



**LEAD-IN  
EXPRESSIONS**

Lead-In Expressions:

PURPOSE

# PURPOSE

- (1) LEAD IN:
  - While you are researchers, you are writers first.
    - Without quality writing, valuable ideas are lost or ignored.
    - If attribution is uneasy to determine or if sentences are difficult to read or if logic is hard to follow, you will not be trusted, not be persuasive, and not be read.
    - Readers equate poor writing quality with poor investigative, analytical, and ethical quality.
      - Bad writing = bad research, bad critical thinking, and bad credibility.
  - One solution is to employ Lead-In Expressions.
    - aka, *preview sentences*

# PURPOSE

- (1) LEAD IN:
  - Lead-in expressions set up (or “lead in to”) borrowed information.
  - They allow research writers to introduce *smoothly*, *coherently*, and *efficiently* source material.
  - Thus, they have a *transitional function*.
  - Sample paragraph (name, explain, illustrate, reiterate) with lead-ins:
    - Topic Sentence. Clarifying sentence. Illustration: Jayne Smyth, founder of the Ethics in Politics Association and author of the Web article “The Ethical Departments of the 2008 Presidential Candidates,” asserts, “...” (par.6). She further notes that “...” (par.3). In other words, brief explanation. Thus, warrant statement.

# PURPOSE

- (2) ACKNOWLEDGEMENT:
  - As research writers, you want **to acknowledge** the originator of data, ideas.
  - Lead-In Expressions allow you **to give credit to** someone else's hard work and critical thinking while admitting that an idea is not your own.

# PURPOSE

- (3) DEMARCATION:

- As research writers, you want to differentiate clearly between your own ideas and those of your sources.
- Lead-In Expressions are one manner of *demarcation*, which provide an evident marker and smooth transition from your ideas to those of your source.
  - Informs readers whose idea is whose.
  - Is this the writer's idea, opinion or is it a source's fact, proof?

# PURPOSE

- (4) CLARITY:
  - As research writers, you often place ideas or information into your own words, typically because you can convey the idea more concisely or clearly than the original.
  - Consequently, a source-identifying lead-in is particularly important with **paraphrases** and **summaries**.
  - **Without the lead-in, your reader will not know where the paraphrase (the source's ideas) begins**
    - *because* you use no quotation marks and
    - *because* you are using your own words

# PURPOSE

- **(4) CLARITY:**
  - Paraphrase example with required lead-in: (Any of the three lead-in patterns could be used):
    - *Jack B. Nimble believes composition teachers can eliminate the crippling fear students experience when they face an empty screen or a blank sheet of paper by making the young writers routinely practice the free-writing process (97).*
    - **Note:** The example above is a paraphrase, so you do not need to surround the words with quotation marks. However, the idea still needs a citation (97). The same applies to summaries.



# PURPOSE

- (5) CREDIBILITY:

- As research writers, your **credibility** (*trustworthiness or reliability*) is crucial –
  - to be **successfully persuasive or argumentative** or to be **seriously received** or believed by the reader.
- Think of this credibility akin to what Shakespeare in Othello calls “reputation” (2:3) or “my good name” (3:3), without which “makes me poor indeed” (3:3).

# PURPOSE

- (5) CREDIBILITY:

- Lead-In Expressions build your **ethos** as a writer by listing the author's credentials the **first time** you employ her/his source
  - educational, professional, experiential knowledge or expertise on the subject
  - establishes the source's credibility
    - (if the source is credible, you are credible)
  - answers: **So What?!**
    - Why should the reader care what this source has to say?
  - (consult the handout on "Authorities" regarding credentials)
- *Dr. Jeremiah Josephus Williams, former chairperson of the bioethics committee at Brown University and professor emeritus at Stanford University, asserts, "..."* (245).

# PURPOSE

- **(6) IDENTIFICATION:**
  - As research writers, you retrieve information across a variety of media.
  - Lead-In Expressions also allow writers to identify the medium of the source.
  - This is especially important when it comes to electronic sources.

# PURPOSE

- (6) IDENTIFICATION:

- Use a preview sentence that identifies this source as one from an electronic medium:
  - “Web article” or “database essay” or “Internet essay” or “electronic source”
- According to the anonymous author of the *Web article* “Smoking Stinks,” “only butt-heads smoke” (6).
  - **point** = attributed to a human author, the unknown writer
  - **source’s medium** = identified (*italicized only for demonstration*)
  - **title of the work** = identified
  - **page number** = cited in the parenthetical citation

Lead-In Expressions:

FORMAT

# FORMAT

- WHAT to INCLUDE:

- name of the **author**
- name of the **article** (“ ”)
  - **full title, unabridged, capitalized properly**
- **medium**
- author's credentials
- medium's credentials
  - builds your **ETHOS** as a writer
  - establishes credibility of your source
- *appropriate* **lead-in verb** (see below)

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- medium's credentials
  - builds your **ETHOS** as a writer
  - establishes credibility of your source
- *appropriate* **lead-in verb** (see below)

# FORMAT

- WHAT to INCLUDE:

- The FIRST TIME you employ a source, use the author's *full* name (both the first and second names).
- From then on, you can refer to the author by her/his *last name* and *appropriate title*.
  - Professor Jayne E. Smyth → Dr. Smith
  - *never* by the first name alone
  - *always* show respect, even if you do not agree with the individual



# FORMAT

- WHAT to INCLUDE:

- If NO AUTHOR is given for your source, you can inform the reader of this:

- attribute the data to *the unknown, anonymous, unnamed, unspecified, unidentified* author

- According to the anonymous author of “Truth in Advertising,” all ads lie (67).
- In the Opposing Viewpoints database article “There Are Two Sides to Every Story,” the unidentified writer asserts, “Most hot-button topics today have opposing viewpoints to them” (3).

Lead-In Expressions:

**PATTERNS**

# PATTERNS

- 3 TYPICAL STRUCTURES:

- *According to Author, appositive* regarding credentials, “Direct Quote” (citation).
- *In + source, Author (w/credentials) + intro verb, +* “Direct Quote” (citation).
- *Author, appositive* regarding credentials, intro verb, + “Direct Quote” (citation).

# PATTERNS

- PATTERN #1:

- Short Phrase lead-in + comma to set up the direct quote

- (Author + Introductory Verb, "..."):

- *Jack B. Nimble suggests, "Freewriting often helps students overcome what is erroneously called 'writer's block'" (97).*

- *According to Peter Piper, "the initial stages of the writing process are extremely stressful" (55).*

- \*There is no need for a capital "t" here because the quote is part of the original sentence; if, however, you wrote *Mike Rose claims*, then you would need to capitalize the first word of the quote.

# PATTERNS

- PATTERN #2:

- Explanatory Complete Sentence lead-in using a colon

- (Independent clause that explains the forthcoming quote: "..."):

- *Peter Piper observes that students who allow the stress of generating ideas regarding their topics often perform worse on their writing assignments than those who do not:*

- "[P]erformance anxiety for writers can often translate into performance disappointment" (56).*

- *Jack B. Nimble advocates freewriting as a method for conquering students' fears of the blank computer screen: "The prewriting technique called freewriting often helps students triumph over the paralyzing 'blank-page syndrome' that halts the writing process before it even begins" (96).*

- \*An effective writing practice dictates that an explanatory sentence can also *follow* the borrowed information (direct quote or paraphrase).

# PATTERNS

- PATTERN #3:

- Inserting select words into your own sentence using no additional punctuation:
  - (using only *part* of a quote and integrating it into your sentence, so *neither* comma *nor* capital letter is necessary)
- *Peter Piper, PhD, contends that poor prewriting strategies “stunt the creative, intellectual, and emotional progress” (56) of freshman composition students.*
  - \*This is similar to the second example under Pattern 1; the quote is a continuation of the sentence.
- *Professor Emeritus Jack B. Nimble believes that students who freewrite score better on their essays (96).*
  - \*This is a summary and an indirect quotation.

Lead-In Expressions:

VERBS

# LEAD-IN VERBS

- Introductory Verbs:

- *present* tense of the verb

- the “eternal” or “literary” or historical” present tense

- every time the article or chapter is read the author *asserts*

- use the proper verb

- do not use “*says*” when referring to a *written* document

- “proper” lead-in or introductory verbs



# LEAD-IN VERBS

- NEUTRAL:

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• analyzes</li><li>• comments</li><li>• compares</li><li>• concludes</li><li>• describes</li><li>• discusses</li><li>• explains</li><li>• expresses</li></ul> | <ul style="list-style-type: none"><li>• focuses on</li><li>• illustrates</li><li>• indicates</li><li>• interprets</li><li>• introduces</li><li>• notes</li><li>• observes</li><li>• records</li></ul> | <ul style="list-style-type: none"><li>• remarks</li><li>• reports</li><li>• says (only if spoken)</li><li>• shows</li><li>• states</li><li>• thinks</li><li>• writes</li></ul> |
|---|---|--|

# LEAD-IN VERBS

- ARGUMENT:

|            |                |              |
|------------|----------------|--------------|
| • alleges  | • claims       | • maintains  |
| • argues   | • confirms     | • points out |
| • asserts  | • contends     | • proposes   |
| • assumes  | • demonstrates | • recommends |
| • believes | • finds        | • suggests   |
| • charges  | • holds        |              |

- CONCESSION:

|                |            |
|----------------|------------|
| • acknowledges | • concedes |
| • admits       | • grants   |

# LEAD-IN VERBS

| <u>AGREEMENT:</u>  | <u>DISAGREEMENT:</u>  |
|--|---|
| <ul style="list-style-type: none"><li>• agrees</li><li>• concurs</li><li>• confirms</li><li>• echoes</li><li>• reiterates</li><li>• supports</li></ul> | <ul style="list-style-type: none"><li>• challenges</li><li>• complains</li><li>• contradicts</li><li>• contends</li><li>• counters</li><li>• criticizes</li><li>• denies</li><li>• disputes</li><li>• questions</li><li>• refutes</li><li>• rejects</li><li>• warns</li><li>• disagrees</li></ul> |