

## Finally – Quoting, Paraphrasing, and Summarizing

As you may have noticed in the examples above, quoting, paraphrasing, and summarizing are often used simultaneously. For example, the sample source used in this brochure is one that Herman wants to use in his own research paper. In his paper, he'll use quoting, paraphrasing, and summarizing in order to make his point.

In the fall of 1994, legislators in Pennsylvania were presented with a bill that, if passed, would prohibit the sale of “obscene” records to persons under the age of 18. In her attempt to promote the passing of the bill, C. Delores Tucker, pro-censorship activist, stood in front of the Pennsylvania legislature, displaying a section of lyrics from a Snoop Dogg song (Dahir). According to Tucker, “the lyrics were fouler than anything you'd hear in a men's locker room” (Dahir). However, should the government dictate laws when it comes to musical lyrics?

Randy Lee Peyton, co-founder of Ohio's anti-censorship group, Rock Out Censorship, took on Tucker's promise, standing up and reciting the displayed lyrics loudly. Rock Out Censorship is a group that fights music censorship laws. Additionally, twice a month, the group publishes an anti-censorship newsletter, *The ROC* (Dahir). Censorship is a difficult issue that requires an open mind and the determination to listen carefully to both sides of the debate.

### **\*\*Very Important\*\***

Always remember to cite the sources you are using after summarizing, quoting, or paraphrasing one of their ideas—the rules for citation are style-specific (such as MLA, APA, or Chicago). Our example uses the MLA style—see MLA pamphlet.

#### Work Cited

Dahir, Mubarak. “Rock Out Censorship.” *Progressive* Nov. 1995: 16. *Academic Search Premier*. Web. 24 Oct. 2006.

## Quoting, Paraphrasing, Summarizing



Herman is a freshman at IU Southeast, and his teacher wants him to write a research paper. He decides to write his research paper on the topic of music censorship. His instructor wants his paper to use at least five sources, so Herman gets on the library Web site and starts searching for scholarly articles that are relevant to the argument he plans to make in his own paper. When he has his five sources, he's ready to start writing, but how is he supposed to include the ideas of his sources in his paper without being accused of plagiarism?

### **Rock Out Censorship by Mubarak Dahir (Sample Source)**

Last fall, in the Pennsylvania state house, legislators held hearings to discuss a bill to criminalize the sale of obscene music to minors. C. Delores Tucker of the National Political Congress of Black Women stood in front of the crowd, holding a blow-up of lyrics from a Snoop Doggy Dogg song. She said the lyrics were fouler than anything you'd hear in a men's locker room, and offered \$100 to anyone who dared to read them aloud in public. Suddenly, Randy Lee Payton started reciting the words at the top of his lungs. Payton was finally silenced, and Tucker never did pay up. But he made his point. Payton is co-founder of Rock Out Censorship, an Ohio-based group.

Rock Out Censorship has twelve chapters nationwide, and spends most of its energy fighting state laws that threaten musical expression, including mandatory labeling on certain tapes and CDs. Payton regularly travels around the country, testifying at hearings and lobbying officials. He and John Woods keep their followers informed through a bi-monthly paper called *The ROC*, produced on Woods's home computer. The group is currently fighting music-censorship laws pending in Pennsylvania, Washington, New York, and New Mexico.

## Quoting

Quoting uses the exact words of a source. Quotations are commonly used when a statement would be best preserved in its original form. Quoting does not convey your understanding of an idea to the reader.

### Example

In her article, Mubarak Dahir explains that C. Delores Tucker, pro-censorship activist, stood in front of the Pennsylvania legislature, displaying a section of lyrics from a Snoop Dogg song. According to Tucker, “the lyrics were fouler than anything you'd hear in a men's locker room.”

This selection of words has been placed in quotation marks because it would lose some of its effect if it were put in other words. Quoting is often an efficient means of preserving the ideas of the original source; however, it should be used minimally and only when absolutely necessary. If a paper is overrun with quotations, your professor will assume that you did not understand the relevancy of the source enough to explain it in your own words.

## Paraphrasing

Paraphrasing presents another person's ideas in your own words without making any effort to identify the author's key points. A paraphrase may be just as long as the original passage, but it will be expressed in your words, showing your understanding of the idea. The way to paraphrase is to (1) *read the original passage twice*, (2) *lay it aside out of sight*, and (3) *rely on your memory to capture its meaning*.

### Example

In the fall of 1994, legislators in Pennsylvania were presented with a bill that, if passed, would prohibit the sale of “obscene” records to persons under the age of 18. In her attempt to promote the passing of the bill, C. Delores Tucker, pro-censorship activist, stood in front of the Pennsylvania legislature, displaying a section of lyrics from a Snoop Dogg song. According to Tucker, “the lyrics were fouler than anything you'd hear in a men's locker room.” She challenged the legislatures, saying that she would give one-hundred dollars to anyone who would read them out loud (Dahir).

This example is a paraphrase of the first paragraph of the sample source. This paraphrase is almost equal in length to the original because paraphrasing is simply the restatement of an idea that is presented by a source without any attempt to express the main point. When paraphrasing a lengthy passage of more than one sentence, you only need to mention a source one time at the *beginning* or *end* of the paraphrase. If the paraphrase continues into a new paragraph, mention the source again.

## Summarizing

Summarizing is used to convey a document's key points in your own words. Students have found the IPSO method helpful in summarizing. Begin a summary with a few words identifying the Issue and then write a sentence or two about the main point (Position) of the article. (Finding the main point of a reading is often the most difficult task for students.) Then document the Support the author uses for the main point, which should fill most of the paragraph. In the Outcome students discuss the implications of the main point.

In the sample article, the Issue is censorship of lyrics. There are two Positions presented in the article, but the main one concerns the group that is fighting censorship. For Support, the author presents an overview of the group “Rock Out Censorship.” The implied Outcome of this conflict could be either cleaner lyrics or less freedom of speech depending on which side is victorious.

### Example

There are many groups that protest the censorship of music. Ohio's Rock Out Censorship is a group that fights music censorship laws in several states across the country. Additionally, twice a month the group publishes a newsletter, *The ROC*, against music censorship. The members of ROC believe they are protecting free speech (Dahir).

Summaries are probably the most commonly used technique of inserting others' ideas into your own paper. Summarizing allows you to address the specific parts of someone else's ideas as they are relevant to your own ideas. Additionally, summarization is a good technique to use when presenting a source's overall argument or conclusion.