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| **Quoting and Paraphrasing** |

What Does It Mean to Quote and Paraphrase?

The grader is looking for “integration” of ideas from the text with your own ideas and examples. Weaving quotations (the author’s exact words) into your essay, along with paraphrasing the author’s ideas, demonstrates your fluency with the passage.

**Read the following excerpt from the *The* *New York Times* article “The Lasting Power of Dr. King’s Dream Speech” by Michiko Kakutani and underline the sentences in which she uses quotations.**

It was late in the day and hot, and after a long march and an afternoon of speeches about federal legislation, unemployment and racial and social justice, the Rev. Dr. Martin Luther King Jr. finally stepped to the lectern, in front of the Lincoln Memorial, to address the crowd of 250,000 gathered on the National Mall.

He began slowly, with magisterial gravity, talking about what it was to be black in America in 1963 and the “shameful condition” of race relations a hundred years after the Emancipation Proclamation. Unlike many of the day’s previous speakers, he did not talk about particular bills before Congress or the marchers’ demands. Instead, he situated the civil rights movement within the broader landscape of history — time past, present and future — and within the timeless vistas of Scripture.

Dr. King was about halfway through his prepared speech when Mahalia Jackson — who earlier that day had delivered a stirring rendition of the spiritual “I Been ’Buked and I Been Scorned” — shouted out to him from the speakers’ stand, “Tell ’em about the ‘Dream,’ Martin, tell ’em about the ‘Dream’!” She was referring to a riff he had delivered on earlier occasions, and Dr. King pushed the text of his remarks to the side and began an extraordinary improvisation on the dream theme that would become one of the most recognizable refrains in the world.

With his improvised riff, Dr. King took a leap into history, jumping from prose to poetry, from the podium to the pulpit. His voice arced into an emotional crescendo as he turned from a sobering assessment of current social injustices to a radiant vision of hope — of what America could be. “I have a dream,” he declared, “my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!”

Many in the crowd that afternoon, 50 years ago on Wednesday, had taken buses and trains from around the country. Many wore hats and their Sunday best — “People then,” the civil rights leader John Lewis would recall, “when they went out for a protest, they dressed up” — and the Red Cross was passing out ice cubes to help alleviate the sweltering August heat. But if people were tired after a long day, they were absolutely electrified by Dr. King. There was reverent silence when he began speaking, and when he started to talk about his dream, they called out, “Amen,” and, “Preach, Dr. King, preach,” offering, in the words of his adviser Clarence B. Jones, “every version of the encouragements you would hear in a Baptist church multiplied by tens of thousands.”

You could feel “the passion of the people flowing up to him,” James Baldwin, a skeptic of that day’s March on Washington, later wrote, and in that moment, “it almost seemed that we stood on a height, and could see our inheritance; perhaps we could make the kingdom real.”

[…]

Dr. King knew it would not be easy to “transform the jangling discords of our nation into a beautiful symphony of brotherhood” — difficulties that persist today with new debates over voter registration laws and the Trayvon Martin shooting. Dr. King probably did not foresee a black president celebrating the 50th anniversary of his speech in front of the Lincoln Memorial, and surely did not foresee a monument to himself just a short walk away. But he did dream of a future in which the country embarked on “the sunlit path of racial justice,” and he foresaw, with bittersweet prescience, that 1963, as he put it, was “not an end, but a beginning.”

Read the entire article here: <http://www.nytimes.com/2013/08/28/us/the-lasting-power-of-dr-kings-dream-speech.html?_r=0>

Reading the article about this famous speech is different from reading (or hearing) the speech itself. The journalist conveys her interpretation and analysis of King’s ideas; however, for those ideas that can’t be expressed and/or in order to give the reader a sense of a person’s style or voice, the author will quote King directly instead of paraphrasing or summarizing.

Let’s deconstruct parts of this article. The author, Michiko Kakutani, begins by giving us some background information and setting the scene with a rich description:

**It was late in the day and hot, and after a long march and an afternoon of speeches about federal legislation, unemployment and racial and social justice, the Rev. Dr. Martin Luther King Jr. finally stepped to the lectern, in front of the Lincoln Memorial, to address the crowd of 250,000 gathered on the National Mall.**

She then integrates one of King’s phrases into her piece:

**He began slowly, with magisterial gravity, talking about what it was to be black in America in 1963 and the “shameful condition” of race relations a hundred years after the Emancipation Proclamation.**

Kakutani combines her own words with those of Martin Luther King, Jr. She quotes “shameful condition” because this is an important phrase, it’s a strong statement, and it gives the readers a **connection** to the source. The original sentence from the speech is “And so we've come here today to dramatize a shameful condition.” While the author uses “shameful condition,” she mostly summarizes (in her own words) this large section of King’s speech.

Then, the author also brings another person’s voice into the analysis:

**Dr. King was about halfway through his prepared speech when Mahalia Jackson — who earlier that day had delivered a stirring rendition of the spiritual “I Been ’Buked and I Been Scorned” — shouted out to him from the speakers’ stand, “Tell ’em about the ‘Dream,’ Martin, tell ’em about the ‘Dream’!”**

Rather than writing “From the crowd, someone told King to say something about the dream,” Jackson’s voice lends truth and life to the piece.

Towards the end of her article, Kakutanirelates King’s ideas to current events:

**Dr. King knew it would not be easy to “transform the jangling discords of our nation into a beautiful symphony of brotherhood” — difficulties that persist today with new debates over voter registration laws and the Trayvon Martin shooting.**

You can see from this brief excerpt that Michiko Kakutani combines the language of her own analysis with paraphrasing of the “I Have a Dream” speech, integrating King’s phrases, and quoting him directly. This results in captivating commentary.

A Note on Quoting and Paraphrasing

1. Quotation marks always come in pairs, immediately prior to and immediately after a quote: *Nelson Mandela famously said,* *“Let there be work, bread, water and salt for all.”*

2. Usually, the punctuation at the end of your sentence will stay inside the final quotation mark: My Mom yelled, “Do your homework right now!”

3. When you are referring to the passage, you will use the historical present tense, meaning you will write about it as if it’s currently being said: In “Hype,” Kalle Lasn writes about the pervasiveness of advertisements in our lives.

4. When you insert the author’s own words, it is always important to ask if you have adequately explained what the quote means.

Quotation Exercise

Knowing different ways to quote and paraphrase will add variety to your essay, which will in turn strengthen your analysis! Below are different ways to quote and paraphrase. After each example, using a quote from a text of your choice, try to model your quote or paraphrase exactly like the models below.

“Advertisements are the most prevalent and toxic of the mental pollutants.”

1. *The Usual: This approach uses an entire sentence from the passage. Make sure you capitalize the first letter of the quote if it is the first letter of the author’s sentence.*

Example: Kalle Lasn declares, “Advertisements are the most prevalent and toxic of the mental pollutants.”

Select another quote from the passage to try quoting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. *The Interrupter: An easy way to add variety to your quotes, this method inserts the author between words quoted.*

Example: “Advertisements,” Lasn declares, “are the most prevalent and toxic of the mental pollutants.”

Try this approach with another quote from the passage:\_

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3. *The Buffet: The tastiest way to quote, this method lets you choose a morsel of your liking and integrate it into your own sentence! When using only a fragment of the author’s sentence, do not capitalize. Also, notice how there is no comma directly preceding the quote because the quote becomes part of my sentence.*

Example:The fact that we can’t escape all these ads, according to Lasn, makes them the most “toxic of the mental pollutants.”

Select another quote from the passage from which to quote: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. *The Integrator: Now, use the author’s language to talk about your own example or experience. This is one of the most sophisticated uses of quotations!*

Example: As I ride the train to school, instead of reading a book, I find myself gazing at all of the “mental pollutants” posted on the walls of the subway car.

Select another quote from the passage to practice:

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Helpful Quotation Verbs

The following is a short list of verbs that may be used to introduce quotations or paraphrases. Again, memorizing a handful of these will help you add variety to your essay. Also, keep in mind that you should not quote too much in this essay. When in doubt, paraphrase.

|  |  |  |
| --- | --- | --- |
| Adds | Writes | Proposes |
| Believes | Points out | Insists |
| Observes | Agrees | Assumes |
| Emphasizes | Recognizes | Claims |
| Explains | Acknowledges | Proclaims |
| Notes | Argues | Goes on to say |
| States | Illustrates | Concludes |

**NOTE:** When you use the word “that” after your quotation verb, you do not use a comma before the quotation mark because the verb makes the quotation part of your sentence.

How to Paraphrase

A paraphrase, or indirect quote, is putting something the author wrote into your own words.

Step 1: Break the quote down into separate words and/or ideas.

Step 2: Using your dictionary and/or thesaurus, figure out other ways to say these words and ideas. Example:

|  |  |  |  |
| --- | --- | --- | --- |
| AdsCommercials, billboards, and other forms of ads | widespread, common, ubiquitousare everywhere | bad for uspoisonous | poisonous to our thinkingpoison our way of thinkingbrain poisons |

**NOTE: Avoid using words with which you are unfamiliar.**

Step 3: Write out a sentence (use what you found)

Ads are everywhere and they influence our way of thinking.

Step 4: Mix it up

HINT: Try to mix up the syntax, or the order of the words, to make the paraphrase even more of your own.

Of everything that might be bad for our brains, ads, such as TV commercials and billboards, are the most poisonous and widespread.

Step 5: Give Credit Where Credit Is Due!

HINT: Always give the author credit for his or her ideas.

According to Lasn, of everything that might be bad for our brains, ads, such as TV commercials and billboards, are the most poisonous and widespread.

**NOTE: *Look how this compares to the original passage entitled “Hype:”***

“Advertisements are the most prevalent and toxic of the mental pollutants.”

Paraphrasing Activity

**Directions:** Use a quote from a passage assigned by the instructor for this activity.

1. Write down your quote.

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2. Circle important words.

3. Break down the quote into separate words and/or ideas.

4. Using your dictionary and/or thesaurus, figure out your own way to express the same ideas.

5. Write a first draft sentence using your own words.

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6. Refine this sentence by mixing up the syntax and/or revising the phrasing.

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7. In your final draft, be sure to give the author credit.

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