



ENG301 SOURCES AND ARGUMENT

INTRODUCING AND INTEGRATING SOURCES IN ARGUMENTS



SOURCES CAN BE AN IMPORTANT TYPE OF SUPPORT FOR ARGUMENTS

- We may cite expert sources for direct support of a claim.
- We might use expert sources to establish our own authority and expertise.
- We may reference sources to identify points of agreement or disagreement with others.
- We could help identify existing research on a subject to help locate and identify for readers our own entry point in a conversation.
 - Can you think of any other reasons we might use sources in arguments?

COMMON ELEMENTS OF INTRODUCING AND INTEGRATING SOURCES IN ARGUMENTS IN SENTENCES

- Identification of the source
 - If we know, who is/are the author(s)?
 - What is the title of the source?
 - How do we format the title? We use *italics* for titles of main sources, including the titles of books, newspapers, magazines, websites, anthologies, textbooks, etc.
 - Titles of sources that appear in other sources are placed in “quotation marks.” These sources include articles, essays,, short stories, plays, and poems. This also includes content which is published on a website, such as articles, advertisements, blogs, and wikis.
 - Where and when was it published?
 - Is the publisher credible and reliable?
- Explanation, if not obvious, of the relevance of the source
 - This may be made in the form of a signal phrase, a reference to the source’s connection to other sources, or a statement (possibly in the form of a warrant) after we have presented a quote or paraphrase from the source.
 - The main questions we want to answer for our audience is: what is the role of this source in our argument, and why are they credible and relevant to our argument?

COMMON APPROACHES TO INTRODUCING AND INTEGRATING SOURCES IN ARGUMENT

- Common approaches to introducing and integrating sources in arguments:
 - Introduce the source and their background at the beginning of the sentence: Theresa Thonney states in “At First I Thought” that “quote” (citation).
 - Present the source after a quote or paraphrase: “It is no surprise, then, that when novices write to experts they don't assert the kind of authority that experts do” claims Theresa Thonney early in “At First I Thought” (citation).
 - Present the source in the middle of a quote or paraphrase: “It is no surprise then,” claims Thonney, “that when novices write to experts they don't assert the kind of authority that experts do” (citation).
 - Use a setup sentence before or after a quote presented in a separate sentence: Early in “At First I Thought” Theresa Thonney from Columbia Basin College makes a compelling statement. “It is no surprise, then, that when novices write to experts they don't assert the kind of authority that experts do” (citation).
 - Can you think of other approaches to introducing and integrating sources?

PERSONAL PRONOUNS AND SOURCES IN ARGUMENTS

- Personal pronouns may be used by experts for several functions:
 - To signal or identify agreement or disagreement with a source: While Thonney has an interesting point here, I would argue her logic is flawed.
 - To identify the author's position in relation to a source, without reference to agreement or disagreement. "Thonney repeatedly emphasizes the difference between student and expert usage. My own research has found, based on a sampling of one hundred students from my fall 2015 courses, that . . ."
 - To assert our own knowledge after presenting findings from sources: I have made this argument before, though in another context ("Politics"), that we cannot presume to be the purveyors of critical consciousness (Villanueva 101).
 - Are there other ways to use personal pronouns with sources?

REFERENCING AND INTEGRATING SOURCES AFTER THEY HAVE BEEN INTRODUCED

- After we introduce a source for our arguments we are still required to identify a source when we reference ideas from it.
- We do not need to provide all of the information about the source after the first reference, but we do need to provide enough information for our readers to understand we are referencing others' ideas. This may be in the form of a name, a citation, a signal phrase, or adaptations of the approaches outlined on the previous page.
- Without these references readers will assume we're presenting our own ideas, claims, research, et cetera, and may therefore misunderstand or make unwarranted assumptions about what they have read.

BASED ON YOUR EXPERIENCE AND ON EXAMPLES, HOW DO EXPERTS INTRODUCE AND INTEGRATE SOURCES?

- Examples from this semester's reading assignments:
- Aristotle: Suppose it were said, 'The fact that Socrates was wise and just is a sign that the wise are just'. Here we certainly have a Sign; but even though the proposition be true, the argument is refutable, since it does not form a syllogism.
- Quintilian: Hermagoras, who asserts that its end is to *speak persuasively*, and others who express the same opinion, though in different words, and inform us that the end is to *say everything which ought to be said with a view to persuasion*, have been sufficiently answered above, when I proved that persuasion was not the privilege of the orator alone.
- Cave: "Some of the issues come up because they're not given the combat title even though they may be out on patrol standing next to the men," said Patricia Resick, director of the [Women's Health Sciences Division](#) at the National Center for P.T.S.D., a wing of the Department of Veterans Affairs.
- Thonney: The expert writers Ken Hyland (2002b) interviewed, as well as the 240 journal articles he analyzed (representing eight disciplines), revealed that many experts use first person pronouns to "promote an impression of confidence and authority" (p. 353). When Hyland compared the journal articles to student papers, he found that experts from across disciplines are "*four times* more likely to explicitly intervene with the first person" (2002a, p. 1098, original emphasis).

- Wollstonecraft: Respect for the opinion of the world, has, however, been termed the principal duty of woman in the most express words, for Rousseau declares, 'that reputation is no less indispensable than chastity.' 'A man,' adds he, 'secure in his own good conduct, depends only on himself, and may brave the public opinion; but a woman, in behaving well, performs but half her duty; as what is thought of her, is as important to her as what she really is. It follows hence, that the system of a woman's education should, in this respect, be directly contrary to that of ours. Opinion is the grave of virtue among the men; but its throne among women.' It is strictly logical to infer that the virtue that rests on opinion is merely worldly, and that it is the virtue of a being to whom reason has been denied. But, even with respect to the opinion of the world, I am convinced that this class of reasoners are mistaken.
- King Jr., referencing ideas from *Statement from Eight Alabama Clergymen*: You may well ask: "Why direct action? Why sit-ins, marches and so forth? Isn't negotiation a better path?" You are quite right in calling for negotiation.
- Villanueva, introducing a quote: Sociologists Grosfoguel, Negrón-Muntaner, and Goeras call on Diana Fuss's reading of Fanon in *Black Skin, White Masks* to describe a *jaiba* politics as a mimicry rather than a masquerade: [a long block quote follows].

HOW MIGHT WE REVISE THE FOLLOWING REFERENCES TO SOURCES?

- Introducing and referring to sources in essays:
- Studies have found that adults age 18-30 are more prone to violence (Smith 20).
- In an article it says, “Adults are more prone to violence between the ages of 18 and 30” (Smith 20).
- In an essay by Smith it says, “Adults are more prone to violence between the ages of 18 and 30.”
- According to Smith it is claimed that “Adults are more prone to violence between the ages of 18 and 30.”
- An essay according to Smith claims that, “quote.”
- “Adults are more prone to violence between the ages of 18 and 30” according to Smith means there is a big problem with violence in adults.

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