

WHY CITE?

- Your paper is a collaboration between you and your sources. You must acknowledge your debt to the writers of those sources, the same way you'd want other people to acknowledge your work (especially as a new expert in your field).
- If you do not acknowledge the original writer, you are committing plagiarism (a serious offence, in universities and anywhere else, too).

TYPES OF IN-TEXT CITATIONS

- **Quotation = word-for-word.** Only use quotations when the specific wording of a text is significant (e.g., in a poem). For example, quotations are often used in English papers, when the writer is studying a piece of literature. Quotations are used in the sciences when technical terms are important.
- **Paraphrase = the same ideas, in your own words.** Paraphrasing is a popular choice because it allows you to communicate the ideas of another source but shape them subtly to your purpose.
- **Summary = the main idea only, in your own words.** Summary is best used when briefly addressing or acknowledging the work of another author or when comparing/contrasting opinions or results in different sources.

All sources must be referenced according to the appropriate style, using in-text citations and including a list of all the references cited in the text.

MAIN CITATION STYLES:

- APA (usually the sciences & social sciences)
- MLA (usually the humanities)
- Chicago (certain disciplines such as History)
- IEEE, McGill Guide, CSE, AMA, Vancouver, etc. (used less frequently)

HOW TO CITE PROPERLY:

- Become familiar with your **style guide**: consider purchasing your own copy of your discipline's guide. Alternately, <https://owl.purdue.edu/> is a resource for APA, MLA, and Chicago that is recommended by many professors.
- Use, check, verify, and re-verify with the guide.
- Pay attention to details (spaces, periods, capitalization, italics, indentation, etc.).
- For specific issues of style or citation, check your guide's official website or blog by using its search function:
 - <https://apastyle.apa.org/blog>
 - <https://style.mla.org/category/behind-the-style/>
 - <https://www.chicagomanualofstyle.org/>
- If you use a **citation software** (such as <https://guides.library.ualberta.ca/refworks>) to create a reference list, ensure that you proofread each entry. Citation programs are excellent for rough drafts, but they cannot ensure correct formatting.
 - The University of Alberta offers RefWorks through the library system

- One of the most robust citation softwares (recommended for graduate students, in particular) is EndNote.
- One of the weakest citation systems is Microsoft Word's citation tool.

WAYS TO INTEGRATE SOURCES IN YOUR TEXT

- **Not mentioning author's name in sentence:** One ethnographic study uses participatory photography to study Slow Cities (Pink, 2011).
This sentence emphasizes the study. You might use this technique to compare one study to another.
- **Mentioning the author's name in the sentence:** Pink (2011) studies Slow Cities using participatory photography as an ethnographic method.
This sentence emphasizes the author. You might be comparing one author's ideas to another or highlighting the author's interpretation of the study.
- **Using publication information in sentence:** In 2011, Pink studied Slow Cities using participatory photography as an ethnographic method.
This sentence emphasizes the publication's date. Is it timely? You might go on to discuss a more recent study.
- **Citing a quotation (must include page reference):** Pink explains that "The analysis focuses on how amateur photography practices (broadly defined) are engaged in the processes through which UK Slow Cities are represented" (2011, p. 92).
This sentence emphasizes the author's wording. Is the author's specific wording relevant? If not, consider paraphrasing.

PARAPHRASING

- In order to put things in your own words, it is best to stop looking at the source text. Try to talk about what the text says without peeking at it.
- Going word-by-word through a sentence to substitute out words and phrases, without changing the sentence structure is generally considered **plagiarism**.

Original passage

"Good analytical writing is collaborative. To a significant extent, it recreates for readers the thinking process that produced its conclusions. It shares with readers how a writer arrives at ideas, not just what the writer ultimately thinks" (Rosenwasser & Stephen, 2012, p. 197).

Legitimate paraphrase

When analytical writing is successful, the reader works alongside the writer to follow the trail of an argument. The writer leads the reader down the path of ideas to their conclusion (Rosenwasser & Stephen, 2012).

A plagiarized version

Excellent analytical writing is cooperative. Mostly, analytical writing makes readers think what the writer thought. It has the reader follow the same ideas as the writer, not just stating the writer's final idea.

QUOTING

- Quoting means taking an idea from a text, word-for-word. It is enclosed in quotation marks and it must be cited with the page numbers where available.
- You might use another person's work to highlight a particular argument or to use specific wording.
- It is best to use quotations if you simply cannot say it any better than the original text.
- It is most effective when used sparingly.
- And, it's easy! But remember, quotations do not explain themselves. For every quotation, you must have at least one sentence of analysis. A good starting point for analysis is to paraphrase the quotation after quoting it, which explains the quotation by telling the reader the same information in a different way, using words that support your own interpretation. Next, explain why the quotation is significant.

HOW TO INTEGRATE QUOTATIONS

- **Use a colon to introduce a quotation that is a full sentence.** Make sure you have an independent clause (complete sentence) on both sides of the colon.
E.g., Analytical writing requires that you pay attention and engage with the world in a mindful way: "Deciding to become more aware of your own responses to the world and their causes counteracts the inevitable numbing that takes place as habit takes control of our daily lives" (Rosenwasser & Stephen, 2012, p. 13).
- **Integrate quotations smoothly into the text** (use [] if changing something in the quotation).
E.g., Analytical writing requires that you pay attention to the world in a mindful way. This mode of engagement makes us more aware of our agency, "counteract[ing] the inevitable numbing that takes place as a habit takes control of our daily lives" (Rosenwasser & Stephen, 2012, p. 13).
- Using short, infrequent, and carefully selected quotations ensures that you are mostly using your own ideas rather than relying too heavily on the ideas of others without analyzing them.
- Make the texts and sources you are using engage in conversation. Rather than simply agreeing or disagreeing with a source, identify your shared premise, then use your writing to develop or complicate their ideas. Think of how you might create "yes and" or "but also" arguments that put you in a collaborative relationship with other authors rather than always making starkly divisive claims when writing about their work. Remember, they're real people, too! You can also compare and contrast what one author's work builds or negates in another author's work. By showing that you can make sources speak to each other, you demonstrate your understanding and lend credibility to your own argument.

SUMMARIZING

- Summarizing contains only the main idea of the text, written in your own words, with a citation (either within the sentence itself, or parenthetically).

- It is typically shorter than the original text.
- It can be useful in capturing large ideas and giving an overview of context and/or the content of a source, such as in a literature review, an annotated bibliography, or an expository/analytical essay.
- It can be used at the beginning of an essay or section of an essay in which you will then analyze the text you summarized.
- It can be used in a literature review, in which you will need to include a sentence or a section that explains how the summarized text relates to your work and other works.

Example of a good summary:

In her article “The Dead Hand of the Nineteenth-Century Robot: The Camera Eye,” drawn from her 1964 book *Wyndham Lewis and Expressionism*, Canadian author and literary critic Sheila Watson discusses the philosophies of British avant-garde artist Wyndham Lewis (1882–1957) regarding the camera, photography and ultimately, cinematography.

PRACTICE!

Use the following paragraph to complete the practice below:

In Bruges, a film by Academy-Award winning director, playwright, and Irishman Martin McDonagh, the director is obsessed with a sense of place. The city of Bruges, with its many old churches and old art (including a Bosch painting of the Last Judgement), seems to stand in the film for two starkly opposed ideas. One is that we can never escape our own histories—sequences of events that, once set in motion, can’t and should not be stopped, and can’t be changed. The other idea is that we can and must hold out for the possibility of change, for a future that past actions and rigid systems of value haven’t already set in stone. Given the film’s violence, dark comedy, and apocalyptic ending, it seems to offer only faint hope for change in the face of relentless cycles of determinism and fate.

From “*In Bruges*: Finding Hope in the Presence of the Past” by James Patenfield (2012, p. 199).

- Quote the underlined phrase within your own sentence.
- Paraphrase the second sentence.
- Summarize the main ideas of the paragraph into one sentence.

Possible solutions:

- Quote: According to Pattenfield, hope is a main theme in the film, which he defines as the belief that “we can and must hold out for the possibility of change” (Patenfield, 2012, p. 199).
- Paraphrase: In the film, the ancient city of Bruges represents a paradox (Patenfield, 2012).
- Summary: The film *In Bruges* by Martin McDonagh despairingly contrasts a hope for the future with the tenacity of the past through its attention to a sense of place, dark tone, and apocalyptic ending.

RESOURCES and REFERENCES

Pink, S. (2011). Amateur photographic practice, collective representation and the constitution of place. *Visual Studies*, 26, 92-101.

Purdue University. (2020). Purdue Online Writing Lab. <https://owl.purdue.edu/index.html>.

Rosenwasser, D. & Stephen, J. (2012). *Writing Analytically* (8th ed.). Cengage.