



School of Liberal Arts

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Integrating Sources within Paragraphs

Sometimes it can be difficult to incorporate the ideas of other writers smoothly into your paragraphs while still maintaining the flow and cohesiveness of your discussion. This handout will help you to introduce and follow up on your sources' ideas more effectively. As always, be sure you understand your instructor's expectations for the use of sources in your paper.

Research papers demand the use of sources. Often, when students learn to write research papers, they learn to indicate what their sources are with parenthetical citations at appropriate places in their text. Note the following example:

By 1992 it was apparent that the American health care system, though impressive in many ways, needed "to be fixed and perhaps radically modified" (Public Agenda Foundation 4).

(Borrowed from J. Gibaldi's *MLA Handbook for Writers of Research Papers* [New York: MLA, 1995], p. 195)

David Rosenwasser and Jill Stephen point out in *Writing Analytically* that using sources is like engaging in a conversation, in which differing views on a topic are represented by different writers (138-39). With this in mind, consider referring to your sources directly in your text as if you are reporting on what the other authors have said during a conversation:

As the Public Agenda Foundation has pointed out, it was apparent by 1992 that the American health care system, though impressive in many ways, needed "to be fixed and perhaps radically modified" (4).

Note also the following example, which shows an interaction among several authors in APA (American Psychological Association) style:

Whereas Milroy and Milroy (1985) saw the standardization of written language as an inevitable product of literate and technologically advanced societies, Bourdieu (1986) opposed such explanations. He argued that language standardization is not merely an instrument of efficiency but, rather, a system for distinguishing and ranking speakers according to a perceived norm.

(Borrowed from Janet Giltrow's *Academic Writing: Writing and Reading across the Disciplines* [Peterborough, Ont.: Broadview Press, 1995], p. 208)

As you work with sources in this way, one issue you may face is finding the right "signal verb" to describe what the source says without sounding repetitious. Here is a list of some verbs that you can use to refer to your sources directly in your text:

acknowledges, adds, admits, agrees, argues, asserts, believes, claims, comments, compares, confirms, contends, declares, defines, denies, disputes, emphasizes, expresses, endorses, grants, illustrates, implies, insists, notes, observes, opposes, perceives, points out, reasons, refutes, rejects, reports, responds, sees, states, suggests, thinks, writes.

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