Excerpts from *The Skidmore Guide to Writing*

Documentation and Plagiarism

Documenting your sources provides essential information for your reader. By citing sources, you show your indebtedness to the work of others, and you give your reader the chance to seek further information from the sources themselves. Citing sources also supports your own credibility as a writer and researcher. Careful documentation shows that you are not thinking in a vacuum; rather, it shows you have studied what others have written on the subject and that you have considered their work. This kind of academic "dependency" is really a sign of scholarly strength, not weakness, because it shows that you are participating critically in a scholarly conversation with others. At the same time, documentation demonstrates your own academic integrity by showing that you are carefully giving credit where credit is due.

Through careful documentation, you indicate where the information or ideas in your paper come from. In a sense, you provide references to the "documents" upon which your work is based. You must document quotations, summaries, and paraphrases.

- **Quotation**. Taking from another source the exact words of the author and using them in your own written work. These words need to begin and conclude with a quotation mark.
- **Summary**. Taking lengthy passages from a source, reformulating or outlining them in your own words, and using them in your own written work. Summarized material is not enclosed in quotation marks.
- **Paraphrase**. Taking short passages from a source, restating the content of the passage, reconstructing the passage phrase by phrase, and rephrasing the author's words in your own. Paraphrased material is not enclosed in quotation marks.

You must indicate in your text which words, ideas, or information you have derived from sources. Your Bibliography or Works Cited should include complete bibliographical entries so that a reader could easily find the sources in the library.

Since documentation is frequently taught only for research papers or term papers, students wonder if they should bother with it at other times - for instance, when they make brief references to one or two sources in a short essay. Some teachers may even tell you not to bother with bibliographical information for a source if it is well known to both you and the teacher. Technically, however, failure to document ideas or information from any source constitutes plagiarism.

So how do you know when to cite sources and when not to bother? This is the best advice:

Whenever your writing is based on or influenced by sources, you must cite those sources and provide full bibliographical material.

Citing Sources within Your Paper

When in my paper do I cite sources?

When writing from sources, you constantly must make judgments, deciding when you need to cite a source and when you do not. Many professors find that students tend to under-document their essays; however, you should not get so nervous about citing sources that you put a citation in every sentence. You do not have to attribute everything you write to some other source, but you do need to distinguish

clearly between your own words and ideas and those of others. These judgments can sometimes be tricky, but the principles that follow in the next pages should help you to decide when to cite sources.

Remember: You need to cite sources for material that is quoted, paraphrased, or summarized. You need to tell your reader what documents you used to write your essay or report.

As you write your papers, you'll decide when to use your own words and when to take words directly from your sources. Most often, you should put what you read into your own words, paraphrasing or summarizing what comes from other sources. By paraphrasing or summarizing, you show how you are processing the ideas or information that you found in your sources. Sometimes, however, it may be best to quote, taking phrases, sentences, and even whole paragraphs directly from a source. When you do take words from a source, even a single phrase, you must place quotation marks around those words or indent to set off a longer quotation.

Your Skidmore professors expect you to know when to cite sources as well as how to cite them according to the documentation style appropriate to the academic discipline in which you are working. Although many professors do not take time out of their classes to teach you this skill, most welcome questions about citation. We encourage you to ask your instructors if you are in doubt about research expectations. You will not be criticized for documenting your sources; however, if you fail to document, you may suffer severe penalties and be guilty of plagiarism.

Quoting

Remember that your purpose in writing is to build and construct your own pattern of meaning, even when assignments require working with a number of secondary sources. Of course, your professors expect you to use sources intelligently and cite them correctly, but they don't want you just to parrot back what those sources tell you. They expect papers to represent your work, your thinking, and your writing. You must develop your own ideas, build your own organization, and reach your own conclusions. References and quotations serve to strengthen your text by providing necessary support or evidence.

Choose quotations carefully

Seldom, if ever, will your instructors ask you to include a certain number of quotations per page or even per paper. In a typical research paper, you may consult ten sources, but in the actual paper you may quote a few lines from two of the ten sources, while including more detailed information from three others. Most often, you should paraphrase or summarize source material. Quote only when you want the exact words of a source for some important reason. And keep all quotations as brief as possible.

Here are some reasons you may want to quote from your sources:

- **For support** - as an appeal to authority, to bring the voices of experts into your paper.
- **For vivid language** - because the wording of the original source is clearer and more effective than any paraphrase you could write.
- **To represent the source fairly** - when you quote accurately and directly, no one can claim that you have misrepresented the source.
- **To enrich an argument** - to interject controversy, for example, and show what's at stake in taking a position.

A good quotation must be more than a random selection from a source. It should say something significant or important enough to be quoted. Even if the idea is important, though, avoid quoting poor or unclear

writing; you would be served better by paraphrasing such a passage. The best passages to quote, then, should be "quotable": both well-written and enlightening.

Use quotations sparingly; don't over-quote. If you write a five-page paper, for instance, and two entire pages are quotations, you have relied too much on your sources to convey ideas - there are only three pages of your own writing. Don't let other voices dominate your paper. Never build your paper by stringing together other people's words.

Remember: Quotations should serve as evidence or support, not as a substitute for your own ideas, arguments, or assertions.

Integrate quotations into your own writing

Make sure that you introduce all quotations so that the reader knows who is being quoted. Don't rely only on citations (parenthetical, endnotes, or footnotes) to convey this information. Don't present a quotation without commenting or elaborating on it. Your reader must understand why you have chosen a particular passage to quote, what it says that is significant, and what you want the reader to take from it. Don't assume that your reader will see the same significance you see in a quotation; point out what is important for the reader. Do not "quote and run." A valuable guideline is to give at least as much commentary on the quotation as the space the quotation takes up on the page; so, if a quotation takes up five lines or forty words, your commentary on this quotation should be roughly that long. In short, quoted material must be clearly integrated with your own text, and you should make clear its importance in your paper.

What is plagiarism?

The Skidmore community's definition of plagiarism and penalties for plagiarism are found in the Skidmore College Academic Information Guide and in the Student Handbook.

PLAGIARISM: Presenting as one's own the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging his or her academic, scholarly, or creative indebtedness, and the consequences for violating the Skidmore Honor Code. The Academic Integrity Board and the Board of Review will not regard claims of ignorance, of unintentional error, and of academic or personal pressures as an adequate defense for violations of the Honor Code

(1) Minor offenses: e.g., failure to acknowledge the source(s) of a few phrases, sentences, or an idea (though not an idea of importance to the thesis or central purpose of the paper or project).

(2) More serious offenses: e.g., failure to acknowledge the quotation or paraphrase of a few longer, paragraph-length sections of a paper, failure to acknowledge the source(s) of a major idea of the source(s) of important pieces of evidence or information, or the source(s) for an ordering principle central to the paper's or project's structure.

(3) Major Offenses: e.g., failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections of passages in a paper or project, the unacknowledged use of several major ideas or

extensive reliance on another person's data, evidence, or critical method; submitting as one's own, work borrowed, stolen, or purchased from someone else.

Penalties for Plagiarism: All offenses observed by faculty or students must be reported to the Associate Dean of the Faculty for Student Academic Affairs, who will keep a confidential record of the offense, the evidence, and the penalty. The dean will also make certain that the student understands his or her rights, the nature and importance of academic integrity, and the probable consequences of a second violation.

In the case of minor offenses (as defined in #1 above), the instructor might make any one of a combination of the following responses:

- warning without further penalty
- required rewriting of the paper, but without grade credit
- lowering of the paper or project by one full grade.

In the case of more serious offenses and major offenses (defined in #2 and #3 above), the instructor might impose one or more of the following:

- failure on the plagiarized essay, report, or project (no revision or supplemental work accepted)
- failure in the course (more appropriate to a major offense)
- request for an AIB hearing, which will consider academic disciplinary probation, another type of academic sanction, or a recommendation for suspension.

As you can see, the Skidmore community regards plagiarism as academic misconduct. Stealing someone else's ideas, words, data, information, or method of argument is the literary equivalent of theft. Some kinds of plagiarism are obvious. Putting your name on your roommate's paper and submitting it for a grade is obvious and intentional plagiarism; you have stolen work and claimed it as your own. If you copy from a library source or an encyclopedia entry, you are equally guilty of stealing someone else's ideas and words. Such serious instances of intentional plagiarism are not treated lightly at Skidmore and in the academic world; like cheating on examinations, plagiarism can be punished by suspension from the College. An honest and responsible member of the academic community never plagiarizes.

However, you need not be blatantly dishonest to be guilty of plagiarism in a paper composed mostly of your own words and ideas. Imagine, for example, that you write a paper about the problems of the homeless, and in the paper you mention approximate numbers of homeless people in three major cities, New York, Chicago, and Los Angeles. Since you are a Skidmore student, your teacher knows you are not conducting census surveys or counting homeless people. If you don't indicate where these statistics come from, your teacher must reach one of two conclusions. First, you might have such contempt for the honest use of evidence that you have made up the numbers. Second, and more likely, your numbers may come from some other source - a book, a magazine, a lecture or perhaps a television broadcast - that you have failed to acknowledge through documentation.

Let's imagine one more case. Again, the words and ideas in your paper are mostly your own, but you have taken some ideas from a magazine article you recently read on the subject. Let us say you have even cited the source by giving a complete bibliographical entry at the end of your paper, although no references within your text indicate exactly where you have borrowed ideas. Your paper sparks your professor's interest, so she finds the article and reads it for herself. In reading, she finds that two paragraphs in your paper do nothing but summarize the material in this article, and you have quoted two sentences word for word without enclosing them in quotation marks. In this case, you may have tried to be honest about your source, but you are still guilty of plagiarism. First, you have summarized someone else's work without

indicating it; your professor might think that these are your own ideas. Second, you have stolen words by lifting text word-for-word without quoting. Despite your best intentions, you have plagiarized - and this example also represents a serious offense.

One last example: Students sometimes discuss their work with classmates, friends, or roommates. These discussions can help you to generate ideas and to think of ways to convey those ideas clearly in your paper. In an academic community, these discussions are important and exciting. But your friend might suggest some ideas, tell you about a lecture or reading, or summarize a source that he or she has read. In that case, you should document the conversation with your friend as one of your reference sources. Otherwise, this "collaboration" may be a form of plagiarism.

Avoiding unintentional plagiarism

Unintentional plagiarism occurs for two reasons. Please keep in mind that neither is an adequate excuse for or defense against an accusation of plagiarism.

I. Ignorance. Some students claim they don't know that they have to cite sources and/or they don't know how to cite sources. At times, however, it is hard for professors to believe their students' claims of ignorance, especially when they have emphasized to their classes how important it is to document sources. Some students mistakenly believe that no internal citations are necessary as long as a source is listed at the end of a paper.

2. Carelessness. Most students know that they must document sources, and, with a little effort, they could easily do so. Nevertheless, documentation looks like a lot of extra work, so some students oversimplify or even avoid it. They may assume that "documentation doesn't matter" because a professor has not specifically demanded it or is too busy to check sources.

As we've stressed, you must take documentation seriously. Even such "unintentional" examples as these constitute not just the inadequate work of a lazy writer but actual plagiarism, and the College regards them as violations of academic integrity.

Poor note-taking skills and plagiarism

Some students plagiarize, despite the best of intentions, because their own system of taking notes, or lack of a system, fails them. How might this happen? When a student begins his research, he may take notes from a couple of sources. Not worrying about the later step of documentation, he may just note the title and author without copying the publishing information that is also essential in documentation. He may take notes indiscriminately, jotting down whatever seems interesting or useful. He may summarize a three-page argument, quote a few lines of text, paraphrase a writer's conclusions, and make a few comments indicating his own reactions to a text. Once finished with this source, he may return it to the library and pack his notes away for a time. You can see how our hypothetical student may get into trouble when he comes back to these notes a week or two later. His notes include direct quotations, paraphrases and summaries in his own words, and his own comments on the source, but he can't tell one from the other.

By taking notes more carefully, you can avoid these pitfalls and write effectively from your own notes. Just remember, while you are taking notes, what you will need later on. Whether you take notes on cards, on legal pads, or even on cocktail napkins, you will need the full publishing information for any written source, and the date, place, and affiliation for any lecture or broadcast source. When you look back at your notes, you will need to distinguish your own comments from your paraphrasing and quotation. And,

for accurate reference citations in your text, you will need to know page numbers for specific items you refer to when you write.

Effective note-taking strategies

- WRITE a complete bibliography entry for each source.
- PARAPHRASE carefully, and in your own words, any material that you do not put in quotation marks.
    i. mark with PAR
    ii. note page number (p. 18).
- SUMMARY
    i. mark with SUM.
    ii. note page numbers (pp. 25-26).
- QUOTATIONS
    i. copy anything you plan to quote word-for-word from the text exactly as it appears.
    ii. mark all quotations with QUOTATION MARKS.
    iii. note page numbers (pp. 236-245).
- YOUR COMMENTS
    i. when you write down your own comments and reactions to a source, clearly indicate that these are not from the source itself.
    ii. your comments with [brackets].

If you take notes on a laptop computer, you can easily use a notation system like this one. If you use a Windows program, you might place each source in a separate window. Whatever method you use, even if you return to your notes after two or three weeks, you will have no trouble distinguishing your own comments from summaries, paraphrases, and quotations from your sources. You will be able to write effectively about a source using your notes without fear of accidentally plagiarizing. And even if someone else has pulled your source from the library shelves, you will have everything you need to document your use of that source.

Even though internal citations appear in a text before the list of works cited, we will consider the list of cited works first because this is where you should begin in your notetaking. Your Works Cited will contain all the bibliographic information you need for references to quotations, paraphrases, and summaries.

Preparing a Works Cited List

One purpose of documentation is to allow your reader to check your sources. Perhaps he has become so interested in your subject that he wants to learn more; perhaps he mistrusts your interpretations and wants to compare them with the original source. In either case, the reader should easily be able to find your sources using the bibliographical information you provide in your list of works cited.

Bibliographies list sources related to the topic of your paper. A bibliography provides your reader with a general listing of the sources that you have used or that a reader may wish to consult in researching your topic. There are essentially two types of bibliographies:

1. Works Consulted
2. Cited (sometimes called References or Sources).

Works Consulted is essentially a bibliography; it is a list of all the sources you looked at in the course of researching your topic. Like the bibliography, Works Consulted lists all the works you consulted, whether you mentioned the sources in the text or not.

If you were writing an essay on homeless people in Chicago, all the works you consulted (articles, studies, books, statistics, charts, graphs, and interviews) would be listed in your Bibliography or Works Consulted. Let's say that a reader was interested in homelessness in Chicago; that person would consult your Bibliography or Works Consulted to find out where to find information on this issue. In contrast, Works Cited, References, or Sources at the end of your paper would tell the reader just the sources you specifically cited.

Entries must include three parts:

1. Author: last name, first name.
2. Title, appropriately punctuated.
3. Publishing information
    - Place of publication
    - Publisher
    - Date of publication
    - Page numbers for articles and short pieces from collections

The three parts are separated by periods. Note how a sample entry is arranged and punctuated:

> Author. Title. Place of publication: Publisher, date.

These are the basics. It gets a little more complicated when there are editors, translators, multiple authors, anthologies, magazines, newspapers, lectures, broadcasts, and sources from the Internet to be cited. Nevertheless, the principles remain the same. On the following pages you'll find a number of examples that should serve you well for most of your work. However, if you come up with a tricky problem that is not covered in these examples, we suggest that you consult the MLA Handbook for Writers of Research Papers, 5th edition, by Joseph Gibaldi for works in American studies and English. Consult the sections in this guide on American Psychological Association format for works in psychology, economics, and government and the section on American Chemical Society format for citing papers in chemistry. If you are uncertain as to the documentation format your professor expects, ask him or her.

Advice about Quoting and Citing

How often should you cite?

You must clearly document the source of the ideas and the words in your writing, but you don't want to clutter your papers with endless interruptions. Some students mistakenly believe that a citation must follow every sentence that refers to material from a source. in the footnote/endnote citation format, many students dutifully note each sentence in a paragraph and write page after page of ibid.'s. Clearly, such repetition is not needed to indicate your debt to a particular source. If a long paragraph is devoted to summarizing source material, one citation is sufficient as long as you show clearly that the material comes from the source and not from you.

When only one sentence cites a source, place the citation at the end of that sentence. By writing carefully, you can distinguish your own ideas from those that come from sources:

> According to Alvin Toffler, in order to save the "nuclear family" in America, we would have to "forcibly drive women back into the kitchen" and prohibit the use of contraception (Wave 210-11). Needless to say, most women in our society - not to mention a good many men - would oppose such reactionary measures.
>
> Our current energy supply, still mainly based as it is on fossil fuels and nuclear power, is consumable and centralized; it's a profitable commodity to sell and control. Investors don't want to promote energy sources like wind and solar power; they can't make huge profits or maintain control with such decentralized and renewable resources (Toffler, Wave 132-38).

When you clearly indicate indebtedness to a source, one citation can suffice for an entire paragraph of summary:

> According to Toffler, a great many influences in the United States during the late seventies encouraged the development of various family configurations other than the nuclear family. An increasing number of women became more interested in working outside the home at the same time that economic circumstances were making a second paycheck a necessity rather than a luxury. Since the invention of the birth-control pill, women were now as sexually liberated as men, which put pressure on traditional family relationships. Many adults openly chose not to have children at all. Indeed, given these changing attitudes toward the family, if we wanted to "save" the nuclear family, Toffler argues, we would now have to turn back the clock in a number of ways: forcing women to return to being housewives and mothers, banning contraception, cutting the wages available to young families and even cutting the entire standard of living to discourage single people from trying to get by on their own (Wave 208-25).

Short quotations

Use quotation marks and incorporate quoted material within your own sentence. Short quotations, up to four typed lines of text, should be worked into the fabric of your own language. Make sure a sentence containing a quotation reads fluently and is correct grammatically. Use quotation marks to indicate which words, phrases or passages come directly from a source, as in the following two examples:

> Ernest Becker writes, "The process of socialization is characterized by one fundamental and recurring fact: the child's natural urge to move freely forward, to manipulate, experiment, and exercise his own assimilative powers is continually blocked" (58).

Note: Use a comma after an introductory phrase such as "Ernest Becker writes." Notice, also, that the parenthetical citation comes after the end quotation mark.

> Ernest Becker writes that "the process of socialization is characterized by one fundamental and recurring fact: the child's natural urge to move freely forward, to manipulate, experiment, and exercise his own assimilative powers is continually blocked" (58).

Note: When the introductory phrase ends in "that" you do not use a comma before the quotation.

Often, you do not need to include a whole sentence from a source if all you want to quote is a word or phrase. Select quoted material carefully so that you control the sentence.

> Socialization involves continually blocking and frustrating "the child's natural urge to move freely forward, manipulate, experiment, and exercise his own assimilative powers" (Becker 58).

Ellipses

When you alter the quoted material in any way, you need to indicate to your reader that you have done so. Use an ellipsis of three dots (...) to eliminate parts of a source you do not wish to quote. For material omitted at the end of the sentence, add a period to the three ellipsis dots. That means you'll have four dots at the end of a sentence. Ellipses should be used only in the middle and at the end of a quotation; they are not used at the beginning. Note that there is a space typed after each dot. You should take care not to distort the meaning of the original source when you use ellipses.

> Because socialization involves blocking "the child's natural urge to ... exercise his own assimilative powers," Becker argues that all people grow up neurotic (58).

Square brackets

Square brackets [ ] indicate words that you, as writer and editor, insert into a quote to clarify it or make it grammatically correct.

> The school board candidate then concluded: "Our efforts in this direction [improving graduation rates] have never appeared more promising."

sic

Place the Latin term sic ("thus") in brackets to indicate an obvious error in the original quoted source. You want your reader to know that the error came from the source and not from your own carelessness. Alternatively, you may include the correction inside the brackets:

> The early edition of the Rocky Mountain Post declared Harry Truman the winner of the 1948 presidential election and declared: "Harry's buick [sic] stops again in Washington!"
>
> or
>
> The early edition of the Rocky Mountain Post declared Harry Truman the winner of the 1948 presidential election and declared: "Harry's buick [buck] stops again in Washington!"

Quotation within a quotation

Use single quotation marks when the source you are quoting contains a quotation within it.

> According to psychiatrist Arthur Kleinman, agreement about treatment and prognosis for mental illness leads to "the view that depression, schizophrenia, and phobias are 'things' in the real world" (11).

Exception: In a block quotation, use double quotation marks if the source contains a quotation within it.

Italicizing for emphasis

Sometimes when you quote a passage, you want your reader to pay attention to a particular word or phrase. You can italicize that word or phrase when you quote, but you must indicate to your reader that you have added the italics. Here's how to do it:

> As late as 1929, Pierre Janet, lecturing on mental illness, connected madness to supernatural superhuman abilities. "In the development of every great religion, both in ancient and in modern times," Janet said, "there have always been strange persons who raised the admiration of the

> crowd because their nature seemed to be different from *human nature*" (Janet 8, italics added). This distinction made madness both feared and envied.

Besides the addition of italics, notice how the writer broke the quotation into two parts by interrupting the quoted passage with "Janet said." These interruptions serve well to help you integrate the quoted material into your own writing. Notice, also, that the writer commented upon the italicized terms in the sentence that follows the quotation.

Longer or block quotations

Earlier in this guide, we recommended that you double-space your papers. Continue to use double-spacing when you quote a long passage but indent ten spaces from the left margin to clearly distinguish blocked quotations from your own text. (Prior editions of the MLA Style Sheet used single-spacing for blocked quotations.) The right margin does not need any adjustment. Longer or block quotations, (four or more lines of prose; three or more lines of poetry) usually follow an introductory sentence ending with a colon. This placement on the page identifies the passage as a quotation; therefore, you do not need quotation marks at the beginning and end of the quotation. Since block quotations usually are not part of your own sentence, place the parenthetical citation at the end of the passage, two spaces after the final period. However, when a block quotation is part of your own sentence, place the period after the parenthetical reference, as with a short quotation.

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> Brown cites China as the one country that has tried to deal directly with its own staggering population problem:
>
> > While most countries now officially encourage family planning, China is the first to undertake national birth planning. Each year, Beijing establishes a national birth quota as an integral part of overall economic planning.... These quotas are then translated into birth permits, made on the basis of the couple's age and their current number of children. A newly married couple in their late twenties would be high on the eligibility list while a couple in their mid-twenties with a newborn infant might be encouraged to wait a few years before having another child. (158)

Using long quotations effectively

All quotations must be integrated into your paper, whether they are a few words or many lines. A good rule is that you should have at least as much of your own explanation or analysis of a quotation as there is quotation. If a quotation occupies ten lines, you should have at least ten lines of commentary about the quotation. Don't quote and run. In the following example, notice how the sentences surrounding the quotation prepare for it and comment upon it, leading the reader to see its significance. In this example, the quoted passage begins as a new paragraph, so paragraphing is indicated by indenting within the blocked quotation.

> Becker sees evolution as progressing toward a human mind with greater freedom than is found in the lower orders:
>
> > The development of mind, then, involves a progressive freedom from reactivity. The reactive process which is inherent in the organism not only gradually arrives at freedom

> from the intrinsic properties of things but also proceeds from there to assign its own stimulus meanings. Mind culminates in the organism's ability to choose what it will react to. White calls this a "traffic in nonsensory meanings." Nature provided all of life with water, but only man could create the symbol H20 which gave him some command over water, and the word "holy" which gave water special powers that even nature could not give. (7)

As Becker implies, then, only humans are symbol-bearing. Symbols represent humans' ability to react selectively to those elements in the environment that connect humans communally. Our communities manipulate such symbols and take command of them.

-LS 1 Student (Class of 1992, name withheld by request.)

Remember: Quotations do not speak for themselves. You need to comment upon them and interpret them for your reader.

Dialogue

Direct discourse or dialogue should always be enclosed in quotation marks. In dialogue, a change in speaker is usually indicated by a new paragraph.

> "And suppose his enterprise went wrong?" her husband suggested.
>
> "It won't go wrong. Hasn't he made a success of his syndicate?"
>
> "He says so - yes."
>
> "Very well; then it stands to reason that he'll succeed in this too. He wouldn't undertake it if he didn't know it would succeed; he must have capital." (Howells, 18)

Poetry

If you are quoting more than three lines of poetry, quote them line by line as they appear in the poem, indenting as you would a block quotation. Indicate the line numbers in parentheses after the final punctuation mark.

> In "Snake," Emily Dickinson describes her subject by the effect of its movement:
>
> > The grass divides as with a comb,
> > A spotted shaft is seen;
> > And then it closes at your feet
> > And opens further on. (5-8)

If you are quoting three lines or fewer, integrate the quotations into your own sentence, using a slash (/) to indicate line breaks. Indicate line numbers at the end of the quotation.

> In "Snake," Emily Dickinson describes her subject by the effect of its movement: "The grass divides as with a comb,/ A spotted shaft is seen" (5-6).