

## Introducing Quotations Using Reporting Words

When you are integrating evidence in your writing, you can use reporting words to provide additional information about how you are using this evidence in your argument. 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.

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

*Suzuki (2005) wrote, "scientists don't receive much training in communicating their work."*  
*Suzuki (2005) pointed out that "scientists don't receive much training in communicating their work."*

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

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

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

### Working with Reporting Words

There are several ways to get used to working with reporting words. Keep your own lists of words you would like to use in your writing.

#### Sorting reporting words

To help yourself understand and remember these words, put the words into groups that make sense to you (that is, words with similar meaning).

#### Finding reporting words

Now, that you are aware of how reporting words function. Try to see how other authors are using them.

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 a friend or tutor.

## Practice 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." The second sentence quotes or paraphrases Suzuki's words. Read Suzuki's words and think about his point of view, and choose one or more words that you think would work to introduce the ideas in the reported version.

1. Suzuki: "Am I wasting my time? Good question."

Report: In "Science Education an Ongoing Process," Suzuki (2005) \_\_\_\_\_ whether he has been wasting his time writing articles about science.

2. 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 issues and then help the general public understand them.

3. 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).

4. 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).

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.”

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).

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.

### Possible answers

(Here are possible answers. Yours will vary.)

1. questioned
2. proposed
3. believed, supposed
4. admitted, acknowledged
5. reported, pointed out
6. admitted, acknowledged
7. claimed, believed, noted
8. lamented, cautioned
9. argued, asserted
10. maintained, insisted
11. concluded