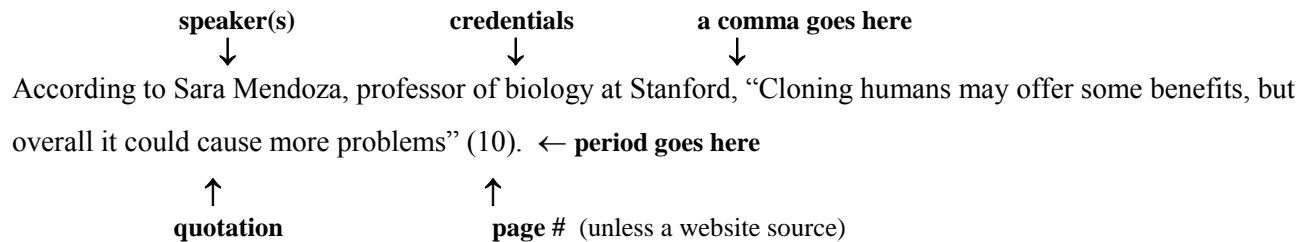


## IMPROVING QUOTING SKILLS II

### PURPOSE OF DLA

This DLA is designed to help you learn ten basic rules of quoting nonfiction material. It is the second of three about quoting. Read the rules presented below, and then do the activity on the last page. While you are only required to print the activity, if you find the information helpful, it might be wise to print the first two pages. **This DLA should take approximately thirty minutes to complete.**

### THE BASIC ANATOMY OF A QUOTATION



**Rule # 1:** Do not quote simply to quote or fill up your essay. A quotation should be used only if it is striking or because the idea is too complicated to paraphrase.

**Rule #2:** All direct and indirect quotations need a name/attribution tag in the sentence. Readers should always know who is talking and who the speaker is. A direct quotation is word-for-word from the speaker. An indirect quotation is another person's idea put into your own words and sentence construction.

*Direct quotation:*

According to Sara Mendoza, professor of biology at Stanford, "Cloning humans may offer some benefits, but overall it could cause more problems; therefore, it should not be attempted" (10).

**her exact words**

*Indirect quotation:*

Sara Mendoza, professor of biology at Stanford, believes that human cloning should not be done since the potential drawbacks outweigh possible benefits (10).

**her idea but your words and sentence construction**

All speakers need to be fully identified the first time they are used, whether directly or indirectly quoted. Follow the Mendoza examples above. Once you identify a speaker by full name and credentials, you refer to that person by last name ever after. Do not use Mr. or Mrs. titles.

You can put the name tag at the beginning or end of the quotation. If there is a clause or two independent clauses, you can also put the name tag in the middle. Name tag verbs should be in the present tense: asks, says, argues, etc.

Thoreau asks his readers, "Is a democracy, such as we know it, the last improvement possible in government?" (18).

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↑ **note comma placement** ↑

**Rule #3:** Use a colon when you introduce a quotation with a full sentence.

In his essay "Letter from Birmingham Jail," Martin Luther King, Jr. makes a statement that has not lost its relevance: "Injustice anywhere is a threat to justice everywhere" (343).

↑

**Rule #4:** When you use the word *that* to set up a quotation, do not use a comma.

↓

While Mendoza believes cloning could help in some instances, she feels that “overall it could cause more problems” (10).

**Rule #5:** You must quote exactly—word for word and punctuation mark for punctuation mark. Either you quote exactly or you rewrite completely (and cite the source). Even if the original source has a spelling error, you cannot change it, but you must let your readers know that it was not your mistake by using [*sic*].

“I beleive [*sic*] that cloning animals that are going extinct makes sense,” says bioethicist Kim Yamada in her 2014 online article “To Clone or Not to Clone.”

When you would like to use a quotation but not the whole quotation, use the ellipsis. These three spaced periods tell your readers that you took out some information in the middle or end of the quotation. However, the quotation must remain grammatically correct and in context; you may not use the ellipsis to change the meaning of the quotation. If you skip a whole sentence or more, add a fourth period to the ellipsis to signify this.

*Original*

Mendoza states, “Cloning is a good idea for certain uses like saving endangered species, for organ replacement, and for the study of aging, but this knowledge could easily be misused” (10).

*With ellipsis*

Mendoza points out that “Cloning is a good idea for certain uses . . . , but this knowledge could easily be misused” (10).

**Rule #6:** Keep in mind that readers do not have the original source to look at, so if a word or term would be unclear to them, clarify it in the quotation. Use brackets [     ] to insert a word or words to clarify a direct quotation. Brackets can also be used to upper or lowercase a letter in a quotation when needed.

“Too often they [doctors] want to play God and do not think of the consequences,” believes bioethicist Arthur Caplan (15).

Mendoza acknowledges that cloning can provide some benefits but is not certain that will always be the case. “[T]his knowledge could easily be misused,” cautions Mendoza (10).

**Rule #7:** Use the abbreviation *qtd. in* to indicate that you are quoting from an indirect source. In other words, you are using someone else’s report of a conversation, statement, interview, letter, or whatever. The person speaking is not the writer of the source.

Bill Gates, founder of Microsoft, says, “I really had a lot of dreams when I was a kid, and I think a great deal of that grew out of the fact that I had a chance to read a lot” (qtd. in Brown 23).

**Rule #8:** If you want to quote something that has quotation marks in it, use the single quote marks.

“My favorite poem is ‘Stop All the Clocks’ by W.H. Auden,” Claire tells Miguel (13).

**Rule #9:** Website sources do not have page numbers. If you identify the speaker as the writer, there is no need for a citation.

In her 2014 online article “To Clone or Not to Clone,” reporter Kim Yamada indicates that recent studies have shown “a need to clone certain types of animals for our future survival.”

**Rule #10:** Quotations over four typed lines must be blocked (indent ten spaces, omit quotation marks, put the final period before the citation, no additional line breaks before or after the block indented section).

## IMPROVING QUOTING SKILLS II

**STEP 1:** Read the brief article below, and answer the questions that follow. Feel free to highlight the article.

*An excerpt from “A Star Is Made”*

By Stephen J. Dubner and Steven D. Levitt    7 May 2006    *New York Times*

Deliberate practice entails more than simply repeating a task — playing a C-minor scale 100 times, for instance, or hitting tennis serves until your shoulder pops out of its socket. Rather, it involves setting specific goals, obtaining immediate feedback and concentrating as much on technique as on outcome.

Anders Ericsson, a psychology professor at Florida State University, and his colleagues have thus taken to studying expert performers in a wide range of pursuits, including soccer, golf, surgery, piano playing, Scrabble, writing, chess, software design, stock picking and darts. They gather all the data they can, not just performance statistics and biographical details but also the results of their own laboratory experiments with high achievers.

Their work, compiled in the *Cambridge Handbook of Expertise and Expert Performance*, a 900-page academic book that will be published next month, makes a rather startling assertion: the trait we commonly call talent is highly overrated. Or, put another way, expert performers — whether in memory or surgery, ballet or computer programming — are nearly always made, not born. And yes, practice does make perfect. These may be the sort of clichés that parents are fond of whispering to their children. But these particular clichés just happen to be true.

Ericsson's research suggests a third cliché as well: when it comes to choosing a life path, you should do what you love — because if you don't love it, you are unlikely to work hard enough to get very good. Most people naturally don't like to do things they aren't “good” at. So they often give up, telling themselves they simply don't possess the talent for math or skiing or the violin. But what they really lack is the desire to be good and to undertake the deliberate practice that would make them better.

“I think the most general claim here,” Ericsson says of his work, “is that a lot of people believe there are some inherent limits they were born with. But there is surprisingly little hard evidence that anyone could attain any kind of exceptional performance without spending a lot of time perfecting it.” This is not to say that all people have equal potential. Michael Jordan, even if he hadn't spent countless hours in the gym, would still have been a better basketball player than most of us. But without those hours in the gym, he would never have become the player he was.

**STEP 2:** Using the information you just read about quoting rules, indicate whether the material taken from the article is quoted/cited correctly or not. Note also the main rule that is or is not being followed. If the quotation/citation is correct, write C. If there is an error, write E, and either fix the error or write a brief explanation of the error. A speaker only needs to be fully identified the first time he or she is quoted. After that, only his or her last name is needed.

1. \_\_\_\_\_ College students might find it valuable to remember that “the trait we commonly call talent is highly overrated,” as writers Stephen J. Dubner and Steven D. Levitt reveal in their 2006 *New York Times* article.

Rule # \_\_\_\_\_

Activity continued . . .

2. \_\_\_\_ Psychology professor Anders Ericsson asserts that “there is surprisingly little hard evidence that anyone could attain any kind of exceptional performance without spending a lot of time perfecting it” (Dubner and Levitt).

Rule # \_\_\_\_

3. \_\_\_\_ Not surprisingly, “Most people naturally don't like to do things they aren't “good” at,” note Dubner and Levitt in response to Ericsson and his team’s findings.

Rule # \_\_\_\_

4. \_\_\_\_ “Deliberate practice entails more than simply repeating a task. Rather, it involves setting specific goals, obtaining immediate feedback and concentrating as much on technique as on outcome,” explain Levitt and Dubner.

Rule # \_\_\_\_

5. \_\_\_\_ Summarizing Ericsson and his team’s findings, Dubner and Levitt explain that people who become skilled in an area “are nearly always made, not born.”

Rule # \_\_\_\_

**STEP 3:** Write down any questions you have about quoting and citing that you would like to ask a WRC instructor or tutor on duty. Feel free to also bring an essay you are working on to ask questions about your own use of quotations.

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**STEP 4:** Take your finished activity to a WRC instructor or tutor on duty, go over your answers, and make whatever changes are necessary. Ask the instructor or tutor to fill in the section below.

_____ instructor’s or tutor’s name (please print neatly)	_____ instructor’s or tutor’s signature	_____ date
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<p><i>Overall, this student demonstrates</i>      <i>a clear understanding of the rules used in this activity</i> ____      <i>or</i> <i>more review is needed</i> ____</p>
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