

Exercise on Citation and Paraphrase
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This exercise consists of two sections.

The first section demonstrates how writers incorporate words and ideas from a source. That is, it provides models of how writers paraphrase, use a long quotation, quote only a few words, and cite an idea. In doing so, the section demonstrates the Modern Language Association, or MLA, style of citation. For a full discussion of commonly used styles of citation, including how to document electronic sources, see Fulwiler's *The College Writer's Reference* or any of the style guides on reserve at Burling Library or in the Science Library.

The second section asks you to perform the same tasks modeled in the first section. That is, it asks you to paraphrase, cite a long quotation, cite words or short phrases, and cite ideas. For the purposes of this demonstration, you may use the given source or one suggested by your tutorial professor. Please work carefully on this exercise; its results will demonstrate that you understand the basics of citation, a demonstration the college requires of each student.

Section 1

The passage used as a source in this section occurs near the end of the article "There's No Place Like Home: An Analysis of Homeless Testimonial Narratives" by Niki L. Young. In this article, Young emphasizes the importance of community and discusses how the homeless, often excluded from community, seek to remain connected.

By analyzing the testimony of sixteen homeless individuals at four congressional hearings, Young shows how these individuals "confront exclusion and reassert their humanity." She finds seven common strategies in the language these homeless people use: exploring their uniqueness, presenting the challenges they face, describing the difficulties they encounter, explaining their loss of hope, claiming that the system has failed, requesting help, and presenting themselves as survivors. According to Young, these strategies allow individuals "to confront and overcome social exclusion and to reclaim membership in the community" (329).

The following passage, which appears on page 338, examines the effect of such testimony not only on those who give it, but on the community as a whole when scholars study the testimony:

Stories bring people together. Speaking before congressional committees is a way of combating invisibility, a method of situating oneself, a means of overcoming liminality. Testifying may be a ritual process which offers the homeless the opportunity to reassert their humanity and ultimately to reclaim their lost sense of community.

The seven features in these narratives illustrate how individuals can use language to overcome situational constraints. The simplicity and understatement associated with telling one's story are powerful and sophisticated tools for confronting and overcoming the dehumanizing side of rhetoric.

Taken together, these narratives allow the scholar to construct a collective argument that the individuals are unable to make. The study of narrative, K. M. Langellier notes, has socio-political and cultural implications: "The study of personal narratives . . . invites researchers to listen on the margins of discourse and give voice to muted groups in our society" (234). A collective analysis of this testimony resituates individuals, placing individuals at the center, removing them from the margins. The experience of homelessness becomes the focus of inquiry. Situating testimony in this way ultimately empowers the homeless, for only they can articulate their own experience. The only people who can fully communicate the meaning of homelessness are the people who have experienced homelessness. Publicly sharing individual experience is a means of developing social understanding of that experience. In this postmodern age, characterized by separation and alienation, elaborating the role of communication in forming community may be more vital than ever.

Now let's imagine how a writer might use this passage in various ways.

PARAPHRASE

Suppose a writer wishes to paraphrase Young's main idea. Let's imagine that this writer uses Young's view to exemplify how a scholar might examine the concept of community:

Young makes a powerful and provocative claim that simply talking about homelessness in front of congressional committees can benefit both the homeless themselves and others in society. Having the homeless tell their stories to such committees can empower the testifiers; in addition, scholarly study of such individual testimony can help members of the larger society understand homelessness more clearly. For Young, such narratives are powerful because they affect those both who tell their stories and those who hear them. (338).

Notes:

1. No quotation marks are used because the words are entirely the writer's, not Young's.
2. The writer not only moves away from Young's language but also from the way Young has organized and structured the ideas.
3. The parenthetical citation (338) does not include Young's name; since the name has already appeared in the text, the reader should understand that this citation refers to Young's article.
4. A full citation to Young's article will appear in the list of Works Cited, which in MLA style is alphabetized by authors' last names.

SNIPPETS

In using Young's article as a source, a writer might instead quote snippets, short phrases or words from the passage. In the following example, a writer uses snippets from Young's passage to suggest the positive tone of the article:

Young's focus in this article is a hopeful one. She certainly believes in communication, in its power to bring a community together. For example, she speaks of the "social understanding" that will come from the public testimony; she speaks of the "role of communication in forming community." She quotes Langellier's claim that studies of the testimony "give voice" to those without it. Most optimistically, she sees this public sharing of stories as a means of "empower[ing]" homeless individuals (338).

Notes:

1. In a paragraph which quotes many such snippets, and in which both the snippets and the ideas in the paragraph are taken from one place, the parenthetical citation comes at the end, not after each quoted fragment.
2. Quotation marks indicate words taken directly from Young.
3. Brackets ("empower[ing]") indicate material such as letters, words, or punctuation added to bring the quotation into grammatical agreement with the sentence in which it is used. Ellipses (three spaced periods) would indicate any material left out.
4. The text attributes Langellier's words to Langellier; the wording of the sentence clearly indicates that the phrase "gives voice" is Langellier's, not Young's.
5. A full citation will appear, properly alphabetized, in the list of Works Cited.

LONG QUOTATION

Or, a writer may wish to use a long quotation from this passage. The following paragraph illustrates such use:

Young focuses throughout the article on the connections between individuals and the community. While her study examines the individual testimonies of only sixteen homeless persons, she believes this kind of public testimony has profound impact on the community:

Publicly sharing individual experience is a means of developing social understanding of that experience. In this postmodern age, characterized by separation and alienation, elaborating the role of communication in forming community may be more vital than ever. (338)

Notes:

1. This paragraph begins with a paraphrase summarizing Young's general point; following that paraphrase, an indented quotation carries the point further.
2. The indented quotation is in Young's exact words.
3. There are no quotation marks around the quotation because the indentation itself indicates a direct quotation.
4. Young's name does not occur in the parenthetical citation (338) because the phrase "she believes" in the sentence leading to the quotation gives the reader sufficient notice of the source.
5. The citation is placed to the right of the final period because the quotation is indented. The citation is understood to refer to the entire paragraph because the paragraph begins with an attribution to Young ("Young focuses . . .") and ends with her precise words ("may be more vital than ever").
6. A full citation will appear in its proper place in the list of Works Cited.

USING AN IDEA FROM A SOURCE

Finally, a writer may sometimes take from a source a general idea that is not common knowledge and develop another idea. In such a case, the writer must cite the source if reading it led to an idea the writer would otherwise probably not have had. Note in the following paragraph how the author takes an idea from Young and pushes it in another direction:

If communication may make a social community more likely and more enduring (Young), it follows that communication may also improve communities such as families. However, Young's example, in which homeless individuals testify before Congress, suggests that only a certain type of communication will foster such hoped-for changes. Her example further suggests that what may improve understanding is not small talk or superficial chat -- forms of interaction which are perhaps common in families -- but formal and straightforward telling of stories, with one party talking and the other offering a willing ear.

Notes:

1. The parenthetical citation gives no page number because the claim cited is a generalized inference from the whole article.
2. Both the citation (Young) and the wording of the second sentence ("Young's example . . . suggests") indicate which ideas are Young's. Here the writer, making an inference from Young's idea, applies that author's ideas about communication in society to another situation, communication in families.

3. A full citation to Young will appear in its proper place in the list of Works Cited.

WORKS CITED

As the notes indicate, a paper containing one of these paragraphs would list Young's essay in a separate "Works Cited" page at the end, so the reader can find full information on the source. In the following example, Young's essay appears in the MLA style.

Works Cited

Young, Niki L. "There's No Place Like Home: An Analysis of Homeless Testimonial Narratives." *Midwest Journal: A Journal of Contemporary Thought* 37 (1996): 32-340.

Section 2

The following passage is quoted from pages 444-445 of a Civil War history entitled *Never Call Retreat*, published in 1965 by Doubleday & Company, Inc. of Garden City New York. In this passage historian Bruce Catton writes of the day in early April 1865, when the arrival in Richmond Virginia of news of the fall of Petersburg made necessary the Confederates' abandonment of their capital city.

Richmond people remembered how that last Sunday came in as a special sort of day. It was warm, with a mild breeze stirring the early blossoms on the capitol grounds; the city's churches were crowded, not because national affairs were at crisis but simply because it was a good day to go to church, with high spring in the air and Easter only two weeks away. One woman recalled it as "one of those unusually lovely days that the spring sometimes brings, when delicate silks that look too fine at other times seem just to suit." A Massachusetts soldier out in the siege lines confessed that spring reaches Virginia "with greater splendor" than New England ever sees, and felt that there had not been a finer day than this one since the creation. Secretary of the Navy Mallory wrote that in all the war the city had never looked more serene and quiet, and the woman who had put on her best silk said that she never saw a calmer Sunday morning – or a more thoroughly confused and alarming Sunday evening.

The news from Petersburg came up shortly after the eleven o'clock services had begun, and an aide with a telegram from General Lee extracted President Davis from St. Paul's just as Dr. Minnigerode intoned the words: "The Lord is in his holy temple: let all the earth keep silence before Him." The congregation took Mr. Davis' departure calmly enough – after all, the President might get called out of church at any time, by almost anything – but other dignitaries were called out later, from this church and from others, (444) and by early afternoon the tidings had gone all across the city: Lee was going to retreat, the government was to move out tonight, the Yankees would take over in the morning. Those who could leave the city were comparatively few; for most people there could be nothing now but a restless, fruitless stirring-about in the face of approaching catastrophe. (445)

1. Write a paragraph that includes a paraphrase from Catton's passage, without quoting directly or using his words, sentence structure, or paragraph structure. Include appropriate citation, using whatever style your professor suggests.
2. Write a paragraph that quotes snippets from the passage. Include appropriate citation.
3. Construct a paragraph in which you use a long quotation from Catton's passage. Include appropriate citation.
4. Now construct a paragraph that makes a point quite different from Catton's, but one inspired generally by his passage. Give proper credit.
5. Write an entry for your list of works cited that refers to Catton's book. Use whatever style your professor suggests.

Works Cited

Fulwiler, Toby, et al. The College Writer's Reference. Upper Saddle River, NJ: Prentice Hall, 1996.

N.B. Normally, this list would also include Young's essay and Catton's book, but these have been omitted because the Young essay was used to demonstrate how to do a Works Cited page earlier in this document, and because you are asked to put Catton's work in the proper form yourself. The list would normally occupy a page by itself, but in the interests of conserving paper, it has been included on the last page of this document.