

### **ENG 110 Paraphrase - Prof. C. Bernardini**

*Examine the quote below. Then, identify which of the revisions that follow is the best paraphrase. Why are the other examples inadequate?*

**ORIGINAL:** Like an unchecked cancer, hate corrodes the personality and eats away its vital unity. Hate destroys a man's sense of values and his objectivity. (Martin Luther King, Jr.)

1. Like a cancer, hate corrodes the personality and destroys a man's objectivity.
2. Like an ignored disease, hate rusts the characters and snacks on its strong coherence. Hate obliterates a man's feeling of morals and his neutrality.
3. Hate ain't no good.
4. Hate can be compared to a creeping illness of the spirit: it debilitates and divides a person, overcoming his sense of what is right and fair.

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## ENG 110: Identifying Plagiarism

*Does Mackay's biography of John Paul Jones (righthand side) plagiarize material from the earlier biography by Samuel Eliot Morison?\**

During his career he visited some of the most beautiful parts of the world—Cape Breton, the Windward Islands, Jamaica, Brittany, the Hebrides, the Baltic and the Black Sea; yet not once in his voluminous correspondence does he indicate any appreciation of them; and in only one letter, about the great gale of October 1780, does he mention the majesty of the sea . . . . His characteristic features were a sharp, wedge-shaped nose, high cheekbones and a strong, cleft chin. His expression showed pride, eagerness, sagacity and intellectual alertness.

- Samuel Eliot Morison, John Paul Jones: A Sailor's Biography (1959)

In the course of his career he visited some of the most beautiful parts of the world—the Carribean Islands, Nova Scotia, Galicia, the Baltic and the Black Sea as well as the eastern seaboard of America and the coasts of Britain—yet nowhere in his vast correspondence does he betray any appreciation of them. In one letter, written in October 1780, in the aftermath of the great storm, does he allude to the majesty of the sea. His outstanding features were a sharp, wedge-shaped nose, high cheekbones and a strong, cleft chin. His expression showed pride, eagerness, sagacity and intellectual alertness.

- James Mackay, I Have Not Yet Begun to Fight: A Life of John Paul Jones (1999)

*Does Stephen Tapscott plagiarize from Enrique Anderson-Imbert's work? Why or why not? (The excerpts discuss whether a poem by the Mexican poet Enrique Gonzalez-Martinez called "Wring the Swan's Neck" is a response to Nicaraguan Ruben Dario's earlier poem "The Swan.")*

Not only had Ruben Dario certainly twisted the necks of swans before Gonzalez Martinez, but ever since Songs of Life and Hope (1905) no one could accuse him [Dario] of frivolity and superficial aestheticism.

- Enrique Anderson-Imbert, Spanish-American Literature: A History (1969)

Because of a popular misunderstanding of that poem ["Wring the Swan's Neck"], Gonzalez-Martinez later felt obliged to explain that he had not had in mind either Ruben Dario or his swan . . . In any case, he would not accuse the author of Songs of Life and Hope (1905) of aesthetic frivolity!

- Stephen Tapscott, Twentieth-Century Latin American Poetry (1996)

\* Example adapted from Spatt, Writing From Sources, p. 374. The two excerpts above were originally published in The New York Times in 1999.



Note that there is no signal for the reader that separates attribution from quotation—no comma, no capital letter. The first word of the quoted material, in this second type of direct quotation, is not capitalized, even if it was capitalized in the original source:

- ORIGINAL: “Beware all enterprises that require new clothes.” (Henry David Thoreau)
- QUOTE: Thoreau warned his readers to “beware all enterprises that require new clothes.”

### *Writing good citations*

Note that the convention for citing the author’s name (full name first time, last name thereafter) is the same as for the summary. (There is little difference between the citation styles of summary, paraphrase, and quotation. The quotation marks simply tell the reader that we are using an author’s WORDS, not just his or her ideas.) Make sure to choose a verb that defines the way in which the author makes his or her point:

- Forceful assertion? ⇒ *argues, declares, insists*
- Possibility? ⇒ *suggests, proposes*
- Follows the previous sentence? ⇒ *continues, adds*

Try varying your style with the following tried & true attributions:

- In Albert Einstein’s opinion, “As long as there are sovereign nations possessing great power, war is inevitable.”
- As John F. Kennedy declared, “Mankind must put an end to war or war will put an end to mankind.”
- According to Les Claypool, “Anonymity is a virtue in this day and age.”

These simple variations, together with the separated and integrated forms described above and the wide range of verbs to choose from, will help ensure that your writing about sources stays both focused and engaging for your reader.

### *Punctuating quotations: commas, periods, and question marks*

You might have noticed above that the final punctuation mark is *inside* the quotation marks. *This is always true for commas and periods.* Question marks, however, require us to exercise our judgment. If the quotation is itself a question, the mark goes inside the quotation marks. If your own sentence is a question, the mark goes outside a quotation (placed at the end of the sentence).

- Can anyone today agree with Dumas that “woman inspires us to great things but prevents us from achieving them”? (*question belongs to writer, not quote*)
- Freud was demonstrating remarkably little insight when he asked, “What does a woman want?” (*question belongs to quote, not writer*)

*\* Beginning with “How Do I Quote?” much of this handout is a condensed excerpt from Brenda Spatt’s Writing From Sources (Bedford St. Martin’s, 2002), ps. 68-88.*

## ENG 110 – Prof. C. Bernardini

### Quotation, “Part the Second”: Tailoring Quotes to Fit

“A quotation,” argues the first quotation handout that you received a few weeks ago, “is an *exact copy* of the language that appeared in the source.” Well ... yes. But so long as we follow certain rules, we *can* delete words from or add words to a quotation.

#### *A few words about tailoring quotes*

Before we examine the standard techniques for adding and deleting material, you should take a moment to consider that you have already been tailoring quotations to fit your own writing. Any quotation, whether separated or integrated, has been removed from the context in which it originally appeared; therefore, it is already only a “piece” of what the author originally wrote. This is especially true of the integrated quotation, since often it will begin in the middle of a sentence or thought:

- James U. McNeal argues that “if a company can ally itself with universal values such as patriotism, national defense, and good health, it is likely to nurture belief in it among children.”
- Schlosser asserts that students are “forced to look at ads as a means of paying for their own education.”
- According to Klein, Channel One broadcasts commercials together with “teenybopper current affairs programming.”

In the first case, I deleted the word “likewise” from the beginning of the sentence. This served as a transition in the longer McNeal quote that Schlosser uses; however, since I would be using this quote in a totally different context, the transition is unnecessary, and may confuse my own readers as much as it helped Schlosser’s. In the second and third examples I have chopped out hunks of Klein’s and Schlosser’s sentences. Yet, I have in no way altered their words—*the string of words inside the quotation marks is exactly as it appears in the original*.

A couple of warnings. When you clip quotes in this way, the whole sentence—composed of the citation *plus* quotation—should read just like a normal sentence ... as if you had written it all yourself. In a sense, you have: even though part of the language is the author’s, *the structure* of the sentence is your own. So, if you read the sentence aloud back to yourself and it sounds fishy, or if you see that you have a fragment or run-on, that means you have improperly integrated the quotation with the citation. Second, the more you hack away at the original sentence in a source, the more careful you have to be *not to misrepresent the author’s ideas*. This becomes even more a worry when you use ellipses.

#### *Ellipses: deleting material from a quotation\**

It is permissible to delete words from a quotation, provided that you indicate to the reader that something has been omitted. Your condensed version is as accurate as the original; it is just shorter. But you must remember to insert the conventional symbol for deletion, three separated dots (...), called an **ellipses**.

- ORIGINAL: “It is not true that suffering ennobles the character; happiness does that sometimes, but suffering, for the most part, makes men petty and vindictive.” (W. Somerset Maugham)

- QUOTE WITH ELLIPSES: Maugham does not believe that “suffering ennobles the character; ... suffering, for the most part, makes men petty and vindictive.” The ellipses can also link two separate quotes from the same paragraph in your source; the ellipses will indicate the deletion of one or more sentences, but only if the two sentences that you are quoting are fairly near each other in the original. *An ellipses cannot cover a gap of more than a few sentences.* Above all, remember that the meaning of the original quotation must always be exactly preserved, despite the deletion.
- ORIGINAL: “*Powerbar* is the worst movie of the year.”
- WRONG: “*Powerbar* is ... the movie of the year!”

*Brackets: adding material to a quotation*

**Brackets** have the opposite function: they signify *addition* or *alteration*. Parentheses would be confusing for this purpose, for the quotation itself might include a parenthetical statement, and the reader could not be sure whether the parentheses contained the author’s insertion or yours. Instead, brackets are used as a conventional way of informing the reader that material has been inserted. You simply insert that information inside the quotation, placing it in square brackets.

The most common reason for using brackets is to clarify a vague word. You may, for example, choose to quote only the last portion of a passage, omitting an important antecedent:

- ORIGINAL: “Man lives by habits, indeed, but what he lives for is thrills and excitement.” (William James)
- QUOTE WITH BRACKETS: Williams James argues that “what he [man] lives for is thrills and excitement.”

Please note that we do not use brackets to write a running commentary on a quotation, but for a simple clarification of something that might not be apparent in the quote.

Brackets are also commonly used to change elements of a sentence so that an integrated quotation is grammatically correct. In our first day on quotations, we saw the problems that could be created by an integrated quotation: When we tried to integrate Woody Allen’s quip “My one regret in life is that I am not someone else,” we ended up with this: *Woody Allen writes that “My one regret in life is that I am not someone else.”* Here, the “My” and “I” are confusing, because in the citation Allen is a “he.” Brackets allow us to alter the grammar of the sentence:

- Woody Allen writes that his “one regret in life is that [he is] not someone else.” Note that since the “I” began the quotation, I pulled the “his” *outside* the quote so as not to have to put it in brackets. (It is always better to *keep such alterations to a minimum.*) We can just as easily use brackets to alter a verb, for the same reasons as above:

- Goodman asserts that Al Jazeera “feed[s] only civilian victims to its viewers.” One other thing brackets are good for: If you find an error in your source, you may use the word “sic” in brackets to signal to your reader that you have not been careless: the error belongs to the source. I would surmise that this use of brackets has (regrettably) exploded since the advent of the internet, whether because of careless work entering data from print sources (or the sweatshop conditions under which data entry workers labor), or because the plasticity of the electronic media has made communication as a whole less formal. Whatever the cause, here is an example: →According to the review, Kistler’s performance was brilliant, “exceeding [sic] the expectations of even her most loyal fans.

**Research Methods and Academic Honesty**

- 1) What is plagiarism?
- 2) Why is plagiarism wrong?
- 3) Why do you think that students plagiarize?
- 4) How can you avoid plagiarism?
- 5) What does it mean if an article is “peer-reviewed”?
- 6) What are some characteristics that help you to recognize a peer-reviewed article?
- 7) Name a library database where you can find reliable research.
- 8) Does searching in the library catalog help you to find:
  - a. Articles
  - b. Books
  - c. Databases
  - d. Cheeses
- 9) Why is Wikipedia NOT a good source to use in a college research paper?
- 10) What are some examples of reliable news websites where you can find articles?
- 11) Where is your professor’s office located, and when is she available, if you need help?

## **Bollinger ENG 110**

### **When should you cite your research?**

*Read the following paragraph from a research paper. Identify information that should be cited. You may also identify moments when the writer could clarify their use of research or synthesize/connect ideas more effectively.*

One major problem with the food industry is that it exploits workers. In fact, tomato pickers in Florida live in “modern slavery.” How so? Well, the tomato pickers are underpaid and overworked. For picking a 32 pound basket of tomatoes, a worker will earn about 45 cents. To make things worse, they get in debt to their overseers and are not allowed to leave the farm. Also, in the article, Barry says “You receive neither overtime nor benefits. If you are injured (a common occurrence, given the pace of the job), you have to pay for your own medical care.” This is important because the food industry is dangerous and it is likely that workers will be injured. Poultry workers in factories developed chronically swollen knuckles, the hallmark sign of a rare skin condition known as pachydermodactyly. Just like the animals in the food industry, the workers are used up and tossed away and no one cares.

### Research Project: Annotated Bibliography

**Investigate the current debate about raising the minimum wage. Report your findings and draw conclusions based on your research.**

- What are the current minimum wage laws?
- What proposals have been made for raising the minimum wage?
- What are the possible benefits and risks of raising the minimum wage?
- How would workers, employers, and the overall economy be impacted?
- Who is participating in this debate? (Who is for and who is against?)
- Based on your findings, do you support or oppose raising the minimum wage?

You will conduct research on the issue of the minimum wage. To report your findings, you will create an **Annotated Bibliography** of the **7 sources** you find. Following your 7 entries (about **4-5 pages** of writing in total), you will write a **concluding section of 2 pages in your own words** in which you draw larger conclusions based on your research. In this conclusion, you will look at the issue as a whole and synthesize ideas. Explain and comment on what the research reveals about the issue.

#### Due Dates

Tues. 11/24: Peer Review of 2 bibliography entries

Thurs. 12/10: **Annotated Bibliography due**

This research assignment is worth **20%** of your course grade. Your project must be the product of your own thought, words, and effort. Essays that contain plagiarism earn a zero and cannot be revised.

#### What are appropriate sources for a college-level research project?

The following types of sources are **appropriate** and you should **use at least one of each type**:

- Articles from the *New York Times*
- Sources found using the library database *Opposing Views in Context*
- Sources found using the library database *LexisNexis Academic*
- Webpages with a .gov address
- An interview that you conduct with someone impacted by this issue
- Articles from reliable online news source such as *National Public Radio, The New Yorker, PBS, Wall Street Journal, The Atlantic, The Washington Post, or CNN.*

## What kinds of sources are not appropriate?

**You may NOT use the following types of sources:**

- .com websites
- Blogs
- Sources published before 1995 (unless you have a good reason)
- Wikipedia
- Personal anecdotes

## What is an Annotated Bibliography?

An annotated bibliography is a bibliography (list) of your research sources with a paragraph describing each source. Scholars use annotated bibliographies to help keep track of their research and to present their findings to other researchers.

**Each of your 7 annotated bibliography entries will contain the following components:**

- Bibliographic entry **in correct MLA format**
- **4-5 sentence accurate summary** of the source in your own words (topic and argument, as it is relevant to your paper).
- **4-5 sentence commentary on what each source reveals about your topic**

Your annotated bibliography will be listed in alphabetical order.

### **Sample Annotated Bibliography Entry:**

Brews, Dominic J., Eric R. Eide, and Ronald G. Ehrenberg. "Does it Pay to Attend an Elite Private College? Cross Cohort Effects of College Type on Earnings." *Journal of Human Resources* 34.1 (Winter 1999): 104-123.

Colleges and universities in the U.S. are ranked yearly by the magazine *U.S. News and World Report*. The authors of this article ask whether attending an elite private university rather than a lower ranked private university pays off in future job earnings. Based on their research, they conclude that graduates of higher-ranked private universities earn more competitive salaries than graduates of middle-ranked private institutions. From 1972 to the 1980's, they show, the earnings increased dramatically. At the same time, they acknowledge, tuition rates have climbed sharply.

It's not surprising that attending a higher-ranked university leads to better pay. The authors provide numerical data that shows that the reliability of university ranking systems does matter. It may be unfair that a school's reputation impacts a student's future employment prospects, but it is a reality. If college rankings are unreliable, it hurts students of schools that are rated unfairly, because their pay will be lower than graduates of supposedly better schools. The article also suggests that schools use their ranking to justify higher tuition costs, which also seems unfair if the rankings are unreliable.