



**Rule 3:** Direct quotations must be copied word-for-word from the source, but you can make some modifications if you follow these rules:

Making a change	Correct convention
Leaving out some words because you may not need all of the words in the middle of the quote	Use an ellipsis signal ... (three full stops) with a space before and after the ellipsis symbol
Changing the capitalisation of a letter	Use square brackets [ ] around the letter e.g. [J]
Adding words to the quote (without changing the meaning)	Use square brackets [ ] around the added words
Indicating an error in the quote (e.g. spelling)	Insert [sic] in square brackets & italics after the error

## 2. Indirect quotations

If you use your own words to express the ideas or opinions of other writers (i.e. **paraphrased or summarised** the work of another author), the result is an **indirect quote** which must still be referenced. Indirect quotes are included in the text and inverted commas are NOT used.

## 3. Quoting authors in action

There is some debate about the desirable educational goals of higher education. **Saul (1997) asserts** that the essential role of higher education is to teach critical thinking skills, and teaching which focuses on mechanistic skills rather than independent thinking will not properly educate. His claim supports the argument that if students have not been taught how to think they will find it hard to be genuinely responsible citizens (p.74). This is the major reason why the corporatist model of the modern university (Karelsky et al. 1989) that values economic performance over quality of mind may be regarded as deficient. Indeed recent trends that favour vocational skilling over the traditional teaching of thinking devalue the higher purposes of disciplined and reflective thought. This is particularly so in current attitudes towards communication skills:

**Indirect quote**  
No quotation marks are required as you have paraphrased the words of the author.

### Modifying quotes

- Adding your own comments
- Ellipsis (leaving out some words)

The modern school [including tertiary institutions] gives the impression that communication skills are merely techniques whose mastery is important for scoring high on tests and doing well on the job. But is there no transcendent value in learning how to speak and write exactly? ... Can there be true independence of thought without mastery of language? (Hicks, 1991, p. 12)

### Long quote (56 words)

- No quotation marks
- Start new line
- Indent to the right
- Use the same line spacing as the rest of the paragraph

### Short quote

double quotation marks enclose the direct words of the author.

Bloom's higher-order thinking skills of analysis, synthesis and evaluation (cited in Harrison, 1999, p. 22) relate to the process of analysis, reflection and editing that accompanies good quality writing. They also form the foundation of critical thinking. Too often, however, the word 'critical' is associated with negative criticism rather than the ability to apply "skilful judgement as to the truth or merit of a situation" (The Macquarie Dictionary 2009). Ultimately, independence of thought contributes to intercultural debate and to the growth of equity, justice, solidarity and liberty which are part of the renewal proposed by the recent World Conference on Education (UNESCO 2001, para., 1). Responsible citizenship is arguably the most valuable outcome of genuine education.

### DO NOT USE QUOTATIONS INCORRECTLY

- ✗ NEVER end a paragraph with a block quote
- ✗ NEVER let a quote stand alone. You must join the quote to your text in a way that is grammatically correct, and explain its significance
- ✗ NEVER alter the text or punctuation of a direct quote UNLESS you follow the set guidelines (see rule 3)
- ✗ NEVER use a quote without acknowledging the source