Research Writing Basics: Using and Citing Sources

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Presenter – Amy Sexton, MS
Kaplan University Writing Center

Please click here to view this recorded workshop:
http://khe2.adobeconnect.com/p8l6ci0x0vz/
During this workshop, we will look at the basics of research writing. We’ll begin by talking about the most effective ways to take notes during research because careful note-taking is essential in the research process. We will also talk about how to decide if summarizing, paraphrasing, or quoting is best. We will look at strategies for effectively integrating and citing quotations in writing, as well as strategies for paraphrasing successfully and citing. Finally, I will identify helpful Writing Center resources for these tasks.
First, I encourage everyone to review the resource listed on this slide. All of these resources are discussed in the first workshop in this series, Research Writing Basics. I recommend that you view this recorded workshop for valuable advice and guidance on beginning the research process.

**Research Writing Basics: Beginning Research** (workshop archive) – This link will open the workshop archive. Please note that the link to the actual recording is located on the first page of this file.

**TORCH** stands for Teach yourself, get Organized, Research, Check your research, and get Help, which are steps that every researcher should engage in when completing research. You will also notice a link to a **Freewriting demonstration**. Freewriting is important in the research process because it helps you think through the topic before you begin researching. Effective use of sources begins with a deep understanding of the research you are using, so be sure to check out the **reading strategies** workshop archive. Finally, the **evaluating sources** video will help you learn more about choosing the most credible sources.
Let’s begin by considering what research is. When you are assigned a research writing project, you are being asked to learn about a subject and think about it, so you can then write your thoughts on it. Consider Zora Neale Hurston’s words “Research is formalized curiosity. It is poking and prying for a purpose” (“Zora Neale Hurston Quotes”, n.d.). Research writing is therefore not to only report on your findings but to analyze them, make new connections, and come up with new ideas that expand the body of knowledge on a subject and achieve the purpose of the assignment.
Note-taking for Citation

An important part of the research process and one that should occur at the very beginning is careful note-taking with citation in mind. As soon as you start researching a topic you will write about—whether you are Googling general background information or conducting academic research in the library—jot down the bibliographic or citation information you will need for your composition. Write down that information in the same order needed for citation: the author, the year it was published, the title, and the publication or access information according to the source type. If it’s a website, for example, you’ll need the web address. If it’s an article in an online journal, you’ll need the journal title, volume, issue, and page numbers. If it’s a book, include the chapter title and page numbers. It’s better to have more information than you’ll need rather than not enough.

Also, if you copy and paste or write down any excerpts from a source word-for-word, put quotation marks around them. I cannot emphasize this step strongly enough because adding quotation marks as soon as you note the quote will help prevent any accidental plagiarism if you use that content in your writing.
Because plagiarism can result from using too much source material—paraphrases and quotations—without focus on your own discussion, you’ll want to spend time reading and thinking about what you’re reading, analyzing and questioning it, and taking notes on your thoughts and questions. You might consider why the information is important or interesting, for example, or for whom it is written and why. When it comes time to draft your paper, you will have already thought critically about your topic, your research, and what you might wish to say about it. In other words, your composition is not just a report of what other people have thought and written. Your paper should discuss your own main points, with paraphrased, summarized, or quoted information serving as supporting details.

Some professors suggest students use the 70/30 or 80/20% rule of writing with research. Seventy to eighty percent of the paper should represent your understanding, interpretation, ideas, and words with no more than 30% from outside sources. Your voice is the most important one in the composition! Let the information and opinions of others back up, rather than dominate, your own ideas.
Be picky when choosing the sources that you use for your project, as well as how you use them. Choose research that fits the purpose, audience, and context of the writing assignment. Avoid choosing a source because you find it first. Also, carefully consider how you incorporate research in your writing. Typically, you should summarize or paraphrase evidence and always provide citation of ideas that are not common knowledge. Furthermore, you should only use the most relevant quotations that help a reader understand a subject better. It’s best to paraphrase your sources unless you present dialogue or critique someone’s exact words. In addition, if you cannot paraphrase accurately or adequately enough to avoid plagiarizing or changing the meaning of the original, then it’s wise to use word-for-word quotation.
When will you use summary?
Summarizing helps you condense long passages of writing. It is a method of capturing the main points of a text, like you probably often do when you tell a friend or family member about a movie or television episode. Summarizing also helps you learn the material because, in order to summarize, or paraphrase for that matter, you have to read it very closely.
Paraphrasing Effectively

You may have been taught that paraphrasing means to put something into your own words. While this is partly true, effective paraphrasing is more complex. In fact, unintentional plagiarism often occurs when writers don’t paraphrase adequately. Paraphrasing is a skill you have to develop with practice. To paraphrase, you take something another author wrote and rewrite it in your own style taking your own audience into consideration. This involves interpreting what the other author meant so you can express the same idea in your own words. Paraphrasing can seem like a word for word translation of an original quote, but just replacing the words with synonyms is not enough; in fact, that is plagiarism. You have to use your own sentence structure too. Paraphrasing is about interacting with meaning. You must understand what the original means in order to paraphrase effectively. If you focus on language first instead of meaning, you’re making your job harder. Please also note that your paraphrase will usually be longer than the original since you had to unpack the original wording to get to its meaning.

In academic writing, paraphrasing is more common than quoting and more important because it shows your understanding of what you’ve read. It takes critical thinking to paraphrase. Since you are still borrowing someone’s idea, however, you have to let your readers know where the ideas came from through citation.
Let’s look at some examples of incorrect and correct paraphrases.

**Original Passage**

“Every day, children listen to complex texts that their teacher reads aloud to increase their oral language comprehension, vocabulary, and knowledge” (Dubin, 2012, p. 35)

**Incorrect paraphrase**

Every day, children listen to difficult texts that their teacher reads out loud to better their oral language comprehension, vocabulary, and knowledge.

This is an incorrect paraphrase because many of the same words are used, and the sentence structures are basically identical. This is considered patch writing—patching together a source’s language with one’s own—rather than paraphrasing. Finally, no citation is used.

**Correct Paraphrase**

Dubin (2012) explains that in this program, teachers regularly read challenging pieces of fiction and nonfiction to their K-2 classes to help students improve their literacy skills.

This paraphrase is correct because the wording and sentence structures are different, but the original meaning is retained. In addition, a citation is used.

Short demonstration found [here](#)
Paraphrasing Practice

“With great beaches, fun nightlife, many cultural regions and historic cities, Spain makes a great destination for any kind of trip.” (“Spain”, n.d.)

If you begin thinking about language in attempting this paraphrase, you’ll start thinking of different words for beaches, clubs, and historic sites. If we look at what the quote means, though, we can think about what we’re supposed “to get” from the original. A possible paraphrase follows here:

With unlimited variety, there’s something for everyone in Spain (“Spain”, n.d.).
Citing a Paraphrase

In your paper, you have to document each paraphrase with a citation. Specifically, when paraphrasing or summarizing, you have to identify the author’s last name and the publication year in the sentence. You can do this in a couple of ways. You can write the paraphrase and put the author and year in a parenthetical citation at the end of it. You can also make the author’s name part of the sentence structure either in a signal phrase such as “according to Author” or as a sentence subject. Here is an example: McCarty (2007) posits that to be global means one has to interface with more than one country and with representatives from developing and developed countries. He claims that the goal of the globalized classroom is to empower students with new ideas and technology, not to change the culture of the learners.

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Furthermore, some cultures rely on oral tradition and may see e-learning as being problematic in solving problems. McCarty (2007) posits that to be global means one has to interface with more than one country and with representatives from developing and developed countries. He claims that the goal of the globalized classroom is to empower students with new ideas and technology, not to change the culture of the learners.

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Quoting

Like paraphrasing, quoting is another way to support your points with authority, evidence, and examples; however, too much quoting may overshadow your ideas since by quoting, you are letting your source speak for you. Quotes also require more work on the part of the reader to understand what’s being said, which will slow reading down. Just remember that your voice is most important.
The Hamburger Strategy
Research writers try to incorporate sources powerfully in their essays in order to convince their readers and to provide smooth reading. The writer frames source material in his or her own ideas, such as with a topic sentence and a follow-up or concluding sentence. Topic and follow-up sentences, like the buns on a hamburger, hold the source information in place, giving it context, purpose, and a way for you as the author to control how the reader sees the information in connection to your thesis.
An Integration Strategy: Signal Phrase

Lead into source material with a phrase or sentence that signals to the reader whose ideas or words will follow next.

Moore (2003) argues that if we hope to remain a prosperous democracy, “citizens must understand, appreciate, and take part in the political process” (p. 33).
Signal Phrases

Example Signal Phrases
In the words of researchers, “…”
As So-and-So has noted, “…”
“…” writes Noted Author, “…”
“…” claims Expert in the Field.

Verbs in Signal Phrases
Acknowledges, Adds, Admits, Agrees, Argues, Asserts, Believes, Claims, Comments, Compares, Confirms Contends, Declares, Denies, Disputes, Emphasizes Endorses, Grants, Illustrates, Implies, Insists, Notes Observes, Points Out, Reasons, Refutes, Rejects Reports, Responds, Suggests, Thinks, Writes

Please see Basic Citation Guidelines for more assistance integrating quoted material in your writing.
The Hamburger Strategy – Example

Conventional medicine is often viewed as providing immediate relief for illness. John Jones (2003), a 13-year DO in New York City, contends that “most conventional healthcare providers prescribe medicine that only alleviates a patient’s symptoms” (p. 3). This sentiment is echoed by another healthcare provider who explains that “alternative medicine seeks to help patients prevent illness by understanding underlying causes” (Smith, 2007, p. 99). It seems logical, therefore, that optimal health can be achieved by balancing conventional and alternative approaches to medicine because they both have benefits to patients.
When quoting, you have to put quotation marks around the borrowed text and cite it with the author’s name and year in addition to the page or paragraph number. As you do when citing a paraphrase, you can either make the author’s name part of the sentence structure, putting the year and page in parenthetical citations, or you can follow the quoted text with a parenthetical citation having all three required elements.

Here is an example:

For instance, Olaniran (2007) states that we must create equitable learning outcomes by accommodating different cultures, and one way we can do that is to acknowledge that while curriculum goals may be universal, “the process for accomplishing those goals must be pluralistic” (p. 28). In other words, the way we help or teach students to achieve learning goals may have to be modified from the culture that prepared the course content or the culture of the instructor.

In the example, the author’s name is part of the sentence structure. The year follows the author’s name in parentheses, and the page number follows the quotation in parentheses. Notice that there are quotation marks around the borrowed text and that the quotation is part of a longer sentence. The quotation is not just dropped into the paragraph; it’s incorporated into the research writer’s sentence so the reader focuses on his or her developing idea. When the citation...
comes at the end of the sentence, the sentence-ending period goes after the citation.
## Source Use Overview

### Paraphrased or Summarized

**What this Means**
Rather than using the source word-for-word, you have borrowed the author’s ideas while placing them **in your own words**.

**Required Info**
The citation must include the last name of the author (or title if no author is provided) and year of publication.

**Examples**
- (Feazel, 2000).
- (Johnson & Torrey, 1999).
- (Taylor, n.d.).

### Direct Quote

**What this Means**
The author’s ideas are borrowed ‘as is.’ The passage is used word-for-word or nearly word-for-word.

**Required Info**
The citation must include the last name of the author (or title), year of publication, and page or paragraph number only.

**Examples**
- (Ragsdale, 2002, para. 3).
- (McKinstry, n.d., p. 11).
or paragraph number only.

Examples
(Ragsdale, 2002, para. 3).
(McKinstry, n.d., p. 11).
Citing in Two Places

In-text citation
- Body of paper
- Identification of information from sources
- Paraphrases (author, year)
- “Quotations” (author, year, p. or para. #)

Reference citation
- End of paper
- Access information for sources
- Standard structure (who, when, what, where)
- Same first word at beginning as in in-text citation

demo here

Citing in Two Places

In-text citation is essential, but it’s only half of the APA two-part citation style. Each source cited in text requires a corresponding reference citation. In-text citations go in the body of the composition; full reference citations go at the end of the document on a references list. A reference citation must begin with the same word found in the corresponding in-text citation (usually the author’s last name or sponsoring organization’s name). Because sources vary in type, there are different forms for those types. See a short demonstration here.
Full Reference Citation in APA Style

• Begin with author (individual or organizational).
• If no author is provided,
  1. Check source for credibility
  2. If credible, begin with title instead
• Follow four-part format: Author. (year). Name of source. Publication or retrieval information.

See samples of citations here.
Unintentional plagiarism often happens when the in-text citations don’t match full citations on the reference list. If a full citation is missing, if an in-text citation is missing, or if the formatting is incorrect, the reader is prevented from knowing which reference citation matches which in-text citation.

Every source used in text must have a corresponding citation on the reference list, and every source listed on the reference list must be cited at least once in the text. The name given in the in-text citation must be the same name that is flush with the margin of a corresponding full citation. Because the full reference citations are alphabetized according to those names and the citations use hanging indents, readers who want more information about a source in the paper can flip to the reference list and easily scan down the margin and see find that information. Further, the reader can access the same source the research writer used in the paper.
I recommend two resources to every academic writer: Basic Citation Guidelines and Common Citations in APA Format. These resources cover all the basics of how to quote, paraphrase, and summarize, how to cite, and how to format APA citations.

**Citation Resources:**
- Basic Citation Guidelines
- Common Citations in Format: APA, 6th Edition
Your voice is the most important one in the essay!
Let the information of others support, not dominate, your own ideas.
Have you ever noticed that the root word of “authority” is “author?” Be the author and the authority in your essay.
References


For more writing support, connect with the KUWC’s new public webpage. You can actually Google and find this page. This is also a great way for you to stay connected to the KUWC through our blog and Twitter. Many of our resources are here as well.
Come visit the Academic Support Center. We can be found under the My Studies tab, then under Academic Support Center.
On the main Academic Support Center page, you will see the links to each center’s services and resources. Please update the text below to reflect your center’s services.

For the Writing Center, these include Live Tutoring, Paper Review Service, the Writing Reference Library, Citation Guidelines, Workshops, English Language Learner, and Fundamental writing help. Notice, you can access the Kaplan Guide to Successful Writing on the right hand side in both print and audio form.
Kaplan University Writing Center

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- Writing Reference Library
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- Writing Workshops
- Graduate Student Resources
- English Language Learners
- Writing Fundamentals Program
- Effective Writing Podcasts Series
- First-Term Student Resources
Contact Information
Amy Sexton, Tutor, Workshops
Write us at kuwc@kaplan.edu!

Workshops are recorded and recording links, with an accompanying PowerPoint, are posted on the Writing Center Workshops page after the workshop.

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