

In your academic writing, you have to support your points with concrete evidence taken from a variety of valid sources, and name the author/source of your evidence in your writing. Most UNE units use the APA author-date style that follows particular rules for quoting information from authors in your writing:

1. Direct quotations
2. Indirect quotations (paraphrases or summaries)
3. Quoting authors in action

1. Direct quotations

Occasionally, you may use **direct quotes** (the EXACT words of the author) as evidence in your writing. It is useful sometimes to use the **original words of the author** when those exact words carry special significance. You should NOT use too many direct quotes in your writing as they are not highly valued. There are specific rules for using direct quotes in your writing:

- **Rule 1:** If the quote is a SHORT DIRECT QUOTE (less than 40 words), use **double** inverted commas “quotation” and include the quote in the text.

Examples (short direct quote of 19 words)

- ✓ **Strong author example:** James (2001) claims that there is a consumerist approach emerging in higher education that is “a direct result of the expectation that students contribute a greater a proportion of the cost of their education” (p. 378).

No punctuation needed here to introduce this short quote as it merges with the rest of the sentence.

- ✓ **Weak author example:** There are claims that there is a consumerist approach emerging in higher education that is “a direct result of the expectation that students contribute a greater proportion of the cost of their education” (James, 2001, p. 378).

At the end of a short quote, the full stop goes AFTER the weak author in-text reference.

- **Rule 2:** If the quote is a LONG DIRECT QUOTE or BLOCK QUOTE (more than 40 words), do NOT use inverted commas.

Examples (long direct quote of 57 words)

- ✓ **Strong author example**

Note the colon to introduce the long quote

In recent times, academic staff members have been reporting changes in university clientele and their attitude to the university learning experience. James (2001) reports that:

Further evidence of changing student expectations is showing up in the consumer orientation of many students. . . . Many believe a consumerist pattern of thinking among students, which they believe is a direct result of the expectation that students contribute a greater proportion of the cost of their education, is now emerging during their day-to-day interaction with students. (p. 378)

- ✓ **Weak author example**

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At the end of a long quote, the full stop goes BEFORE the in-text reference.

PLEASE NOTE: The examples used above are from print material with a SINGLE AUTHOR. For variations see ASO factsheet: APA Referencing

- **Rule 3:** Direct quotations must be copied word for word from the source, but you can make some modifications if you follow these rules:

Making a change	Correct convention
Leaving out some words because you may not need all of the words in the middle of the quote	Use an ellipsis signal . . . (three full stops with a space before, between, and after)
Changing the capitalisation of a letter	Use square brackets [] around the letter e.g. [J]
Adding words to the quote (without changing the meaning)	Use square brackets [] around the added words
Indicating an error in the quote (e.g. spelling)	Insert [sic] in square brackets & italics after the error

2. Indirect quotations (paraphrases and summaries)

If you use your own words to express the ideas or opinions of other writers (i.e. **paraphrase** or **summarise** the work of another author), the result is an **indirect quote** which must also be referenced. Indirect quotes are included in the text and quotation marks are NOT used.

3. Quoting authors in action

There is some debate about the desirable educational goals of higher education. Saul (1997) asserts that the essential role of higher education is to teach critical thinking skills, and teaching which focuses on mechanistic skills rather than independent thinking will not properly educate. His claim supports the argument that if students have not been taught how to think they will find it hard to be genuinely responsible citizens (p. 74). This is the major reason why the corporatist model of the modern university (Karelsky et al., 1989) that values economic performance over quality of mind may be regarded as deficient. Indeed recent trends that favour vocational skilling over the traditional teaching of thinking devalue the higher purposes of disciplined and reflective thought. This is particularly so in current attitudes towards communication skills:

Modifying quotes

- Adding your own comments
- Ellipsis (leaving out some words)

The modern school [including tertiary institutions] gives the impression that communication skills are merely techniques whose mastery is important for scoring high on tests and doing well on the job. But is there no transcendent value in learning how to speak and write exactly? . . . Can there be true independence of thought without mastery of language? (Hicks, 1991, p. 12)

Short quote

Double quotation marks enclose the direct words of the author.

Bloom's higher-order thinking skills of analysis, synthesis and evaluation (as cited in Harrison, 1999, p. 22) relate to the process of analysis, reflection and editing that accompanies good quality writing. They also form the foundation of critical thinking. Too often, however, the word 'critical' is associated with negative criticism rather than the ability to apply "skilful judgement as to the truth or merit of a situation" (The Macquarie Dictionary, 2009). Ultimately, independence of thought contributes to intercultural debate and to the growth of equity, justice, solidarity and liberty which are part of the renewal proposed by the recent World Conference on Education (UNESCO, 2001, para. 1). Responsible citizenship is arguably the most valuable outcome of genuine education.

(56 words)

- No quotation marks
- Start new line
- Indent to the right
- Use the same line spacing as the rest of the paragraph



DO NOT USE QUOTATIONS INCORRECTLY

- ✗ NEVER end a paragraph with a block quote
- ✗ NEVER let a quote stand alone; instead, join the quote to your text in a way that is grammatically correct, and explain its significance
- ✗ NEVER alter the text or punctuation of a direct quote UNLESS you follow the set guidelines (see rule 3)
- ✗ NEVER use a quote without acknowledging the source.