

The Quote Sandwich Method



Why make a quote sandwich?



- It's a delicious way to integrate quotations and research into your writing.
- It's a handy way to avoid *quote bombs*.
- It's an effective way to tie your research and examples back to your thesis statement/main idea.

How to Make a Tasty Sammy



Introduction →

Quote →

Analysis →



First, an Example!



- Once Richard began illicitly reading at every opportunity he could get, he “hungered for books, new ways of looking and seeing” (Wright, 1945, p. 54). He did not know that passionate authors and thinkers existed, like Conrad, Tolstoy, or Mencken; he simply accepted things they way they were. But reading opened up a new world, a world he had never known, a world that he hungered to know and be a part of.

The Introduction



- This is the top bun...without it, your sandwich would be a mess!
- You need to give the reader information about the context of the quote:
 - ✦ Where in the story the quote is from.
 - ✦ Which character said or thought it.
 - ✦ What is happening at that moment.
- Example:

Once Richard began illicitly reading at every opportunity he could get, he “hungered for books, new ways of looking and seeing” (Wright, 1945, p. 54). He did not know that passionate authors and thinkers existed, like Conrad, Tolstoy, or Mencken; he simply accepted things they way they were. But reading opened up a new world, a world he had never known, a world that he hungered to know and be a part of.

Introduction: Signal Phrases

- This introduction is also known as a signal phrase or a lead-in; without it, you've got a "quote bomb" ...oh no!!!
- Let's look at a few more examples:
 - ✦ Stephen King begins his speculative essay on America's fascination with horror movies with the following lines: "I think that we're all mentally ill; those of us outside the asylums only hide it a little better--and maybe not all that much better, after all."
 - ✦ Stephen King begins his curious essay by explaining, "I think that we're all mentally ill; those of us outside the asylums only hide it a little better—and maybe not all that much better, after all."
 - ✦ Smith asserts, "The benefits to online instruction are numerous."
 - ✦ Smith asserts that "[t]he benefits to online instruction are numerous."
- Other key signal phrases:
 - ✦ insists, adds, finds, notes, states, hypothesizes, explains, questions, postulates, disagrees...

The Quote



- This is the meat of the sandwich...make it count!
- A few reminders when selecting quotations:
 - ✦ It should be less than 40 words.
 - ✦ It should not merely state a fact.
 - ✦ It should be punctuated correctly.
 - ✦ It must be followed with proper GCU or APA citation.

- Example:

Once Richard began illicitly reading at every opportunity he could get, he **“hungered for books, new ways of looking and seeing” (Wright, 1945, p. 54)**. He did not know that passionate authors and thinkers existed, like Conrad, Tolstoy, or Mencken; he simply accepted things they way they were. But reading opened up a new world, a world he had never known, a world that he hungered to know and be a part of.

The Analysis



- This is the bottom bun...you need it to hold your sandwich together!
- Explain the significance of the quote:
 - ✦ What is your interpretation of this quote?
 - ✦ How does the quote prove your point?
 - ✦ What does the quote reveal?
- Example:


Once Richard began illicitly reading at every opportunity he could get, he “hungered for books, new ways of looking and seeing” (Wright, 1945, p. 54). **He did not know that passionate authors and thinkers existed, like Conrad, Tolstoy, or Mencken; he simply accepted things they way they were. But reading opened up a new world, a world he had never known, a world that he hungered to know and be a part of.**

Another Yummy Sandwich



Introduction 

In this poem, Hughes recognizes the fact that the lives of his teacher and himself are intertwined, and that every time they interact, they are learning from each other; Hughes explains to his teacher, “As I learn

Quote 

from you, I guess you learn from me” (Hughes 93). Being connected, they

Analysis 

are bound to communicate ideas and values. But his tone is unsure; does he really want to learn from his teacher?

Your Turn...



A

“You are white—yet a part of me, as I am a part of you.”

B

Hughes is African-American and his teacher is white; they may not always understand each other, especially during the 1920s when race relations were extremely strained.

C

In “Theme for English B,” Langston Hughes conveys the message that, despite the differences between people, everyone is connected. He states,

The Finished Product



In “Theme for English B,” Langston Hughes conveys the message that, despite the differences between people, everyone is connected. He states, “You are white—yet a part of me, as I am a part of you” (Hughes, 1945, p. 54). Hughes is African-American and his teacher is white; they may not always understand each other, especially during the 1920s when race relations were extremely strained.

← Introduction

← Quote

← Analysis

To Wrap it Up...



- Remember...choose a quote that supports your main idea.
- Include all elements of a the quote sandwich.
- The introduction, quote, and analysis can be more than one sentence each.
- Make it tasty!!

