



PARAPHRASING QUOTING & SUMMARISING

2016

Paraphrasing

- have the same meaning
- be in your own words
- be referenced correctly

Summarising?



A distillation



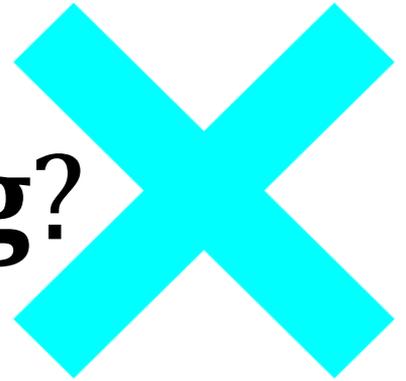
- **Summarize**—to rewrite the text in your own words so that it is shorter than the original containing the key ideas.
i.e. a distillation of the main ideas
of the whole text

Lengthy paraphrasing vs Summarising?

□ **Lengthy paraphrasing?**

VS

□ **Summarising**



Plagiarism & paraphrasing

- Step 1.** Read the following paragraph on sustainability.
- Step 2.** Compare the paragraphs which borrow ideas from the original paragraph.
- Step 3.** Decide which are plagiarised and which are acceptable.

Paraphrase #1

According to Herremans & Reid (2002), academic institutions have been strongly urged to play their part in educating students to become **environmentally aware citizens**. The Talloires Declaration of 1990, Halifax Declaration of 1991 and the Swansea Declaration of 1993 (as cited in Herremans & Reid, 2002) have been responsible for driving this call for **environmental literacy** in higher education. (59 words)

Original

- By the 1990s, academic communities had put forth the Talloires Declaration (1990) and the Halifax Declaration (1991) to address the need for educational programs that would produce **environmentally literate** and responsible university graduates (The Talloires Declaration, 1990). All academic institutions have been challenged by university and sustainability leaders to sign and implement these declarations. Disappointed with the universities' progress, the Swansea Declaration implored universities to contribute to "major attitudinal and policy changes for a sustainable future" (The Swansea Declaration, 1993). These declarations—along with the Tbilisi Conference goals—clearly state that academic institutions need to take action

Paraphrase / summary?

Paraphrase/summary #2

The Talloires Declaration of 1990, Halifax Declaration of 1991 and the Swansea Declaration of 1993 (as cited in Herremans & Reid, 2002) strongly urged academic institutions to play their part in educating students to become environmentally aware citizens, but have had little success (Herremans & Reid, 2002).

47 words

Original

By the 1990s, academic communities had put forth the Talloires Declaration (1990) and the Halifax Declaration (1991) to address the need for educational programs that would produce environmentally literate and responsible university graduates (The Talloires Declaration, 1990). All academic institutions have been challenged by university and sustainability leaders to sign and implement these declarations. Disappointed with the universities' progress, the Swansea Declaration implored universities to contribute to "major attitudinal and policy changes for a sustainable future" (The Swansea Declaration, 1993). These declarations—along with the Tbilisi Conference goals—clearly state that academic institutions need to take action. However, in a recent assessment of environmental progress at North American universities, Herremans and Allwright (1999) discovered that very few universities are even aware of these declarations, let alone carrying out their responsibilities regarding EE in the classroom.

□ 134 words

Summary

The Talloires (1990), Halifax (1991) and Swansea Declaration (1993) strongly urged academic institutions to play their part in educating students to become environmentally aware citizens, but have had little success (Herremans & Reid, 2002).

(34 words)

By the 1990s, academic communities had put forth the Talloires Declaration (1990) and the Halifax Declaration (1991) to address the need for educational programs that would produce environmentally literate and responsible university graduates (The Talloires Declaration, 1990). All academic institutions have been challenged by university and sustainability leaders to sign and implement these declarations. Disappointed with the universities' progress, the Swansea Declaration implored universities to contribute to "major attitudinal and policy changes for a sustainable future" (The Swansea Declaration, 1993). These declarations—along with the Tbilisi Conference goals—clearly state that academic institutions need to take action. However, in a recent assessment of environmental progress at North American universities, Herremans and Allwright (1999) discovered that very few universities are even aware of these declarations, let alone carrying out their responsibilities regarding EE in the classroom.

□ 134 words

Strategies for paraphrasing

Play around with sentence structure #1

- Look for key words that contribute to the overall meaning.

‘All educators have a responsibility to provide students with opportunities to become good environmental citizens.’

Play around with sentence structure #1

Key words?

'All educators have a responsibility to provide students with opportunities to become good environmental citizens.'



-

- And now add the reference!

Author: Irene M.Herremans & Robin E.Reid

Year of Publication: 2002

Page the sentence appeared on: 16

Paraphrase #1

Paraphrase #1

**(Herremans & Reid,
2002).**

Original

- **'All educators have a responsibility to provide students with opportunities to become good environmental citizens.'**

Paraphrase #2

Paraphrase 2

- Herremans & Reid (2002) **argue** that environmental education is the responsibility of every educator.

Original

- **'All educators have a responsibility to provide students with opportunities to become good environmental citizens.'**

Paraphrase# 3

Paraphrase 3

- Herremans & Reid's **argument** that environmental education is the responsibility of every educator(2002), has been contested by...

Original

- **'All educators have a responsibility to provide students with opportunities to become good environmental citizens.'**

- The **suggestion** that environmental education is the responsibility of every educator (Herremans & Reid, 2002), has been contested by Smith et. al (2015).

- **‘All educators have a responsibility to provide students with opportunities to become good environmental citizen.’**

Alternatives to 'says' (reporting verbs)

Try using:

claims

suggests

implies

notes

posits

states

argues

counters

indicates

demonstrates

reveals

Many of these can be used as nouns.

What are the nouns of the above words?

Remember!

Check the original to make sure:

- you haven't left out important information
- you haven't added something that isn't there.

Record the original source accurately so you can reference it.



Summarise or paraphrase the texts on the topic of Sustainability.

Text types:

Advert

Journal article

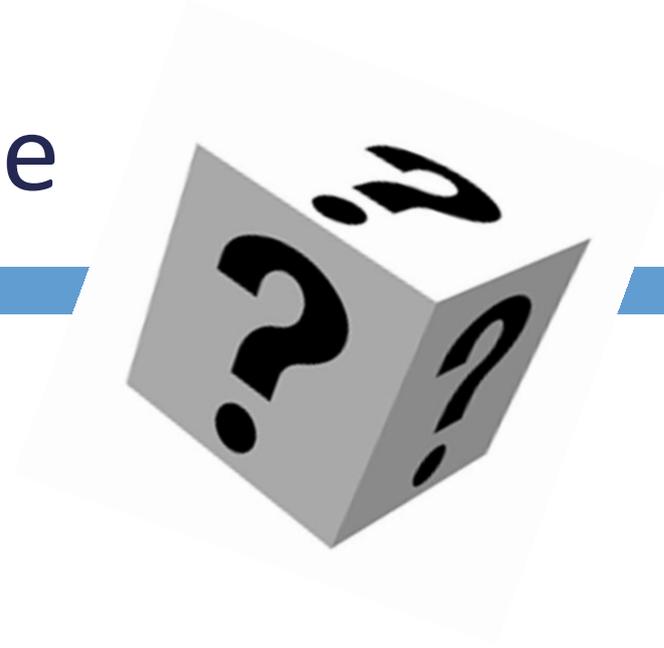
Mission statement

Definition

Web article

News headlines

When to quote



Integrating quotes

- Integrate the following quotation into a sentence:
- All educators have a responsibility to provide students with opportunities to become good environmental educators...
- Authors: I.E Herremans & R.E Reid,
- Page: 16



Herremans and Reid (2002) claim that “[a]ll educators have a responsibility to provide students with opportunities to become good environmental educators”(p.16).

OR

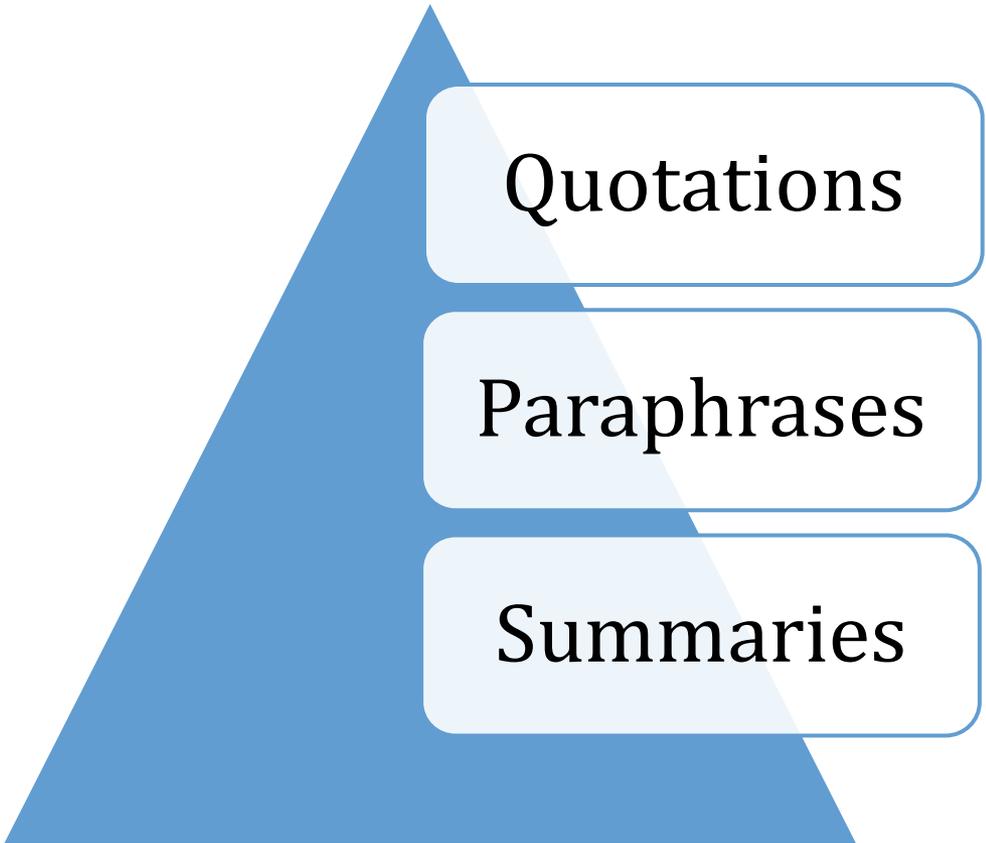
Herremans and Reid (2002, p.16) claim that “....



OR

The claim that “[a]ll educators have a responsibility to provide students with opportunities to become good environmental educators” (Herremans & Reid, 2002, p.16) is debatable.

Writing: Incorporating sources

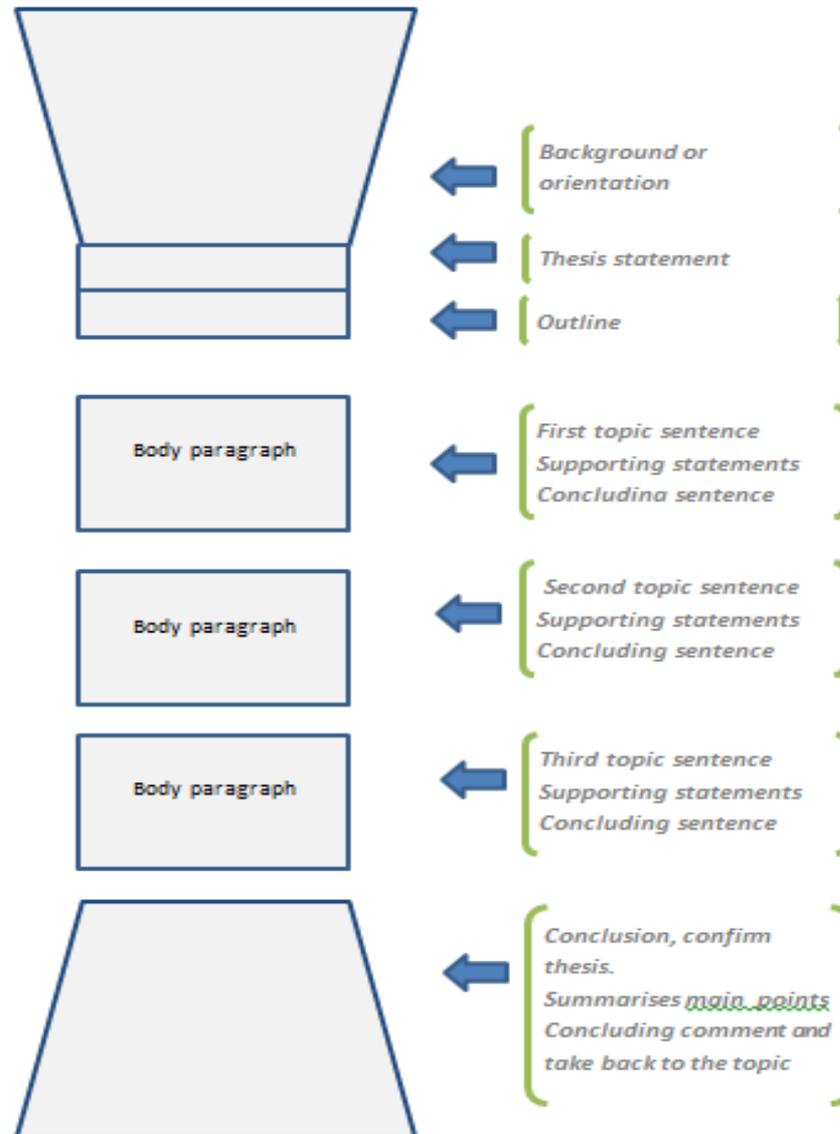


Quotations

Paraphrases

Summaries

Essay structure



Paragraphs

- The following sentences have been jumbled.
- Together they form a paragraph which is an adapted excerpt from ‘What is sustainability?’
- Assemble them to form a coherent paragraph that progresses logically.

□ An idea that you will hear often in discussions on sustainability is one that is sometimes called the “triple bottom line” (TBL) or the three E’s, sometimes also referred to as the three pillars of sustainability or as planet, people, profit (Elkington 2012, 55). It is worth being reminded of the dictionary definition of sustainability: “sustainability” relates to “forms of human economic activity and culture that do not lead to environmental degradation”. This definition includes the Three E’s, where the letter E can stand for the environment, economics and equity. In recent decades, scientists and planners began to realise that we as a planet have many problems that are connected, including poverty, health, overpopulation, resource depletion, food and water scarcity, political instability, and the destruction of the life support systems we all depend on. We cannot fix one problem in isolation because they are all connected. Thus, the triple bottom line of sustainability recognizes the need to foster communities that are healthy, safe and secure with economic opportunity for everyone while keeping Earth’s life support system in good shape (Cortese 2012).

□ 181 words

- 
- Now summarise this in one sentence.



References

Bailey, S. (2011). *Academic writing for International studies of business*. Oxon: Routledge

Brick, J. (2010). *Academic Culture: A student's guide to studying at university*. South Yarra: McMillan Education Australia

Source: Herremans, M. & Reid, R.E. (2002). Developing awareness of the sustainability concept. *The Journal of Environmental Education*. 34(1), 16-20.

Oshima, A., & Hogue, A. (2006). *Writing Academic English* (4th ed.) New York: Pearson Longman

<http://learnline.cdu.edu.au/studyskills/studyskills/avoidingplagiarism.html> accessed 25 January 2015

http://services.unimelb.edu.au/__data/assets/pdf_file/0004/821668/Avoiding-Plagiarism.pdf accessed on 25 January 2015

<http://www.ox.ac.uk/students/academic/goodpractice/about/> accessed 25 January 2015

ALLSP

- Academic Language and Learning Success program (ALLSP)
- Webpage:
<http://www.cdu.edu.au/allsp>
- Email:
allsp@cdu.edu.au

Meet the team



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Stephen Kerry

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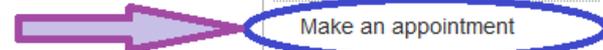
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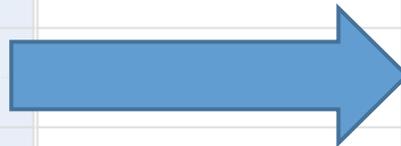
After hours help

Make an appointment



Choose the time you want

Agenda		Available	
Sat 24/10	Sun 25/10	Mon 26/10	Tue 27/10
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		10:00am – 10:50am Casuarina face-to-face or phone (1/1) Red 8 1 7 - Casuarina library	10:00am – 10:50am Casuarina Face-to-Face Casuarina face-to-face
			11:30am – 12:20pm Casuarina face-to-face or phone (0/1) Red 8 1 7 - Casuarina library
12:30pm – 1:20pm Casuarina Face-to-Face or by Phone (0/1) Red 8 1 7 - Casuarina library	12:30pm – 1:20pm Casuarina Face-to-Face or by Phone (1/1) Red 8 1 7 - Casuarina library	1:00pm – 1:50pm Casuarina Face-to-Face or by Phone (0/1) Red 8 1 7 - Casuarina library	
1:30pm – 2:20pm Casuarina Face-to-Face or by Phone (0/1) Red 8 1 7 - Casuarina library	1:30pm – 2:20pm Casuarina Face-to-Face or by Phone (1/1) Red 8 1 7 - Casuarina library		2:00pm – 2:50pm Casuarina face-to-face or phone (0/1) Red 8 1 7 - Casuarina library
2:30pm – 3:20pm Casuarina Face-to-Face or by Phone (0/1) Red 8 1 7 - Casuarina library	2:30pm – 3:20pm Casuarina Face-to-Face or by Phone (0/1) Red 8 1 7 - Casuarina library		3:00pm – 3:50pm Casuarina face-to-face or phone (0/1) Red 8 1 7 - Casuarina library
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		5:00pm – 5:50pm Casuarina Face-to-Face or by Phone (0/1) Red 8 1 7 - Casuarina library	5:00pm – 5:50pm Casuarina Face-to-Face or by Phone (0/1) Red 8 1 7 - Casuarina library
		6:00pm – 6:50pm Casuarina Face-to-Face or Phone (0/1) Red 8 1 7 (library)	6:00pm – 6:50pm Casuarina Face-to-Face or Phone (0/1) Red 8 1 7 (library)





We need your feedback

Please take 2 minutes to
complete the feedback form.

Writing Paragraphs

- Analyse the paragraph by completing the left hand column in the table above with the following types of sentences:
 - ▣ Supporting point 1
 - ▣ Supporting point 2
 - ▣ Supporting point 3
 - ▣ Example
 - ▣ Main reason
 - ▣ Topic
- Underline the words or phrases that link the sentences together.



□ If you put quotation marks around a sentence, you don't need to change it to fit grammatically with the other text.

□ a. True

□ b. False

□ Adapted from: <http://www.sfsu.edu/~ctfd/tutorials>

What would a quote look like?

The researchers used a mixture of methods and were able to collect enough data.

- Author: Chris Davis
- Year of Publication: 2006
- Page the sentence appeared on: 345

Example 1

- Davis (2006) states that, “The researchers used a mixture methods and were able to collect enough data.” (p. 345)

Example 2

- Davis (2006, p. 345) states that, “The researchers used a mixture methods and were able to collect enough data.”

Example 3

- Davis states that, “[t]he researchers used a mixture of methods and were able to collect enough data” (2006, p. 345).

Square brackets

Used when you want to modify another person's words in order to

- **modify a direct quotation:**

“They [were] not aware of the fault.” (The original words were “They are not aware of the fault.”)

- **add clarification e.g.**

The researcher stated that “it [the research] has insufficient data.”

Square brackets

Used when you want to modify another person's words in order to

- **add clarification:**

The researcher stated that “it [the research] has insufficient data.”

- **add information:**

“The two researchers, experts in the field, were both from South America [Uruguay and Argentina].”

Square brackets

Used when you want to modify another person's words in order to

- **add clarification:**

The researcher stated that “it [the research] has insufficient data.”

- **add information:**

“The two researchers, experts in the field, were both from South America [Uruguay and Argentina].”

- **add missing words:**

“It is [a] good question.”

Square brackets

Used when you want to modify another person's words in order to

- add clarification:

The researcher stated that “it [the research] has insufficient data.”

- add information:

“The two researchers, experts in the field, were both from South America [Uruguay and Argentina].”

- add missing words:

“It is [a] good question.”

- add editorial or authorial comment:

“It will *not* be adequate [my emphasis].”

Square brackets

Used when you want to modify another person's words in order to

- add clarification:

The researcher stated that "it [the research] has insufficient data."

- add information:

"The two researchers, experts in the field, were both from South America [Uruguay and Argentina]."

- add missing words:

"It is [a] good question."

- add editorial or authorial comment:

"It will not be adequate [my emphasis]."

Ellipsis

Used to indicate that a word(s) is missing

Want to use:

"The film focussed on three English learners from Asia who were studying at university."

want to omit:

"from Asia who were" to save space.

Hence:

"The film focussed on three English learners...studying at university."

The new sentence still makes sense

<http://www.englishclub.com/writing/punctuation-ellipsis.htm>

Let's Revise

Tips to remember when quoting, paraphrasing or summarising:

- First, introduce your point
- Second, quote, paraphrase or summarize
- Third, connect the pieces together
- Reference your source straight away







We need your feedback

Please take 2 minutes to
complete the feedback form.