

# Citing & Paraphrasing (APA)

## I. EFFECTIVELY INTEGRATING A SOURCE

Original student-written passage:

As long as traditional sociological views of Mexican Americans are held, the social advancement of the people as a whole is impossible. “Escape is possible for individual members of a subordinate group if one is more Caucasian in appearance or if the culture and values of the larger society is adopted . . .” (Mirandé 1994, p. 24)—in other words, if Mexican Americans attempt to “pass” as Caucasians.

Revised passage:

As long as traditional sociological views of Mexican Americans are held, the social advancement of the people as a whole is impossible. Alfred Mirandé (2010) further notes that such views not only make racial passing more appealing but also inevitable if one is to succeed in the United States. He argues, “Escape is possible for individual members of a subordinate group if one is more Caucasian in appearance or if the culture and values of the larger society is adopted [. . .]” (p. 24). In other words, Mexican Americans can attain the American Dream, but only if they “pass” as Caucasians.

What are the differences between the original and revised passages? How does the revision change or clarify the argument presented in the paragraph? (write down your observations)

## SUMMARY

1. **Integrate secondary source into the body of your essay, by anchoring quotation and citing author when necessary:** If relying heavily on a secondary source (if your thesis is dependent on the secondary source information theoretically or empirically), you need to provide the first name and last name of the author when you first cite them. You may want to identify their profession or title (such as historian, sociologist, CEO, etc.).

You may also want to identify the title of the book, article, speech, etc. which you are quoting.

2. **Provide a brief one-sentence paraphrase or summary of the quotation.** This is your interpretative statement. The quotation is usually presented as the evidence that supports the statement.

3. **Use appropriate conjunctive adverbs and transitional phrases that indicate transition according to:**

a) argumentative sequence that expands on or reiterates previous sentence or idea with the following sentence (+ / +):

**furthermore, accordingly, also, anyway, besides, certainly, incidentally, indeed, likewise, meanwhile, moreover, similarly, specifically, still, after all, at any rate, at the same time, for example, for instance, in addition, in other words.**

b) argumentative sequence that provides a rebuttal or contrary point to previous sentence or idea with the following sentence (+ / -):

**conversely, however, instead, otherwise, even so, on the contrary, on the other hand.**

c) order (indicates a time / causal sequence):

**first, finally, next, second, subsequently, then, in conclusion, in the first place, consequently, as a result, thus, hence, therefore.**

## II. PARAPHRASING SOURCES

A. A good paraphrase generally will do two things:

(1) **it will represent the original source accurately** in terms of facts and overall viewpoint; and

(2) **it will NOT repeat everything that the original source just said.** In other words, while trying to keep the paraphrase in its proper context, we usually take the parts that will add to our argument in important ways, and sometimes leave out irrelevant or uninteresting material.

This does not mean that we purposefully omit evidence that contradicts or counters our argument, but rather that we take the best and most representative parts and leave aside what is outside the scope of the project. (Just copying all the ideas someone else had, even if we cite them, makes for a boring argument--why should someone read ours when she can just read the original? We use sources, but do not repeat them.)

### What is the difference between a paraphrase and a summary?

These two processes are related. The **paraphrase** is a “summary” of a **part of a text**; in contrast, a **summary** provides a condensed version of the **entire text**.

Paraphrasing is useful when you need not provide a direct quotation to support a claim. For instance, you might paraphrase when you’ve already provided sufficient textual evidence and you need to provide a local context for understanding that passage.

### Paraphrasing and citation

No matter what you paraphrase, however, you must always be sure to cite your source completely and accurately. A paraphrase is something cast in our own words, but the idea originated with someone else, and we should acknowledge this, while continuing to build on this foundation in our own ways.

For experienced readers, it is quite easy to spot "plagiarism" (whether intentional or not) in other people's work. The trick is learning how to paraphrase responsibly and accurately on our own.

### III. EXERCISES

For the following paraphrases of the sample sources, indicate whether:

A) the paraphrase is **good**; it is (1) accurate in representing the original, and (2) puts the material in words different from the author's.

B) the paraphrase is **inaccurate** in content; it distorts the source quite a bit.

C) the paraphrase **borrowes too much** of the original language; it is plagiarism.

Exercise 1] **original source on page 39:**

"The product, Cal-Ban 3000, had not been approved by FDA for marketing. The agency also contended that Cal-Ban's labeling was false and misleading and did not bear adequate directions for use. [ . . . ] According to these and other reports received by FDA, 10 people who used Cal-Ban were hospitalized because of esophageal or intestinal obstructions, and one person died of a blood clot that reached the lungs shortly after surgery to remove a throat obstruction."

Cramer, T. (1992). Cal-Ban banned. *FDA consumer*. U.S. Government Printing Office.  
<https://www.highbeam.com/doc/1G1-12278981.html>.

1. According to Cramer (1992), the majority of people who took the diet product Cal-Ban 3000 suffered some kind of severe or life-threatening physical injury.

2. The FDA argued that the label for Cal-Ban 3000 made claims that were "false and misleading" (Cramer, 1992, p. 39).

3. Cal-Ban 3000 was not approved by the FDA before being released for marketing. It's labeling was false and misleading. According to investigators' reports in FDA Consumer, 10 people who used Cal-Ban were hospitalized because of esophageal or intestinal obstructions, and one person died even of a blood clot that reached the lungs shortly after surgery to remove a throat obstruction (Cramer, 1992).

Exercise 2] original source on page 573:

**"It has been argued that anorexia nervosa has characteristics similar to culture-bound syndromes [5]. A culture-bound syndrome may be defined as a constellation of symptoms which is not to be found universally in human populations but is restricted to a particular culture or group of cultures."**

**Nasser, M. (1988). Culture and weight consciousness. *Journal of Psychosomatic Research* 32(6):573-577.**

1. Anorexia nervosa has characteristics of culture-bound syndromes. Nasser (1988) says, "A culture-bound syndrome may be defined as a constellation of symptoms which is not to be found universally in human populations but is restricted to a particular culture or group of cultures" (p. 573).
2. Using a theory about culture-bound syndromes, Nasser (1988) claims that anorexia nervosa tends to spread from person to person within a culture, but rarely goes outside of that culture.
3. Anorexia nervosa may be usefully compared to "culture-bound syndromes" because its symptoms are confined within groups that share specific cultures (Nasser, 1988, p. 573).

Exercise 3] original source on page 43:

**"The growth in children's advertising has been driven by efforts to increase not just current, but also future, consumption. Hoping that nostalgic childhood memories of a brand will lead to a lifetime of purchases, companies now plan 'cradle-to-grave' advertising strategies."**

**Schlosser, E. (2002). *Fast food nation: The dark side of the all-American meal*. Perennial.**

1. Hoping to brand purchases with nostalgic childhood memories, companies plan cradle-to-grave strategies to increase current as well as future consumption (Schlosser, 2002).
2. Schlosser (2002) found that advertisers focused on "cradle-to-grave" advertising toward children in order to nurture brand loyalty from an early age and ensure "a lifetime of purchases" (p. 43).
3. The "cradle-to-grave" advertising strategy, which Schlosser (2002) endorses, focuses on brand loyalty that lasts a lifetime (p. 43).