Integrating Quotations and Citing Sources with APA

Taking the time to smoothly integrate quotations into your writing improves your learning by helping you process and connect another author’s research and ideas to your own.

This activity will give you practice in integrating and citing quotations in APA style.

Part #1 - Analyzing and constructing context for quotations:
The questions below will help you analyze quotations and construct context for your reader.

Use this sample text from the American Frugal Housewife (https://catalog.hathitrust.org/Record/001046200) to complete the chart below

“The true economy of housekeeping is simply the art of gathering up all the fragments, so that nothing be lost. I mean fragments of time, as well as materials. Nothing should be thrown away so long as it is possible to make any use of it, however trilling that use may be; and whatever be the size of a family, every member should be employed either in earning or saving money.

'Time is money.' For this reason, cheap as stockings are, it is good economy to knit them. Cotton and woollen yarn are both cheap; hose that are knit wear twice as long as woven ones; and they can be done at odd minutes of time, which would not be otherwise employed. Where there are children, or aged people, it is sufficient to recommend knitting, that it is an employment...

The sooner children are taught to turn their faculties to some account, the better for them and for their parents.

In this country, we are apt to let children romp away their existence, till they get to be thirteen or fourteen. This is not well. It is not well for the purses and patience of parents; and it has a still worse effect on the morals and habits of the children. Begin early is the great maxim for everything in education. A child of six years old can be made useful; and should be taught to confer every day lost in which some little thing has not been done to assist others.

Children can very early be taught to take all the care of their own clothes.

They can knit garters, suspenders, and stockings; they and make patchwork and braid straw; they can make bats for the table, and mats for the floor; they can weed be garden, and pick cranberries from the meadow, to be carried to market.

Provided brothers and sisters go together, and are not allowed to go with bad children, it is a great deal better or the boys and girls on a farm to be picking blackberries it six cents a quart, than to be wearing out their clothes in useless play. They enjoy themselves just as well; and they are earning something to buy clothes, at the same time they are tearing them” (Child, 1835).

Activity Adapted From Skyline College Writing and Reading Rhetoric:
http://accounts.smccd.edu/skyenglish/10IntegratingSources.htm
### Part 2 - Methods for integrating quotes:
There are several methods authors can use to integrate quotes. One of your primary goals for integrating quotations is to ensure that your readers will have the necessary context that they need to understand the quote. The three methods below will help you do that.

#### Method #1 Identify the speaker and context of the quote

**Example:** (speaker or context) (relevance) citation

In the 1800s beer was viewed “as a good family drink” and various recipes could be found in cookbooks “Spruce mixed with hops is pleasanter than hops alone. Boxberry, fever-bush, sweet fern, and horseradish make a good and healthy diet-drink.” (Child, 1835, p. 86).

<table>
<thead>
<tr>
<th>What are the exact words the author(s) used?</th>
<th>What does the quotation mean?</th>
<th>Why does it matter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the quote(s) you want to use word for word in this column.</td>
<td>Using your own words paraphrase/summarize what the quote(s) mean.</td>
<td>Comment on why the quote(s) matter to you in this context and what significance they have in the world. Explain how the quotes advance the author’s message as well as how they connect to an argument you could make based on them.</td>
</tr>
</tbody>
</table>
Method #2 Lead in with your own idea

**Example:** (your own idea) (supporting evidence from text) citation

The importance of frugality and what would be come to be known as the Protestant work ethic are made apparent in the notion that “cheap as stockings are, it is good economy to knit them. Cotton and woollen yarn are both cheap; hose that are knit wear twice as long as woven ones; and they can be done at odd minutes of time, which would not be otherwise employed” (Child, 1835 p. 1).

Method #3 Try a signal phrase

**Example A:** In (title of source), (author) writes/ argues/ explains/ describes, "quote" (#).

  In *The American Frugal Housewife*, Lydia Maria Child (1835) writes, "The sooner children are taught to turn their faculties to some account, the better for them and for their parents." (p.2).

**Example B:** According to (author) in (title), "quote" (#).

To avoid monotony, try to vary your signal phrases. The following models suggest a range of possibilities:

  In the words of researcher Herbert Terrace, “...”

  Jason Applegate, Smith’s trainer, points out, “...”

  “...,” claims linguist Noam Chomsky.

  Psychologist H.S. Terrace offers an odd argument for this view, “...”
Choosing an appropriate verb for your signal phrases can make your stance clear and the description more alive and engaging. Some examples are:

| acknowledges | condemns | distinguishes | observes | thinks |
| adds | confirms | emphasizes | objects | writes |
| admits | contends | endorses | points out | wonders |
| agrees | contrasts | explains | reasons |
| argues | criticizes | grants | refutes |
| asserts | declares | identifies | rejects |
| believes | defends | illustrates | reports |
| characterizes | demonstrates | implies | responds |
| claims | denies | insists | shows |
| comments | describes | justifies | suggests |
| compares | disputes | notes | supports |

Part #3 - Practice
For each quote below, create a sentence that smoothly integrates the quote. Try a few different methods:

Follow the guidelines here: https://owl.english.purdue.edu/owl/resource/560/02/ for APA in text citations.

Practice using method #1 - Identify the speaker and context of the quote:

Quote: “Economy is generally despised as a low virtue, tending to make people ungenerous and selfish. This is true of avarice; but it is not so of economy. The man who is economical, is laying up for himself the permanent power of being useful and generous. He who thoughtlessly gives away ten dollars, when he owes a hundred more than he can pay, deserves no praise,—he obeys a sudden impulse,. more like instinct than reason: it would be real charity to check this feeling; because the good he does may be doubtful, while the injury he does his family and creditors is certain. True economy is it careful treasurer in the service of benevolence; and where they are united, respectability, prosperity and peace will follow.”

Background information: From page 7 of The American Frugal Housewife. First published in 1835 by Lydia Maria Child. Child was a newspaper writer and women’s rights activist. The book contains recipes, guidance on how to treat health issues, and a great deal of advice. According to the published, this book became a “must-read” for every bride of the mid 1800s. (Learn more here: http://store.doverpublications.com/048640840x.html)
Practice using method #2: Lead in with your own idea:

**Quote:** “In this country, we are apt to let children romp away their existence, till they get to be thirteen or fourteen. This is not well. It is not well for the purses and patience of parents; and it has a still worse effect on the morals and habits of the children. Begin early is the great maxim for everything in education. A child of six years old can be made useful; and should be taught to confer every day lost in which some little thing has not been done to assist others.”

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**Quote integrated into a sentence and cited using APA:**

Practice using method #3: Use a signal phrase (try using a verb from the list above):

**Quote:** "There is no subject so much connected with individual happiness and national prosperity as the education of daughters. It is a true, and therefore an old remark, that the situation and prospects of a country may be justly estimated by the character of its women; and we all know how hard it is to engraft upon a woman's character habits and principles to which she was unaccustomed in her girlish days. It is always extremely difficult, and sometimes utterly impossible. Is the present education of young la- dies likely to contribute to their own ultimate happiness, or to the welfare of the country? There are many honorable exceptions; but we do think the general tone of female education is bad. Tim greatest and most universal error is, teaching girls to exaggerate the importance of getting married; and of course to place an undue importance up- on the polite attentions of gentlemen."

**Background information:** From page 91 of *The American Frugal Housewife*. First published in 1832 by Lydia Maria Child. Child was a newspaper writer and women’s’ rights activist. The book contains recipes, guidance on how to treat health issues, and a great deal of advice. According to the published, this book became a “must-read” for every bride of the mid 1800s. (Learn more here: [http://store.doverpublications.com/048640840x.html](http://store.doverpublications.com/048640840x.html))

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