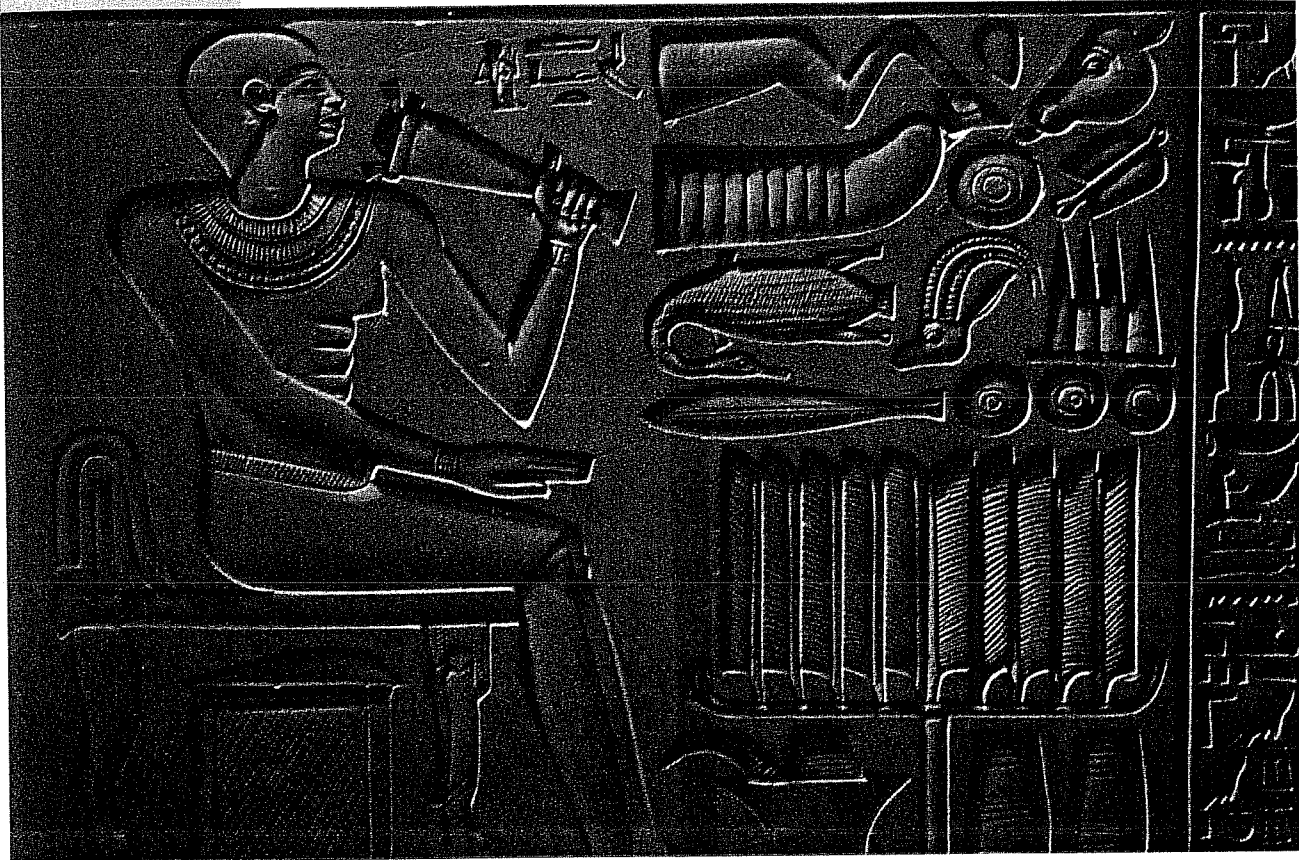


## Supporting Details: Facts, Quotations, and Statistics



Egyptian hieroglyphs

Academic writing normally requires that you support your ideas and opinions with facts, statistics, quotations, and similar kinds of information. You get these kinds of supporting details from outside sources such as books, magazines, newspapers, Web sites, personal interviews, and so on.

### Facts versus Opinions

First, it is important to distinguish between facts and opinions. **Opinions** are subjective statements based on a person's beliefs or attitudes.

Men are better drivers than women.

Smoking is a bad habit.

English is an easy language to learn.

Opinions are not acceptable as support. It is certainly acceptable to express opinions in academic writing. In fact, most professors want you to express your own ideas. However, you may not use an opinion as support, and if you express an opinion, you must support it with facts. **Facts** are objective statements of truths.

At sea level, water boils at 100 degrees Celsius.

Women live longer than men.

Cigarettes are addictive.

Sometimes even facts need proof. While all three statements above are facts, the last two need proof. Your readers may not believe that women live longer than men, or they may not agree that cigarettes are addictive. You have to use specific supporting details to prove that these statements are true facts. Kinds of specific supporting details include examples, statistics, and quotations.

OPINION

Photographs of ultrathin fashion models send the wrong message to girls and young women.

FACT, BUT NEEDS PROOF

Fashion models are unnaturally thin.

SPECIFIC SUPPORTING  
DETAIL

The average model weighs 25 percent less than the average woman of the same height.

## PRACTICE I

### Specific Supporting Details

**Step 1** Decide which of the following statements is an opinion, a fact that needs proof, or a specific supporting detail. Write

- *O* for opinion
- *F-NP* for fact that needs proof
- *SSD* for specific supporting detail

**Step 2** Discuss with your classmates what specific supporting details you might use to support the sentences you marked *O* and *F-NP*.

The first three have been done for you as examples.

- F-NP     1. People who steal identities do a lot of damage before their victims become aware of it. (*The writer could give an example of a person who was victimized before noticing it.*)
- O     2. Punishment for identity thieves is not severe enough. (*The writer could give an example of a typical punishment.*)
- SSD     3. Last year, the losses of victims totaled more than \$7 billion.
4. Identity theft is more serious than any other type of theft.
5. Identity theft is increasing at a rapid pace.
6. In 2000, 31,000 cases of identity theft were reported to the Federal Trade Commission (FTC); in 2003, the number was 210,000.
7. Most people do not report identity theft to the police.
8. In 2003, 60 percent of identity theft victims did not notify the police, according to the FTC.
9. Identity theft happens to ordinary people, not just to the wealthy.

- \_\_\_\_\_ 10. As grocery clerk Sue Jamison reported, “My wallet was stolen, and within a week, the thieves had ordered an expensive cell phone package, applied for a VISA credit card, and received a PIN from the Department of Motor Vehicles to change my driving record online.”
- \_\_\_\_\_ 11. It is easy for a thief to use the U.S. Postal Service to steal identities.
- \_\_\_\_\_ 12. For example, thieves steal credit card statements from mailboxes, and then send a change-of-address card to the postal service to have future statements sent to a different address.
- \_\_\_\_\_ 13. Most victims of identity theft are young adults.
- \_\_\_\_\_ 14. The Federal Trade Commission reports that there were more victims in the age group 18–29 than in any other group.
- \_\_\_\_\_ 15. The police should do more to protect citizens from identity theft.
- \_\_\_\_\_ 16. “You cannot prevent identity theft entirely, but you can minimize your risk,” according to the Federal Trade Commission booklet “Facts for Consumers.”
- \_\_\_\_\_ 17. Most identity thieves operate in large, organized gangs.

## Using Outside Sources

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Where can you find specific supporting details to support your ideas? For some assignments, you may be able to use examples from your own personal experience, or you may be able to gather quotations and statistics by performing an experiment, taking a survey, or interviewing people. For other assignments, you may have to look for outside sources by researching your topic in a library or on the Internet.

For basic information on doing research, see Appendix E: Research and Documentation of Sources.

There are three ways to insert outside information into your own writing: (1) You can quote it, (2) you can summarize it, or (3) you can paraphrase it. You will learn to use quotations in this chapter. In Chapter 8, you will learn to summarize and paraphrase.

### Plagiarism

It is important to learn how to use information from outside sources without committing plagiarism. Plagiarism is using someone else’s words or ideas as if they were your own, and it is a serious offense. Students who plagiarize may fail a class or even be expelled from school. When you use information from an outside source without acknowledging that source, you are guilty of plagiarism.

One way to avoid plagiarism is to always put quotation marks around words that you copy exactly. (You do not need to use quotation marks if you change the words.) You are also guilty of plagiarism if you fail to cite the source of outside information—words or ideas—that you use. To cite a source means to tell where you got the information.

## Citing Sources

Citing a source is a two-step process.

1. Insert a short reference in parentheses at the end of each piece of borrowed information. This short reference is called an *in-text citation*.
2. Prepare a list describing all your sources completely. This list is titled “Works Cited” and appears as the last page of your paper.

Here is an example of an in-text citation and of its corresponding entry in a works-cited list. Notice the position and punctuation of the citation—at the end of the last sentence of the borrowed information, before the final period.

### IN-TEXT CITATION

According to the Insurance Institute for Highway Safety, “Communities don’t have the resources to allow police to patrol intersections as often as would be needed to ticket all motorists who run red lights” (“Q&A”).

The abbreviation “Q&A” in parentheses at the end of this sentence is the first element of the title of an article from which the words in quotation marks were copied. There was no author.

If readers want more information about this source, they can turn to the works-cited list at the end of the essay, report, or paper and find this entry:

### ENTRY IN WORKS-CITED LIST

“Q&A: Red Light Running.” Insurance Institute for Highway Safety June 2003. 26 Feb. 2004 <[http://www.hwysafety.org/safety\\_facts/quanda/rlc.htm](http://www.hwysafety.org/safety_facts/quanda/rlc.htm)>.

This entry tells us that the complete title of the article is “Q&A: Red Light Running.” It was published online in June 2003 by the Insurance Institute for Highway Safety. The date 26 Feb. 2004 is the date the writer found the article while researching the topic. The information in angle brackets < > is the Web site address (URL) where the article can be found.

More complete information on how to write in-text citations and works-cited lists is found in Appendix E: Research and Documentation of Sources.

## Quotations

Quotations from reliable and knowledgeable sources are good supporting details. There are two kinds of quotations: direct and indirect. In a direct quotation, you copy another person’s exact words (spoken or written) and enclose them in quotation marks. In an indirect quotation, you report the person’s words without quotation marks, but with a reporting expression such as *according to XYZ . . .* or *XYZ believes that . . .*

### Direct Quotations

Read the following model and notice how direct quotations are used to support the topic sentence. Notice that a quotation can be a complete sentence (or several sentences) or a short phrase. Also notice the punctuation of each quotation.

**MODEL****Direct Quotations****Drugs and the Olympic Games 1**

<sup>1</sup>It is no secret that performance-enhancing drugs have been used by Olympic athletes for decades. <sup>2</sup>According to an article in *Forbes* magazine, “From the brute steroids the East Germans reportedly used on their Olympians during the Cold War to today’s man-made versions of natural human proteins, drugs have been as much a staple of the Games as gold, silver, and bronze” (Herper, par. 4). <sup>3</sup>Despite rigorous drug testing, the use of banned performance-enhancing substances has become more widespread than ever. <sup>4</sup>The disqualification of athletes from the most recent Olympic Games because of illegal drug use shows that the problem is ongoing.

<sup>5</sup>It seems apparent that if athletes want to win, they must consider using drugs. <sup>6</sup>Dr. Michael Karsten, a Dutch physician who said he had prescribed anabolic steroids to hundreds of world-class athletes, states, “If you are especially gifted, you may win once, but from my experience you can’t continue to win without drugs. <sup>7</sup>The field is just too filled with drug users” (qtd. in Bamberger and Yaeger 62). <sup>8</sup>In fact, some people claim that record-breaking performances of Olympic athletes may be directly due to drugs. <sup>9</sup>Charles Yesalis, a Pennsylvania State University professor who has studied the use of drugs in sports, believes “a large percentage” of athletes who have set new records have done so with the help of performance-enhancing drugs. <sup>10</sup>“A lot of experts, at least in private, feel that way,” he claims (qtd. in Herper, par. 6).

**Writing Technique Questions**

1. Which sentence states the main idea of the first paragraph?
2. What direct quotation supports it? What phrase introduces the quotation?
3. What is the main idea in the second paragraph? What three direct quotations support it?
4. What verbs introduce the quotations in the second paragraph?
5. Explain the in-text citation at the end of the second paragraph.
  - Who spoke the words in quotation marks?
  - Who wrote the article in which the words in quotation marks appear?
  - Is the source a printed article or an online article? How can you tell?

**Reporting Verbs and Phrases**

To introduce borrowed information—direct quotations, indirect quotations, or statistics—use the phrase *according to* or a reporting verb such as the following:

assert	insist	report	suggest
claim	maintain	say	write
declare	mention	state	

<sup>1</sup>Herper, Matthew. “Olympics: Performance Drugs Outrun Olympics.” *Forbes* 15 Feb. 2002. 30 Mar. 2004 <<http://www.forbes.com/2002/02/15/0215ped.html>>.

The form of this in-text citation shows that the words in quotation marks are from paragraph 4 of an online article written by a person whose last name is Herper.

<sup>2</sup>Bamberger, Michael, and Don Yaeger. “Over the Edge.” *Sports Illustrated* 14 Apr. 1997: 60–86.

The form of this citation means that the words in quotation marks were spoken by Dr. Michael Karsten and were quoted on page 62 of an article written by two people named Bamberger and Yaeger.

Here are some rules for their use.

1. Reporting verbs can appear before, in the middle of, or after borrowed information. The reporting phrase *according to* usually appears before or after but not in the middle.

One young bicyclist **says**, "To win in world-class competition, you have to take drugs" (Jones).

"To win in world-class competition," **says** one young bicyclist, "you have to take drugs" (Jones).

"To win in world-class competition, you have to take drugs," **says** one young bicyclist (Jones).

**According to** one young bicyclist, athletes have to take drugs to win (Jones).

Athletes have to take drugs to win, **according to** one young bicyclist (Jones).

2. Reporting verbs can be used either with or without the subordinator *as*.

**As** one writer **says** when discussing the case of an Olympic medallist who unknowingly took a banned drug, "The human body, of course, doesn't distinguish intentional use from inadvertent exposure. Neither does the IOC [International Olympic Committee]" (Kidder, par. 5).

One writer **says** when discussing the case of an Olympic medallist who unknowingly took a banned drug, "The human body, of course, doesn't distinguish intentional use from inadvertent exposure. Neither does the IOC [International Olympic Committee]" (Kidder, par. 5).

3. Reporting verbs can be in any tense. However, be aware that a past tense reporting verb may cause changes in verbs, pronouns, and time expressions in an indirect quotation. (See Sequence of Tenses Rules on page 48.)

Some critics **claim/have claimed** that the International Olympic Committee has been lax on enforcement of drug bans ("2000 Olympics," par. 6).

Some critics **claimed** that the International Olympic Committee had been lax on enforcement of drug bans ("2000 Olympics," par. 6).

4. Including the source of the borrowed information with the reporting expression gives authority to your writing because it lets your reader know immediately that your information is from a credible source.

**The Institute of Global Ethics** warns, "The Olympics could well become just another money-drenched media promotion in which contestants will be motivated less by athletic glory than by lucrative future contracts" (Kidder, par. 7).

## Punctuating Direct Quotations

Follow these general rules for punctuating direct quotations.

1. Put quotation marks around information that you copy word for word from a source. Do not use quotation marks with paraphrases, summaries, or indirect quotations.
2. Normally, place commas (and periods) before the first mark and also before the second mark in a pair of quotation marks.

According to *Sports Illustrated*, “Eliminating drug use from Olympic sports would be no small challenge.”

“Eliminating drug use from Olympic sports would be no small challenge,” according to *Sports Illustrated*.

There are two important exceptions:

- If you insert only a few quoted words into your own sentence, don’t use commas.

Charles Yesalis believes that “a large percentage” of athletes who have set new records have done so with the help of performance-enhancing drugs (qtd. in Herper, par. 6 ).

- When you add an in-text citation after a quotation, put the period after the closing parenthesis mark.

The Institute of Global Ethics warns, “The Olympics could well become just another money-drenched media promotion in which contestants will be motivated less by athletic glory than by lucrative future contracts” (Kidder, par. 7).

3. Capitalize the first word of the quotation as well as the first word of the sentence.

Dr. Donald Catlin, director of a drug-testing lab at UCLA, stated, “The sophisticated athlete who wants to take drugs has switched to things we can’t test for” (qtd. in Bamberger and Yaeger 62).

4. If you break a quoted sentence into two parts, enclose both parts in quotation marks and separate the parts with commas. Capitalize only the first word of the sentence.

“The sophisticated athlete who wants to take drugs,” stated Dr. Donald Catlin, director of a drug-testing lab at UCLA, “has switched to things we can’t test for” (qtd. in Bamberger and Yaeger 62).

5. If you omit words, use an ellipsis (three spaced periods).

According to a 1997 article in *Sports Illustrated*, “The use of steroids . . . has spread to almost every sport, from major league baseball to college basketball to high school football” (Bamberger and Yaeger 62).

6. If you add words, put square brackets around the words you have added.

One athlete declared, "The testers know that the **[drug]** gurus are smarter than they are" (qtd. in Bamberger and Yaeger 62).

7. Use single quotation marks to enclose a quotation within a quotation.

A young athlete openly admitted, "My ethical inner voice tells me, 'Don't use drugs,' but my competitive inner voice says, 'You can't win if you don't'" (Jones).

8. If your quotation is four lines or longer, do not use quotation marks.

Introduce this type of quotation with a colon and indent it one inch from the left-hand margin.

A national news agency reported these shocking survey results:

Several years ago [when] 198 athletes were asked if they would take a performance-enhancing drug if they knew they would NOT be caught and they would win, 195 said they would take the drug. The second question revealed a more frightening scenario. The athletes were asked if they would take a drug that would ensure they would win every competition for five years and wouldn't get caught, but the side effects would kill them—more than HALF said they would take the drug ("2000 Olympics," par. 12).

For more examples showing the use of quotation marks, see pages 288–289 in Appendix B.

## **PRACTICE 2**

### ***Punctuating Direct Quotations***

Add punctuation to the following direct quotations, and change the capitalization if necessary.

1. Dr. Yixuan Ma, a well-known astrophysicist who has been studying black holes, said they are the most interesting phenomena we astrophysicists have ever studied.
2. As she explained in black holes the laws of nature do not seem to apply.
3. A black hole is a tiny point with the mass 25 times the mass of our sun explained Ma's associate, Chun-Yi Su. Black holes are created by the death of a very large star she stated.
4. It is an invisible vacuum cleaner in space she added with tremendous gravitational pull.
5. According to Dr. Su, if a person falls into a black hole, he will eventually be crushed due to the tremendous gravitational forces.
6. Time will slow down for him as he approaches the point of no return she said and when he reaches the point of no return, time will stand still for him.



## Indirect Quotations

In indirect quotations, the speaker's or writer's words are reported indirectly, without quotation marks. For this reason, indirect quotations are sometimes called reported speech. Indirect quotations are introduced by the same reporting verbs used for direct quotations, and the word *that* is often added for clarity. The tense of verbs in indirect quotations is affected by the tense of the reporting verb.

Compare the following model with the second paragraph of the model for direct quotations on page 43. Notice the changes that occur when you rewrite direct quotations as indirect quotations.

*Note:* The same sentence numbers are used to help you compare the two paragraphs.

### MODEL

#### Indirect Quotations

#### Drugs and the Olympic Games 2

<sup>5</sup>It seems apparent that if athletes want to win, they must consider using drugs. <sup>6</sup>Dr. Michael Karsten, a Dutch physician who said he had prescribed anabolic steroids to hundreds of world-class athletes, stated that if [athletes] were especially gifted, [they] might win once, but from his experience [they] couldn't continue to win without drugs. <sup>7</sup>He asserted that the field was just too filled with drug users (qtd. in Bamberger and Yaeger 62). <sup>8</sup>In fact, some people claim that record-breaking performances of Olympic athletes may be directly due to drugs. <sup>9</sup>Charles Yesalis, a Pennsylvania State University professor who has studied the use of drugs in sports believes that "a large percentage" of athletes who have set new records have done so with the help of performance-enhancing drugs. <sup>10</sup>He claims that a lot of experts, at least in private, feel that way (qtd. in Herper, par. 6).

#### Writing Technique Questions

1. Underline the verbs *said* and *stated* in sentence 6. What tense are these verbs?
2. Underline the verbs in the indirect quotations following these two verbs. Compare them with the same verbs in the model on page 43. Are they in the same or a different tense?
3. Compare sentence 7 in both models. What has been added to sentence 7 in the model for indirect quotations? How did the verb in the quotation change?
4. In sentence 6, why are the words *athletes* and *they* in square brackets?
5. Compare sentence 9 in both models. Did any words change?

### Changing Direct Quotations to Indirect Quotations

To change a direct quotation to an indirect quotation:

1. Omit the quotation marks.
2. Add the subordinator *that*. (You may omit *that* if the meaning is clear without it.)
3. Change the verb tense if necessary. Follow the sequence of tenses rules.
4. Change pronouns (and time expressions if necessary) to keep the sense of the original.

### Sequence of Tenses Rules

If the reporting verb is in a past tense, the verbs in an indirect quotation may change tense according to the following rules. Also, pronouns (and sometimes time expressions) may change.

Tense Change	Direct Quotation	Indirect Quotation
Simple present changes to simple past.	Susan said, "The exam <b>is</b> at eight o'clock."	Susan said (that) the exam <b>was</b> at eight o'clock.
Simple past and present perfect change to past perfect.	She said, "We <b>didn't have</b> time to eat breakfast." He said, "The exam <b>has</b> just <b>started</b> ."	She said (that) they <b>hadn't had</b> time to eat breakfast. He said (that) the exam <b>had</b> just <b>started</b> .
<i>Will</i> changes to <i>would</i> , <i>can</i> to <i>could</i> , <i>may</i> to <i>might</i> , and <i>must</i> to <i>had to</i> .	Sam mentioned, "Today I <b>will eat</b> Chinese food, and tomorrow I'll <b>eat</b> French food if I <b>can find</b> a good restaurant."	Sam mentioned that today he <b>would eat</b> Chinese food and that tomorrow he'd <b>eat</b> French food if he <b>could find</b> a good restaurant.
Time expressions may change if the meaning requires it.	The teacher said, "You must finish the test right <b>now</b> ."	The teacher said that we had to finish the test right <b>then</b> ."

There are three exceptions:

- When the reporting verb is simple present, present perfect, or future, the verb tense in the quotation does not change.  
He says, "I **can finish** it today."  
He says that he **can finish** it today.
- When the reporting phrase is *according to*, the verb tense does not change.  
The lawyer said, "My client **is** innocent."  
According to the lawyer, his client is innocent.
- When the quoted information is a fact or a general truth, the verb tense in the quotation does not change.  
He said, "Water **boils** at a lower temperature in the mountains."  
He said that water **boils** at a lower temperature in the mountains.

For additional examples of indirect quotations, look at Chapter 12: Noun Clauses.

**PRACTICE 3*****Changing Direct Quotations to Indirect Quotations***

Rewrite the following direct quotations as indirect quotations.

1. Television channel KSA General Manager Jim Burns said, "Not everyone can attend college in the traditional way; therefore, taking courses via television will offer many more students the chance to earn a college degree."

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2. Pre-med student Alma Rodriguez said, "I miss being on campus, but I have to work and take care of my family."

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3. Other students said, "Last year, we spent several hours a day commuting to and from school. Now we don't have to do that."

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4. Computer engineering student Amir Mehdizadeh stated, "I can choose when to study and how to study without pressure." He also said, "I will take two more telecourses in the fall."

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## Writing Practice

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**PRACTICE 4*****Using Quotations as Support***

Write a short paragraph that develops the topic you are given after the example. Use the quotations for support. You may use them either as direct or as indirect quotations. Include some additional supporting sentences and transition signals to connect the ideas and make your paragraph flow smoothly.

**Step 1** Copy the topic sentence exactly as it is given.

**Step 2** Write several supporting sentences, using the main points and quotations supplied. Add supporting details such as examples if you can. Use the techniques and rules you have learned for direct and indirect quotations.

**Step 3** Add an in-text citation in the proper format after each direct and indirect quotation.

**Example**

TOPIC SENTENCE	The increased use of computers in business has been accompanied by a costly increase in computer crime.
MAIN POINT A	Computer criminals cost business a lot of money.
QUOTATION	"The financial losses to business from computer thefts will exceed \$25 billion in 2005."
MAIN POINT B	Computer criminals steal not only money but also information.
QUOTATION	"It is not just the money they steal; they steal data, and data is power."
SOURCE	A book written by Meredith Bruce, <i>Cybercrime</i> , page 185. The book was published in New York by a company named Wexler in 2004.

**Completed Paragraph**

The increased use of computers in business has been accompanied by a costly increase in computer crime. The losses to victims of computer crimes are very high. In her book *Cybercrime*, author Meredith Bruce claimed that the financial losses to business from computer thefts would exceed \$25 billion in 2005 (185). Computer criminals steal not only money but also information. For example, they steal confidential business records, customer lists, and corporate plans. As Bruce stated, "It is not just the money they steal; they steal data, and data is power" (185).

**Topic for Your Paragraph**

TOPIC SENTENCE	Computers cannot be compared to human brains.
MAIN POINT A	The human brain is more powerful than any computer.
QUOTATION	"It has been estimated that the information-processing capacity of even the most powerful supercomputer is equal to the nervous system of a snail—a tiny fraction of the power available to the supercomputer inside the human skull."
MAIN POINT B	The kinds of processing in a human brain and a computer are different, too.
QUOTATION	"Computers find it easy to remember a 25-digit number but find it hard to summarize the gist <sup>1</sup> of [children's story] 'Little Red Riding Hood,' and humans find it hard to remember the number but easy to summarize the story."
SOURCE	Both quotations are on page 64 of a magazine article titled "Can a Computer Be Conscious?" by Steven Pinker. The article appeared on pages 63–65 of the news magazine <i>U.S. News &amp; World Report</i> on August 18, 1997.

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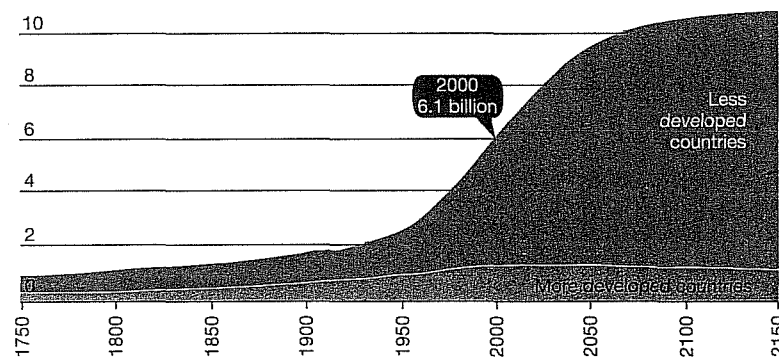
<sup>1</sup>gist: the main point

## Statistics

Like quotations, statistics are good supporting details. Study the graph and then read the paragraph that uses data from it. Notice the reporting verb that gives the source of information. As you do with quotations, you must also cite the source of statistical data.

**World Population Growth, 1750–2150**

Population (in billions)



Source: United Nations, *World Population Prospects, The 1998 Revision*, and estimates by the Population Reference Bureau.

### MODEL

#### Statistics

### World Population Growth

According to statistics from the Population Reference Bureau, the world's population is increasing at a geometric rate. World population first reached 1 billion back in 1804. It took 123 years for it to reach 2 billion in 1927. By 1960, a period of just 32 years, it had added another billion. Just 15 years later, we were at 4 billion, 12 years later at 5 billion, and 11 years after that at 6 billion. The United Nations has projected an increase to 9 billion by the year 2050. Most of the increase will be in the world's less developed countries ("World" 1).<sup>2</sup>

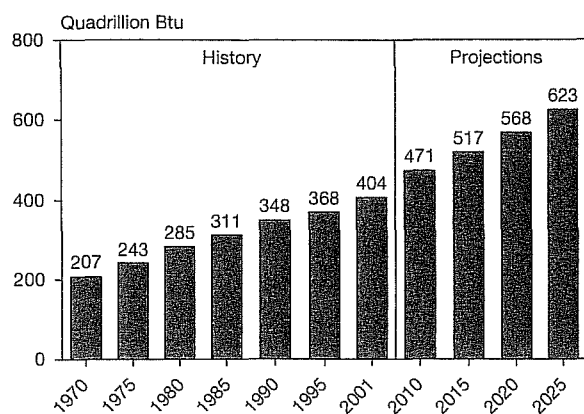
#### Writing Technique Questions

1. Underline the topic sentence of the paragraph.
2. What is the source of the statistics that are used to support this idea?
3. What reporting expression is used to identify this source?

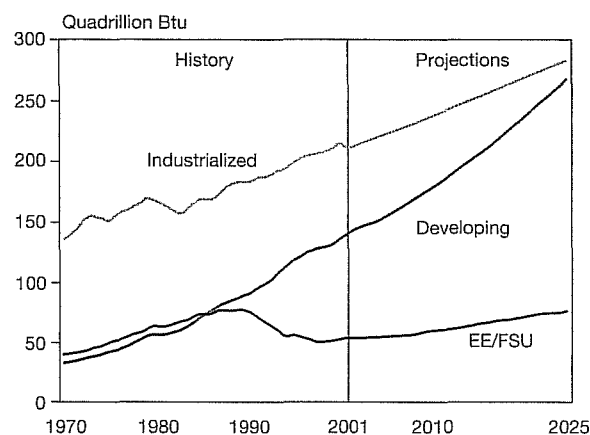
<sup>2</sup>"World Population Growth, 1750–2150." Chart. Population Reference Bureau. 20 Oct. 2004. <[http://www.prb.org/Content/NavigationMenu/PRB/Educators/Human\\_Population/Population\\_Growth/Population\\_Growth.htm](http://www.prb.org/Content/NavigationMenu/PRB/Educators/Human_Population/Population_Growth/Population_Growth.htm)>. (The graph appeared on page 1.)

**PRACTICE 5**  
*Using Statistics*

Study the graphs that follow. Then complete the paragraph about world energy consumption by filling in the blanks with information from the graphs.



**Figure 1.** World Marketed Energy Consumption, 1970–2025



**Figure 2.** World Marketed Energy Consumption by Region, 1970–2025

### World Energy Consumption<sup>1</sup>

According to (1) \_\_\_\_\_, world energy consumption has been steadily (2) \_\_\_\_\_. Currently, the nations of the world use between (3) \_\_\_\_\_ and (4) \_\_\_\_\_ quadrillion Btu (British thermal units) annually. By the year 2025, consumption is projected to increase to (5) \_\_\_\_\_ Btu, an increase of (6) \_\_\_\_\_ percent from the year (7) \_\_\_\_\_. The largest consumers are the (8) \_\_\_\_\_ countries, and the nations who consume the least energy belong to the EE/FSU (Eastern Europe/Former Soviet Union) group. Developing nations consumed approximately the same amount of energy as (9) \_\_\_\_\_ until (10) \_\_\_\_\_, when the energy use of developing nations began to (11) \_\_\_\_\_. By (12) \_\_\_\_\_, it is projected that their use will nearly equal that of (13) \_\_\_\_\_ (“International” 10).

<sup>1</sup>“International Energy Outlook 2004: Highlights.” Graphs. Energy Information Administration. 21 Oct. 2004 <<http://www.eia.doe.gov/oiaf/ieo/highlights.html>>. (Both graphs appeared on page 10.)

## Writing Practice

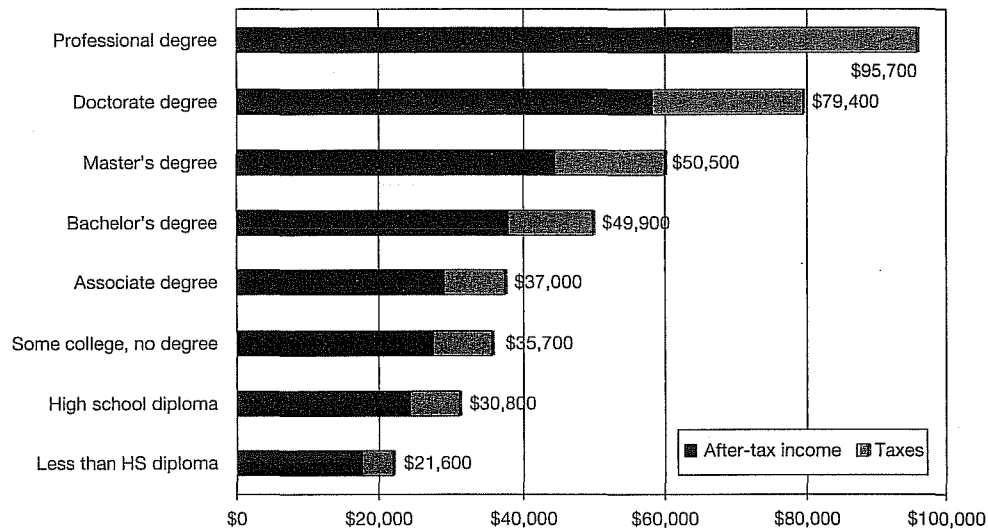
### PRACTICE 6

#### Using Statistics as Support

Choose one of the graphs that follow below and on page 54, and write a paragraph explaining its significance.

- Step 1** Decide what main idea the graph illustrates, and write this idea as a topic sentence.
- Step 2** Write five to ten supporting statements, using the statistical information shown in the graphs.
- Step 3** Use a reporting verb or phrase to identify the source of your statistics.
- Step 4** Write an in-text citation in the proper form at the end of your paragraph.

Graph 1. Median Earnings and Tax Payments by Level of Education, 2003<sup>2</sup>



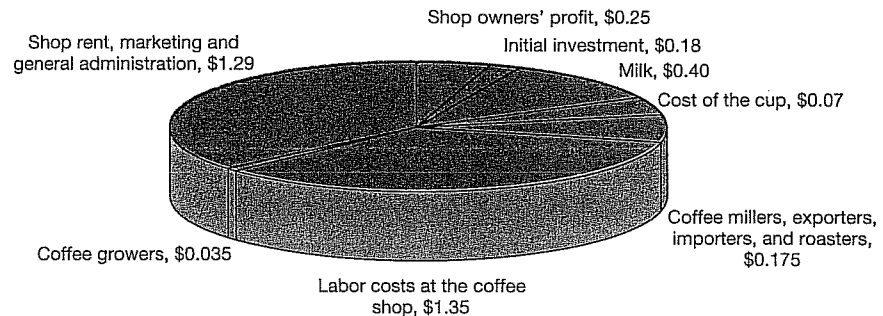
Notes: Includes full-time year-round workers age 25 and older.

Tax payments are based on 2002 tax rates and do not incorporate the 2003 federal income reductions.

Source: U.S. Census Bureau 2004, PINC-03; Internal Revenue Service, 2003, Table 3; McIntyre, et al, 2003; Calculations by the authors.

The bars in this graph show median earnings at each level of education. The color segments represent the average federal, state, and local taxes paid at these income levels. The black segments show after-tax income.

<sup>2</sup>"Education, Earnings, and Tax Payments." Graph. Baum, Sandy, and Kathleen Payea. *Education Pays: The Benefits of Higher Education for Individuals and Society*. College Board Online. 21 Oct. 2004 <[www.collegeboard.com/prod\\_downloads/press/cost04/EducationPays2004.pdf](http://www.collegeboard.com/prod_downloads/press/cost04/EducationPays2004.pdf)>. (The graph appeared on page 10.)

Graph 2. Cost of a Double Cappuccino at Specialty Coffee Shops<sup>1</sup>

## Review

These are the important points covered in this chapter:

1. In academic writing, you are expected to use information from outside sources to support your ideas. Keep in mind that the U.S. system of education values students' original thinking and writing. Use outside sources *to support your own ideas*. Don't write a paper that contains *only* the ideas of others.
2. Search for specific supporting details in the library or on the Internet.
  - Direct quotations: Repeat the writer's or speaker's exact words, and place them inside quotation marks.
  - Indirect quotations: Report the author's words, making changes in pronouns and verb tenses as necessary. Do not use quotation marks.
  - Use appropriate statistics to support your points.
3. Don't just drop a quotation or a statistic into your paper. Make the connection between the borrowed information and your idea clear.
4. Cite your sources to avoid plagiarizing.

<sup>1</sup>Source of data: Day, Sherri. "Move Over Starbucks, Juan Valdez Is Coming." New York Times 29 Nov. 2003: B1.