

## Quotations

 Like  3 people like this.

### What this handout is about

Used effectively, quotations can provide important pieces of evidence and lend fresh voices and perspectives to your narrative. Used ineffectively, however, quotations clutter your text and interrupt the flow of your argument. This handout will help you decide when and how to quote like a pro.

### When should I quote?

Use quotations at strategically selected moments. You have probably been told by teachers to provide as much evidence as possible in support of your thesis. But packing your paper with quotations will not necessarily strengthen your argument. The majority of your paper should still be your original ideas in your own words (after all, it's your paper). And quotations are only one type of evidence: well-balanced papers may also make use of paraphrases, data, and statistics. The types of evidence you use will depend in part on the conventions of the discipline or audience for which you are writing. For example, papers analyzing literature may rely heavily on direct quotations of the text, while papers in the social sciences may have more paraphrasing, data, and statistics than quotations.

#### 1. Discussing specific arguments or ideas.

Sometimes, in order to have a clear, accurate discussion of the ideas of others, you need to quote those ideas word for word. Suppose you want to challenge the following statement made by John Doe, a well-known historian:

“At the beginning of World War Two, almost all Americans assumed the war would end quickly.”

If it is especially important that you formulate a counterargument to this claim, then you might wish to quote the part of the statement that you find questionable and establish a dialogue between yourself and John Doe:

Historian John Doe has argued that in 1941 “almost all Americans assumed the war would end quickly” (Doe 223). Yet during the first six months of U.S. involvement, the wives and mothers of soldiers often noted in their diaries their fear that the war would drag on for years.

#### 2. Giving added emphasis to a particularly authoritative source on your topic.

There will be times when you want to highlight the words of a particularly important and

authoritative source on your topic. For example, suppose you were writing an essay about the differences between the lives of male and female slaves in the U.S. South. One of your most provocative sources is a narrative written by a former slave, Harriet Jacobs. It would then be appropriate to quote some of Jacobs's words:

Harriet Jacobs, a former slave from North Carolina, published an autobiographical slave narrative in 1861. She exposed the hardships of both male and female slaves but ultimately concluded that "slavery is terrible for men; but it is far more terrible for women."

In this particular example, Jacobs is providing a crucial first-hand perspective on slavery. Thus, her words deserve more exposure than a paraphrase could provide.

Jacobs is quoted in Harriet A. Jacobs, *Incidents in the Life of a Slave Girl*, ed. Jean Fagan Yellin (Cambridge: Harvard University Press, 1987).

### **3. Analyzing how others use language.**

This scenario is probably most common in literature and linguistics courses, but you might also find yourself writing about the use of language in history and social science classes. If the use of language is your primary topic, then you will obviously need to quote users of that language.

Examples of topics that might require the frequent use of quotations include:

Southern colloquial expressions in William Faulkner's *Light in August*

*Ms.* and the creation of a language of female empowerment

A comparison of three British poets and their use of rhyme

### **4. Spicing up your prose.**

In order to lend variety to your prose, you may wish to quote a source with particularly vivid language. All quotations, however, must closely relate to your topic and arguments. Do not insert a quotation solely for its literary merits.

One example of a quotation that adds flair:

Calvin Coolidge's tendency to fall asleep became legendary. As H. L. Mencken commented in the *American Mercury* in 1933, "Nero fiddled, but Coolidge only snored."

#### **How do I set up and follow up a quotation?**

Once you've carefully selected the quotations that you want to use, your next job is to weave those quotations into your text. The words that precede and follow a quotation are just as important as the quotation itself. You can think of each quote as the filling in a sandwich: it may be tasty on its own, but it's messy to eat without some bread on either side of it. Your words can serve as the "bread" that helps readers digest each quote easily. Below are four

guidelines for setting up and following up quotations.

In illustrating these four steps, we'll use as our example, Franklin Roosevelt's famous quotation, "The only thing we have to fear is fear itself."

### **1. Provide a context for each quotation.**

Do not rely on quotations to tell your story for you. It is your responsibility to provide your reader with a context for the quotation. The context should set the basic scene for when, possibly where, and under what circumstances the quotation was spoken or written. So, in providing a context for our above example, you might write:

When Franklin Roosevelt gave his inaugural speech on March 4, 1933, he addressed a nation weakened and demoralized by economic depression.

### **2. Attribute each quotation to its source.**

Tell your reader who is speaking. Here is a good test: try reading your text aloud. Could your reader determine without looking at your paper where your quotations begin? If not, you need to attribute the quote more noticeably.

Avoid getting into the "he/she said" attribution rut! There are many other ways to attribute quotes besides this construction. Here are a few alternative verbs, usually followed by "that":

add          remark    exclaim  
announce    reply     state  
comment    respond   estimate  
write       point out   predict  
argue       suggest    propose  
declare     criticize   proclaim  
note        complain   opine  
observe     think      note

Different reporting verbs are preferred by different disciplines, so pay special attention to these in your disciplinary reading. If you're unfamiliar with the meanings of any of these words or others you find in your reading, consult a dictionary before using them.

### **3. Explain the significance of the quotation.**

Once you've inserted your quotation, along with its context and attribution, don't stop! Your reader still needs your assessment of why the quotation holds significance for your paper. Using our Roosevelt example, if you were writing a paper on the first one-hundred days of FDR's administration, you might follow the quotation by linking it to that topic:

With that message of hope and confidence, the new president set the stage for his next one-hundred days in office and helped restore the faith of the American people in their government.

#### 4. Provide a citation for the quotation.

All quotations, just like all paraphrases, require a formal citation. For more details about particular citation formats, see the UNC Libraries [citation tutorial](#). In general, you should remember one rule of thumb: Place the parenthetical reference or footnote/endnote number after—not within—the closed quotation mark.

Roosevelt declared, “The only thing we have to fear is fear itself” (Roosevelt, Public Papers 11).

Roosevelt declared, “The only thing we have to fear is fear itself.”<sup>1</sup>

#### How do I embed a quote into a sentence?

In general, avoid leaving quotes as sentences unto themselves. Even if you have provided some context for the quote, a quote standing alone can disrupt your flow. Take a look at this example:

Hamlet denies Rosencrantz’s claim that thwarted ambition caused his depression. “I could be bounded in a nutshell and count myself a king of infinite space” (*Hamlet* 2.2).

Standing by itself, the quote’s connection to the preceding sentence is unclear. There are several ways to incorporate a quote more smoothly.

#### 1) Lead into the quote with a colon.

Hamlet denies Rosencrantz’s claim that thwarted ambition caused his depression: “I could be bounded in a nutshell and count myself a king of infinite space” (*Hamlet* 2.2).

The colon announces that a quote will follow to provide evidence for the sentence’s claim.

#### 2) Introduce or conclude the quote by attributing it to the speaker. If your attribution precedes the quote, you will need to use a comma after the verb.

Hamlet denies Rosencrantz’s claim that thwarted ambition caused his depression. He states, “I could be bounded in a nutshell and count myself a king of infinite space” (*Hamlet* 2.2).

When faced with a twelve-foot mountain troll, Ron gathers his courage, shouting, “*Wingardium Leviosa!*” (Rowling, p. 176).

The Pirate King sees an element of regality in their impoverished and dishonest life. “It is, it is a glorious thing/To be a pirate king,” he declares (*Pirates of Penzance*, 1983).

#### 3) Interrupt the quote with an attribution to the speaker. Again, you will need to use a comma after the verb, as well as a comma leading into the attribution.

“There is nothing either good or bad,” Hamlet argues, “but thinking makes it so” (*Hamlet* 2.2).

“And death shall be no more,” Donne writes, “Death thou shalt die” (“Death, Be Not Proud,” l. 14).

Dividing the quote may highlight a particular nuance of the quote’s meaning. In the first example, the division calls attention to the two parts of Hamlet’s claim. The first phrase states that nothing is inherently good or bad; the second phrase suggests that our perspective causes things to become good or bad. In the second example, the isolation of “Death thou shalt die” at the end of the sentence draws a reader’s attention to that phrase in particular. As you decide whether or not you want to break up a quote, you should consider the shift in emphasis that the division might create.

#### **4) Use the words of the quote grammatically within your own sentence.**

When Hamlet tells Rosencrantz that he “could be bounded in a nutshell and count [him]self a king of infinite space” (*Hamlet* 2.2), he implies that thwarted ambition did not cause his depression.

Ultimately, death holds no power over Donne since in the afterlife, “death shall be no more” (“Death, Be Not Proud,” l. 14).

Note that when you use “that” after the verb that introduces the quote, you no longer need a comma.

The Pirate King argues that “it is, it is a glorious thing/to be a pirate king” (*Pirates of Penzance*, 1983).

#### **How much should I quote?**

As few words as possible. Remember, your paper should primarily contain your own words, so quote only the most pithy and memorable parts of sources. Here are three guidelines for selecting quoted material judiciously.

##### **1. Excerpt fragments.**

Sometimes, you should quote short fragments, rather than whole sentences. Suppose you interviewed Jane Doe about her reaction to John F. Kennedy’s assassination. She commented:

“I couldn’t believe it. It was just unreal and so sad. It was just unbelievable. I had never experienced such denial. I don’t know why I felt so strongly. Perhaps it was because JFK was more to me than a president. He represented the hopes of young people everywhere.”

You could quote all of Jane’s comments, but her first three sentences are fairly redundant. You might instead want to quote Jane when she arrives at the ultimate reason for her strong emotions:

Jane Doe grappled with grief and disbelief. She had viewed JFK, not just as a national figurehead, but as someone who “represented the hopes of young people everywhere.”

## 2. Excerpt those fragments carefully!

Quoting the words of others carries a big responsibility. Misquoting misrepresents the ideas of others. Here's a classic example of a misquote:

John Adams has often been quoted as having said: "This would be the best of all possible worlds if there were no religion in it."

John Adams did, in fact, write the above words. But if you see those words in context, the meaning changes entirely. Here's the rest of the quotation:

Twenty times, in the course of my late reading, have I been on the point of breaking out, 'this would be the best of all possible worlds, if there were no religion in it!!!!' But in this exclamation, I should have been as fanatical as Bryant or Cleverly. Without religion, this world would be something not fit to be mentioned in public company—I mean hell.

As you can see from this example, context matters!

This example is from Paul F. Boller, Jr. and John George, *They Never Said It: A Book of Fake Quotes, Misquotes, and Misleading Attributions* (Oxford University Press, 1989).

## 3. Use block quotations sparingly.

There may be times when you need to quote long passages. However, you should use block quotations only when you fear that omitting any words will destroy the integrity of the passage. If that passage exceeds four lines (some sources say five), then set it off as a block quotation.

Here are a few general tips for setting off your block quotation—to be sure you are handling block quotes correctly in papers for different academic disciplines, check the index of the citation style guide you are using:

1. Set up a block quotation with your own words followed by a colon.
2. Indent. You normally indent 4-5 spaces for the start of a paragraph. When setting up a block quotation, indent the entire paragraph once from the left-hand margin.
3. Single space or double space within the block quotation, depending on the style guidelines of your discipline (MLA, CSE, APA, Chicago, etc.).
4. Do not use quotation marks at the beginning or end of the block quote—the indentation is what indicates that it's a quote.
5. Place parenthetical citation according to your style guide (usually after the period following the last sentence of the quote).
6. Follow up a block quotation with your own words.

So, using the above example from John Adams, here's how you might include a block quotation:

After reading several doctrinally rigid tracts, John Adams recalled the zealous ranting of his

former teacher, Joseph Cleverly, and minister, Lemuel Bryant. He expressed his ambivalence toward religion in an 1817 letter to Thomas Jefferson:

Twenty times, in the course of my late reading, have I been on the point of breaking out, 'this would be the best of all possible worlds, if there were no religion in it!!!!' But in this exclamation, I should have been as fanatical as Bryant or Cleverly. Without religion, this world would be something not fit to be mentioned in public company—I mean hell.

Adams clearly appreciated religion, even if he often questioned its promotion.

### **How do I combine quotation marks with other punctuation marks?**

It can be confusing when you start combining quotation marks with other punctuation marks. You should consult a style manual for complicated situations, but the following two rules apply to most cases:

#### **1) Keep periods and commas within quotation marks.**

So, for example:

According to Professor Jones, Lincoln "feared the spread of slavery," but many of his aides advised him to "watch and wait."

In the above example, both the comma and period were enclosed in the quotation marks. The main exception to this rule involves the use of internal citations, which always precede the last period of the sentence. For example:

According to Professor Jones, Lincoln "feared the spread of slavery," but many of his aides advised him to "watch and wait" (Jones 143).

Note, however, that the period remains inside the quotation marks when your citation style involved superscript footnotes or endnotes. For example:

According to Professor Jones, Lincoln "feared the spread of slavery," but many of his aides advised him to "watch and wait."<sup>2</sup>

#### **2) Place all other punctuation marks (colons, semicolons, exclamation marks, question marks) outside the quotation marks, except when they were part of the original quotation.**

Take a look at the following examples:

The student wrote that the U. S. Civil War "finally ended around 1900"!

The coach yelled, "Run!"

In the first example, the author placed the exclamation point outside the quotation mark

because she added it herself to emphasize the absurdity of the student's comment. The student's original comment had not included an exclamation mark. In the second example, the exclamation mark remains within the quotation mark because it is indicating the excited tone in which the coach yelled the command. Thus, the exclamation mark is considered to be part of the original quotation.

#### **How do I indicate quotations within quotations?**

If you are quoting a passage that contains a quotation, then you use single quotation marks for the internal quotation. Quite rarely, you quote a passage that has a quotation within a quotation. In that rare instance, you would use double quotation marks for the second internal quotation.

Here's an example of a quotation within a quotation:

In "The Emperor's New Clothes," Hans Christian Andersen wrote, "'But the Emperor has nothing on at all!' cried a little child."

Remember to consult your style guide to determine how to properly cite a quote within a quote.

#### **When do I use those three dots ( . . . )?**

Whenever you want to leave out material from within a quotation, you need to use an ellipsis, which is a series of three periods, each of which should be preceded and followed by a space. So, an ellipsis in this sentence would look like . . . this. There are a few rules to follow when using ellipses:

##### **1. Be sure that you don't fundamentally change the meaning of the quotation by omitting material.**

Take a look at the following example:

"The Writing Center is located on the UNC campus and serves the entire UNC community."

"The Writing Center . . . serves the entire UNC community."

The reader's understanding of the Writing Center's mission to serve the UNC community is not affected by omitting the information about its location.

##### **2. Do not use ellipses at the beginning or ending of quotations, unless it's important for the reader to know that the quotation was truncated.**

For example, using the above example, you would NOT need an ellipsis in either of these situations:

"The Writing Center is located on the UNC campus . . ."

The Writing Center " . . . serves the entire UNC community."

**3. Use punctuation marks in combination with ellipses when removing material from the end of sentences or clauses.**

For example, if you take material from the end of a sentence, keep the period in as usual.

“The boys ran to school, forgetting their lunches and books. Even though they were out of breath, they made it on time.”

“The boys ran to school. . . . Even though they were out of breath, they made it on time.”

Likewise, if you excerpt material at the end of clause that ends in a comma, retain the comma.

“The red car came to a screeching halt that was heard by nearby pedestrians, but no one was hurt.”

“The red car came to a screeching halt . . . , but no one was hurt.”

**Is it ever okay to insert my own words or change words in a quotation?**

Sometimes it is necessary for clarity and flow to alter a word or words within a quotation. You should make such changes rarely. In order to alert your reader to the changes you’ve made, you should always bracket the altered words. Here are a few examples of situations when you might need brackets.

**1. Changing verb tense or pronouns in order to be consistent with the rest of the sentence.**

Suppose you were quoting a woman who, when asked about her experiences immigrating to the United States, commented “nobody understood me.” You might write:

Esther Hansen felt that when she came to the United States “nobody understood [her].”

In the above example, you’ve changed “me” to “her” in order to keep the entire passage in third person. However, you could avoid the need for this change by simply rephrasing:

“Nobody understood me,” recalled Danish immigrant Esther Hansen.

**2. Including supplemental information that your reader needs in order to understand the quotation.**

For example, if you were quoting someone’s nickname, you might want to let your reader know the full name of that person in brackets.

“The principal of the school told Billy [William Smith] that his contract would be terminated.”

Similarly, if a quotation referenced an event with which the reader might be unfamiliar, you could identify that event in brackets.

“We completely revised our political strategies after the strike [of 1934].”

### 3. Indicating the use of nonstandard grammar or spelling.

In rare situations, you may quote from a text that has nonstandard grammar, spelling, or word choice. In such cases, you may want to insert [*sic*], which means “thus” or “so” in Latin. Using [*sic*] alerts your reader to the fact that this nonstandard language is not the result of a typo on your part. Always italicize “*sic*” and enclose it in brackets. There is no need to put a period at the end. Here’s an example of when you might use [*sic*]:

Twelve-year-old Betsy Smith wrote in her diary, “Father is afraid that he will be guilty of beach [*sic*] of contract.”

Here [*sic*] indicates that the original author wrote “beach of contract,” not breach of contract, which is the accepted terminology.

### 4. Do not overuse brackets!

For example, it is not necessary to bracket capitalization changes that you make at the beginning of sentences. For example, suppose you were going to use part of this quotation:

“We never looked back, but the memory of our army days remained with us the rest of our lives.”

If you wanted to begin a sentence with an excerpt from the middle of this quotation, there would be no need to bracket your capitalization changes.

“The memory of our army days remained with us the rest of our lives,” commented Joe Brown, a World War II veteran.

Not

“[T]he memory of our army days remained with us the rest of our lives,” commented Joe Brown, a World War II veteran.

### Works consulted

We consulted these works while writing the original version of this handout. This is not a comprehensive list of resources on the handout’s topic, and we encourage you to do your own research to find the latest publications on this topic. Please do not use this list as a model for the format of your own reference list, as it may not match the citation style you are using. For guidance on formatting citations, please see the [UNC Libraries citation tutorial](#).

Barzun, Jacques and Henry F. Graff. *The Modern Researcher*. 6th Edition. Harcourt Brace Jovanovich, 2004.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*, 2nd Edition. Chicago: University of Chicago Press, 2003.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, 6th Edition. New York: The Modern Language Association of America, 2003.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th Edition. Chicago: University of Chicago Press, 1996.

---



This work is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivs 2.5 License](https://creativecommons.org/licenses/by-nc-nd/2.5/).

You may reproduce it for non-commercial use if you use the entire handout (just click print) and attribute the source: The Writing Center, University of North Carolina at Chapel Hill

If you enjoy using our handouts, we appreciate contributions of acknowledgement.

[Make a Gift](#)

---

**The Writing Center** · Campus Box #5137 · SASB North Suite 0127 · UNC-CH · Chapel Hill, NC 27599 · CSSAC Home · <http://cssac.unc.edu/>

**phone:** (919) 962-7710 · **email:** [writing\\_center@unc.edu](mailto:writing_center@unc.edu)

© 2010-2012 by The Writing Center at UNC Chapel Hill.