

SUMMARIZING AND PARAPHRASING

The way to avoid accusations of plagiarism is to try to summarize or paraphrase what you read, choosing words that seem to do this best for you. So, what is the difference between paraphrasing and summarizing? Summarizing is about the general; paraphrasing is about the particular.

NB: *Why do you need to use sources?*

You need to use sources to participate in ongoing conversations. Ensure that your discussions are engaged, relevant, and reliable because many students fail to participate in academic conversations when they assemble quotations without interpreting and/or responding to the ideas expressed in them. Your work is judged on your independent use of available research, how you have integrated and applied it, and to what use you have put it. It is not enough just to transfer data or information into your text. *Summary and paraphrase are often preferred in academic writing because they make it easier to integrate the ideas of others into your own work.*

Example Summary and Paraphrase

Original Text/Quotation:

“The big picture is about knowledge building: each piece of reported research adds to the collective construction of knowledge. Research serves as the foundation on which new contributions to knowledge are built. Without citation, there is no reliable and organized system for knowledge building, no mortar for securing the foundation”(Walker and Taylor, 1998, p. 9).

Summary:

Walker and Taylor (1998) pointed out that the real purpose of citation is to create a shared knowledge base.

Paraphrase:

Walker and Taylor (1998) emphasized that the real reason why we cite sources we have

consulted is to contribute to the creation of shared knowledge. The research of others is the base on which new understanding is established. If we did not cite the work of others, there would be no accepted method “for knowledge building” (p. 9).

List of References:

Walker, J.R., and Taylor, T. (1998). *The Columbia guide to online style*. New York, NY: Columbia University Press.

Inappropriate Summary and Paraphrase

Important: Failure to cite summarized and paraphrased material is one of the most common causes of plagiarism.

Original:

Unfortunately, different countries have different ideas about exactly how close is close. It is easy enough to test your own "space reaction": when you are talking to someone in the street or in any open space, reach out with your arm and see where the nearest point on his body comes. If you hail from western Europe, you will find that he is at roughly fingertip distance from you. In other words, as you reach out, your fingertips will just about make contact with his shoulder. If you come from eastern Europe, you will find that you are standing at "wrist distance". If you come from the Mediterranean region, you will find that you are much closer to your companion, at little more than "elbow distance".

	Inappropriate (Plagiarized)	Appropriate
Summary	Different countries have different ideas about exactly how close is close. West Europeans prefer to be at arms' length from the person they are talking to while east Europeans prefer wrist distance and the Mediterranean like elbow distance (Morris, 1977, p.131).	Expected amounts of space between people when they are talking differ among cultures: in general, people from western Europe prefer fingertip to shoulder distance, from eastern Europe wrist to shoulder, and from the Mediterranean elbow to shoulder (Morris, 1977, p.131).
Paraphrase	Regrettably, different nations think differently about exactly how close is close. Test yourself: When you are talking to someone in the street or in any open space , stretch out your arm to measure how close that person is to you.	According to Desmond Morris (1977) people from different nations think that "close" means different things. You can easily see what your reaction is to how close to you people stand by reaching out the length of your arm to measure how

<p>If you are from western Europe, you will find that your fingertips will just about make contact with the person's shoulder. If you are from eastern Europe, your wrist will reach the person's shoulder. If you are from the Mediterranean region, you will find that you are much closer to your companion, when your elbow will reach that person's shoulder (Morris, 1977, p.131).</p>	<p>close someone is as the two of you talk. When people from western Europe stand on the street and talk together, the space between them is the distance it would take one person's fingertips to reach to the other person's shoulder. People from eastern Europe converse at a wrist-to-shoulder distance. People from the Mediterranean, however, prefer an elbow-to-shoulder distance (p.131).</p>
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Practice: Choosing the Best Paraphrase

Read each original passage. Then read the paraphrases in each group and decide which is the best. Label it BEST. Label the others TOO sim. (too similar), NO cit. (no in-text citation), or Inc. / Inacc. (incomplete and / or inaccurate information).

Original Passage 01

Source: A passage titled “Late-blooming or Language Problem,” published in 2012 on the website of the American Speech-Language-Hearing Association. There are no authors listed.

The stages that children pass through in the development of language are very consistent. However the exact age when they hit these milestones varies a lot.

_____ a. As children develop language skills, they usually go through the same stages, but they may reach the stages at different ages (“Late-blooming”).

_____ b. Developing children may pass through linguistic stages at different ages although they will generally pass through each stage at some point.

_____ c. The stages that are passes through by children in language development are very consistent. However the exact time when they hit these milestones can be different (“Late-blooming”).

_____ d. Language development is very different for different children, and there can be variation in the stages they go through (“Late-blooming”).

Original Passage 02

Source: The same as Passage 1.

The kind of language the child hears and how people respond to the child can affect the speed of language development.

_____ a. People's response to the child and the kind of language the child hears can affect his rate of language development ("Late-blooming").

_____ b. Language can develop at different rates depending on the child's exposure to language and the response he or she gets when using it ("Late-blooming").

_____ c. Rate of language development can be influenced by children's exposure to language and response to their language use.

_____ d. Language develops more quickly if children are exposed to different languages and if they receive a response ("Late-blooming").

Practice: Paraphrase the following passage

Original Passage:

Because of their unique perspective, Americans fear globalization less than anyone else, and as a consequence they think about it less than anyone else. When Americans do think about globalization, they think of the global economy as an enlarged version of the American economy.

Source: Thurow, L. (1993). *Fortune Favors the Bold* (p. 6). New York: Harper Collins.

Practice:

1. Read and summarize this passage

Culture Shock

'Culture shock' is the state of being confused when in contact with a different and unfamiliar civilization. 'Shock' suggests something that is negative: this may be true, especially at first. Typically, a person going to study in another country for the first time may miss family and friends and, consequently, feel homesick. The person may have sleeping difficulties and, in extreme cases, may become depressed or ill.

Source: the passage is from George Smith's article "Culture Shock" page 245 published in 2003 on collection of articles entitled *Culture and Humans: Impacts and More*.