



# Department of Health Sciences

## APA Resources

### Citation/Paraphrasing/Quoting

Updated 10/17/12

## HOW TO PARAPHRASE

When you are writing a paper, you will often include information and ideas from other sources. Even if you are not quoting directly from the source, you still need to cite the information. Many people get confused about the difference between paraphrasing and quoting: some people think that if they change just a few words of the original text, they have paraphrased it properly. However, this is not true. In many cases, rather than paraphrasing, they are plagiarizing. One rule of thumb is that if you take more than three words in a row directly from the original source, you are quoting, not paraphrasing, and you need to either use quotation marks or change your paraphrase. It also helps to completely change the sentence structure of the original when paraphrasing. Some examples of acceptable and unacceptable paraphrases should make this distinction clear.

### ORIGINAL SOURCE

The park [Caspers Wilderness Park] was closed to minors in 1992 after the family of a girl severely mauled there in 1986 won a suit against the county. The award of \$2.1 million for the mountain lion attack on Laura Small, who was 5 at the time, was later reduced to \$1.5 million.

- Reyes and Messina (1995), "More Warning Signs," p. 10

### PLAGIARISM: Unacceptable borrowing

Reyes and Messina (1995) reported that Caspers Wilderness Park was closed to children in 1992 after the family of a girl brutally mauled there in 1986 sued the county. The family was ultimately awarded \$1.5 million for the mountain lion assault on Laura Small, who was 5 at the time.

### ACCEPTABLE PARAPHRASE #1

Reyes and Messina (1995) reported that in 1992, Caspers Wilderness Park was placed off-limited to minors because of an incident that had occurred there some years earlier. In 1986, a five-year-old, Laura Small, was mauled by a mountain lion and seriously injured. Her family sued the county and eventually won a settlement of \$1.5 million.

### ACCEPTABLE PARAPHRASE #2

In 1992, officials banned minors from Caspers Wilderness Park. Reyes and Messina (1995) explained that park officials took this measure after a mountain lion attack on a child led to a lawsuit. The child, five-year-old Laura Small, had been severely mauled by a lion in 1986, and her parents sued the county. Eventually, they received an award of \$1.5 million.



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#### IN-TEXT CITATION: PARAPHRASING

Paraphrasing entails summarizing a sentence/passage, rearranging it, and changing its wording. When a source is paraphrased, credit must be given to it in the text.

#### *Example 1*

Rogers (2007) compared reaction times . . .

#### *Example 2*

In a recent study of reactions (Rogers, 2007) . . .

#### *Example 3*

In 2007 Rogers compared . . .

#### *Example 4*

In a recent study of reactions times, Rogers (2007) described the method. . . . Rogers also found. . . .

- If the name of the author appears as part of the narrative (see Example 1) cite only the year of publication in parentheses.
- If neither the name of the author nor year of publication appear as part of the narrative (see Example 2), place the name and the year, separated by a comma, in parentheses.
- If both the year and the author are given as part of the narrative, no parenthetical information is needed (see Example 3).
- Within a paragraph, you do not need to include the year in subsequent reference to a study as long as the study cannot be confused with other studies cited in the article (see Example 4).
- Include only the year, even if the reference includes month and year.

### CO-AUTHORED SOURCE

#### **Two Authors**

- When a work has two authors, always cite both names every time the reference occurs in text.
  - Lakeoff and Johnson (1980) are of the opinion that. . .

#### **Three through five authors**

- When a work has three, four, or five authors, list all the names in the first citation, but only give the name of the first author followed by “et al.” (and the year, for a first citation within the paragraph) in subsequent citations.

#### *First citation in Text*

Wasserstein, Zappulla, Rosen, Gerstmann, and Rock (1994) found . . .

#### *Subsequent first citation per paragraph thereafter*

Wasserstein et al. (1994) found . . .



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#### *Non-first citation within a paragraph*

Wasserstein et al. also found that . . .

#### **GROUP AUTHOR**

- Example of citing a group author (e.g., association, government agency, corporation)

#### *Entry in reference list:*

National Institute of Mental Health. (1999)

#### *First text citation:*

The claim needs to be proven, nevertheless (National Institute of Mental Health [NIMH], 1999).

#### *Subsequent text citations:*

. . . , and further investigation is needed (NIMH, 1999).

- Example of citing a group author in full:

#### *Entry in reference list:*

University of Pittsburgh. (1998)

#### *All in-text citations:*

The claim has not been fully validated (University of Pittsburgh, 1998).

#### **WORK WITH NO AUTHOR**

- When a work has no author, cite in text the first few words of the reference list entry (usually, the title) and the year. Use double quotation marks around the title of an article or chapter, and italicize the title of a periodical, book, brochure, or report:

. . . which necessitates more research on free care ("Study Finds," 1982).

The findings need to be interpreted in light of the book College Bound Seniors (1979), where the assertion is made that . . .



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#### QUOTING SOURCES

Material directly quoted from another author's work should be reproduced word for word.

When quoting, always provide the author, year, and specific page citation in text, and include a complete reference in the reference list.

#### *Quotation 1*

Miele (1993) stated, "The 'placebo effect' . . . disappeared when behaviors were studied in this manner" ( p. 276); however, she did not clarify which behaviors were studied.

#### *Quotation 2*

Miele (1993) found that "the 'placebo effect,' which had been verified in previous studies, disappeared when [only the first group's] behaviors were studied in this manner" (p. 276).

#### *Quotation 3*

Miele (1993) found the following:

The "placebo effect," which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore, the behaviors *were never exhibited again*[italics added], even when reel [sic] drugs were administered. Earlier studies (e.g., Abdulla, 1984; Fox, 1979) were clearly premature in attributing the results to a placebo effect. (p. 276)

#### BASIC QUOTATION RULES:

1. Direct quotations must be accurate. The quotation must follow the wording, spelling, and interior punctuation of the original source, even if the source is incorrect.
2. If any incorrect spelling, punctuation, or grammar in the source might confuse readers, insert the word "sic" – underlined and bracketed (i.e., [sic]) – immediately after the error in the quotation (see *Quotation 3*).
3. Incorporate a short quotation (i.e., one made up of fewer than 40 words) in text, and enclose the quotation with double quotation marks. Use single quotation marks with double quotation marks to set off material that in the original source was enclosed in double quotation marks (see *Quotations 1* and 2).
4. Display a quotation of 40 or more words in a free-standing double-spaced block of typewritten lines, and omit the quotation marks. Indent the block ½ inch (about five spaces) from the left margin. Type subsequent lines flush with the indent (see *Quotation 3*). If there are additional paragraphs within the quotation, the first line of each should be indented an additional ½ inch.



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5. Place periods and commas within closing single or double quotation marks. Place other punctuation marks inside quotation marks only when they are part of the quoted materials.
6. Use three ellipsis points (. . .) within a sentence to indicate that you have omitted materials from the original source (see *Quotation 1*). Use four points to indicate an omission between two sentences. Do not use ellipsis points at the beginning or end of any quotation unless, in order to prevent misinterpretation, you need to emphasize that the quotation begins or ends in mid-sentence.
7. Use brackets, not parentheses, to enclose material (additions or explanations) inserted in a quotation by some person other than the original author (see *Quotation 2*).
8. If you want to emphasize a word or words in a quotation, italicize the word or words. Immediately after the italicized words, insert within brackets the words “italics added” (see *Quotation 3*).
9. Do not omit citations embedded within the original material you are quoting (see *Quotation 3*). The works cited need not be included in the list of references if they are not cited elsewhere in your paper.

#### **Punctuation of Quotations**

10. **In mid-sentence.** End the passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and continue the sentence. Use no other punctuation unless the meaning of the sentences requires such punctuation (see *Quotation 1*).
11. **At the end of a sentence.** Close the quoted passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and end with the period or other punctuation outside the final parentheses (see *Quotation 2*).
12. **At the end of a block quote.** Cite the quoted source in parentheses after the final punctuation mark (see *Quotation 3*).



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## INTEGRATING QUOTATIONS

When you write an essay or a research paper, you may sometime wish to include specific quotes which support your argument or explain an issue. These quotations need to be well-integrated into the rest of your paper; that is, it needs to be clear why you include each quotation, and each quotation needs to be logically connected with the rest of your ideas. If you are unsure why you are including a particular quotation, your reader won't know why, either. The following are some examples of ways to integrate quotations:

### *Introductory Clause + Colon*

- Controversy exists regarding the definitions of chaos theory and complexity theory; theorists cannot agree on which theory subsumes the other or whether they are synonymous. In his book, Stephen Kellert defined chaos theory as follows: “the qualitative study of unstable aperiodic behavior in deterministic nonlinear dynamical systems” (p. 13), where “dynamic” means that the systems varies over time and “aperiodic” means that the behavior does not repeat and is sensitive to infinitesimally small changes in the system.
- Theorists who believe in free will say that chaos theory, although complex enough to explain processes in the natural works, is not complex enough to be applied to human interactions because it does not account for individual choices: “the fallacy of applying mechanistic processes to learning in the past is being replicated by applying chaos theory to learning today” (Trygestad, 1997, p. 173).

### *Introductory Phrase + Comma*

- Chaos theory offers complexity within structure. As Boland (1995) wrote, “In its two most frequently argued versions, that is, order hidden in chaos and order rising out of chaotic systems, chaos theory gives a structure and hope for controlling complexity not found in postmodernism” (p. 41). Therefore, theorists equating postmodernism with chaos theory have a superficial and incomplete understanding of the theory.

### *Introductory Phrase and No Punctuation*

- Gunter (1995) has reinterpreted Jurassic Park as a fable about the management of educational institutions. She explained that “Jurassic Park failed because the senior management thought that planning and organization combined with skillful marketing would bring success” (p. 78).
- He experimented with a new set of differential equations and mapped a butterfly-like shape called the Lorenz Attractor in a non-integral dimension between the second and third

(Note: Examples are extracted from Diana Hackers's Rules for Writers © 2001)

Adapted by Mark Kelley from the APA Publication Manual 6<sup>th</sup> edition and from materials from the OSU-Tulsa Writing Center



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dimensions. Stephen Kellert (1996) described this shape as “a combination of stretching and folding” (p, 65).

- In particular, he focused on Stanford’s analysis of the CHART model for curriculum development and instruction in the humanities, which uses the principles of self-organizing systems. Stanford (1996) concluded that “the theory of self-organizing systems suggests that the quest for a process that will predictably transform school systems is comparable to the quest of alchemist for a process that would transform lead into gold (265).”