SIX MODELS FOR INTRODUCING AND PUNCTUATING QUOTATIONS
(Also to be used with most paraphrases and summaries)

See sections **55b** & **56b,c** of *The Bedford Handbook* (*TBH*) for additional help with the **MLA** system for handling quotes and paraphrases, including a great list (p. 603) of verbs for use in signal phrases; sections **60b,c** cover the **APA** system; **61** covers the **Chicago** style. The examples provided below follow the MLA style. The primary differences entail 1) use of tense in signal phrases (present tense with MLA and Chicago styles *vs.* past and present perfect with APA, except for present tense when discussing an experiment's results or knowledge about which virtually all researchers agree); 2) in-text name of author quoted (full name on first mention with MLA and Chicago vs. last name acceptable on first mention with APA); and in-text citations (consult *TBH* for these differences). One final preliminary comment: These are six basic forms; there are variations on these, including combinations of the six. If you study and use these regularly, you will increase the flow and sophistication of your writing, especially if you use all six, avoiding the monotony of relying on one or two models.

NOTE: In the examples below, you'll see that signal phrases are underlined, as is all punctuation used in conjunction with quotation marks (at start and end of quotations); this is done to help you locate the parts being illustrated so that you can see exactly how to correctly fit these elements together. (DO NOT use this underlining in your own writing.)

I. If the quotation itself, or the quotation plus a couple of assist words of your own, is one or more complete sentences, it can be introduced by words (called signal phrases) such as "Darwin reasons, "he observes," "Midgley replies," "according to Wilson," "in Carter's view," and "by observing," etc. You should place a comma after the final lead-in word just prior to the quotation.

Examples:

1. Professor Elizabeth Kandel Englander contends, "The secrecy that surrounds most cases of family violence makes them particularly difficult to detect, which means that most of the statistics cited here . . . are likely to be underestimates" (3). {The three periods (an ellipsis) indicate that words were omitted from the original sentence. See 39d & pp. 598-599 of *TBH*.

2. Jay Gatsby has, according to Nick, "a heightened sensitivity to the promises of life" (Fitzgerald 228).

3. Harvard biologist E. O. Wilson makes clear his sense of urgency when he writes, "The living world is dying; the natural economy is crumbling beneath our busy feet. We have been too self-absorbed to foresee the long-term consequences of our actions, and we will suffer a terrible loss unless we shake off our delusions and move quickly to a solution" (xxiv).

II. If the lead-in words are themselves a complete sentence and if they introduce a quote which is also a complete sentence or a list, a colon is the proper punctuation just prior to the quote.

Examples:

1. Historian Glenna Matthews explains how language itself reflected the inferior status of women as citizens in nineteenth-century America**:** "While 'public woman' was an epithet for one who was seen as the dregs of society, vile, unclean, a public man was 'one who acts in and for the universal good'" (4).
{See section 37c of *TBH* for use of single quote marks to signify a quote within a quote.}

2. According to sports columnist Rick Reilly, George Steinbrenner declared that only three things mattered in professional baseball**:** "winning, winning, and winning" (67).

III. Whenever the quotation consists of words or phrases that are excerpted from an original sentence and are unable to stand alone as a complete sentence, the quote is usually not preceded by any punctuation. It is instead just worked into your own sentence in a grammatically correct way and enclosed within quotation marks.

Examples:

1. One historian points out that any woman who tried to assert a public role for herself in nineteenth-century America was considered "the dregs of society, vile, unclean" (Matthews 4).

2. Literacy expert David Considine calls for "a new definition of literacy that encompasses visual, computer, and media literacy" (639).

IV. In most cases, you do not use any punctuation prior to the quotation when the word "**that**" is the first word of the quote or is the final or nearly final lead-in word prior to the quote.

Examples:

1. Matthews wisely observes "that there is no single American experience of public womanhood, but rather a multiplicity of experiences based on differences of race, class, region, religion, and ethnicity" (6).

2. Writing on the philosophical implications of modern biology, French biochemist Jacques Monod emphasizes that "any confusion between the ideas suggested by science and science itself must be carefully avoided; but it is just as necessary that scientifically warranted conclusions be resolutely pursued to the point where their full meaning becomes clear" (xiii).

3. Not everyone agrees that Monod has dispensed with mere drama and substituted instead solid conclusions based on science. One philosopher of science, for example, maintains that Monod "does not just rejoice at getting rid of the theistic drama. He at once replaces it by another drama, just as vivid, emotive and relevant to life, in which Sartrian man appears as the lonely hero challenging an alien and meaningless universe" (Midgley 1).

V. Like Model I, this model is used with quotes that are usually complete sentences, but the signal phrase is placed after the quote, and often is written in reverse order. The quote will often then continue for one or more sentences.

Examples:

1."Anne Tyler's novels are Southern in their sure sense of family and place," writes Katha Pollitt in the *New York Times Book Review* (8).

2. "To select values for the near future of one's own tribe or country is relatively easy," declares biologist E. O. Wilson. "To select values for the distant future of the whole planet also is relatively easy—in theory at least. To combine the two visions to create a universal environmental ethic is, on the other hand, very difficult. But combine them we must " (41).

VI. With this model the signal phrase is placed inside the quoted sentence instead of at the beginning or the end. The quote can then continue for several additional sentences.

Examples:

1. "[P]olitical issues are legitimately the subject of academic analysis," according to literary scholar Stanley Fish, "but one should not let the analysis slide into advocacy" (2).

2. "Scholarship requires an open mind," argues Professor of Law Robert Post, "but this does not mean that faculty members are unprofessional if they reach [and teach] definite conclusions. It means rather that they must always stand ready to revise their conclusions in light of new evidence or further discussion" (4). {See 39c & pp. 599-600 of *TBH* on use of brackets when inserting words into or making any other change in a quotation. Note brackets in sentences 1and 3 here.}

3. "[T]eachers," insists Ellis M. West, " should allow free and open discussion of the positions they advocate. More specifically, they should allow students to challenge their views. Because free and open discussion is especially important as a way of getting students to think for themselves, teachers should work to avoid intimidation, perhaps by ending every explicit advocacy with something like, 'Now, what do you think of that?'" (2).

This guide was prepared by Bob Schaible, Professor of Arts and Humanities, LAC/USM. Please contact him with any suggestions for improvement. schaible@usm.maine.edu; 207-753-6592. 1/17/07