

Using Sources

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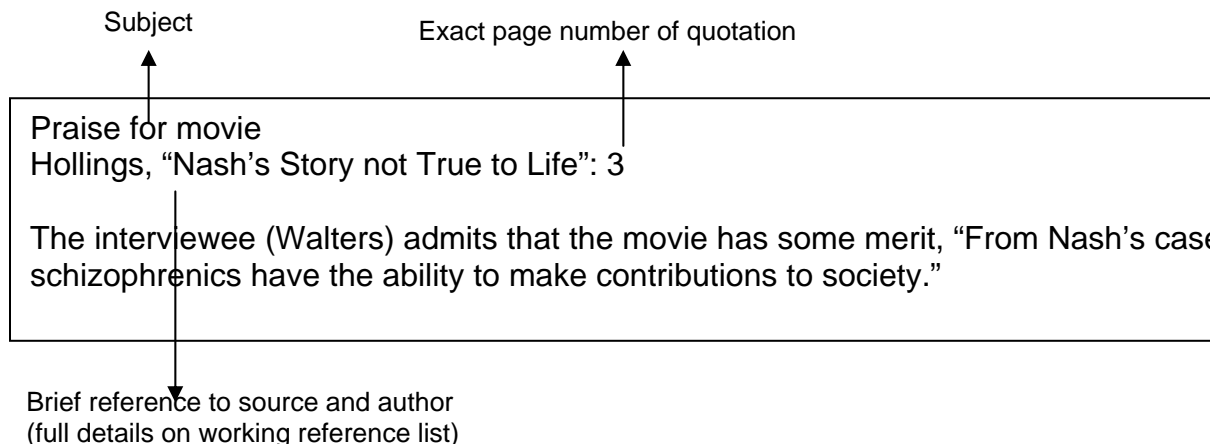
Using Note Cards

When you read through your sources, it is a good idea to have note cards available for writing down the information that you select to use from the source. When you write down the information, be sure to include the source name, author's name and page number. You will need this information for your in-text citations. Using note cards is useful because you will need to organize the information into an outline form for your research paper, and this is the easiest way to move information around. You can sit at a table or on the floor and place the cards under each paragraph topic. The information on these note cards will be your supporting points for the topic sentences of each supporting paragraph. Each note card should contain only one idea from your source, which can be directly quoted, paraphrased, or summarized.

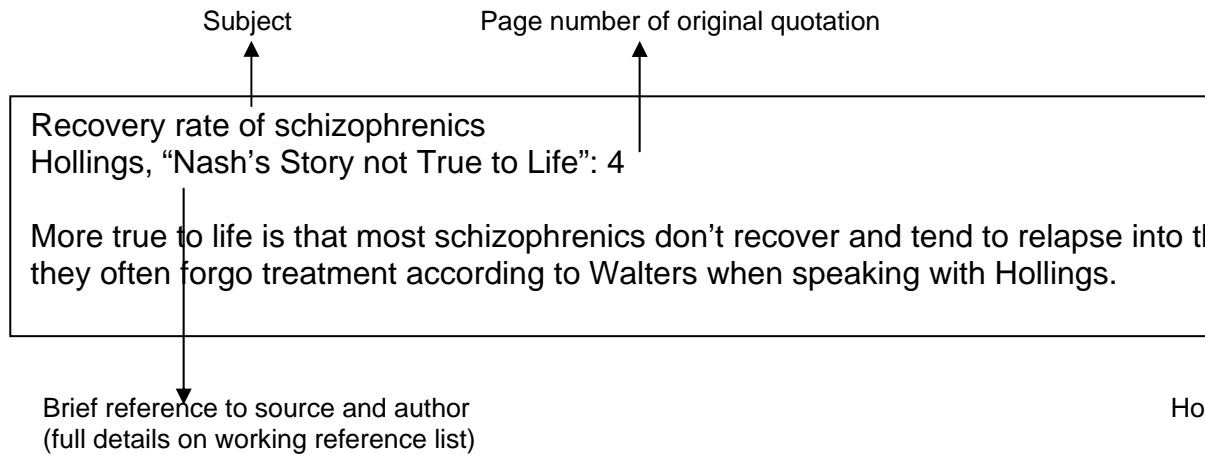
Examples:

Sample note cards for a research paper arguing that the movie *A Beautiful Mind* perpetuates myths about schizophrenia.

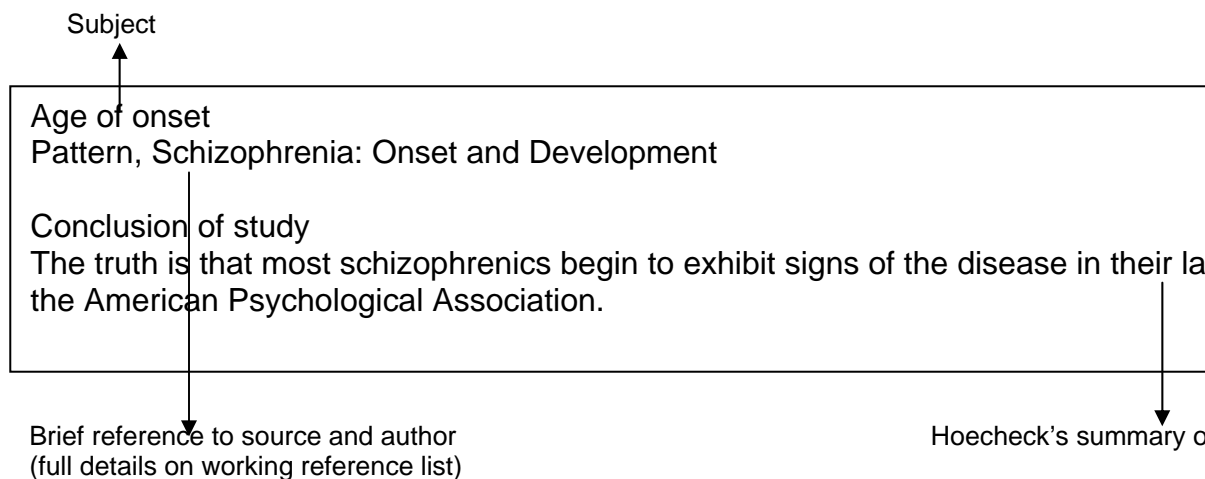
Direct Quotation



Paraphrase



Summary



Understanding Documentation Styles

At this time, you should also begin a working references (works cited) list by writing down all the information from the sources, according to APA style, that you will need when you finalize your reference list. Some instructors may ask you to use a style other than APA, so it's important to know which style you will be using in order to begin documenting correctly from the start. Skim over the information under the heading **Finalizing a reference list** to familiarize yourself with the different styles and how to document them. Once you know what style you will use, you need to become an expert on that style. There is a wide variety of websites to help you, or you may buy the manuals that give all the information you need for these styles. Please check the links under the **Links for more help and examples of student papers** heading to get more information about each style.

Paraphrasing

Taking someone else's words and ideas and changing them into a different and personal style is paraphrasing. It is a precise restatement of the content of the original piece of work. Here are some tips on paraphrasing:

- Tip # 1 Make sure that you understand the original text before you try to paraphrase it.
- Tip # 2 Use your own words to restate the author's main ideas. Never write any three of the author's original words in the same order. Exceptions to that rule are special vocabulary or technical words.
- Tip # 3 Do not look at the original text as you write the paraphrase. Use your own words, sentence structure, and organization to retell the author's main ideas.
- Tip # 4 Name the source of the paraphrase in your text and in parentheses at the end of the paraphrase.

Considering the information about paraphrasing, read the following argumentative essay, "*A Beautiful Mind*, Not a Usual Mind." Then practice with the paraphrasing exercise.

Journal of the Media and the Public, February 2004, pages 13-14
By Martha Holechek

A Beautiful Mind, Not a Usual Mind

More than 2 million Americans and 1 in every 100 people across cultures suffer from schizophrenia. A movie like *A Beautiful Mind*, starring Russell Crowe, which portrays the true-life story of John Nash should be a welcome view into the lives of these people who may be our relatives, neighbors, or friends. In fact, Robert Walters, head of the Schizophrenic Research Unit at Nebraska Wesleyan University says, "From Nash's case the public can learn that even schizophrenics have the ability to make contributions to society" (Hollings, 2002, p. 3). Even though the movie won four Academy Awards, including best picture, the film does more to perpetuate false myths about schizophrenia than it does to enlighten the public about this debilitating disease.

The first myth presented in this film is that schizophrenics begin to experience symptoms around age 30. In the movie, John Nash is in his early thirties when he begins to have delusions. He hears voices and imagines characters interacting with him in a life-like way. The truth is that most schizophrenics begin to exhibit signs of the disease in their late teens or early twenties according to the American Psychological Association as quoted by

Patton (APA Monitor, 2001, p.33). Although Nash did, in fact, begin to experience his symptoms in his 30s, people who see the movie might come away with the belief that all people suffering from this illness do, while the opposite is actually true. This could lead to parents of teenagers ignoring the signs of the disease and passing irrational behavior and unexplained anger off as typical of rebellious teenagers.

Not only is the age of the onset of disease portrayed incorrectly, but also the recovery rate of the disease is shown inaccurately. In the movie, Nash seems to recover quickly and becomes restored to his previous state of honor by the end of the 2 hour and 25 minute movie. More true to life is that most schizophrenics don't recover and tend to relapse into the disease again and again because they often forgo treatment according to Walters when speaking with Hollings (2002) in her article from *The Wesleyan News*. People who know a schizophrenic might be compelled to ask, "Why can't my brother/friend/mother/co-worker get over this problem?" It places an unnecessary burden on the schizophrenic to hurry up and get well.

Lastly, and also related to recovery, is the myth that schizophrenics can lead successful lives unaided by medical professionals or the welfare system. Had Nash developed the disease in his twenties, he would not have had time to develop a career as a professional. Being a professional allowed him a certain financial independence. In addition to that, he was able to marry before he became ill, so he had a wife and family to support him and take care of him through his illness. He also had developed a social system and network of caring people by the time the illness struck. These facts gave him a base of support that most schizophrenics don't have. Walters states in *the Wesleyan News* that the movie had, "...a beautiful ending, but not a common ending" (Hollings, 2002, p. 4). It would be a pity if we as a public expected schizophrenics to make a full and easy recovery without the aid of medical attention or governmental assistance. Truly, people suffering from the disease tend to end up homeless on the streets more often than in a nice home with a loving spouse.

Unfortunately, the movie *A Beautiful Mind* while showing John Nash's life correctly, teaches the public about schizophrenia incorrectly. The American public is a movie-going public that believes what is perceived to be correct information from the big screen. When the public is misinformed about the onset of a disease, its recovery prognosis, and the typical lifestyle of patients suffering from the disease, it is a serious disservice. More needs to be done to educate the public about the realities of a schizophrenic life.

References in alphabetical order:

Hollings, S. (2002, January 23). Nash's story not true to life. *The Wesleyan News*, 3-5.

Patton, L. P. (2001). Schizophrenia: onset and development. *American Psychological Association Monitor* 27, 32-45.

Note: If this paper were an academic research paper, it would need to be double-spaced. The sources on a references page need to be double-spaced, too, according to APA style.

[**EVALUATING PARAPHRASES \(VIEW QUESTIONS\)**](#)

[**EVALUATING WORDS \(VIEW QUESTIONS\)**](#)

[**EVALUATING ADAPTED SENTENCES FOR VOICE \(VIEW QUESTIONS\)**](#)

Using Direct Quotations

Quoting the author can be a good way to support your opinion, but quotations should be used sparingly. If the author writes something in a particularly clever way, you may want to quote his/her exact words. Otherwise, it's best to paraphrase. Also, avoid using quotations for minor details, commonly known facts, or general information. If you choose to quote, you must follow some specific rules.

- Rule # 1** Never use a quotation by itself. Provide an introduction or explanation of the quotation's significance. Relate it to your main idea.
- Rule # 2** Do not edit the quotation in any way that would change the author's original meaning.
- Rule # 3** Punctuate the quotations following a standard style.
- Rule # 4** Don't quote long selections of material.

There are several ways to use a quotation in your research paper. Here are some examples from the essay using APA style:

1. Placing a direct quotation within your own sentence:

A Beautiful Mind was a good movie, but it is a little controversial in its coverage of schizophrenics because "the film does more to perpetuate

false myths about schizophrenia than it does to enlighten the public about this debilitating disease” (Holechek, 2004, p. 13).

2. Placing a direct quotation after introducing it:

Martha Holechek (2004, p.13) criticizes *A Beautiful Mind* in the *Journal of the Media and the Public* by stating very clearly that “the film does more to perpetuate false myths about schizophrenia than it does to enlighten the public about this debilitating disease.”

3. Placing part of a direct quotation into your own writing (using an ellipsis):

In her article in the *Journal of the Media and the Public*, Holechek (2004, p. 13) argues that “Being a professional allowed him a certain financial independence. In addition to that, he was able to marry before he became ill, so he had a wife and family to support him and take care of him through his illness... These facts gave him a base of support that most schizophrenics don’t have.”

* An ellipsis is three points that indicate words have been omitted.

4. Placing an explanation within a quotation:

Holechek (2004, p. 13) implies that others might not be as lucky as Nash. She says, “Had Nash developed the disease [schizophrenia] in his twenties, he would not have had time to develop a career as a professional,” so this fact gave him an advantage over other people suffering from schizophrenia.

5. Placing a quotation within a quotation:

“Walters states in the *Wesleyan News* that the movie had, ‘... a beautiful ending, but not a common ending’” as reported by Hollings (Holechek, 2004, p. 13).

6. Placing an interruption within the quotation (using an ellipsis):

“Being a professional allowed him a certain financial independence. In addition to that, he was able to marry before he became ill, so he had a wife and family to support him and take care of him through his illness,” Holechek (2004, p 13) claims in the *Journal of the Media and the Public*, but she goes even further by concluding that “... These facts gave him a base of support that most schizophrenics don’t have.”

7. Placing a long quotation in your research paper:

As Holechek (2004, p. 14) explained in her article in the *Journal of the Media and the Public*, these issues can perpetuate stereotypes of schizophrenic people:

Unfortunately, the movie *A Beautiful Mind* while showing John Nash's life correctly, teaches the public about schizophrenia incorrectly. The American public is a movie-going public that receives what is perceived to be correct information from the big screen. When the public is misinformed about the onset of a disease, its recovery prognosis, and the typical lifestyle of patients suffering from the disease, it is a serious disservice. More needs to be done to educate the public about the realities of a schizophrenic life.

These issues are very real and need to be considered.

Note: If your quotation is over 4 lines, you should indent the entire quotation 5-7 spaces. Do not use quotation marks. Be sure to double-space throughout.

8. Using a quotation from an on-line source (imagine that you read this article by Holechek on-line in the EBSCO database):

As Holecheck (2004, ¶ 2) aptly inferred, "This could lead to parents of teenagers ignoring the signs of the disease and passing irrational behavior and unexplained anger off as typical of rebellious teenagers."

Note: Electronic sources do not provide page numbers, so you must use the paragraph number. You can use the paragraph symbol or the abbreviation *para*. When referring to a paragraph. If there are headings in the document, cite the heading and the number of the paragraph following it.

Using Reporting Verbs

When quoting or paraphrasing, there are many different reporting verbs that you can use to make the intent of the author known. Some common examples of reporting verbs are: *say*, *tell*, *state*, *believe*, *mention*, and *explain*. However, there are many more that might help you give meaning to your research paper. Look over the following list:

- | | |
|--------|--|
| Admit: | The author is reluctantly giving some information that may not support her/his view. |
| Agree: | The author is agreeing with something already stated by someone else. |

Argue:	The author doesn't agree with some view or is taking a stand on an issue.
Comment:	same meaning as <i>say</i> .
Conclude:	The author has reached some decision from studying information.
Consider:	The author gave thought to other ideas.
Criticize:	The author is being judgmental of something.
Describe:	The author is giving an explanation of something.
Imply:	The author isn't directly stating something but we can guess that this is his/her idea.
Indicate:	same as <i>say</i> or <i>state</i>
Maintain:	The author is holding a position on an idea or taking a stand on an issue.

Most of the time, reporting verbs are used in the present tense in research papers. In academic writing we use simple present tense reporting verbs to introduce both paraphrases and quotations because the source exists in the present even though it may have been written years ago; it is as if the author were here and speaking to us. Also, if you use *that* after the reporting verb, you should omit the comma. Look at the examples below:

1. With comma:

Robert Walters, head of the Schizophrenic Research Unit at Nebraska Wesleyan University says, "From Nash's case the public can learn that even schizophrenics have the ability to make contributions to society" (Hollings, 2002, p. 3).

2. Without comma (using *that*):

Martha Holechek (2004, p.13) criticizes *A Beautiful Mind* in the *Journal of the Media and the Public* by stating very clearly that "the film does more to perpetuate false myths about schizophrenia than it does to enlighten the public about this debilitating disease."

Here is another list of reporting verbs divided in objective and subjective verbs. Objective verbs don't convey the feeling or opinion of the author, while subjective verbs convey the author's voice and opinion:

Reporting Verbs

Relatively Objective	Relatively Subjective
add	admit
announce	advise
comment	affirm
declare	argue
demonstrate	ask
describe	assert
discuss	assume
explain	believe
express	claim
give	complain
illustrate	confirm
indicate	concede
present	contend
provide	doubt
put forth	emphasize
reply	imply
report	indicate
respond	infer
reveal	insist
say	maintain
show	presume
state	propose
tell	recommend
	require
	suggest
	threaten
	urge
	warn

These reporting verbs have been separated into objective and subjective groups; however, depending on what information is presented in the noun clause after the reporting verb, the tone of the sentence may be objective or subjective.

[EVALUATING REPORTING VERBS \(VIEW QUESTIONS\)](#)

Summarizing

Summaries can be used to give a basic idea of the information from your source. A summary includes the main ideas of the article in your own words leaving out minor details and unnecessary information. Read the following tips on summarizing:

Being able to write a summary is an important part of university success. Many university professors want students to examine current literature on a particular topic and to summarize their findings. In addition, it is important to avoid plagiarism by giving appropriate credit when you use other people's words or ideas.

Tips on Summarizing:

Rule #1: Use your own words to state the author's main ideas and add enough details to make the points clear. Use the fewest number of possible words. A summary should be much shorter than the original piece of writing because it contains only the most essential ideas. Often a paragraph might be summarized in two or three well-constructed sentences.

Rule #2: A good rule is not to write any three of the author's original words in the same order. The exceptions are specific names of people, places, and things, special vocabulary or technical words, such as, *the schizophrenic research Institute*. If you want to use one short sentence with the author's words in your summary, you must put quotation marks around those exact words. Example: As *Holecheck points out*, "people who see the movie might come away with the belief that all people suffering from this illness do, when the opposite is actually true."

Rule #3: If you know the information, always include the author's name, title of the article, and title of the book in the first sentence of your summary.

Rule #4: Use sentence structure and word order that differ from the original. For example, if the original sentence is *S + v*, and *s + v*, your paraphrase can begin with *Both S + S + V* or *Neither . . . , nor* In other words, do not copy the author's word order or writing style. Some of your sentences in a summary will include reported speech, followed by a paraphrase, not a quotation. Common reporting verbs are: *describe, discuss, explain, say, write*, and these verbs are often used in the present tense. Example: *In her article in the Journal of the Media and the Public Holechek*

argues that due to the fact that his disease was delayed, Nash was able to make gains in society.

Rule #5: Organize the ideas from the original work in your own way. Do not summarize the first sentence, then the second sentence, and so on. Read the entire selection. Take notes about the most important ideas. Then organize the discussion of the contents in your own way. You may start with the conclusion and work backwards, you may organize a chronological selection by cause and effect, or you may organize an advantages discussion by moving from the most to least important details. Make the organization of the summary significantly different from the organization of the original work.

Rule #6: Never add your own opinions. This is very difficult, especially if you disagree strongly with the author's ideas. Nevertheless, you must not explain your ideas or evaluate the author's words. A summary is a report of someone else's ideas, not yours.

EVALUATING SUMMARIES (VIEW QUESTIONS)

Avoiding Plagiarism

Often when writing an academic composition, writers are asked to use sources other than their own experience or knowledge to support ideas. This may involve research or using material from the course's textbook. In either case, it is important to incorporate outside sources properly. There are at least five basic concepts that you must know: the definition and consequences of plagiarism, how to write a summary, how to write a paraphrase, how to introduce quoted material, and how to provide accurate documentation of the source.

Defining Plagiarism

Plagiarism is a serious violation of the laws that govern academic honesty. Plagiarism occurs when you steal, borrow, or use someone else's words or ideas without giving credit to the original author. The consequences of plagiarism involve any number of legal problems, of which an automatic failure of the composition or project is only the beginning.

You commit plagiarism when you use material that is not your own. You must not do any of the following without documenting the original source.

- Copy directly from any book, including encyclopedias and dictionaries
- Copy directly from any printed material, including newspapers, magazines, academic journals, or advertising
- Copy photographs, video tapes, audio tapes, CDs, DVDs, or television programs

- Copy any materials from an on-line source or web page, including purchased research papers
- Copy another student's work, even if that student gives you permission to do so
- Translate directly from one language to another
- Make slight changes from the original work and claim that it is your own writing
- Use a composition that you wrote for another class or purpose without getting permission from both instructors

In other words, you commit plagiarism whenever you fail to identify the original source of the information that you are using. Aside from violating the principles of academic honesty, plagiarism is also against the law. Both educational institutions and federal laws in the United States have harsh penalties for plagiarism. At IELI, the penalties of plagiarism are listed in the *Student Policy Handbook*:

“Plagiarism means copying what someone else wrote or said in your writing (homework, composition, research paper) without writing the name of the person who first wrote the information. It is illegal to plagiarize, and at the IELI a student may fail the class if the student submits a paper that contains plagiarized material.”

At the University of North Texas, the policy states that a student may receive a failing grade for the assignment, may fail the class, or may be expelled from the university for plagiarism.

Remember that most instances of plagiarism are not intentional. Often it is done inadvertently rather than purposely. However, ignorance of the rules for crediting sources is no excuse. Any case of plagiarism will be treated the same way, intentional or not.