



USING REFERENCE SOURCES APPROPRIATELY

**QUOTING, PARAPHRASING &
SUMMARIZING**

PLAGIARISM

Briefly discuss the following in your group for a few minutes:

1. What do you understand 'plagiarism' to mean in the context of writing?
2. Have you discussed plagiarism before in any of your previous courses and how to avoid it?
3. Do you find it quite easy to use your reference sources appropriately?

PLAGIARISM

- Here is a dictionary definition of plagiarism:
“The practice of using or copying someone else’s idea or work and pretending that you thought of it or created it.” (*Collins Cobuild*)
- Based on the above definition, in order to avoid plagiarising a source, you need to:
 - Acknowledge where the information came from (**cite the source**)
 - Present the information in your own words (**avoid copying**)
- The exercises in these slides focus on the latter: see the “Support for studying” side bar of the course Moodle page for support with citation styles and referencing.
- Note that you may need permission to use other people’s **visuals** (e.g. figures and tables from textbooks and websites) in your own texts.

SOME CORE CONCEPTS

Briefly discuss the following concepts in your group: which of these are you less familiar with?

- What types of information can be considered as **common knowledge**? Can you give any specific examples from your field?
- Which of the following parts of someone else's material must be **acknowledged** by a writer: *ideas, wording, figurative language (e.g. metaphor), sentence structure, arrangement of thoughts, or special graphic format (e.g. table or diagram)*
- What is an in-text **citation**, when do you need to use one, and where in a text should it be placed?
- What is the difference between **direct quotation** and **indirect quotation**?
- What is a **paraphrase**, and how does it differ from a **summary**?

RECOGNIZING PLAGIARISM AND INACCURACY

Here is a quick exercise to check your understanding of what plagiarism is. First read the following original passage from a text:

“The character and mentality of the keepers may be of more importance in understanding prisons than the character and mentality of the kept.”

(Jessica Mitford, *Kind and Unusual Punishment*, p. 9).

TWO OTHER WRITERS' PLAGIARIZING OF THE TEXT

- But the character of prison officials (the keepers) is more important in understanding prisons than the character of prisoners (the kept).
- In understanding prisons, we should know more about the character and mentality of the keepers than of the kept.

*What is wrong with each of these reports on Mitford's text?
Discuss in your group.*

TWO OTHER WRITERS' APPROPRIATE USES OF THE TEXT

- One critic of the penal system maintains that we may be able to learn more about prisons from the psychology of the prison officials than that of the prisoners (Mitford 9).
- According to one critic of the penal system, “The character and mentality of the keepers may be of more importance in understanding prisons than the character and mentality of the kept” (Mitford 9).

What features does each of these reports contain that are lacking in the plagiarized versions?

USE OF QUOTATION

- The lower example on the previous slide directly quoted from the source. The quoted text is placed within quotations marks, which in English look like this: “...”
- In academic textbooks and journal articles in the sciences, direct quotation from reference sources is rare – why do you think this is the case? **Discuss this in your group.**
- In what contexts do you think it might be appropriate to **directly quote** from a source?
- **Note** that when you include the name of a journal article or a book chapter in a text you are writing, e.g. an essay, you need to treat these as quotations and place them in quotation marks.

QUOTATIONS IN A TEXT

- “**Quotations** – as a general rule in the University, **if the quote is less than a line it may be included in the body of the text in quotation marks.** Longer quotations are indented and single-spaced, quotation marks are not required. For citations of particular parts of the document the page numbers etc. **should** be given after the year in parentheses.”
- “**Diagrams, illustrations** -- should be referenced as though they were a quotation if they have been taken from a published work.”

HOW TO QUOTE

Quoted text in a sentence is typically accompanied by a reporting phrase, for example:

As X stated/states, “...”

As X wrote/writes, “...”

As X commented/comments, “...”

As X observed/observes, “...”

As X pointed/points out, “...”

To quote from X, “...”

This example is given by X: “...”

According to X, “...”

X claims that “...”

X found that “...”

The opinion of X is that “...”

QUOTATION MARKS IN RELATION TO OTHER PUNCTUATION

Insert quotation marks in the appropriate places relative to other punctuation in the following sentences

1. Mary is trying hard in school this semester, her father said.
2. No, the taxi driver said curtly, I cannot get you to the airport in fifteen minutes.
3. When did Roosevelt say, We have nothing to fear but fear itself?
4. Yesterday, John said, This afternoon I'll bring back your book Conflict in the Middle East; however, he did not return it.

Once you have done this, [check your answers here.](#)

Then try the last example below:

The article Parasite infection drives the evolution of state-dependent dispersal of the host will be published in Theoretical Population Biology.

WHAT IS A PARAPHRASE?

- When you **paraphrase** part of a source text, *you express the idea in your own words*, in a different way (and name the original source!), i.e. reconstruct an author's line of reasoning without the use of the original words
- *Do not distort the original idea or claim!*
- Attribute it to the **original source**
- A paraphrase is usually **shorter** than the original text; it condenses a broader segment of the original source.

WHAT IS A SUMMARY?

- In a summary, you **briefly provide the main ideas, but not the details**, and you do this **in your own words**, referring to the sources you have used. That is, you use your own words to condense an extended idea or argument into a sentence or more.
- A summary is shorter than the original text, since it only includes the main points and ideas
- It provides a broad overview of the original source material
- The summarized ideas need to be attributed to the original source, just like in a paraphrase.
- A summary provides the original author's idea without the background or supporting evidence (without the complete context of the original).
- ***When summarizing, do not distort the original idea or claim!***

THE KEY POINTS OF A SUMMARY ARE THAT IT:

- Demonstrates your **understanding** of the text;
- Presents the **most important points**, excluding minor details;
- Is written **in your own words**, not those of the original author;
- Is highly **condensed**;
- Does not attempt to **rewrite (paraphrase) everything** in the text in your own words;
- Does **not borrow phrases** from the original;
- **Avoids quotations** unless absolutely necessary.

IN YOUR GROUP:

- As a writer, when might you choose to paraphrase a source text, and when would you opt to summarize the source?

The strategies for effectively paraphrasing and summarizing are very similar – we'll get to these in a moment. However, difficulties in writing source information in our own words often arise due to the way that we read and take notes from the source.

- Discuss **how you normally take notes** from a text you have been reading
- Do you **write on/around the text**, or **highlight** key words, phrases or sentences?
- Are your notes **separate** from the original text?

Now, read the six steps to effective paraphrasing on the next slide. As you do so, pay attention to **what is different** from your current strategy.

SIX STEPS TO EFFECTIVE PARAPHRASING

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.”

Source: <http://www.owl.english.purdue.edu>

“Give the citation where it occurs naturally or at the end of the relevant piece of writing” BU guide to citation

EXAMPLE EXERCISE

SOURCE: [HTTP://WWW.OWL.ENGLISH.PURDUE.EDU](http://www.owl.english.purdue.edu)

Now let's try a quick exercise.

Read through the short passage below a couple of times. Focus on understanding the key message in the text rather than remembering specific words or phrases. When you are ready, move on to the next slide

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 material. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

- Lester, James D. *Writing Research Papers*. 2nd ed. (1976): 46-47.

- Next, without looking back at the text, **discuss** what you think were its main points, and what you learned from the it.
- **Individually**, without looking at the text, try to write the key points down as short active phrases or key words. When you are ready, move to the next slide.

Here is an example of what notes from the text might look like:

- Student texts contain too many quotations
- Problems arise in the note-taking stage
- Quotes should form no more than 10% of the final student text (Lester 1976)

Based on your own notes, it should be relatively straightforward to form some new sentences. **Try this with your own notes, perhaps out loud to begin with.**

The main point here is that plagiarism is easier to avoid when:

1. You focus on the message in the source text,
2. Your notes are separate from the source (i.e. you don't just highlight parts of the text and write comments in the margins)
3. You write the notes after thinking about (processing) the source text and making sure you understand the key message

The Online Writing Lab (OWL, Purdue University), from which the original text was taken, provides the following examples:

- **A legitimate 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.
- **An acceptable summary:** Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper.
- **A plagiarized version:** Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

Remember that you also need to acknowledge the source of information. A good way to do this is to use reporting phrases. Such phrases additionally allow you to express **your own views** about the source information (**see below**). You can also use particular reporting phrases to indicate the **attitude of the source** (**see the next slide**).

You AGREE	You DISAGREE	You're NEUTRAL
<p>The work of X indicates that...</p> <p>The work of X reveals that...</p> <p>The work of X shows that...</p> <p>Turning to X, one finds that...</p> <p>Reference to X reveals that...</p> <p>In a study of Y, X found that...</p> <p>As X points out...</p> <p>As X perceptively states...</p> <p>As X has indicated...</p> <p>A study by X shows that...</p> <p>X has drawn attention to the fact that...</p> <p>X correctly argues that...</p> <p>X rightly points out that...</p> <p>X makes clear that...</p>	<p>X claims that...</p> <p>X states erroneously that...</p> <p>The work of X asserts that...</p> <p>X feels that...</p> <p>However, Y does not support X's argument that...</p>	<p>According to X...</p> <p>It is the view of X that...</p> <p>The opinion of X is that...</p> <p>In an article by X...</p> <p>Research by X suggests that...</p> <p>X has expressed a similar view...</p> <p>X reports that...</p> <p>X notes that...</p> <p>X states that...</p> <p>X observes that...</p> <p>X concludes that...</p> <p>X argues that...</p> <p>X found that...</p> <p>X discovered that...</p>

REPORTING VERBS TO REFLECT THE SOURCE'S ATTITUDE

Reporting information neutrally

Comments, describes, explains, illustrates, notes, observes, points out, records, relates, reports, says, sees, thinks, or writes.

Making a suggestion or conclusion

Analyzes, asks, assesses, concludes, finds, predicts, proposes, reveals, shows, speculates, suggests, or supposes.

Presenting an argument

Claims, contends, defends, disagrees, holds, insists, or maintains.

Agreeing with others

Admits, agrees, concedes, concurs, or grants.

Complaining about or criticizing others

Belittles, bemoans, complains, condemns, deplures, deprecates, derides, laments, or warns.

Here is a final exercise. Read the passage below and try to paraphrase or summarize the information in your own words. You can do this as a group or try it on your own and share what you have written with the other members in your group.

Be careful with the numerical information. Rather than simply rewriting the figures (“three-fourths” → 75%; “Half” → 50%), think what point the figures make. For example, what is the significance of half of deaths being children? Is this a disproportionately high number?

Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. From “Bike Helmets: Unused Lifesavers,” *Consumer Reports* (May 1990): 348.

CONCLUSIONS

1. In order to avoid plagiarising your sources, you need to both acknowledge the source (use **reporting phrases** and include a **reference citation**) and avoid directly copying from it (unless quoting).
2. Writing source information in your own words is much easier if you **read → think/process/understand → take notes** separately from the source. Your notes should not themselves be directly copy/pasted from the source
3. **Active reading** of your sources and **effective note-taking** strategies are crucial – Both of these will be covered in more detail in the second part of the course.