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# A Delicious Quotation Sandwich Recipe

A Supplemental and Guide to Chapter 10: Writing With Sources

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Much of the writing that you will do in college will require reference to other sources. There are three essential methods of citation: **summary**, **paraphrase**, and **direct quotation**. In each case, you will need to know how to properly integrate your sources and how to avoid plagiarism.

Citation is very similar to another familiar activity: building a sandwich. Quotations are the **main ingredient** of a sandwich, just in the way lettuce, toppings, meat, and vegetables are the integral part of a sandwich. However, a quotation by itself is nothing without context. Likewise, you can have a plate of lettuce, cold cuts, pickles, and tomato slices, but all these ingredients don't make a sandwich. In order to build a sandwich, you need **bread**.

The first slice of bread—the top slice—introduces your quote. Let's look at the integrated quotation on page 247 of your book to see how this is done:

America has a problem with drinking and driving. In 2004 drunk drivers killed almost 17,000 people and injured 500,000 others. While many are quick to condemn drinking and driving, they are also quick to defend or offer excuses for such behavior, especially when the offender is a friend.

This is a pretty thick slice of bread, but some sandwiches require stronger bread to support the ingredients. This particular introductory slice is made up of a **topic sentence** (“America has a problem with drinking and driving”), a **developing sentence** that **supports** the topic sentence (“In 2004 drunk driver killed almost 17,000 people and injured 500,000 others.”), and a second developing sentence that builds on the original topic sentence (“While many are quick to condemn drinking and driving, they are also quick to defend or offer excuses for such behavior, especially when the offender is a friend.”).

Before we can add the main ingredients, we need to add some kind of **spread** that will create a harmonious link between the bread and the ingredients. Think about it: a sandwich without mustard, butter, or mayonnaise will be very dry indeed. For our purposes, spread is a type of introductory phrase that signals to your reader that you are about to incorporate a quote into your paragraph. A few signal phrases—*acknowledges*, *adds*, *declares*, *reports*—can be found on page 246 of your textbook.

Let’s look at the integrated quotation again:

Ruth Russell, whose family was shattered by a drunk driver, recalls that . . .

Notice what the author does. First, the author cites the author’s full name (Ruth Russell). Then, because it is unlikely that you have ever heard of Ruth Russell before, the author explains who she is (her “family was shattered by a drunk driver”). Lastly, the author uses a signal phrase (“recalls”).

Now, we can add the main ingredients! Here is what the author writes:

“many local people who know the driver are surprised when they hear about the accident, and they are quick to defend him. They tell me he was a war hero. His parents aren’t well. He’s an alcoholic. Or my favorite: ‘He’s a good guy when he doesn’t drink’” (160).

A few formatting notes:

- Notice that the author does not capitalize the first word, “many.” This is because the author begins *in the middle* of a quote. The author doesn’t use ellipses (...) either. This is because ellipses are only used when you are taking something out from *inside* the quote itself. For instance, using the sandwich model, imagine that you were building your sandwich and you suddenly decided that you changed your mind and don’t need tomatoes after all.
- Another important note: notice how the author uses a quote within a quote. When this happens, American English rules require that you use double quotes (“”) on the outside and single quotes (‘’) on the inside.
- Lastly, the author avoids plagiarism by citing the page number (“(160)”) within parentheses, and then adds the final punctuation mark (.) after the parentheses. Notice that the author only uses the page number. The reason for this is either that the person being quoted, Ruth Russell, is the author of the quotation *or* the author has already cited the author of the text elsewhere. Be sure to consult your MLA guide in *Easy Writer* in order to review how to properly cite quotations.

The final step for creating a delicious quotation sandwich is the **last slice of bread**. This final slice holds the sandwich together and is very important. After all, you don’t want a big mess in your hand. So, your final slice should *restate* (“in other words . . .”), *analyze* (“the author’s use of the word ‘x’ suggests . . .”), or *explicate* (“the author’s point is . . .”). Let’s see how the author accomplishes this task:

When are we going to get tough with drunk drivers?

In this particular case, the author surprises us with a question, which challenges us to consider what we have learned while reading. The author doesn’t restate the first sentence (“America has a problem with drinking and driving”), as this would be dull and formulaic, but is nevertheless able to remind us of the main idea while simultaneously inviting the reader into the discussion.

Congratulations! Now you have a delicious quotation sandwich. *Yum, yum!*

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# Evaluation of Effective Quoting

*Courtesy the Odegaard Writing & Research Center, University of Washington*  
<http://www.depts.washington.edu/owrc>

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## **Remember that effective quoting:**

- Adds authority
- Adds evidence
- Adds a more sophisticated level of writing

## **Important proofreading questions:**

- Does the author establish solid context and introduction for the quote? (i.e. does the author incorporate the quote well enough to make sure it does not seem dropped from nowhere?)
- Does the paper smoothly transition between the two voices (the voice of the author of the paper and the voice of the quoted author)?
- Do you understand why he or she chose the quote? Does the writer take the time to explain the relation between the quote and his or her own argument or does the reader have to figure out how the quote is related?
- Do you feel satisfied with the level of analysis AFTER the quote?
- Is there as much analysis as there is quoting? Or, is the quote followed up with a mere “like she said” remark? The paper-writer should be doing as much analytic work as the quoted author?
- Is each quote connected directly to either the point of the paragraph (check topic sentence) or the thesis of the paper?