DOUGLASCOLLEGE

Learning Centre

INTRODUCING QUOTATIONS:
Using Reporting Words

When introducing an author's point, it is safe to introduce a quotation something like this:

> Suzuki (2005) <u>wrote</u>,[1] "scientists don't receive much training in communicating their work."

> or

> Suzuki (2005) <u>pointed out</u> that "scientists don't receive much training in communicating their work."

However, did you know there are at least 500 ways to say "say"?[2]

While you are reading and taking notes of ideas that you can quote, it is important to notice that the context of the article gives clues about the writer's attitude and point of view. For example, is the author neutral? Suggesting something? Questioning? Arguing or agreeing? Making a proposal?

Here are some words that can be used in academic writing to introduce another writer's exact words or your paraphrase of their ideas.

acknowledge	declare	regret
admit	describe	report
agree	endorse	say
argue	explain	speculate
assert	insist	suggest
believe	lament	summarize
caution	maintain	suppose
challenge	note	think
claim	point out	warn

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1 APA style tends to use past tense when referring to others' words or ideas; MLA uses present tense.
2 Pellegrino, Victor, C. (1995<u>). A Writer's Guide to Transitional Words and Expressions.</u> Hawaii: Maui Arthoughts Co.

comment   propose   wonder

Exercise 1: Sorting Reporting Words

To help yourself understand and remember these words, work with your tutor and put the words into groups that make sense to you (that is, words with similar meaning). Make your list on separate paper.

When you are introducing another writer's ideas, you must be careful to represent the point of view. It is safe to use neutral words, but you show your readers that you understand your source more if you use other more meaningful words.

Exercise 2: Choosing Reporting Words

For each question below, the first sentence or group of sentences is taken from David Suzuki's article titled "Science education an ongoing process"[3]. The second sentence quotes or paraphrases Suzuki's words.

Follow these steps:
1. read Suzuki's words and think about his point of view.
2. choose one or more words from the grouped list you made in Exercise 1 that you think would work to introduce the ideas in the reported version.
3. Write your choice in the blank.

Example:

> *Suzuki: "Am I wasting my time? Good question."*
>
> > Report: *In "Science Education an Ongoing Process," Suzuki (2005) ____questioned____ whether he has been wasting his time writing articles about science.*

1. Suzuki: "I spent the first half of my life working as a scientist. But, as I came to recognize the vast and complicated array of social and ethical issues emerging from new scientific and technological advances, I decided to step back, examine these issues from a broader perspective and help bring them to the public's attention."

> > Report: The turning point in Suzuki's (2005) career came when he _____to examine the puzzling social and ethical scientific

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3   Suzuki, D. (2005, March 9). Science Education an Ongoing Process. *The Other Press,* p. 11.

issues and then help the general public understand them.

2. Suzuki: "I believed that, by informing people about issues such as cloning, organ transplants, genetic engineering, and environmental pollution as they arose, it would not only increase people's understanding of the specific issues, but also whet their appetites to learn more about science in general and how it affects their lives. In the end, they would have better information from which to make choices and decisions."

Report: He _____ that the general public would make choices and decisions using their new scientific knowledge (Suzuki, 2005).

3. Suzuki: "It's a pretty basic assumption, but one that proved difficult to test and measure because so many variables are involved."

Report: Suzuki (2005) _____ that his goal was "difficult to test and measure because so many variables are involved" (p. 11).

4. Suzuki: "However, a new analysis of 200 studies from 40 countries presented recently at a meeting of the American Association for the Advancement of Science has found that, regardless of someone's age, nationality or education, the more they know about science, the more favorably they will view science in general."

Report: Suzuki (2005) _____ that research on 200 studies from 40 countries _____ that there is a correlation – the people who know more about science will view science more favorably.

5. Suzuki: "I often find myself being interviewed by members of the media and realizing that they haven't got a clue what I'm talking about. It can be frustrating, but I can't really blame individual journalists."

Report: Suzuki (2005) _____ that he can't criticize individual journalists for not understanding everything he is talking about.

6. Suzuki: "Compounding the problem is the fact that scientists don't receive much training in communicating their work and what it means to the average person."

Report: Suzuki (2005) _____ that scientists aren't trained very much in explaining how their scientific work relates to the general public.

7. Suzuki: "Plus, while there may be a shortage of scientists with good communication skills, there's no shortage of well-financed people with vested interests in certain areas who have the time and money to ensure their message is heard – regardless of its scientific accuracy."

> Report: Suzuki (2005) _____ that there are many well-funded stakeholders who make sure their particular message is given to the public even though it may not be scientifically accurate.

8. Suzuki: "An unfortunate result of this is a general confusion about scientific issues such as climate change or stem cell research. The public ends up getting so many mixed messages that people don't know what to believe. When that happens, trust and respect for science in general declines."

> Report: Suzuki (2005) _____ that the general public's trust and respect for science weakens when it gets conflicting information and doesn't know what to believe.

9. Suzuki: "Of course, that is not to say that we should take the results of every new study as gospel – quite the opposite. In fact, having a good understanding of science in general will help people realize that the discipline proceeds incrementally and that it measures only small bits of the world at a time. There are inherent weaknesses in such a system, but it can be a very powerful tool. In fact, science and technology are arguably the most powerful forces shaping society today."

> a) Report: Suzuki (2005) _____ that "having a good understanding of science in general will help people realize that the discipline proceeds incrementally and that it measures only small bits of the world at a time" (p. 11).

> b) Report: He _____ that science and technology are the dominant influences in today's society (Suzuki, 2005).

10. Suzuki: "That's why science education, broad dissemination of scientific findings, and thoughtful analysis of the issues that arise from science and technology are so important. In order for us to make the best decisions about our future, we need to have access to the best available information."

> Report: Suzuki (2005) _____ that information about scientific data and an understanding of the related issues help people make choices about their lives to come.

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11. Suzuki: "It's good to know that I haven't been wasting my time. But it's also a bit daunting to consider how much work we still have to do."

Report: Suzuki (2005) _____ that he has spent his time well, but also seems disheartened about the challenges of disseminating scientific information.

After you finish the exercise discuss your answers with your tutor or check the Answer Key. For most questions, there are many possible answers.

Adapted Source: Suzuki, D. (2005, March 9). Science Education an Ongoing Process. *The Other Press,* p. 11. Permission to adapt granted from www.davidsuzukifoundation.

Exercise 3: Finding More Reporting Words

Do the following:
1. When you read, watch for new reporting words. If you are unsure of their meaning, try to guess the attitude of the writer from the context, check a good dictionary and/or ask your tutor.
2. Write the new words on the chart on the back of this page titled "Reporting Words".
3. Add the new words to the grouped list you made in Exercise 1.

For more work on quoting and paraphrasing:

WR6.30 Paraphrasing and Summarizing

Reporting Words

Word	Attitude/Meaning	Sample Sentence
Advise	Make a suggestion	The teacher advised him to wait for the test results before he made his decision.

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INTRODUCING QUOTATIONS:
Using Reporting Words – ANSWER KEY

Exercise 1: Sorting Reporting Words

Possible Groupings
- admit, acknowledge
- admonish, caution, warn
- agree, endorse
- argue, assert, declare, claim, insist, believe, think
- suggest, maintain, propose, submit
- lament, regret
- speculate, wonder, suppose
- question, challenge
- note, point out, describe, explain, report, say, write, comments
- conclude, summarize

Exercise 2: Answers vary so discuss with your tutor.

1. proposed
2. believed, supposed
3. admited, acknowledged
4. a) reported, pointed out
    b) concluded, suggested
5. admited, acknowledged
6. claimed, believed, noted
7. lamented, cautioned
8. argued, asserted
9. a) maintained, insisted
   b) believed, declared
10. asserted
11. concluded

Exercises 3: Answers vary so discuss with your tutor