Quotes are an effective way of supporting your own ideas in an essay by making connections to the text.

- Supporting points in an essay follow a three-step process:
    1. **Make your main point**. This is your original argument or point that answers your question or connects to your thesis.
    2. **Include the support/quote.** Include the quotation/statistic/paraphrasing itself, with a reference
    3. **Explain and Connect It:** An explanation of why/how the quote/statistic/support connects to your main point and supports your argument. Tie it all together

    Example:
- Often, the consequences of blind ambition are forgotten as characters get overcome with emotion, such as Walton who says, "I feel my heart glow with an enthusiasm which elevates me to heaven" (8). In his mind, the move towards heaven is similar to his move towards discovering a passage through the ice. His enthusiasm pushes him upward and forward as his excitement gets the better of him, causing him to forget about the dangers of his pursuit of knowledge.

    There is an epidemic with childhood obesity in Canada, leading to several health issues. In fact, according to Health Canada, between 1996-2001, Canadian youth aged 13-17 saw an increase in Type-1 diabetes by 13% (Statistics Canada web), meaning rates have increased considerably. Diabetes is a serious health issue for children. It means carefully monitoring diet, exercise, and blood sugar levels. It can also lead to several health complications, affecting a young person's life…

- Some other methods:

    One: Using a Colon

    Example: Frankenstein argues with the monster and his actions: "I have created you and you are a mistake" (116).

    Two: Using "that"

    Example: The Creature becomes the victim in the novel, not the antagonist, when he states that, "I did not ask for any of this" (171).

- Effective verbs to link your own idea to quotes. These are called **SIGNAL PHRASES:**

adds	claims	illustrates	reasons
admits	comments	implies	says
agrees	compares	insists	states
argues	demonstrates	notes	suggests
asserts	denies	observes	thinks
believes	emphasizes	points out	wishes

- You can also make changes to quotes.
  1. **Using Ellipses** – Ellipses (…) are used to make a longer quote shorter. You can cut out unnecessary parts and replace with ellipses <u>as long as you do not change the original meaning of the quote</u>.

     Shylock is very clear in his reasons against racial prejudice: "Hath not a Jew eyes…If you prick us do we not bleed?" (3.1.140-145)

  2. **Using Brackets** – Brackets [] can be used to add words to a quote to make it fit into your sentence (as long as it doesn't change the meaning)

- Other Important Points:
  1. **Do not overuse quotes. The essay is YOUR argument, not a collection of quotes**
  2. **Do not use quotes to summarize the text. Assume your reader knows the story.**

Statistics/Citations involve using information from other sources as a way to support your arguments.

- Include a reference and source in your text as you include statistics. For example: "According to Dr. Lickers of the National Institute of Health, 27% of children between the age of 9-11 are obese" (web).
  - In your Works Cited, you will list Lickers, Dr. and then the relevant source information
- Ensure your statistics are from a trusted source and have been checked for **bias**.

Certain rules should be followed, according to this Tip Sheet from the Purdue University Online Writing Lab:

Quick Tips On Writing with Statistics

Summary:

This handout explains how to write with statistics including quick tips, writing descriptive statistics, writing inferential statistics, and using visuals with statistics.

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1. Never calculate or use a statistical procedure you don't fully understand. If you need a statistical procedure, and you don't understand it, then you need to consult someone or learn how to do it properly.

2. Never attempt to interpret the results of a statistical procedure you don't fully understand. If you need to interpret a particular statistic, talk with a professional statistician and make sure you understand the proper interpretation. Unlike descriptive statistics, inferential statistics is anything but black and white, there may be several valid interpretations of a given statistic, and you need to be aware of which ones are better under which circumstances.

3. If you are using statistics in a paper, consider your audience. Will they understand the statistics you are using? If not, you may need to explain the procedure that you are using in detail. This is not inappropriate! It is better to include too much information than too little. Depending on your field, this may be done using an appendix, footnotes, or directly in the text.

4. Present as much information as needed so that your reader can make his or her own interpretation of your data. Certainly, your job is to help them interpret your data, but most statistics are used to support a persuasive argument. You need to give your reader enough information that they can reconstruct your argument from your statistics. If you don't give enough information, people will think that you are being deceptive, which can damage your credibility. You can't convince someone of anything if they are convinced that you are misleading them!

5.Use graphics and tables. Statistics can contain a lot of information, and using visuals can display a lot of information in a manner that can be quickly understood. See the section on visuals and statistics for more information.

6. If it's applicable, and you can calculate it, do include some measure of variability; typically this is a standard deviation. Even if you aren;t doing any inferential statistics, this statistic provides excellent information about your data set.

7. Be wary of using statistics from other places that are not peer-reviewed. Popular magazines are notorious for including bad statistics. Often times their 'sample' is a section of people who choose to respond to some online query. Their sample often includes mostly women or mostly men (depending on the magazine) but rarely do they have a good representation from both genders, and many times the magazines imply that the results generalize to the entire population. While some might, many do not. If it's not from a reliable source, then don't use it.

8. Speaking of sources, if you used a statistic, you need to provide your audience with additional information including where the statistic came from. You should be wary of statistics that seem to appear out of nowhere.

- **A poor example:** The ten largest cities in the U.S. comprised 54% of the total U.S. population.
- **A good example:** According to the United States Census Bureau, in 2000, the ten largest cities in the U.S. comprised 54% of the total U.S. population.

In the second example, your audience knows exactly where the statistic comes from (if they don't believe your statistic, they can go and check themselves) and it comes from a reputable source (the U.S. Census Bureau).

9. If you calculated a statistic, how did you calculate it? In some fields, you don't need to tell your readers how you calculated some statistics. For example, in psychology, you don't need to explain how you did an ANOVA or a t-test, but in other areas you might need to explain this in more detail.

10. Be clear as to what population(s) your statistic is meant to generalize to. If your sample included only male college students, you should be very careful if you want to generalize your results to female lawyers. Don't imply that your sample generalizes to everyone if your statistic was calculated from a more specific population.

> **Use the PURDUE UNIVERSITY ONLINE WRITING LAB (OWL) MLA GUIDE FOR MORE HELP:**
>
> **https://owl.english.purdue.edu/owl/resource/747/01/**