Paraphrasing, Summarising & Quoting
Workshop objectives

- To distinguish differences between paraphrasing, summarising and quoting

- To use these techniques in academic writing to avoid plagiarism
Using other People’s Words and Ideas

• Important ideas, writings and discoveries of experts in your field of study.

• The work of other writers can provide you with information, evidence and ideas.

• **Quoting, paraphrasing** and **summarising** are different ways of including the works of others in your assignments.

• Work you produce at university often involves the important ideas, writings and discoveries of experts in your field of study.

• The work of other writers can provide you with information, evidence and ideas, but must be incorporated into your work carefully and ethically.

• **Quoting, paraphrasing** and **summarising** are different ways of including the works of others in your assignments. Each of these methods, combined with the correct use of a referencing system, will help you to avoid plagiarism.
Why use quotations, paraphrases, and summaries?

Quotations, paraphrases, and summaries serve many purposes:

- Provide support
- Refer to work
- Give examples
- Call attention
- Highlight
- Distance yourself
- Expand

- **Provide support** for claims or add credibility to your writing
- **Refer to work** that leads up to the work you are now doing
- **Give examples** of several points of view on a subject
- **Call attention** to a position that you wish to agree or disagree with
- **Highlight** a particularly striking phrase, sentence, or passage by quoting the original
- **Distance yourself** from the original by quoting it in order to cue readers that the words are not your own
- **Expand** the breadth or depth of your writing
<table>
<thead>
<tr>
<th>Quotations</th>
<th>Paraphrasing</th>
<th>Summarising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match the source word for word</td>
<td>Does not match the source word for word</td>
<td>Does not match the source word for word</td>
</tr>
<tr>
<td>Are usually a brief segment of the original text</td>
<td>Involves putting a passage from the original source into your own words</td>
<td>Uses the main ideas of the original source into your own words, but using only the main points</td>
</tr>
<tr>
<td>Appear between quotation marks unless very long</td>
<td>Changes the words and sentence structure, but fully communicates the original meaning</td>
<td>Presents a broad overview, so is usually shorter than the original text</td>
</tr>
<tr>
<td>Must be attributed to the original source, and include the page number(s)</td>
<td>Must be attributed to the original source</td>
<td>Must be attributed to the original source</td>
</tr>
</tbody>
</table>
Quoting

- Using someone else’s words exactly

- Reasons for quoting:
  - supports your point
  - present a position
  - present a particularly well-stated passage

- Use appropriate reporting verbs

Quoting involves using someone else’s words exactly as they appear in their work, and is clearly identified by the use
of quotation marks.

• Reasons for quoting:
  • to show that an authority supports your point
  • to present a position or argument to critique or comment on
  • to present a particularly well-
stated passage
whose meaning
would be lost if
paraphrased or
summarised.

• Quotes need to fit in with the point you are making. Reporting verbs indicate to the reader your attitude toward the person’s idea and should be
selected carefully.
How to Quote

- The quote must be well chosen. It is important to quote sparingly and be selective in what you quote.
- The quotation from the original is integrated into the writer’s sentence.
- Single quotation marks are used to indicate the words from the original text.
- The in-text citation includes family name of author (no initials), year of publication and page number. It is essential to provide page numbers for quotes.
- This source should have a reference list entry giving full bibliographic details.
- The writer introduces the quotation and does not simply reproduce it. The quotation is preceded by a preliminary explanation (usually the first few sentences).
When to Use Quotes

You may need to quote directly for:

- a definition or part of a definition
- a theory, law, regulation, or principle
- a specific term or expression created by the author or by another author cited
- a particularly effective, powerful or controversial statement

Remember that you need to use single quotation marks and indicate the page number in the citation when you are quoting directly.
How to Quote

You can integrate direct quotations into your writing in two main ways:

- As the grammatical continuation of your sentence, for example:

  A variable cost ‘is one which varies directly with changes in the level of activity over a defined period of time’ (Peirson & Ramsay 1996, p. 693).

- Using as follows or following, or a reporting verb and a colon, for example:

  Haskin (1996, p. 29) offers the following definition: ‘empowerment is the process which allows for ethical decision making by all organisation members ....’
Reporting Verbs

Reporting verbs (e.g. *discusses, suggests* and *describes*) are used to introduce the material quoted and indicate the attitude you have towards another author.

In each of the examples below, is the writer neutral to, agreeing to, or critical of the author’s idea?

- Johnson (2007, p. 478) argues that ‘...’
- As Mahmoud (2006, p. 45) points out, ‘...’
- Harrison (2006, p. 68) ignores ‘...’ when she says ‘...’
### Reporting Verbs
Consider using the following after you have given the author’s name (and the year or notation):

<table>
<thead>
<tr>
<th>X states that . . .</th>
<th>X takes the view that . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>X claims that . . .</td>
<td>X contends that . . .</td>
</tr>
<tr>
<td>X asserts that . .</td>
<td>X believes that . .</td>
</tr>
<tr>
<td>X agrees that . .</td>
<td>X proposes that . .</td>
</tr>
<tr>
<td>X strongly argues .</td>
<td>X concludes that . .</td>
</tr>
<tr>
<td>X comments that .</td>
<td>X maintains that . .</td>
</tr>
<tr>
<td>X suggests that .</td>
<td>X concedes that . .</td>
</tr>
<tr>
<td>X comments that .</td>
<td>X notes that . .</td>
</tr>
<tr>
<td>X says that . .</td>
<td>According to X . .</td>
</tr>
<tr>
<td>X observes that .</td>
<td>As X states . .</td>
</tr>
</tbody>
</table>
Short Quotes

- Short quotes (of less than 30 words) should be integrated into your sentences. Quotation marks must be placed accurately to indicate where a quote begins and ends. Include referencing details. For example:

  As Eveline (2004, p. 102) says, ‘the merit of a university employee, student or written product is viewed as being assessed on objective, rational criteria’.

- You do not have to use the whole sentence or paragraph. Select the relevant section for your work and modify it, if necessary, using the following methods:
  - Ellipsis (...) indicates that part of the quote has been omitted
  - Square brackets [ ] indicate that you have added something to make the quote make more sense to the reader
Long Quotes

- Long quotes (more than 30 words) are separated by an extra line. The left side (and often the right side also) is indented.
- The quotation is preceded by a colon.
- Quotation marks are not required because the extra spacing indicates that it is a quote. The font size is reduced (one point size) to further demarcate it. Bold or italic font may also be used in some publications but this is not normally required.

- Hofstede (1994 p14) states that:

  In the classroom there is supposed to be a strict order with the teacher initiating all communication .... Teachers are never publicly contradicted or criticised and are treated with deference .... The [educational] process is highly personalised, especially in more advanced subjects at universities where what is transferred is not seen as an impersonal ‘truth’, but as the personal wisdom of the teacher.
Summarising

• Omit unnecessary details and examples

• Provide your reader with background or supporting information

• Choose your words carefully; be accurate, objective, focused and concise

• Generally used when you wish to refer to ideas contained in a long text. Summarising enables you to reduce the author's ideas to key points in an outline of the discussion or argument by omitting unnecessary details and examples.

• Summarising a single source or a collection of related sources can provide your reader with background or supporting information that helps them better understand your chosen topic. It is also a useful method to point out material that either supports or contradicts your argument while not distracting your reader with irrelevant details.

• As with quoting and paraphrasing, you must document the sources you summarise. A summary reduces the material into a more concise statement. To be effective, you must choose your words carefully, be accurate, objective, focused and concise.
Summarising Tips

- Only the main points need to be included.
- The text is condensed without losing the essence of the material. Examples and explanations can be omitted.
- The summary writer’s own words are used. (NOTE: Do not change technical terms.)
- Reporting verbs (e.g. suggests and contends) are used to discuss the text.
- In-text citation is provided, giving family name of author (no initials) and year of publication (if using Harvard style). Page numbers can be provided if the summarised material appears in specific pages, chapters or sections.
- The summarised source should have a reference list entry giving full bibliographic details.
Paraphrasing

A paraphrase is writing the ideas expressed by another author in an article in your own words without changing the original meaning. It is usually about the same length as the original. The sentence structure and the vocabulary must be different.

Why paraphrase?

• Over quoting is a sign of bad writing. It indicates that you can not write well, or you are too lazy, or you do not have a strong understanding of the material.

• Paraphrasing shows the lecturer you have greater understanding and can analyse. Ideas and facts are incorporated into the text logically and intelligently using paraphrases and summaries.

• The sources of paraphrased ideas need to be acknowledged in your text and in a reference list using the appropriate referencing style.
Paraphrasing

Paraphrasing is one of the most useful skills you can use in academic writing. Watch this screencast to find out how to do it:

https://www.youtube.com/watch?v=8YIP7oFnd0E
Paraphrasing Process

Many students find the following process useful for summarising and paraphrasing information:

• Read the text carefully

• Identify and underline the key words

• Consider these points as a whole

• Read the text carefully - you may need to read the text several times, and check the meaning of terms you do not understand in a dictionary.

• Identify and underline the key words and main ideas in the text, and write these ideas down.

• Consider these points as a whole and your purpose for using this information in relation to the structure of your assignment. You may be able to group the ideas under your own headings, and arrange them in a different sequence to the original text.
The Paraphrasing Process

• Think about the attitude of the author
• Think of other words or phrases
• Draft your summary or paraphrase; change the structure; change the vocabulary
• Reread the original text

• **Think about the attitude of the author**, i.e. critical, supportive, certain, uncertain. Think about appropriate reporting verbs you could use to describe this attitude.

• **Think of words or phrases** which mean roughly the same as those in the original text. You can use a thesaurus or dictionary to help you. Try changing words into different parts of speech or change the voice (active/passive) of the sentence. Remember, if the key words are specialised vocabulary for the subject, they do not need to be changed. (see **Using Synonyms** below.)

• Using your notes from the above steps, **draft your summary** or paraphrase. **Change the structure** of the sentence/paragraph AND **change the vocabulary** (except for technical words or specialised terminology).

• When you have finished your draft **reread the original text** and compare it to your paraphrase or summary. You can then check that you have retained the meaning and attitude of the original text.
Easy Steps to Paraphrasing

(1) In note form – not a sentence - write down only the main ideas and concepts. Be sure you understand what the text is saying.

(2) Put the original away so you can’t see it. Write down your paraphrase from memory. This helps make sure you are not copying out the text word for word.

(3) Check your version against the original. Check that you have not accidentally written exactly the same words. Check that you have not left anything out. Check to see if you have captured the meaning of the writer (as closely as you can).
Activity

Refer to your handout and work with a partner or group ....
PARAPHRASING ACTIVITIES

ACTIVITY 1

Read the original text below. Highlight the words that you think are specialised words or words that should not be changed when paraphrasing. Underline the words which should be changed.

The United States, Germany, Japan and other industrial powers are being transformed from industrial economies to knowledge and information based service economies, whilst manufacturing has been moving to low wage countries. In a knowledge and information based economy, knowledge and information are the key ingredients in creating wealth.

ACTIVITY 2

Read the two paraphrases of the original text below. Select the statement that describes the most appropriate paraphrase.

Paraphrase 1

The United States, Germany, Japan and other economies are being dramatically changed from industrial economies to knowledge and information based service economies as manufacturing shifts to countries where the wages are low cost. In a knowledge and information based economies, knowledge and information are the focus in economic growth (Laudon & Laudon 2002).

Paraphrase 2

There has been a dramatic change in economies such as the United States, Japan and Germany from industrial to service economies involved in knowledge and information. As manufacturing shifts to countries where wages are low, economic growth and information economies must focus on knowledge and information production (Laudon & Laudon 2002).
(a) Paraphrase 1 is acceptable because it closely follows the sentence structure of the original.
(b) Both paraphrases are acceptable because some of the keywords have been changed.
(c) Paraphrase 2 is not acceptable because the sentence structure has been changed.
(d) Paraphrase 2 is acceptable because both the sentence structure and the keywords have been changed.
(e) Paraphrase 2 is unacceptable because the subject of the first sentence is different from the original, i.e. ‘dramatic change’ rather than ‘the United States, Germany and Japan’.
ACTIVITY 3

Find the words in Paraphrase 2 that replace the key words in the original text highlighted in blue below.

Paraphrase 2

The United States, Germany, Japan and other industrial powers are being transformed from industrial economies to knowledge and information based service economies, whilst manufacturing has been moving to low-wage countries. In a knowledge and information based economy, knowledge and information are the key ingredients in creating wealth.

other industrial powers = 
transformed = 
whilst = 
has been moving = 
low-wage countries = 
key ingredients = 
ACTIVITY 4

Build a paraphrase. Read the original text below and build a paraphrase from the selection of phrases provided on the next page.

Information systems make it possible for business to adopt flatter, more decentralised structures and more flexible arrangements for employees and management. Organisations are trying to become more competitive and efficient by transforming themselves into digital firms where nearly all core business processes and relationships with customers, suppliers and employees are digitally managed (Laudon & Laudon 2002).

How would you begin your paraphrase?
Business can develop ...

(a) more decentralised structures,

(b) flatter, less centralised structures

(c) centralised arrangements
Write Your Paraphrase Here


Now ask your partner/group to peer review your paraphrase.

You can also compare your paraphrase with a sample version overleaf.
Discover these!

- Online self-help learning resources
- Drop-in & 1:1 consultations
- Writing support sessions
- Conversations@UTS
- Intensive academic English programmes
- Daily workshops
- Volunteer programmes

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