

Higher Education Language & Presentation Support

Paraphrasing, Summarising and Quoting to Avoid Plagiarism

HELPS

HELPS (Higher Education Language & Presentation Support)

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- Weekly workshops
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HELPS

- Much of the work you produce at university will involve the important ideas, writings and discoveries of experts in your field of study.
- The work of other writers can provide you with information, evidence and ideas, but must be incorporated into your work carefully.
- **Quoting, paraphrasing** and **summarising** are different ways of including the works of others in your assignments. Each of these methods, combined with the correct use of a referencing system, will help you to avoid plagiarism.

Using other People's Words and Ideas

Why use quotations, paraphrases, and summaries?

Quotations, paraphrases, and summaries serve many purposes. You might use them to:

- Provide support for claims or add credibility to your writing
- Refer to work that leads up to the work you are now doing
- Give examples of several points of view on a subject
- Call attention to a position that you wish to agree or disagree with
- Highlight a particularly striking phrase, sentence, or passage by quoting the original
- Distance yourself from the original by quoting it in order to cue readers that the words are not your own
- Expand the breadth or depth of your writing

Why use quotations, paraphrases and summaries ?

Quotations	Paraphrasing	Summarising
Match the source word for word	Does not match the source word for word	Does not match the source word for word
Are usually a brief segment of the original text	Involves putting a passage from the original source into your own words	Uses the main ideas of the original source into your own words, but using only the main points
Appear between quotation marks unless very long	Changes the words and sentence structure, but fully communicates the original meaning	Presents a broad overview, so is usually shorter than the original text
Must be attributed to the original source, and include the page number(s)	Must be attributed to the original source	Must be attributed to the original source

- Quoting involves using someone else's words (spoken or written) exactly as they appear in their work, and is clearly identified by the use of quotation marks.
- Reasons for quoting:
 - to show that an authority supports your point
 - to present a position or argument to critique or comment on
 - to present a particularly well-stated passage whose meaning would be lost if paraphrased or summarised.
- Quotes need to fit in with the point you are making. Reporting verbs indicate to your reader how you feel about the person's idea and should be selected carefully.

Quoting

- The quote is well chosen. It's important to quote sparingly and be selective in what you do quote.
- The quotation from the original is integrated into the writer's sentence.
- Single quotation marks are used to indicate the words from the original text.
- The in-text citation includes family name of author, (no initials), year of publication and page number. It is essential to provide page numbers for quotes.
- This source should have a reference list entry giving full bibliographic details.
- The writer introduces the quotation and does not simply reproduce it. The quotation is preceded by a preliminary explanation (usually the first three sentences).

Quoting

You may need to quote directly for:

- a definition or part of a definition
- a theory, law, regulation, principle, etc.
- a specific term or expression created by the author or by another author cited
- a particularly effective, powerful, or controversial statement

Remember that you need to use single quotation marks and indicate the page number in the citation when you are quoting directly.

When to use Quotes

You can integrate direct quotations into your writing in two main ways:

- As the grammatical continuation of your sentence, for example:

A variable cost 'is one which varies directly with changes in the level of activity over a defined period of time" (Peirson & Ramsay 1996, p. 693).

- Using "as follows" or "following", or a reporting verb and a colon, for example:

Haskin (1996, p. 29) offers the following definition: 'empowerment is the process which allows for ethical decision making by all organisation members...'

Quoting

Reporting verbs ('discusses', 'suggests' and 'describes') are used to introduce the material quoted

In each of the examples below, the writer is neutral to, agrees to, or is critical of the author's idea. Can you tell?

- Johnson (2007) argues that '...' (p. 478)
- As Mahmoud (2006, p. 45) points out, '...'
- Harrison (2006, p. 68) ignores '...' when she says '...'

Quoting

Consider using the following after you have given the author's name (and the year or notation):

- X states that . . .
- X claims that . . .
- X asserts that . . .
- X agrees that . . .
- X strongly argues . . .
- X comments that . . .
- X suggests that . . .
- X comments that . . .
- X says that . . .
- X observes that . . .

- X takes the view that . . .
- X contends that . . .
- X believes that . . .
- X proposes that . . .
- X concludes that . . .
- X maintains that . . .
- X concedes that . . .
- X notes that . . .
- According to X . . .
- As X states . . .

Quoting verbs

- Short quotes (of less than 30 words or three lines) should be integrated into your sentences. Quotation marks must be placed accurately to indicate where a quote begins and ends. Include referencing details.
- As Eveline (2004, p. 102) says, ‘the merit of a university employee, student or written product is viewed as being assessed on objective, rational criteria’.

Quoting

- You do not have to use the whole sentence or paragraph. Select the relevant section for your work and manipulate it, if necessary, by the following methods:
 - Ellipsis ... indicates that part of the quote has been omitted
 - Square brackets [] indicate that you have added something to make the quote make more sense to the reader.

Quoting

- Long quotes (more than 30 words or three lines) are separated by an extra line space. The left side (and often the right side also) is indented.
- The quotation is preceded by a colon.
- Quotation marks are not required because the extra spacing indicates that it is a quote. Often the font size is reduced to further demarcate it. Bold or italic font may also be used in some publications but this is not normally required.
- Hofstede (1994 p14) states that:

In the classroom there is supposed to be a strict order with the teacher initiating all communication...teachers are never publicly contradicted or criticised and are treated with deference...The [educational] process is highly personalised, especially in more advanced subjects at universities where what is transferred is not seen as an impersonal 'truth', but as the personal wisdom of the teacher.

Quoting

A paraphrase is writing the ideas/article etc. in your own words without changing the original meaning. It is usually about the same length as the original. The sentence structure and the vocabulary must be different.

Paraphrasing

Why paraphrase?

- Quoting too much is a sign of bad writing. It indicates that you can't write well, or you are too lazy, or you do not have a strong understanding of the material.
- Paraphrasing shows the lecturer you have greater understanding and can analyse. Ideas and facts are incorporated into the text logically and intelligently using paraphrases and summaries.

Paraphrasing

- The sources of paraphrased ideas need to be acknowledged in text and in reference list using the appropriate reference style.
- A common question students ask is, ‘How much do I need to change the original wording for it to be considered “acceptable paraphrasing”?’ This indicates that the student is focusing on a section of text rather than on the idea.
- Until you fully understand the idea that you are interested in using, you are not ready to incorporate it into your work. If you understand it, then you will be able to express it in your own way.

Paraphrasing

Many students find the following process useful for summarising and paraphrasing information.

- **Read the text carefully** - you may need to read the text several times, and check the meaning of terms you do not understand in a dictionary.
- **Identify and underline the key words** and main ideas in the text, and write these ideas down.
- **Consider these points as a whole** and your purpose for using this information in relation to the structure of your assignment. You may be able to group the ideas under your own headings, and arrange them in a different sequence to the original text.

Paraphrasing Process

- **Think about the attitude of the author**, i.e. critical, supportive, certain, uncertain. Think about appropriate reporting verbs you could use to describe this attitude.
- **Think of words or phrases** which mean roughly the same as those in the original text. Remember, if the key words are specialised vocabulary for the subject, they do not need to be changed. (see **Using synonyms** below.)
- Using your notes from the above steps, **draft your summary** or paraphrase.
- When you have finished your draft **reread the original text** and compare it to your paraphrase or summary. You can then check that you have retained the meaning and attitude of the original text.

Paraphrasing Process

- Change the structure of the paragraph
- Change the words

How to paraphrase

Changing the structure of a paragraph

- In note form – not a sentence - write down only the main ideas and concepts. Be sure you understand what the text is saying.
- Put the original away so you can't see it. Write down your paraphrase from memory. This helps make sure you are not copying out the text word for word.
- Check your version against the original. Check that you have not accidentally written exactly the same words. Check that you have not left anything out. Check to see if you have captured the meaning of the writer (as closely as you can).

Paraphrasing

Changing the words

- People's writing styles and the words they use are very distinct. It is easy to tell when someone has copied straight out of a textbook as the language and words used are quite different. Follow these steps:
 - Circle the specialised words. Specialised words carry the main meaning. You will need to include them in your paragraph; otherwise you will change the meaning completely. So make sure that these specialised words are still in your paraphrase.

Paraphrasing

- Underline keywords that can be changed.
- Identify the key words that can be changed without changing the meaning.
- Find alternate words and phrases that have similar meanings so you can use to replace the words in the text. Use a thesaurus or dictionary to help you.

Paraphrasing

Use synonyms

Using appropriate synonyms is the most important paraphrasing skill. All other techniques are inadequate unless you use synonyms.

Refer to a good thesaurus or dictionary but pay attention to usage. Not all words that are synonyms are used in the same way or have the same meaning. Thus, be wary about selecting words that you are not familiar with.

Don't use synonyms for specialist terms (such as microeconomics, Porter's Five Forces, or aluminum).

Paraphrasing Techniques

Paraphrase the sentences below using appropriate synonyms from the table:

large	major	big	sizable	considerable
increase	rise	expansion	growth	boost
rate	speed	pace	tempo	velocity
growth	escalation	enlargement	expansion	intensification
many	numerous	A multitude of	A lot of	several
predictions	forecasts	guesses	prophecies	estimations
gloomy	dim	ominous	dismal	negative

A large increase in the rate of growth may occur (Cohen, 2008).

Many predictions are gloomy (Dylan, 2008).

Now, paraphrase the following sentence using appropriate synonyms.

During the growth stage, sales rise rapidly; profits reach a peak and then start to decline. (Pride, Elliot, Rundle-Thiele, Waller, Paladino, and Ferrell, 2006, p. 203)

Use different parts of speech and different word order

Consider changing words into different part of speech (e.g. changing nouns into verbs or adjectives into adverbs). Doing so will involve changing the sentence structure.

Paraphrasing Techniques

Activity: Paraphrase the sentences below using different parts of speech as presented in the table.

	Noun	Verb	Adjective	Adverb
increase	increase	increase	increasing / increased	increasingly
tire	tiredness	tire	firing / tired	firingly / tiredly
analysis	analysis	analyse	analytical	analytically
management	management	manage	managed / managerial	
strategy	strategy	strategise	strategic	strategically
present	presentation	present	presented	
summary	summary	summarise	summarised	
concepts	concepts	conceptualise	conceptual / conceptualised	conceptually

Make abstract ideas concrete

- Just as you should try to use sentence structures that increase the readability of your text, you should look for opportunities to make abstract ideas appear concrete. This can be done by choosing simple, clear vocabulary.

Simple and clear

Change active voice to passive voice or vice versa

In some cases, you may be able to change sentences written in active voice into those in the passive voice and vice versa.

Active voice = subject + verb

Passive voice = to be + past participle

- She presented the report.

The report was presented by her.

- McDonalds is implementing a diversification strategy. -

A diversification strategy is being implemented by McDonalds.

- Someone needs to undertake an audit.

An audit needs to be undertaken.

Paraphrasing Techniques

Summarising is generally used when you wish to refer to ideas contained in a long text. Summarising enables you to reduce the author's ideas to key points in an outline of the discussion or argument by omitting unnecessary details and examples.

Why summarise?

How do I summarise?

- Summary moves much farther than paraphrase away from point-by-point translation. When you summarize a passage, you need first to absorb the meaning of the passage and then to capture in your own words the most important elements from the original passage. A summary is necessarily shorter than a paraphrase.

Summarising

- A summary captures the general idea, main points found in your source material without providing a lot of details.
- Summarising a single source or a collection of related sources can provide your reader with background or supporting information that helps them better understand your chosen topic. It is also a useful method to point out material that either supports or contradicts your argument while not distracting your reader with irrelevant details.
- As with quoting and paraphrasing, you must document the sources you summarise. A summary reduces the material into a more concise statement. To be effective, you must choose your words carefully, be accurate, objective, focused and concise.

Summarising

- Being accurate requires that you fully understand the information presented in your source material. If an author's tone of voice or the information he or she has extrapolated from numerical data is misinterpreted you will misrepresent their point of view, ideas, opinions or position.
- Being objective is as important as being accurate. It's a matter of fairness. Interjecting personal opinions into the ideas or information in your summary confuses the reader by obscuring the information in the original source material.
- Expressing your attitude toward it, whether negative or positive, is inappropriate and self-serving. You may express your own opinions, of course, but that should be done in the surrounding comments framing your summary.

Summarising Tips

- Be focused and don't wander off-topic. It's easy to do. Stick to what's important. A good summary highlights only those facts, ideas, opinions, etc., that are useful for your topic. Including minute details hinders the reader's ability to understand why the summarised information is relevant to your document, and they may conclude you do not fully understand your topic.
- Being concise means being as brief as possible. Details, examples and descriptions contained in the original source material should be removed, as well as repetitive information.
- The whole idea of a summary is to be direct and to get to the point. Being focused, objective and accurate will go a long way toward achieving this goal.

Summarising Tips

Points to note:

- Only the main points have been included.
- The text is condensed without losing the essence of the material. Examples and explanations have been omitted.
- The summary writer's own words are used. (NOTE: Do not change technical terms.)
- Reporting verbs ('suggests' and 'contends') are used to discuss the text.
- In-text citation is provided, giving family name of author (no initials), year of publication and page number as for the author-date (Harvard) style.

Page numbers should be provided if the summarised material appears in specific pages, chapters or sections.

- This source should have a reference list entry giving full bibliographic details.

Summarising Tips

ORIGINAL TEXT (103 words)

“For most people, writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be an agonising experience, which doesn't necessarily get easier with the passage of time and the accumulation of experience. For this reason you need to reflect upon and analyse your own reactions to the task of writing. That is to say, the task will become more manageable if you learn how to cope with your own particular ways avoiding putting off the moment when you must put pen to paper” (Taylor 1989, p.3)

ACCEPTABLE SUMMARY (31 words)

Inexperienced and even skilled writers can feel a great deal of anguish when faced with writing tasks; however, this response can be managed by recognising and coping with personal avoidance strategies (Taylor, 1989, p. 3).

Source:

Teaching and Learning Support (TaLS) – Fact Sheets
<http://www.une.edu.au/current-students/resources/academic-skills/fact-sheets>

- <http://web.uts.edu.au/teachlearn/avoidingplagiarism/tutorial/index.html>
- <http://library.leeds.ac.uk/tutorials/activities/plagiarism/you-be-the-judge/>

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