Paraphrasing/Quoting/Summarising

This workshop will:

- Look at the differences between quoting, paraphrasing and summarising as ways of using sources
- Explain how and when to use quotations, paraphrases and summaries
- Introduce you to some basic expectations when paraphrasing

Teaching points:
1. What sources can and cannot do
2. What quotes, paraphrases and summaries are
3. When to use quotations, paraphrases and summaries
4. Focus on paraphrasing

The following uses adapted extracts from University Houston-Victoria (2014).
1. What sources can and cannot do

Most students are aware that using source material as evidence or examples is expected of them when producing written work or presentations. Sources not only support an argument or point of view but can also add credibility and complexity.

- However, source material cannot make your points for you: it provides back up your points or provides material for you to argue against. Therefore, you will typically introduce source material to help prove your point. Essentially, source material has no significance without your commentary to provide context and meaning.

- Choose important or significant information that effectively relates to or supports your points. You may be set a task or question that will require you to present information that both does and does not agree or support your argument or point of view. The best work gaining the most points tends to have this ‘360°’ way of looking at an issue.

- Always be faithful to the meaning of the source material that you include.

- Cite appropriately and integrate the quote, paraphrase, or summary into the text effectively. No acknowledging your sources within the text and in a reference list could lead to allegations of plagiarism.

2. What quotes, paraphrases and summaries are

Most students are comfortable with what a quote is but many have difficulty with understanding what paraphrases and summaries are as they appear to perform similar jobs. Below are definitions of each term:

A. A quote is the exact wording of the source material (either written or spoken).

B. A paraphrase is a detailed restatement in your own words of a written (or sometimes spoken) source material. Apart from the changes in organization, wording, and sentence structure, the paraphrase should be nearly identical in meaning to the original passage. It should also be near the same length as the original passage and present the details of the original.

C. A summary is a condensed version of a passage. Similar to paraphrasing, summarizing involves using your own words to express another author's ideas. Unlike the paraphrase, which presents important details, the summary presents only the most important ideas of the passage.
An example of a quotation would be:

According to Roger Sipher, a solution to the perceived crisis of American education is to ‘abolish compulsory-attendance laws and allow only those who are committed to getting an education to attend’ (31).

Let’s paraphrase the following conclusion into one sentence together using the space below:

'Schools should be for education. At present, they are only tangentially so. They have attempted to serve an all-encompassing social function, trying to be all things to all people. In the process they have failed miserably at what they were originally formed to accomplish.'

Together we will summarise the following text and develop a summary of approximately 80 words (the original has 402). Make any notes you wish on the text and use the space below to write out your suggested summary.

One reason for the current education crisis in America is that present mandatory-attendance laws force many to attend school who have no wish to be there. Such children have little desire to learn and are so antagonistic to school that neither they nor more highly motivated students receive the quality education that is the birthright of every American. The solution to this problem is simple: abolish compulsory-attendance laws and allow only those who are committed to getting an education to attend.
Ask high school teachers if recalcitrant students learn anything of value. Quite the contrary, these students know they will be passed from grade to grade until they are old enough to quit or until, as is more likely, they receive a high school diploma. At the point when students could legally quit, most choose to remain since they know they are likely to be allowed to graduate whether they do acceptable work or not.

Abolition of archaic attendance laws would produce enormous dividends. First, it would alert everyone that school is a serious place where one goes to learn. Schools are neither day-care centres nor indoor street corners. Young people who resist learning should stay away; indeed, an end to compulsory schooling would require them to stay away.

Also, students opposed to learning would not be able to pollute the educational atmosphere for those who want to learn. Teachers could stop policing recalcitrant students and start educating.

In addition, grades would show what they are supposed to: how well a student is learning. Parents could again read report cards and know if their children were making progress.

Fourthly, public esteem for schools would increase. People would stop regarding them as way stations for adolescents and start thinking of them as institutions for educating America's youth.

Next, elementary schools would change because students would find out early they had better learn something or risk flunking out later. Elementary teachers would no longer have to pass their failures on to junior high and high school.

Finally, the cost of enforcing compulsory education would be eliminated. Despite enforcement efforts, nearly 15 percent of the school-age children in our largest cities are almost permanently absent from school. Communities could use these savings to support institutions to deal with young people not in school. If, in the long run, these institutions prove more costly, at least we would not confuse their mission with that of schools.

Extensively adapted from Sipher (1977)
### 3. When to use quotations, paraphrasing and summarising

Once you have selected your sources, you have to choose the best way to use them in your written work. Your tutor or marker will want to see your breadth of reading, knowledge of your subject, and understanding of how to best apply that knowledge on the page. Quotations, paraphrasing or summarising in a written assignment can be used for particular purposes:

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<th>Use when...</th>
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<td><strong>Specific words</strong> are <strong>crucial</strong> to your point</td>
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<td>Making a <strong>very specific point</strong>, especially about an individual/their views</td>
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<td><strong>Analysing/challenging</strong> a view expressed in a quote</td>
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<td>Need <strong>strong support/authority</strong> to your point</td>
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<td>Adding <strong>impact</strong> to an introduction/conclusion</td>
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<td>The <strong>wording</strong> of the source is <strong>less important</strong> than the <strong>meaning</strong> of the source</td>
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<td>Changing of ideas for <strong>emphasis</strong> but remaining <strong>faithful</strong> to the meaning of the source</td>
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<td><strong>Simplifying</strong> complex arguments, sentences or vocabulary</td>
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<td><strong>Clarifying</strong> technical passages or specialized information</td>
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<td>Providing a brief <strong>overview</strong> of a text, e.g. a book, in one sentence, or in several paragraphs, depending on your writing situation and audience</td>
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<td><strong>Condensing</strong> the material to draw out the points that relate to your work</td>
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<td><strong>Omitting</strong> extra information from the source material to focus on the author’s main point/s</td>
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**Note:** when you decide to paraphrase or summarize, avoid keeping the same structure of ideas and/or sentence structure. Also avoid just changing some of the words. Be careful not to add your ideas into the paraphrase or summary.

4. **Focus on paraphrasing**

Paraphrasing is a subtler device for using sources than quotations and summaries; this may explain why many students find learning and applying the necessary skills to successfully paraphrase difficult. A breakdown of the earlier definition of a paraphrase will be ‘mapped’ onto the example excerpt and paraphrased text:

**Quotation:**
'Schools should be for education. At present, they are only tangentially so. They have attempted to serve an all-encompassing social function, trying to be all things to all people. In the process they have failed miserably at what they were originally formed to accomplish.'

**Paraphrase:**
Roger Sipher concludes his essay by insisting that schools have failed to fulfil their primary duty of education because they try to fill multiple social functions.

A. A **paraphrase** is a detailed restatement in your own words of a written (or sometimes spoken) source material.

This paraphrase includes the necessary details of what schools should be for education (‘should be’ ‘primary duty’) and why schools are failing (‘try to fill multiple social functions’ ‘all things to all people’). In addition, it uses the writer’s own words throughout (‘primary duty’ and ‘multiple social functions’).

B. Apart from the changes in organization, wording, and sentence structure, the paraphrase should be nearly identical in meaning to the original passage.

The paraphrase has rearranged the organization of the information provided from

what schools 'should be’ then 'all things to all people’ then failure

to

failure then what schools duties are then functions
As has been shown in A., the **wording** has changed, and the **structure** has also been altered from multiple sentences to one complex sentence. The two texts are almost interchangeable where **meaning** is concerned.

C. It should also be **near the same length** as the original passage and **present the details** of the original.

The paraphrase is unusually somewhat shorter in **length** than the original but does include its **details** relating to those elements already discussed in B.

**TALKING POINT**

Together we will read the original text below and the following two pieces. Then we will identify which is a paraphrase and which is a summary, and why.

*Hong Kong’s Polytechnic University has constructed Hotel ICON, a luxury 262-bedroom hotel with three restaurants that was built for its School of Hotel and Tourism Management at a cost of HK$800 million (£60 million). Opened in 2011, the hotel integrates teaching, learning and research in a ‘full-service environment’. Courses that make use of it include a PhD in hotel and tourism management and an executive master’s in global hospitality and leadership. The same school also contains the ‘Vinoteca Lab’, where students learn everything from the skilful pairing of food and wine to the history and culture of the wine industry. Meanwhile, Bistro 1979, which can seat 66 diners, allows students to hone their hospitality skills in a working restaurant. All these premises are owned by Hong Kong Polytechnic University (or PolyU, as it is known).*

Extract adapted from Parr (2014: 38-39)

**Summary/Paraphrase:**

A. **In recent years, Hong Kong Polytechnic University has invested to the tune of tens of millions of pounds in facilities and projects, including a new 262-bedded hotel, within its School of Hotel and Tourism Management. The new buildings provide a range of teaching environments for course levels up to and including doctorates where students learn the theory and practical elements of their chosen profession.**
Summary/Paraphrase:

B. The School of Hotel and Tourism Management of Hong Kong Polytechnic University, or PolyU, has recently invested heavily in a number of major projects. One of these helps students gain skills and knowledge in matching wine with food, amongst other elements of the wine world, at the 'Vinoteca Lab'. In another, students learn key practical front-of-house skills in a large restaurant seating 66 people - Bistro 1979. In yet a third, launched in 2011 with a construction cost of £60 million, students from under-graduate to doctoral level courses attend classes at the fully-functional 262-bedded Hotel ICON: a most unusual place to study and research.

Activity 1: Paraphrasing text

Read the paragraphs below and, in pairs, develop a paraphrase for each. Feel free to mark or highlight the text in any way.

*Scientists do not agree about the extent to which creativity can be linked to activity in the right hemisphere of the brain. It is known that the biochemistry of the two hemispheres of the brain is different.*

Extract adapted from Cottrell (2013: 200)

Paraphrase A:

*In the past, opponents of immigration raised economic, racial, religious, and nationalistic objections or questions about large-scale immigration to the United States (Jones, 2006: 247-305). Today, however, experts tell us that opposition to immigration is expressed almost exclusively in economic terms. For example, Dan Lacy, a workplace consultant, business journalist, and editor, found that "research of immigration attitudes" shows that the fear that some Americans have of losing their jobs to immigrants is the main reason for opposition to immigration today (Smith, 1998: 41).*

Extract adapted from Warwick (2011)

Paraphrase B:
References


Answers

**TALKING POINT**

Paraphrase of Sipher’s conclusion

Roger Sipher concludes his essay by insisting that schools have failed to fulfil their primary duty of education because they try to fill multiple social functions.

**TALKING POINT**

Summary of Sipher’s essay

Roger Sipher makes his case for getting rid of compulsory-attendance laws in primary and secondary schools with six arguments. These fall into three groups—first that education is for those who want to learn and by including those that do not
want to learn, everyone suffers. Second, that grades would be reflective of effort and elementary school teachers would not feel compelled to pass failing students. Third, that schools would both save money and save face with the elimination of compulsory-attendance laws.

Paraphrase or summary – Hong Kong Polytechnic University

A. Summary: it is a lot shorter with writer’s own word used and key points are covered
B. Paraphrase: similar length with same detail as original. Meaning is also nearly identical with organization, wording and structure of sentences changes.

Activity 1: Paraphrasing text

A. Hemispheric differences within the brain do not have consensus in the scientific community, for instance the association between the right hemisphere and creativity has been debated (Cottrell, 2013).

B. Previously, those against immigration were able to articulate several negative factors to support their views of mass migration. This may no longer be the case: only economics, specifically concerned about a lack of employment, appear to be stipulated (Warwick, 2011).