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# UCLA Graduate Writing Center

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Located in the Graduate Student Resource Center:  
Room B11, Student Activities Center

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Recorded by Kathryn Renton. June 2012



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# UCLA Graduate Writing Center

- One-on-one appointments – meet confidentially with a writing consultant
- Workshops that teach skills, process, and specific genres (literature review, etc.)
- Workshops and programs organized by broad disciplinary areas
- Online workshops
- Master's Thesis Writing Groups
- Dissertation Boot Camps



# Strategy: Academic Writing Skills

Learn how to properly incorporate others' words and ideas into your work

- Quotation (exact)
  - Verbatim (exactly as written, including punctuation)
- Paraphrase (specific)
  - Restate in own words and style a specific piece of a text
- Summary (general)
  - Short synopsis of the main idea(s) of a work

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# Citing Sources: Ten Situations

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# #1 True or False: You must cite...

- your impressions of your visit to an archaeological site in Peru.
- FALSE
- *You are using **your own words and ideas**. A citation is required for the words and ideas of another person.*

## #2 True or False: You must cite...

- when talking about another scholar's idea in a conference presentation.
- TRUE
- *Someone else's idea -- **whether written or spoken** -- requires citation when you are speaking or writing. This includes lectures, interviews, conference presentations, websites and handouts.*

## #3 True or False: You must cite...

- U.S. Government data that is available on the web and is not copyrighted.
- TRUE
- *Non-copyrighted sources must be cited because they are **the words and ideas of other people**. Copyright only determines permissions needed for reproductions in publication.*



## #4 True or False: You must cite...

- a diagram you found on the internet that has no author attribution.
- TRUE
- *The diagram is not yours. Even if the author is unknown, you still always **cite the information necessary to access the original**. The best practice is to try to confirm an author.*





## #5 True or False: You must cite...

- when you mention in your paper that there were mass protests against the Vietnam War in the late 1960's.
- FALSE
- ***Common knowledge*** assumes that everyone in your audience would already know the information stated. What counts as common knowledge varies by field. Always properly cite someone else's phrasing.



## #6 True or False: You must cite...

- information you obtained from a handwritten letter from a woman attending Woodstock in 1969.
- TRUE
- ***Primary sources*** require citation even if you take information rather than quotations. *Handwritten and unpublished primary sources should be cited according to manuscript style guides.*

# #7 True or False: You must cite...

- when quoting a person you interviewed during your field research.
- TRUE
- *Attribute the quotation to your **personal communication**. If confidential, exclude the person's name. Consult your style guide for proper format. Personal communication may appear in parenthetical, in-text, or footnote references.*

## #8 True or False: You must cite...

- your friend's story about her experience conducting research in China.
- TRUE
- *With the **permission** of your friend, attribute the story as personal communication.*

## #9 True or False: You must cite...

- your own translation of a passage from an article written in Russian.
- TRUE
- *Cite the original article. You would only claim authorship if your translation had been previously published. Consult your style guide for the preferred method to indicate that the passage was translated by you.*

## #10 True or False: You must cite...

- when you want to quote an important figure but you can only find the quotation in a book written by a different author.
- TRUE
- *Always indicate the actual source of your information, including **indirect sources**. The secondary source is your reference, and the primary source quoted should be included in your citation as indicated in your style guide.*

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# Paraphrasing an Original Source

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# Is this Paraphrase appropriate?

## Paraphrase Example #1

The relationship between socioeconomic status and health has long intrigued social scientists. However, since its inception this research tradition has been plagued by questions of causal directionality. Namely, individuals may be sick because they are poor; alternatively, it may be their ill health that plunges them into poverty (e.g., through job loss due to illness).

Source: Conley, Dalton and Neil G. Bennett. 2000. "Is Biology Destiny? Birth Weight and Life Chances." *American Sociological Review* 65:458-67.

The relationship between socioeconomic status and health has interested social scientists for a long time. Conley and Bennett (2000), the authors of "Is Biology Destiny?" Birth Weight and Life Chances," state that "...since its inception this research tradition has been plagued by questions of causal directionality. Namely, individuals may be sick because they are poor; alternatively, it may be their ill health itself that plunges them into poverty (e.g., through job loss to do illness)" (p.458)

- **Not a paraphrase because it quotes at length**
- **Matches sentence structure of original source too closely**



# Is this Paraphrase appropriate?

## Paraphrase Example #2

The relationship between socioeconomic status and health has long intrigued social scientists. However, since its inception this research tradition has been plagued by questions of causal directionality. Namely, individuals may be sick because they are poor; alternatively, it may be their ill health that plunges them into poverty (e.g., through job loss due to illness).

According to Conley and Bennett (2000), there is a causal relationship between sociological status and health: the higher an individual's socioeconomic status, the better their health (p. 458)

- **Misrepresents source idea**

Source: Conley, Dalton and Neil G. Bennett. 2000. "Is Biology Destiny? Birth Weight and Life Chances." *American Sociological Review* 65:458-67.



# Is this Paraphrase appropriate?

## Paraphrase Example #3

The relationship between socioeconomic status and health has long intrigued social scientists. However, since its inception this research tradition has been plagued by questions of causal directionality.

Namely, individuals may be sick because they are poor; alternatively, it may be their ill health that plunges them into poverty (e.g., through job loss due to illness).

Although researchers are interested in the relationship between socioeconomic status and health, Conley and Bennett (2000) point out that it is difficult to determine whether low socioeconomic status leads to poor health or poor health leads to low socioeconomic status (p. 458).

- **Uses own words**
- **States the key idea simply**
- **Brings out significance of original phrases**

Source: Conley, Dalton and Neil G. Bennett. 2000. "Is Biology Destiny? Birth Weight and Life Chances." *American Sociological Review* 65:458-67.

# Paraphrasing Exercise

“While the stranger is present before us, evidence can arise of his possessing an attribute that makes him different from others in the category of persons available for him to be, and of a less desirable kind – in the extreme, a person who is quite thoroughly bad, or dangerous, or weak. He is thus reduced in our minds from a whole and usual person to a tainted, discounted one. Such an attribute is a stigma, especially when its discrediting effect is very extensive; sometimes it is also called a failing, a shortcoming, a handicap. It constitutes a special discrepancy between virtual and actual social identity.”

Source: Goffman, Erving. (1963). *Stigma: Notes on the management of spoiled identity*. New York: Simon & Schuster, p. 3.

- Use your own words
- Use your own sentence structure
- Use quotations for distinctive phrases borrowed
- Accurately represent meaning

# Multiple-Sentence Paraphrasing

Everything between the mention of a scholar's name and the citation of the scholar's work should be a paraphrase of that scholar's idea.

As Bakhtin argues in "Discourse in the Novel," even when a novelist strives to achieve a unified and authoritative voice, without distance, refraction or reservations, the very fact that these words are deployed in this genre means that they are not undisputed, that they must be overtly justified and motivated. And from this imperative comes what Saransk scholar Oleg Osovsky has called the "anthropocentrism" of Bakhtin's theory of the novel. Novels, like people, are living organisms; they "listen," "speak," and adjust to their environment. If healthy, both novels and people strive toward the same thing: constant differentiation and a chance to defend their individual positions in a world that knows neither absolute authority nor fixed plots. Both evolve toward an ever higher, more articulate consciousness.<sup>15</sup>

**book-ends**

<sup>15</sup> See O.E. Osovskij, Chelovek. Slovo. Roman., ch. 4, "Teoriia romana Bakhtina I nekotorye problem izucheniia romannogo zhanra," 83-84.

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# Interspersed References

- Clearly differentiate your analysis from the scholar's ideas
- Toggle between your ideas and the ideas of another scholar
- Indicate agreement or disagreement
- Cite your source again if the scholar's ideas re-appear after your own analysis

# Example of Interspersed References

"The first of these brotherhoods, Our Lady of Gamonal (also known as the brotherhood of non-noble knights), was founded in 1285 by Don Miguel Esevan or Estévan and his wife Dona Ucenda Prestines.<sup>52</sup> A published copy of the brotherhood rules describes the festivities peculiar to the organization, sets the amount of the admission fee (two mrs. and a pound of wax) and establishes procedures for the funerals of members and their families.<sup>53</sup>

source

commentary

source

In 1305 Our Lady of Gamonal had ninety-nine members with their occupations or trades listed, in most cases, next to their names.<sup>54</sup> Two members of the Bonifaz family headed the membership list. They were followed by representatives of all the important caballero families. For many of the cofrades there is also concurrent evidence which shows their status as non-noble knights. Moreover, all the alcades of the city belonged to the brotherhood.<sup>55</sup> **However**, it cannot be firmly stated that all members were caballeros villanos, nor that all the non-noble knights of Burgos had joined the brotherhood. A Johm Fernández de Sovidó, described as criado del alcalde (servant of the alcalde), hardly qualifies as a non-noble knight.<sup>56</sup> Our Lady of Gamonal served also as an instrument for the pursuit of the common mercantile interests of most of the cofrades."

<sup>52</sup> On Don Miguel Estévan and Dona Ucenda Prestines, see Ruiz, "Prospografía burgalesa", p. 488.

<sup>53</sup> "Primitiva regla", p. 160.

<sup>54</sup> Ibid., pp. 163-4.

<sup>55</sup> I have presented this evidence in the appendix to my "Prospografía burgalesa", pp. 482-99. See also

"Primitiva regla", pp. 163-4.

<sup>56</sup> "Primitiva regla", p. 164.

cite source again

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# Summarizing an Original Source

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# Summary vs. Paraphrase

- A paraphrase
  - Re-states the main point of a specific passage in your own word
  - Cites the work and page number of the passage
- A summary
  - Globally references a scholar's ideas
  - References the ideas or findings of an entire book or article
  - Cites the work without a specific page number



# Example Summary #1

In cases of language contact, people are inevitably confronted with difficult choices about which language they wish or need to speak. The major driver of language shift is the decision to abandon a more local or less prestigious language, **typically because the target of the shift is a language seen as more modern, useful or giving access to greater social mobility and economic opportunities (McMahon 1994; Mufwene 2001; Brenzinger 2006)**. In the modern era, nation states, globalization and selective migration (Boyd & Richerson 2009) have been potent forces of language standardization and of minority language endangerment or extinction. The expected scale of global loss of contemporary linguistic diversity over the next 50–100 years is immense (Krauss 1992; Nettle & Romaine 1999).

Kadler, A., Unger, R., Steele, J. Language shift, bilingualism and the future of Britain's Celtic languages. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 365(1559), 3855-3864. doi: 10.1098/rstb.2010.0051

# Example Summary #2

Data from large epidemiological studies reveals that males and females often report distinct differences in the self-reported somatic depressive symptoms of depression [15–17]. Somatic depressive symptoms include sleep disturbance, appetite disturbance, and fatigue for at least two weeks [15–17]. **Silverstein interviewed college students and found that female students had higher somatic depressive symptoms than male students [18].** Self-reported data from NCS also indicated that females reported twice the frequency of somatic depression symptoms as compared to males [19].

15. Wenzel A, Steer RA, Beck AT. Are there any gender differences in frequency of self-reported somatic symptoms of depression? *Journal of Affective Disorders*. 2005;89(1–3):177–181. [PubMed]

16. Silverstein B. Gender differences in the prevalence of somatic versus pure depression: a replication. *American Journal of Psychiatry*. 2002;159(6):1051–1052. [PubMed]

17. Silverstein B, Caceres J, Perdue L, Cimarolli V. Gender differences in depressive symptomatology: the role played by “anxious somatic depression” associated with gender-related achievement concerns. *Sex Roles*. 1995;33(9-10):621–636.

18. B. Silverstein, J. Clauson, L. Perdue, S. Carpman, and V. Cimarolli, “The association between female college students' reports of depression and their perceptions of parental attitudes regarding gender,” *Journal of Applied Social Psychology*, vol. 28, no. 6, pp. 537–549, 1998.

19. Théroux P, Fuster V. Acute coronary syndromes: unstable angina and non-Q-wave myocardial infarction. *Circulation*. 1998;97(12):1195–1206. [PubMed]

Source: Frazier L, Yu E, Sanner J, Liu F, Udtha M, Cron S, Coulter S, Bogaev RC. Gender Differences in Self-Reported Symptoms of Depression among Patients with Acute Coronary Syndrome. *Nursing Research and Practice*, 2012: 109251. doi: 10.1155/2012/109251



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# Want Help?

- UCLA Graduate Writing Center (GWC)
  - <http://gsrc.ucla.edu/gwc/>
- GWC Writing and Research Workshops
  - <http://gsrc.ucla.edu/gwc/workshops/>
- Library Workshops
  - <http://www.library.ucla.edu/service/6362.cfm>