

To avoid plagiarism, writers must give credit when using paraphrases, summaries, and direct quotations with proper citations of the source. Paraphrases and summaries, like direct quotations, include signal phrases (see chart on the back) to introduce author's ideas.

Original Passage:

This study examines patterns of attendance at four-year and selective four-year colleges across students from single-and two-parent families. In particular, we examine whether these students differ in their choice of colleges to which they apply, are admitted, and which they attend.... Differences in access might arise from two possible sources. First, **disrupted and intact families may differ in the resources they can bring to bear to prepare their children for college....**

Source: Lillard, Dean, and Jennifer Gerner. "Getting to the Ivy League: How Family Composition Affects College Choice." *The Journal of Higher Education*, vol. 70, no. 6, 1999, pp. 706–730. www.jstor.org/stable/2649172.

Unacceptable Quotation of the Source (MLA Format):

Disrupted and intact families may differ in the resources they can bring to prepare students for college.

The quotation is plagiarized because it uses the authors' exact words without quotation marks and does not contain a citation of the authors and page.

Acceptable Quotation from the Source (MLA Format):

Lillard and Gerner note, "disrupted and intact families may differ in the resources they can bring to bear to prepare their children for college" (707).

As shown in bold type, a direct quotation encloses borrowed words inside quotation marks and provides the authors' names and page number.

Unacceptable Paraphrase of the Source:

Different family structures **may differ in the resources** they have **to prepare their children for college.**

The bold text indicates that the paraphrase is plagiarized because it uses the authors' words without quotation marks, uses the authors' sentence structure, and does not contain a citation of the authors and page.

Acceptable Paraphrase of the Source (MLA Format):

Lillard and Gerner note that when it comes to the college admissions process, two-parent families may be able to provide more for their children than single-parent families (707).

As shown in bold type, an acceptable paraphrase uses the authors' idea, uses the writer's own words and sentence style, and cites the authors and page.

Acceptable Summary of the Source (MLA Format):

Lillard and Gerner suggest that family structure and income affects college admission decisions (707).

An acceptable summary uses the writer's own words and sentence style and cite the authors' ideas.

Give Credit to Source Material in Essays and Research Papers by Using Signal Verbs

Use signal verbs to signal readers when you are changing from your voice to a source, and always point out who the authors are and their credentials with signal phrases. The first time you mention an author or authors of a source, include their full names in the signal phrase. After, use just the last name in your sentence or in-text citation (In formal papers, do not refer to sources by first names only). If the source doesn't have an author, use the title of the article or essay, surrounded by quotation marks. Place page numbers, if available, in parentheses at the end of the sentence: (52). Note that in MLA style, it is not appropriate to list a Website URL within the paper.

To keep your writing interesting, try not to introduce a quotation the same way every time. For example, try placing the signal phrase in the middle of a sentence or at the end to make your sentences different. Different signal verbs are available for use when quoting sources; however, be sure to choose an appropriate verb that shows how you are relating the material to the information of your paper.

Ballenger, Bruce. *The Curious Researcher*, 9th ed., Pearson, 2018.

Lillard, Dean, and Jennifer Gerner. "Getting to the Ivy League: How Family Composition Affects College Choice." *The Journal of Higher Education*, vol. 70, no. 6, 1999, pp. 706–730. www.jstor.org/stable/2649172.

Maimon, Elaine P. et al. *A Writer's Resource*, 3rd ed., McGraw Hill, 2009.

Signal Verbs*

acknowledges	contends	lists	replies
adds	criticizes	maintains	reports
admits	declares	notes	responds
agrees	describes	objects	reveals
allows	disagrees	observes	shows
answers	discusses	offers	speculates
asserts	disputes	opposes	states
believes	emphasizes	outlines	suggests
charges	explains	points out	summarizes
claims	expresses	proposes	supports
concedes	finds	proves	thinks
concludes	identifies	refutes	urges
concur	implies	rejects	warns
confirms	interprets	remarks	writes

***Note that MLA style uses the present tense (Smith concludes...), but APA style prefers the past tense (Smith concluded...).**

Ballenger, Bruce. *The Curious Researcher*, 9th ed., Pearson, 2018.

Lillard, Dean, and Jennifer Gerner. "Getting to the Ivy League: How Family Composition Affects College Choice." *The Journal of Higher Education*, vol. 70, no. 6, 1999, pp. 706–730. www.jstor.org/stable/2649172.

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