and ghoulish short story about a scorned woman.”

- Use single quotation marks (‘...’) to enclose a quotation within a quotation.
“Edgar Allen Poe’s ‘A Predicament’ is one of the funniest short stories I’ve ever read!” Chet exclaimed.
- Place the period and the comma within quotation marks.
“Jenny,” he said, “let’s have lunch.” She replied, “OK, but first I want to finish ‘The Machine Stops.’”
- Be sure the period and the comma **follow** the parenthetical reference to the source of a quotation.
*The author states that “time alone reveals the just” (471).
Feeling that reality is “all that the case may be” (22), Slothrop takes little interest in saving for the future.*
- Place a question mark, exclamation point, dash, colon or semicolon within quotation marks when they apply only to the quoted matter. Place them outside when they do not.

Within quotation marks:

Pilate asked, “What is the truth?”

Gordon replied, “No way!”

Outside quotation marks:

What is the meaning of the term “half-truth”?

Stop whistling “All I Do is Dream of You”!

She spoke of “the protagonists”; yet, I remembered only one in “The Tell-Tale Heart”: the mad murderer.

SAMPLE PARAGRAPHS USING QUOTED MATERIAL

In an effort to help the wolves form viable packs, biologists hope to solve the other problems that concern them, “the tendency of a stressed wolf to go it alone” (Carpenter 15). A consequence of moving wolves from their habitat is that their social structure breaks down. In an interview with Dr. Marcella Cranford, proponent of wolf relocation, veterinarian and expert on wolf behavior, she explained, “Lone wolves don’t make it. They survive as a family or they don’t survive at all” (n.p.). A result of the breakdown is that “mates separate and some abandon pups in their haste to return to familiar turf” (Carpenter 15). Biologists believe that in order to form viable packs, they must capture wolves of different ages. The assumption is that when they calm down, the captured wolves will establish a new pack. It is evident from biologists’ concerns that wolves not only are intelligent creatures, but also have ties to family and fear of change, as humans do.

The process used to capture wolves and relocate them in Idaho and Yellowstone has attempted to address these concerns. In November 1995, the U.S. Fish and Wildlife Service paid fur trappers \$2,000 each to use their special talent for hunting down wolves (Begley 53). This talent included using neck snares “equipped with ‘stops’” which would prevent the wolves from being killed (Neimeyer 13). Mr. Neimeyer in *International Wolf* further explains, “Any live wolf restrained by a neck snare was quickly immobilized with drugs injected with a jabstick” (13). Radio collars were then slipped around the animals’ necks and these “Judas wolves” (Neimeyer 13), as they have been called, were followed back to the pack where agents selected the wolves of their choice for transport to Yellowstone and central Idaho. The sedated wolves were then locked in traveling cages. Each cage measured no more than 2 feet by 3 feet by 4 feet (Begley 53). Unfortunately, due to unexpected litigation, the wolves were forced to remain in these cages for more than 24 hours. In the case of the wolves bound for Idaho, they endured more than 80 hours in their crates (Johnson 17).

NOTE: This excerpt from a research paper includes examples of:

1. Secondary in-text quote – (Carpenter 15)
2. Quote from a non-print resource – Interview with M. Cranford (n.p. = no page)
3. Subsequent citation to a source after an intervening secondary source
4. Quote from a secondary source with author’s name listed in the text
5. Example of quoted material within a quotation – “equipped...‘stops’”
6. Secondary in-text quote – (Neimeyer 13)
7. Subsequent citation to a source **without** intervening secondary source with author’s name included in the text – (13)
8. Subsequent citation to a source after an intervening source
9. Quote from a secondary source – (Begley 53)
10. A quote from a secondary source – (Johnson 17)

Excerpt taken from Bervan, Ella. “Cry Wolf.” Cyberspace Composition I. Roane St. Com. College. 1995. <<http://webster.comnet.edu/grammar/composition/crywolf3.htm>>.