

# **Quoting, Paraphrasing and Summarizing**

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# Quoting

- A quote example is a direct, word-for-word reproduction of someone else's words, enclosed in double quotation marks. For instance, as [Gandhi](#) said, “You must be the change you wish to see in the world”.
- A quotation in research is the verbatim use of someone else's words, enclosed in quotation marks, to support an argument, define a term, or analyze a source.
- It is crucial to cite the original source and to use quotations sparingly and selectively, integrating them with your own analysis and commentary.
- Quotations are most effective when the original wording is particularly precise, unique, or significant to your point.

# When to use quotations

- **To preserve the exact wording:** Use quotations for precise definitions, legal cases, or to analyze a specific phrase from a text.
- **To use a strong, unique voice:** Quote influential figures or experts when their specific wording is powerful or integral to your argument.
- **To analyze or critique:** When the exact wording of a source is the subject of your analysis, you must quote it accurately to avoid misrepresenting it.

# How to use quotations correctly

- **Introduce and explain:** Always introduce a quote with your own sentence and follow it with your own explanation that connects the quote to your argument. Avoid "hanging quotes" that are left without context.
- **Enclose in quotation marks:** Place quotation marks around the text you are quoting directly.
- **Cite the source:** Include an in-text citation and a full entry in your reference list to give credit to the original author.
- **Use sparingly:** Over-quoting can make your paper seem like a collection of others' work rather than your own analysis.

- **Use block quotes for long passages:** For quotations that exceed a certain length (e.g., over 40 words in APA style), format them as a separate, indented block of text rather than using quotation marks.
- **Use ellipses for omissions:** Use an ellipsis (...) to show where you have omitted words from the original text.
- **Follow citation style guidelines:** Adhere to the specific formatting rules of your required citation style (e.g., APA, MLA, Chicago).

# What to avoid

- **Over-quoting:** Avoid using too many quotations, as the focus should be on your own writing and analysis.
- **"Hanging quotes":** Never just drop a quote into your text without introducing it and explaining its relevance.
- **Misrepresenting the source:**
- Ensure the quote is a faithful reproduction of the original and is not taken out of context.

# Types of Quotations

- The main types of quoting in research are direct quotes (verbatim text), indirect quotes (paraphrasing), and summaries, which are used to present information from a source.
- Direct quotes include short in-text quotes and longer block quotes, while indirect quotes and summaries rephrase the source material in your own words, requiring a citation but not quotation marks.

# Direct Quotation

- **In-text quotes:** Short quotations of a few words or a sentence that are integrated into your own sentence and enclosed in quotation marks.
- **Block quotes:** Longer quotations (typically more than four lines) that are set apart from the main text by being indented and without quotation marks.

# Examples of Direct Quotations

- **Short quotation within a sentence:** The author stated, "Our choices determine our destiny".
- **Interrupted quotation:** "The problem is," the author said, "that no one has money to buy books".
- **Quotation at the end of a sentence:** Professor Smith emphasized, "Your essays must be submitted on time" (22).
- **Long quotation (block quote):** A block quotation, which is more than four typed lines, is indented without quotation marks.

Everyone on the research team belonged to a stigmatized group but also held privileged identities. Throughout the research process, we attended to the ways in which our privileged and oppressed identities may have influenced the research process, findings, and presentation of results (Flores et al., 2018, p. 311)

# Indirect quotations

- Paraphrasing:
  - Rephrasing the original text in your own words while retaining the original meaning. This requires a citation but no quotation marks.
- Summarizing:
  - Briefly condensing the main ideas of a source into a shorter version in your own words. Like paraphrasing, a citation is required.

# Paraphrasing

- A paraphrase, or an indirect quotation, is a rewording of an author's text, explanation, argument, or narrative.
- When cited correctly, paraphrasing is a legitimate way to borrow from a source to restate its essential ideas and information.
- Paraphrasing means putting into your own words what you have read or heard from research sources.
- Although you are re-presenting the writer's ideas using your own words, you need to reference the source/s from which you gathered the material.

# Techniques for paraphrasing

- **Understand the original text:** Read the passage multiple times to fully grasp its meaning. You can look up unfamiliar words or explain the content to yourself.
- **Use synonyms:** Replace words with similar meanings (e.g., change "start" to "begin" or "commence").
- **Change the sentence structure:**
  - ✓ Break a long sentence into two or more shorter ones.
  - ✓ Combine short sentences into a longer one.
  - ✓ Switch between active and passive voice (e.g., "The dog chased the ball" to "The ball was chased by the dog").
  - ✓ Move parts of the sentence, like phrases, to a different position.

- **Alter the word order:** Rearrange the sequence of words and phrases in the sentence.
- **Change parts of speech:** Convert words from one form to another (e.g., change the noun "description" to the verb "describes").
- **Focus on the meaning, not just the words:** After reading, put the original text aside and write down the key ideas from memory in your own words.

# Step-by-step guide

- **Read and understand:** Read the original text until you are confident you understand it completely.
- **Write the paraphrase:** Cover the original text and write the information in your own words, using synonyms and other techniques.
- **Compare and revise:** Check your paraphrase against the original to make sure you have retained the meaning and have not accidentally copied phrases too closely.
- **Cite your source:** Be sure to include a citation to give credit to the original author and avoid plagiarism.

# What makes a paraphrase good?

- A good paraphrase discusses or explains another author's argument or point of view in new words.
- It should show original thought and consideration, not simply rewording using synonyms. This includes different sentence structure.
- It should fit in well with the writing surrounding it and flow with the paragraph in which it is found.
- It must reference the author in some way to give credit, either in the sentence or as a parenthetical citation.

# What makes a paraphrase bad?

- It does not use original wording and is very close to or incorrectly quotes material.
- The wording does not show consideration and instead keeps the same structure with only a few words replaced.
- It does not fit the writing style of its paragraph.
- It is awkwardly placed and used as if it were a quote. (Sometimes quotes and paraphrases of the same material sound better in different spots.)
- It does not capture the right concept or idea—perhaps the quote sounded good but a paraphrase loses its overall importance.

# Let's look at some examples...

- **Original sentence:** Ethical issues in the aviation industry can be difficult to nail down because there are so many departments working in tandem for a single action. When accidents occur, it can be a trying task to determine if ethical boundaries were crossed and at which point one individual was more responsible than another.
- Poor paraphrase:
- Ethical issues in the aviation industry are trying to identify because several departments work together with each task. When crashes occur, it can be difficult to understand if ethical limits were violated and at which point someone was more responsible than someone else.

- Good paraphrase:
- Within the **aviation industry**, identifying ethical issues might be **difficult** and evasive at times due to the cooperative nature of **departments**, such as operating an aircraft, when multiple individuals participate in one action. Therefore, **pointing** the finger at **one individual** can be impossible when clear lines for **responsibility** are not drawn.

- **Original sentence:** The marketing campaigns of Fortune 500 companies is often found to follow or in some cases be ahead of purchasing trends of their identified consumers. Many contribute this ability to lead consumers' buying power to basic tasks such as customer surveys and global comparisons of economic factors.
- **Poor paraphrase:** The marketing strategies of Fortune 500 companies usually follows or in some case is ahead of buying trends of their customers . Experts contribute this phenomenon to lead customers' purchasing power to tasks such as client surveys and comparisons of global economic factors.
- **Good paraphrase:** Research has identified a phenomenon in which Fortune 500 companies are able to guide their consumers toward specific purchases through marketing items such as consideration of economic factors and survey responses; this event shows that such companies often employ marketing strategies that anticipate consumers' purchases and follow in buying trends.

# Now you try—is this a good paraphrase?

- **Original sentence:** The McDonnell Douglas DC-10 was designed to carry 250-380 passengers for long domestic flights and upon its introduction to the market carried brought about new features, such as an outward-opening cargo door to offer more space for luggage. However, two major in-flight accidents, one in 1974 and one in 1979, occurred on DC-10s as a result of an improperly locking mechanism that could not keep the cargo door shut when the aircraft was pressurized. After an investigation, the National Transportation Safety Board, which ensures safety in the aviation industry, required McDonnell Douglas to replace the cargo door mechanisms in a way that prevented them from failing during flight.

- **Paraphrase:** Many commercial aircraft are introduced to the market with design flaws that carry disastrous consequences. For example, the McDonnell Douglas DC-10, used for domestic flights, introduced new features, such as a more spacious outward-opening cargo door. Due to a poor locking mechanism, two major in-flight accidents occurred with the aircraft because the cargo door would be blown open during flight when the aircraft was pressurized. After their investigation, the NTSB required McDonnell Douglas to repair the cargo door mechanisms to prevent further during flight.

- **Paraphrase:** Many commercial aircraft are introduced to the market with design flaws that carry disastrous consequences.  
For example, the McDonnell Douglas DC-10, used for domestic flights, introduced new features, such as a more spacious outward-opening cargo door. Due to a poor locking mechanism, two major in-flight accidents occurred with the aircraft because the cargo door would be blown open during flight when the aircraft was pressurized. After their investigation, the NTSB required McDonnell Douglas to repair the cargo door mechanisms to prevent further failure during flight.

| <b>Original Quotation</b>   | <b>Poor Paraphrase</b>   |
|---|--|
| <p>"Because building on the work of others is one of the defining characteristics of academic writing, academic writers have developed standard systems that clearly identify where specific ideas came from, and that direct other interested persons to these same sources" (Taylor, 2003, p. 186).</p> | <p>Because working with the text of others is one of the key characteristics of academic writing, academic writers have created standard systems that identify where key ideas come from, and that point other interested people to these same sources (Taylor, 2003).</p>   |
| <b>Better Paraphrase</b>  | <b>Best Parphrase</b>  |
| <p>Incorporating others' ideas into academic writing is part of what makes it different from other writing; for this reason, specific ways of citing sources have been established to help readers to know where ideas have come from and how to locate original texts (Taylor, 2003).</p>                | <p>Academic writing follows established rules and conventions for citing source material so that authors can acknowledge their intellectual debts to their peers and readers can further their research in the same field (Taylor, 2003, p. 186). Taylor considers this reliance on other scholars to be a hallmark of academic writing.</p> |

# Time to try your own...

- **Original sentence:** Recent studies have found that students pursuing minors along with their degrees tend to have a clearer understanding of their goals and ideas regarding the careers they wish to pursue. As a consequence, the U.S. Department of Education has initiated a program to encourage universities across the country to develop relevant minors to offer to all degree programs. The program, dubbed Minoring in Educational Success, will launch in 2016 and provide grants up to \$100,000 to universities who are initiating a minor program or developing a currently existing minor program to increase their offerings by more than 75%.
- **What is your paraphrase?**

# Summarizing

- Summarizing is condensing a longer text, like an article, book, or presentation, into a much shorter version that covers the main ideas and key points in your own words.
- It involves identifying the most important information and excluding minor details to provide a concise overview of the original content.
- Summarizing is a useful skill for understanding and communicating complex information effectively.

# Key aspects of summarizing

- **Condensing information:** The primary goal is to shorten the original text while retaining its essential meaning.
- **Own words:** A summary is written in your own words, not by cutting and pasting from the original source.
- **Focus on main ideas:** You should focus on the most important points and key details, leaving out minor ones.
- **Concise and objective:** A good summary is short, to the point, and reports only the facts, without personal opinions.
- **Common formats:** Summaries can be written (like abstracts or executive summaries) or oral.
- **Improves comprehension:**
- The process of summarizing can help you better understand and remember what you've read.

# How to summarize

- Read the original text closely to fully understand it.
- Identify the main idea and the supporting points.
- Restate the main ideas and key details in your own words.
- Ensure the summary is significantly shorter than the original text and includes only essential information.

# QUALITIES OF A SUMMARY

- A good summary should be comprehensive, concise, coherent, and independent. These qualities are explained below:
- A summary must be comprehensive: You should isolate all the important points in the original passage and note them down in a list. Review all the ideas on your list, and include in your summary all the ones that are indispensable to the author's development of her/his thesis or main idea.
- A summary must be concise: Eliminate repetitions in your list, even if the author restates the same points. Your summary should be considerably shorter than the source. You are hoping to create an overview; therefore, you need not include every repetition of a point or every supporting detail.

- A summary must be coherent: It should make sense as a piece of writing in its own right; it should not merely be taken directly from your list of notes or sound like a disjointed collection of points.
- A summary must be independent: You are not being asked to imitate the author of the text you are writing about. On the contrary, you are expected to maintain your own voice throughout the summary. Don't simply quote the author; instead use your own words to express your understanding of what you have read. After all, your summary is based on your interpretation of the writer's points or ideas. However, you should be careful not to create any misrepresentation or distortion by introducing comments or criticisms of your own.

# **Summarizing Shorter Texts (ten pages or fewer)**

- Write a one-sentence summary of each paragraph.
- Formulate a single sentence that summarizes the whole text.
- Write a paragraph (or more): begin with the overall summary sentence and follow it with the paragraph summary sentences.
- Rearrange and rewrite the paragraph to make it clear and concise, to eliminate repetition and relatively minor points, and to provide transitions. The final version should be a complete, unified, and coherent.

# Summarizing Longer Texts (more than ten pages)

- Outline the text. Break it down into its major sections—groups of paragraphs focused on a common topic—and list the main supporting points for each section.
- Write a one or two sentence summary of each section.
- Formulate a single sentence to summarize the whole text, looking at the author's thesis or topic sentences as a guide.
- Write a paragraph (or more): begin with the overall summary sentence and follow it with the section summary sentences.

- Rewrite and rearrange your paragraph(s) as needed to make your writing clear and concise, to eliminate relatively minor or repetitious points, and to provide transitions. Make sure your summary includes all the major supporting points of each idea. The final version should be a complete, unified, and coherent.

# Process

- Read the work first to understand the author's intent. This is a crucial step because an incomplete reading could lead to an inaccurate summary. Note: an inaccurate summary is plagiarism!
- In your own words, write the thesis and main ideas in point form.
- Decide which points are crucial to an accurate summary of the author's work. It is very important that the summary does not misrepresent the author's argument.
- Edit the summary by deleting extraneous descriptors, details, and examples.
- Reread the original work to ensure that you have accurately represented the main ideas in your summary.
- Opposite to essay writing, the goal is to be brief and general rather than supporting all statements with facts, examples, or other details.

# What can be summarized

- Results of studies you are reporting on
- Methods or approaches others have taken in an area
- Various researchers'/authors' viewpoints on given issues
- Points you have made in an essay at any juncture or in a conclusion
- Contexts of a text you are reviewing
- Issues peripheral to your paper but necessary for providing context for your writing
- Historical events leading to the event/issue/philosophy you are discussing

# EXAMPLE OF A SUMMARY

## Original

### “The Northern Lights”

- There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

## **Summary**

The Aurora Borealis, or Northern Lights, are bands of color in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.

## **Original text:**

"...there are two ways to become wealthy: to create wealth or to take wealth away from others. The former adds to society. The latter typically subtracts from it, for in the process of taking it away, wealth gets destroyed. A monopolist who overcharges for his product takes away money from those whom he is overcharging and at the same time destroys value. To get his monopoly price, he has to restrict production."

Stiglitz, J.E. (2013). *The price of inequality*. London: Penguin.

## **Summary**

Stiglitz (2013) suggests that creating wealth adds value to society, but that taking away the wealth of others detracts from it. He uses the example of a monopolist who overcharges for his product resulting in loss of wealth for the customer, but also loss of value as the monopolist has to restrict production in order to charge the higher price.