How to integrate sources effectively

Source integration is an essential practice in academic writing.

By introducing your sources within the text of your paper, you allow your reader to see that you have **researched** the topic and have taken the works of experts in the field into consideration to **support** your ideas. Importantly, it allows your **voice** to be heard by sign posting how that source is relevant for the story you want to tell.

Effectively integrating sources is important as it helps you:

- Bolster your point with the credibility or reputation of the source.
- Identify others' opinions, theories, and personal explanations.
- Present assertions of fact that are open to dispute.
- Present statistics.
- Establish your ethos as a good, reliable scholar/researcher.
- Let readers know where to find information on your topic.
- Let readers know the true understanding of that material.
- Restate in your own words the full meaning of complex jargon-riddled passages into your own story.

There are two ways to integrate your sources into a text, either by **PARAPHRASING** or by **QUOTING.** You will paraphrase most of the time to allow your **voice** to be heard and you will use direct quotes sparingly.

PARAPHRASE – A restatement, *in your own words,* of a passage of text. Its structure reflects (but does not copy) the structure of the source passage and may be roughly the same length as the passage, but does not use exact wording. It allows you to show your understanding of material, infer critique, allows your voice to be heard and relate a source's idea in your own work.

You could either BACKGROUND or FOREGROUND the source depending on how you want to integrate the source into your own story.

BACKGROUNDING → Puts emphasis on you as **the writer,** your voice is heard. You can position your sources in support of what you write
FOREGROUNDING → Puts emphasis on **the source**. Reporting verbs allow you to position yourself in relation to the source.

WRITING SUMMARIES AND PARAPHRASING

To write a summary, first **read to skim through the paper and then reread your source** until you understand the presented idea. You want to **write down the relevant information from the source**. At this point you may still be using phrases and words from the source, so, you want to next**, rewrite this information into your own words** and sentences, so it becomes a coherent part of your paper written in your own style.

You should first introduce a summary or paraphrase, then provide your own analysis that shows the significance of the ideas. **You don't want your reader to become confused about which information is yours and which is the sources, so reference appropriately.**

*Failing to document any ideas that are not your own (whether they are summarized, paraphrased or quoted) constitutes **plagiarism**.*

See UCT Policy on Plagiarism

QUOTING – Using the exact <u>words</u> from a source.
→ Here are some good reasons to use direct quotes:

- The source author has made a point so clearly and concisely that it can't be expressed more clearly and concisely.
- A certain phrase or sentence in the source is particularly vivid or striking.
- An important passage is sufficiently difficult, that it requires you to analyse it closely, which in turn requires that the passage be produced so the reader can follow your analysis.
- A claim you are making is such that the doubting reader will want to hear exactly what the source said. This will often be the case when you criticize or disagree with a source; your reader wants to feel sure you aren't misrepresenting the source aren't creating a straw man (or woman). And you need to quote *enough* of the source so the context and meaning are clear.

TIPS FOR USING DIRECT QUOTES

1. Always have a good reason for using a direct quote.
2. Do not allow quotes to speak for themselves. Your research paper is ultimately about communicating YOUR IDEAS. Your research simply helps prove or support those ideas. So, you should not just string other peoples' ideas together giving quote after quote.
3. Always make sure you provide an analysis of the quote. Show your readers that you understand how the quote relates to your ideas by analysing its significance.
4. Do not use quotes as padding. This is related to tips 1, 2 and 3. Very long quotes will require long explanations of their significance. If quotes do not have adequate analysis, readers will feel that you don't have a grasp on what that quote means, and they also might feel that you are using quotes as a "filler" to take up space.
5. Extract those parts of the passage that need quoting, and integrate quotes smoothly into your text.

REPORTING VERBS

You can refer to ideas or the research of others by using reporting verbs. Your choice of reporting verb can show the reader *how you feel* about the research, your position relative to that source material. Below is a list of common reporting verbs.

e.g Smith (2010) **shows**…….
    Smith (2010) **advises** to……
    Smith (2010) **challenges**……

Neutral	Tentative	Strong (in favour)	Strong (against)
• to show • to demonstrate • to investigate • to explore • to state • to report • to list • to describe • to outline • to note • to comment • to express • to remark • to declare • to inform • to discuss • to define • to mention • to address • to present • to reveal • to find • to view	• to suggest • to propose • to advise • to recommend • to speculate • to hypothesise • to reason • to imply • to postulate • to question	• to assert • to advocate • to encourage • to argue • to affirm • to believe • to appraise • to conclude • to stress • to emphasise • to accentuate • to urge • to insist • to claim • to convince • to satisfy • to confirm • to support the view	• to challenge • to dispute • to disagree • to refute • to negate • to object • to contradict • to dismiss • to caution • to doubt • to oppose

Examples	Your position	Style of integrating the source
Jones (2013) notes that using a variety of reporting verbs can improve students' writing style.	Neutral	Foregrounding
It has been suggested that using a variety of reporting verbs can improve students' writing style (Jones, 2013)	Tentative – other opinions may be present	Backgrounding
Jones' (2013) study affirms that using a variety of reporting verbs can improve students' writing style.	Strong – evidence in favour	Foregrounding
A study by Jones' (2013) challenges the view that using a variety of reporting verbs can improve students' writing style.	Strong – evidence against	Foregrounding