

## PARAPHRASING & SUMMARISING

### **Objectives**

When you have finished this section, you will be able to

- paraphrase texts;
- summarise texts;
- quote from secondary sources;
- cite with the APA referencing style;
- understand how to avoid plagiarism.

### **Resource List**

- 1) Paraphrasing: <http://owl.english.purdue.edu/owl/resource/619/1/>
- 2) How to paraphrase a source:  
[http://writing.wisc.edu/Handbook/QPA\\_paraphrase2.html](http://writing.wisc.edu/Handbook/QPA_paraphrase2.html)
- 3) The A-Z of writing summaries: <http://users.drew.edu/~sjamieso/summary.html>
- 4) Tips for summary writing:  
<http://www.cws.illinois.edu/workshop/writers/tips/summary/>
- 5) APA Guide:  
[http://www.waikato.ac.nz/\\_data/assets/pdf\\_file/0017/51632/APA\\_Referencing\\_6th\\_ed.pdf](http://www.waikato.ac.nz/_data/assets/pdf_file/0017/51632/APA_Referencing_6th_ed.pdf)
- 6) Research & Documentation Guide (APA):  
[http://bcs.bedfordstmartins.com/resdoc5e/RES5e\\_ch09\\_s1-0002.html](http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch09_s1-0002.html)
- 7) Plagiarism: What it is and how to recognize and avoid it:  
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- 8) Avoiding plagiarism:  
<http://sja.ucdavis.edu/files/plagiarism.pdf>
- 9) Plagiarism and how to avoid it:  
<http://www.cdtl.nus.edu.sg/success/sl7.htm>

### **Key Concepts**

- Turning reading into writing
- Paraphrasing
- Summarising
- Citing Sources
- Avoiding plagiarism

## **Procedure**

### **Before class**

1. Familiarise yourself with paraphrasing, summarising and the *APA Guide* by reading the websites in the Resource List.
2. Consider the following questions as you look through the resource list.
  - (a) With reference to **Resource 1**, what percent of the final copy should consist of directly quoted material?
  - (b) With reference to **Resource 2**, in paraphrasing, what elements should be changed in addition to vocabulary?
  - (c) With reference to **Resource 3**, what are the key features of a summary?
  - (d) With reference to **Resource 4**, fill in the blanks below.

**Definition:** A summary is a \_\_\_\_\_ of someone else's words in your own words. ... For all types of summary, the writer is responsible for generally \_\_\_\_\_, in his or her own words, the main \_\_\_\_\_ or \_\_\_\_\_ of another writer.
  - (e) With reference to **Resource 5**, how many types of in-text quotations are given? How many types of end of text references are given?
3. Read the items listed in **Tasks A to D**.

### **In class**

1. In light of what you have read on the websites from the Resource List, discuss with a partner the differences between paraphrasing and summarizing. Be prepared to share with the whole class.
2. Do **Tasks A to D**, discussing the exercises in groups.

### **After class**

1. Scan the articles and summarise the article that your instructor has identified for the practice summary (and practice reader response).
2. Summarise the ideas that you have extracted from the reading.

## **Tasks**

### **A. Paraphrasing**

Read the information below and do the related practice.

Writing for academic purposes often involves conducting secondary research and incorporating the findings into original work through paraphrasing others' ideas. In a paraphrase, a writer simply puts another writer's ideas into his or her own words.

### A1 Paraphrasing Strategies

After reading a short text (i.e., a clause, a sentence or several sentences), to write a paraphrase you:

- highlight the main points;
- use a sufficient amount of different vocabulary while maintaining the original meaning;
- change sentence structures;
- change the order of major ideas;
- use synonyms which are appropriate for academic writing. For example, avoid phrasal verbs such as *point out* when a one word equivalent, *explain*, can be used.
- avoid repetition;
- compare the two versions to ensure enough rewording has taken place and the meaning is the same, with the paraphrase being the shorter of the two versions;
- credit the original author(s) using the APA style.

### A2 Examples of Paraphrased Texts

The following show how a paraphrased text is substantially different from the original with regard to changes in vocabulary, sentence structure, and sequence of ideas.

#### Example i.

**Original text:** "Most people who work closely with animals, such as animal trainers, take it as a matter of fact that animals have emotions."

**Source:** Masson, J., & McCarthy, S. (1995). *When elephants weep: The emotional lives of animals*. New York, NY: Dell Publishing.

**Paraphrase:** Masson and McCarthy (1995) state that almost all people who have interacted intimately with animals know that they have the capacity to feel.

#### Example ii.

**Original text:** "The current constitutional debate over heavy metal rock and gangsta rap music is not just about the explicit language but also advocacy, an act of incitement to violence."

**Source:** Kennedy, M.L. & Smith, H.M. (2000). *Reading and writing in the academic community*. New York, NY: Prentice Hall College Division.

**Paraphrase:** According to Kennedy and Smith (2000), lyrics that are obscene or promote violence have generated constitutional debate.

**Example iii.**

**Original Text:** “The biggest potential setback to English as a global language, it has been said with more than a little irony, would have taken place if Bill Gates had grown up speaking Chinese.”

**Source:** Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.

**Paraphrase:** Crystal (1997) ironically suggests that the continued dominance of English in global society would have only been lessened if Bill Gates had been born a Chinese speaker.

**A3 Paraphrasing Practice**

Paraphrase the paragraphs in the boxes below.

1. In this short excerpt from David Crystal's *English as a Global Language*, take note of the way that power relationships rather than the number of speakers influenced Latin language use.

“Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they subjugated. They were simply more powerful.”

**Your paraphrase**

Now proofread the paragraph to ensure that there is a smooth flow, conjunctions have been used, there are not too many short sentences, the main point is clearly made and the restated information in the text is clearly integrated.

2. As you paraphrase the following paragraph, present the “expected” general features of the nuclear reactors from Declan Butler's “Nuclear power's new dawn,” taken from *Nature*, 20 May, 2004 (Vol. 429, p. 238).

“These new reactors would all operate at high temperatures, improving their efficiency. And they would include simplified safety features that do not rely on sophisticated backup

systems or experienced operators — all are, in principle, ‘meltdown proof’ and can cool themselves down in the event of an accident with minimal, if any, human intervention. . . . Experts agree that reactors will need to be a lot cheaper to run. And to sway a nuclear-averse public, the next generation of reactors will need to produce much less radioactive waste at terrorist-proof facilities.”

**Your paraphrase**

## **B. Summarising**

Read the information on below and do the related practice.

In a summary, a writer distils the main ideas from a written text while incorporating key relevant information, often times to support or refute an argument. The main purpose of a summary for academic purposes is to show an understanding of the text’s thematic discussion. It has less detail than the original text due to the removal of extraneous information such as examples, anecdotes and illustrations, which means it takes a broad overview of the source material, making it significantly shorter than the original. The vocabulary is changed as it is in paraphrasing, but you may keep the key words. Be sure that the ideas in the summary are the author’s ideas and not your own. The source of information is also acknowledged.

It is very important that you DO NOT write a summary until you fully understand the whole passage because one main idea could be discussed over several paragraphs.

### **B1 Summarizing Strategies**

After reading a passage (i.e., a sentence, a paragraph, several paragraphs, a chapter, an essay, a report or even a longer piece of writing such as a book), you should break down a passage/article into the following levels:

- **Level 1:** Central claims—examine the title. The title gives you an overview of the topic/the writer’s main viewpoint.
- **Level 2:** Main ideas—look for the reasons/points that the writers use to support the central claims. The main ideas are *usually* in topic sentences.
- **Level 3:** Supporting details—there are two elements of supporting details: the first element is the explanations for reasons/points that the writers use to elaborate on the central claims. The second element is the examples (i.e. case studies/statistics/ illustrations) that are used to support the explanations.

Once you identify the three levels, you can express the main ideas in your own words and rewrite the sentences into a continuous text (with appropriate paragraphs). Be sure to clearly indicate which ideas are those of the article author. Try to paraphrase rather than present a direct quote.

## B2 Examples of Summarised Texts

### Example i. Title: Appropriate use of quotations in note-taking

**Original Text:** “Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final research paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.”

**Source:** Lester, J.D. (1976). *Writing research papers* (2nd ed.). pp. 46-47.

**Paraphrase:** In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester, 1976).

Source: Retrieved from UEFAP. *Academic Writing*.

<http://www.uefap.com/writing/writfram.htm>

**Summary:** Students should only make a limited amount of notes in direct quotation in order to help minimize the amount of quotes used (Lester, 1976).

**Source:** Retrieved from UEFAP. *Academic Writing*.

<http://www.uefap.com/writing/writfram.htm>

### Example ii. Title: \_\_\_\_\_ What do you think an appropriate title is for this paragraph?

**Original Text:** “Overall, the first two quarters have been profitable for the company. Nineteen of twenty departments report cutting costs at least twenty percent, and sales from fifteen departments have risen five percent, or about \$5 million. Despite these positive developments, most department heads believe that they will not be able to maintain these levels for the remainder of the year.”

**Summary:** While the first half of the year has been profitable, the next six months are not expected to be as lucrative.

**Source:** Retrieved from Purdue Online Writing Lab. (2013). Paraphrasing and Summary.

<http://owl.english.purdue.edu/owl/resource/976/1/>

### B3 Summarising Practice

Summarise the paragraphs in the boxes below.

#### 1. Title: Social problems in a diverse society

“In any one nation, there are both very wealthy and very poor individuals and families. When sociologists conduct research on these disparities, they frequently analyze secondary data that originally were collected by the World Bank and the United Nations. These data focus on quality-of-life indicators such as wealth; income; life expectancy; health; sanitation; the treatment of women; and education for high-income, middle-income and low income nations.”

Source: Kendall, D. (2004). *Social problems in a diverse society* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

#### Your summary

#### 2. Title: English as a global language

“Why a language becomes a global language has little to do with the number of people who speak it. It is much more to do with who those speakers are. Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they subjugated. They were simply more powerful. And later, when Roman military power declined, Latin remained for a millennium as the international language of education, thanks to a different sort of power – the ecclesiastical power of Roman Catholicism.”

Source: Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.

#### Your Summary

#### **B4 Quoting in a Summary**

Please note that the original text must be used word for word when **quoting**. A short quotation of a few words can be integrated into a sentence while longer ones stand alone.

Only use quotes sparingly. Consider the quotes from the examples above.

- i. In his book on social problems, Kendall mentions a number of “quality-of-life indicators”.
- ii. According to Crystal, the Latin language dominated in education for a thousand years thanks to “the ecclesiastical power of Roman Catholicism”.



**B5 Incorporating Information into a Larger Body of Text**

Summaries are usually incorporated into a larger body of text. See the example below

Globalization has made an impact not only in business and politics, but also in people's diet and the nature of food businesses. Large scale migration and foreign travel have been catalysts which have introduced new types of food and cuisines. According to Tan (2010), **through travels abroad, Singaporeans have developed a liking for exotic and foreign cuisines and this has resulted in a wide range of restaurants being set up here to cater to their tastes.**

*Summary in bold*

**C. Reporting**

Read the information below and do the related practice.

**C1 Reporting Verbs**

When incorporating information from an outside source, select verbs to convey your attitude towards the quotation and/or the author's attitude towards the subject. The verbs in the list below can be classified according to their levels of certainty as **certain**, **neutral** or **tentative**. Some of them need to be followed by a "that (or noun) clause." Here is one example: *He implied that this work is not useful.*

Look at the list of reporting verbs. Do you know which verbs on the list below demonstrate certainty? Circle the verbs that should be followed by 'that'.

allege	imply	remark	reject
argue	insist	say	examine
assert	discuss	state	propose
believe	mention	suggest	find
claim	note	survey	postulate
comment	observe	write	hypothesize

Which of the verbs from the list above could be used to report the statement made by Tan in the excerpt below?

Globalization has made an impact not only in business and politics, but also in people's diet and the nature of food businesses. Large scale migration and foreign travel have been catalysts which have introduced new types of food and cuisines. According to Tan (2010), through travels abroad, Singaporeans have developed a liking for exotic and foreign cuisines and this has resulted in a wide range of restaurants being set up here to cater to their tastes.

**Your reporting verb choices**

## C2 Citation Conventions

When introducing an idea, acknowledge the source from which it is taken, using the APA (American Psychological Association) convention:

[http://www.waikato.ac.nz/data/assets/pdf\\_file/0017/51632/APA Referencing 6th ed. pdf](http://www.waikato.ac.nz/data/assets/pdf_file/0017/51632/APA_Referencing_6th_ed.pdf).

### Example

Surname (year of publication) reporting verb summary

Moisse (2010) states that **children conceived via assisted reproductive technology are more likely to be plagued with obesity, hypertension and Type 2 diabetes.**

Label the various parts (summary/author/date) of the following paraphrase:

**Children conceived via assisted reproductive technology are more likely to be plagued with obesity, hypertension and Type 2 diabetes later in life (Moisse, 2010).**

### C3 Reporting Information Practice

Look at the example summary sentences you saw earlier on page 5 & 6 and report the information.

1. Lester (1076) asserts that students

2.

### D. Summarising Information Selectively

Read the information below and do the related practice.

When a text is long with many points, you need to summarise selectively. In the following passage, “**people who take part in encounter groups**” is the main idea and the relevant ideas have been underlined and rewritten.

#### Encounter Groups

Because of the unstructured nature of the group, the major problem faced by the participants is how they are going to use their time together - whether it be eighteen hours of a weekend or forty or more hours in a one-week group. Often there is consternation, anxiety, and irritation at first – particularly because of the lack of structure. Only gradually does it become evident that the major aim of nearly every member is to find ways of relating to other members of the group and to himself. Then as they gradually, tentatively, and fearfully explore their feelings and attitudes towards one another and towards themselves, it becomes increasingly evident that what they have first presented are fakes, masks. Only cautiously do the real feelings and real persons emerge. The contrast between the outer shell and the inner person becomes more and more apparent as the hours go by. Little by little, a sense of genuine communication builds up, and the person who has been thoroughly walled off from others comes out with some small segment of his actual feelings. Usually his attitude

has been that his real feelings will be quite unacceptable to other members of the group. To his astonishment, he finds that he is more accepted the more real that he becomes. Negative feelings are often especially feared, since it seems certain to each individual that his angry or jealous feelings cannot possibly be accepted by another. Thus one of the most common developments is that a sense of trust slowly begins to build, and also a sense of warmth and liking for other members of the group. A woman says on Sunday afternoon, 'If anybody had told me Friday evening that by today I would be loving every member of this group I would have told him that he belonged in the nut house.' Participants feel a closeness and intimacy which they have not felt even with their spouses or members of their own family, because they have revealed themselves here more deeply and more fully than to those in their own family circle.

Thus, in such a group the individual comes to know himself and each of the others more completely than is possible in the usual social or working relationships. He becomes deeply acquainted with the other members and with his own inner self, the self that otherwise tends to be hidden behind his facade. Hence he relates better to others, both in the group and later in the everyday life situation.

Rogers, C. (1970). *Encounter Groups*. New York: Harper Collins.

A **very** brief summary might look like this:

In encounter groups, participants learn to trust other people and show their real selves.

## D1 Summarising Information Selectively Practice

Read the passage below. Summarise the effect of spending too much time on Facebook in one or two sentences, using the underlined information, which needs to be expressed in your own words.

### Facebook fans do worse in exams

Facebook users may feel socially successful in cyberspace but they are more likely to perform poorly in exams, according to new research into the academic impact of the social networking website.

The majority of students who use Facebook every day are underachieving by as much as an entire grade compared with those who shun the site.

Researchers have discovered how students who spend their time accumulating friends, chatting and “poking” others on the site may devote as little as one hour a week to their academic work.

The findings will confirm the worst fears of parents and teachers. They follow the ban on social networking websites in many offices, imposed to prevent workers from wasting time. About 83% of British 16 to 24-year-olds are thought to use social networking sites such as Facebook, MySpace and Bebo, to keep in touch with friends and organise their social lives.

"Our study shows people who spend more time on Facebook spend less time studying," said Aryn Karpinski, a researcher in the education department at Ohio State University. "Every generation has its distractions, but I think Facebook is a unique phenomenon."

Karpinski and a colleague questioned 219 US undergraduates and graduates about their study practices and general internet use, as well as their specific use of Facebook.

They found that 65% of Facebook users accessed their account daily, usually checking it several times to see if they had received new messages. The amount of time spent on Facebook at each log-in varied from just a few minutes to more than an hour.

The Ohio report shows that students who used Facebook had a "significantly" lower grade point average (the marking system in US universities) than those who did not use the site.

"It is the equivalent of the difference between getting an A and a B," said Karpinski, who will present her findings this week to the annual meeting of the American Educational Research Association. She has not yet analyzed whether a student's grades continue to deteriorate the longer he or she spends on Facebook.

Some UK students have already spotted the potential danger. Daisy Jones, 21, an undergraduate in her final year at Loughborough University, realised the time she was spending on Facebook was threatening her grades - prompting her to deactivate her account. "I was in the library trying to write a 2,000-word essay when I realised my Facebook habit had got out of hand," she said.

"I couldn't resist going online. You do that, then someone's photo catches your eye. Before you know it, a few minutes turns into a couple of hours and you haven't written a thing." She is among the few to have recognised the risks. According to Karpinski's research, 79% of Facebook-using students believed the time they spent on the site had no impact on their work.

Facebook said: "There is also academic research that shows the benefits of services like Facebook. It's in the hands of students, in consultation with their parents, to decide how to spend their time."

Leake, J., & Warren, G. (2009, April 12). Facebook fans do worse in exams. *The Sunday Times*. Retrieved from <http://www.timesonline.co.uk>

**Your summary**