fully, and toss what's irrelevant. But draft in any way that works for you.

13.2 USE KEY WORDS TO KEEP YOURSELF ON TRACK

One problem with drafting is staying on track. A storyboard helps, but you might also keep your key concepts in front of you and, from time to time, check how often you use them, especially those that distinguish each section. But don't let your storyboard or key terms stifle fresh thinking. If you find yourself wandering, follow the trail until you see where it takes you. You may be on the track of an interesting idea.

Even if reports in your field don't use headings and subheadings, we suggest that you do when you draft. Create each heading out of the words that are unique to the section or subsection it heads:

> Sam Houston as a Hero in Newspapers Outside of Texas

These headings also show the structure of your report at a glance (numbered headings are common in some social sciences, rare in the humanities). If your field doesn't use heads, delete them from your final draft.

13.3 QUOTE, PARAPHRASE, AND SUMMARIZE APPROPRIATELY

You must build your report out of your own words that reflect your own thinking. But you'll support much of that thinking with quotations, paraphrases, and summaries. As we've said, different fields use them differently: researchers in the humanities quote more than do social and natural scientists, who typically paraphrase and summarize. But you must decide each case for itself, depending on how you use the information. Here again are some principles:

- Summarize when details are irrelevant or a source isn't important enough to warrant much space.
- Paraphrase when you can state what a source says more clearly or concisely or when your argument depends on the details in a source but not on its specific words.

- Quote for these purposes:
  - —The words themselves are evidence that backs up your reasons.
  - —The words are from an authority who backs up your claims.
  - —The words are strikingly original or express your key concepts so compellingly that the quotation can frame an extended discussion.
  - —A passage states a view that you disagree with, and to be fair you want to state it exactly.

For every summary, paraphrase, or quotation you use, cite its bibliographic data in the appropriate style (see 13.8 and the Quick Tip). Under no circumstances stitch together downloads from the Web with a few sentences of your own. Teachers grind their teeth reading such reports, dismayed by their lack of original thinking. Readers of advanced projects reject such patchworks out of hand.

13.4 INTEGRATING DIRECT QUOTATIONS INTO YOUR TEXT

Signal direct quotations in one of two ways:

- For four or fewer quoted lines, run them into your text, surrounded by quotation marks.
- For five or more lines, set them off as an indented block.

You can insert run-in and block quotations in your text in three ways.

- Drop in the quotation with a few identifying words (*Author says, According to Author, As Author puts it,* etc.).

  > Diamond says, "The histories of the Fertile Crescent and China . . . hold a salutary lesson for the modern world: circumstances change, and past primacy is no guarantee of future primacy" (417).

- Introduce the quotation with a sentence that interprets or characterizes it.

Diamond suggests what we can learn from the past: "The histories of the Fertile Crescent and China . . . hold a salutary lesson for the modern world . . ." (417).

- Weave the grammar of the quotation into the grammar of your own sentence.

Diamond suggests what political leaders can learn from history, that the "lesson for the modern world" in the history of the Fertile Crescent and China is that "circumstances change, and past primacy is no guarantee of future primacy" (417).

You can modify a quotation, so long as you don't change its meaning and you signal deletions with three dots (called *ellipses*) and changes with square brackets. This sentence quotes the original intact:

Posner focuses on religion not for its spirituality, but for its social functions: "A notable feature of American society is religious pluralism, and we should consider how this relates to the efficacy of governance by social norms in view of the historical importance of religion as both a source and enforcer of such norms" (299).

This version modifies the quotation to fit the grammar of the writer's sentence:

In discussing religious pluralism, Posner says that "a notable feature of American society is [our] religious pluralism" and notes how social norms affect "the efficacy of governance . . . in view of the historical importance of religion as both a source and enforcer of such norms" (299).

13.5 SHOW READERS HOW EVIDENCE IS RELEVANT

By this point you may be so sure that your evidence supports your reasons that you'll think readers can't miss its relevance. But evidence never speaks for itself, especially not long quotations or complex sets of numbers. You must speak for such evidence by introducing it with a sentence stating what you want your readers to get out of it. For example, this passage bases a claim about Hamlet on the evidence of the following quotation:

When Hamlet comes upon his stepfather, Claudius, at prayer, he demonstrates cool rationality.*claim*

> *I, his sole son, do this same villain send to heaven[?]*
> *Now might I do it [kill him] pat, now he is praying:*
> *And now I'll do't; and so he goes to heaven;*
> *And so am I reveng'd. . . . [Hamlet pauses to think]*
> *[But this] villain kills my father; and for that,*
> *I, his sole son, do this same villain send to heaven[?]*
> *Why, this is hire and salary, not revenge. (3.3)*report of evidence

It is not clear how that quotation supports the claim, because nothing in it specifically refers to Hamlet's rationality. In contrast, compare this:

When Hamlet comes upon his stepfather, Claudius, at prayer, he demonstrates cool rationality.*claim* **He impulsively wants to kill Claudius but pauses to reflect: If he kills Claudius while praying, he will send his soul to heaven, but Hamlet wants him damned to hell, so he coolly decides to kill him later:***reason*

> *I, his sole son, do this same villain send to heaven[?]*
> *Now might I do it [kill him] pat, . . .*report of evidence

Now we see the connection. (Do the same with tables and figures; see 15.3.1.)

Lacking a reason that explains the evidence, readers may not see what it *means*. So introduce complex evidence with a sentence explaining it.

13.6 GUARD AGAINST INADVERTENT PLAGIARISM

It will be as you draft that you risk the worst mistake a researcher can make: you lead readers to think that you're trying to pass off as your own the work of another writer. Do that and you risk an accusation of plagiarism, a charge that, if sustained, could mean a failing grade or even expulsion. Students know they cheat when they put their name on a paper purchased on the Internet or copied from a fraternity or sorority file. Most also know they cheat when

they pass off as their own page after page copied from a source or downloaded from the Web. For those cases, there's nothing to say beyond *Don't.*

But many students don't realize when they risk being charged with plagiarism because they are careless or misinformed. You run that risk when do any of the following:

- You quote, paraphrase, or summarize a source but fail to cite it.
- You use ideas or methods from a source but fail to cite it.
- You use the exact words of a source and you do cite it, but you fail to put those words in quotation marks or in a block quotation.
- You paraphrase a source and cite it, but you use words so similar to those of the source that anyone can see that as you paraphrased, you followed the source word by word.

13.6.1 Cite the Source of Every Quotation, Paraphrase, or Summary

You must cite your source every time you use its words, even if you only paraphrase or summarize them. If the quotations, paraphrases, or summaries come from different pages of your sources, cite each one individually. If a paraphrase or summary extends over several paragraphs, cite it only once at the end. (See the Quick Tip at the end of this chapter for guidance on citing sources in your text.)

The most common problem is not that students don't know that they should cite a source, but that they lose track of which words are theirs and which are borrowed. That's why we urged you in chapter 6 to distinguish in your notes between quotations, paraphrases, and summaries of sources and your own analyses, thoughts, and commentary. Always include the citation as soon as you add a quotation because you may not remember to do so later. Be especially careful to cite a paraphrase or summary as you draft it; otherwise, you may not even remember that it originated with a source.

13.6.2 Signal Every Quotation, Even When You Cite Its Source

Even if you cite the source, readers must know exactly which words are not yours, even if they are *as few as a single line.* It gets complicated, however, when you copy less than a line. Read this:

> Because technology begets more technology, the importance of an invention's diffusion potentially exceeds the importance of the original invention. Technology's history exemplifies what is termed an autocatalytic process: that is, one that speeds up at a rate that increases with time, because the process catalyzes itself (Diamond 1998, 301).

If you were writing about Jared Diamond's ideas, you would probably have to use some of his words, such as *the importance of an invention.* But you wouldn't put that phrase in quotation marks, because it shows no originality of thought or expression.

Two of his phrases, however, are so striking that they do require quotation marks: *technology begets more technology* and *autocatalytic process.* For example:

> The power of technology goes beyond individual inventions because "technology begets more technology." It is, as Diamond puts it, an "autocatalytic process" (301).

Once you cite those words, you can use them again without quotation marks or citation:

> As one invention begets another one and that one still another, the process becomes a self-sustaining catalysis that spreads across national boundaries.

This is a gray area: words that seem striking to some are not to others. If you put quotation marks around too many ordinary phrases, readers might think you're naive, but if you fail to use them when readers think you should, they may suspect you of plagiarism. Since it's better to seem naive than dishonest, especially early in your career, use quotation marks freely. (You must, however, follow the standard practices of your field. Lawyers, for

example, often use the exact language of a statute or judicial opinion with no quotation marks.)

13.6.3 Don't Paraphrase Too Closely

You paraphrase appropriately when you represent an idea in your own words more clearly or pointedly than the source does. But readers will think that you plagiarize if they can match your words and phrasing with those of your source.

For example, these next sentences plagiarize the two sentences you just read:

> Booth, Colomb, and Williams claim that appropriate paraphrase uses one's own words to represent an idea to make a passage clearer or more pointed. Readers can accuse a student of plagiarism, however, if his paraphrase is so similar to its source that someone can match words and phrases in the sentence and those in that source.

This next paraphrase borders on plagiarism:

> Appropriate paraphrasing rewrites a passage into one's own words to make it clearer or more pointed. Readers think plagiarism occurs when a source is paraphrased so closely that they see parallels between their words and phrases. (Booth, Colomb, and Williams 2008)

This paraphrase does not plagiarize:

> According to Booth, Colomb, and Williams (2008), paraphrase is the use of your own words to represent the ideas of another more clearly. It becomes plagiarism when readers see a word-for-word similarity between a paraphrase and a source.

To avoid seeming to plagiarize, read the passage, look away, think about it for a moment; *then still looking away,* paraphrase it in your own words. Then check whether you can run your finger along your sentence and find synonyms for the same ideas in the same order in your source. If you can, try again.

13.6.4 Usually Cite a Source for Ideas Not Your Own

Most of our ideas are based on sources somewhere in history. But readers don't expect you to cite a source for the idea that the world is round. They do, however, expect you to cite a source for an idea when (1) the idea is associated with a specific person *and* (2) it's new enough *not* to be part of a field's common knowledge. For example, psychologists claim that we think and feel in different parts of our brains. But no reader would expect you to cite a source for that idea, because it's so familiar that no one would think you are implying it is yours. On the other hand, some psychologists argue that emotions are crucial to rational decision making. That idea is so new and tied to particular researchers that you'd have to cite them.

13.6.5 Don't Plead Ignorance, Misunderstanding, or Innocent Intentions

Some students sincerely believe that they don't have to cite material downloaded from the Web because it's free and publicly available. They are wrong. Other students defend themselves by claiming they didn't *intend* to mislead. Well, we read words, not minds. Here is how to think about this issue: If the person you borrowed from read your report, would she recognize your words or ideas as her own, including paraphrases, summaries, or even general ideas or methods? If so, you must cite that source and enclose any of her exact words in quotation marks or set them off in a block quotation. No exceptions, no excuses.

13.7 THE SOCIAL IMPORTANCE OF CITING SOURCES

13.7.1 Citations Benefit You

Citations protect you from a charge of plagiarism, but beyond that narrow self-interest, correct citations contribute to your ethos. First, readers don't trust sources they can't find. If they can't find yours because you failed to document them adequately, they won't trust your evidence; and if they don't trust your evidence, they won't trust your report or you. Second, many experienced re-

searchers think that if a writer can't get the little things right, he can't be trusted on the big ones. Getting the details of citations right distinguishes reliable, experienced researchers from careless beginners. Finally, teachers assign research papers to help you learn how to integrate the research of others into your own thinking. Proper citations show that you have learned one important part of that process.

13.7.2 Citations Help Your Readers

Readers use citations before, while, and after they read your report. Before, many experienced readers will preview your report by skimming your list of sources to see whose work you read and whose you didn't. As they read, readers use citations to decide how much they can trust the reliability, currency, and completeness of your evidence. Finally, just as you depended on sources to start your bibliographical trail, so will some readers depend on your list to start theirs.

13.7.3 Citations Honor Your Sources

Finally, citations honor your sources. Few academic researchers get rich writing on topics such as "Ohio education, 1825–1850." Their reward isn't money; it's the reputation they earn for doing good work and the pleasure they take in knowing that colleagues respect it enough to cite it—even in disagreement. Your sources may never know you cited them, but that doesn't matter. When you cite sources, you honor them by acknowledging your intellectual debts.

In short, when you cite sources fully and accurately, you sustain and enrich the sense of community that gives written research both its scholarly and social value.

WHY THE FUSS OVER HONEST MISTAKES?

Some students wonder why teachers are so unforgiving of honest slip-ups. *What's the harm?*

First, it harms your credibility. One failure to acknowledge a source can lead readers to doubt your honesty, a career-ending judgment for an advanced student. But it matters even to a beginner. Your teacher is preparing you to write not for her but for others who will have only your words to judge your ethos. She needs to see that you know not only how to use sources thoughtfully but how to acknowledge them carefully and completely.

Other students think plagiarism is a victimless offense. It is not. Recently, two young scholars were praised when they used in a new way methods and ideas published twenty years earlier. They mentioned their source in passing but failed to acknowledge their specific debt fully. In doing so, they not only claimed undeserved credit but deprived the older scholar of credit he deserved. Worse, by omitting the bibliographical trail that led to his work, they kept readers from rediscovering it. The credit he lost cost him not only reputation but also perhaps grants, promotions, and ultimately higher pay.

13.8 FOUR COMMON CITATION STYLES

It would be easier if we all cited sources in the same style, but we don't. For academic research, there are two basic patterns, each with two common versions. The many differences among the styles can seem picky and irrelevant, but they matter to readers. So be sure to find out which style you should use and consult the proper guide for your style. (You can also find reliable online guides.)

Many researchers use computerized citation systems that automatically format citations in the style they choose. Some teachers encourage that practice. Others feel that students should not rely on such assistance, but rather memorize the details. If you don't know where your teacher stands on the issue, ask.

13.8.1 Two Basic Patterns: Author-Title and Author-Date

All citation forms begin with the name of the author, editor, or whoever else is responsible for the source. We distinguish styles by what follows the author. If the title follows the author, the style is called *author-title*.