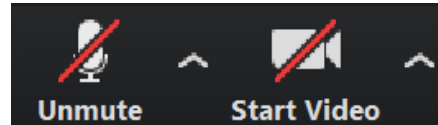


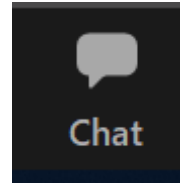
# Welcome! Before we start...

1. **Sign in** with your **first and family name** so we can check you off the register

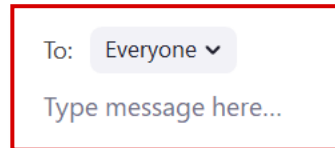
2. **Mute your microphone & video**



3. **Open the Chat**, and **say hello**



4. Keep **Chat** option on for **'Everyone'**





University of  
South Australia

# Referencing – how to paraphrase & more

*Learning Advisers  
Student Engagement Unit (SEU)*

# In this workshop we will cover:

- ways to include other people's ideas in your writing
- what paraphrasing is and why we do it
- how to paraphrase
- how to integrate others' ideas in your writing
- where to find useful resources & support



# Why include other's ideas in your writing?

- To show you have read widely and been informed by appropriate sources
- To be exposed to theories and knowledge relevant to your profession
- To build on what is known about the topic
- To demonstrate scholarly behaviour



# Ways to include other's ideas in your writing

- Quoting
- Summarising
- Paraphrasing



**Always include an in-text reference**

# Example: Quoting

Jogulu (2010) found “significant differences between leadership styles and cultural groups, hence, supporting the argument that culture and leadership interact in different ways in diverse contexts” (p. 705) .

The words from the original source are copied directly and, in the APA style, short quotes are encased within double quotation marks.

**How often would you use a direct quote in an assignment? Why?**

# Example: Summarising

If key scenes from a novel are pruned for film, audiences often react negatively. However, fidelity is not an appropriate measure for evaluating a film adaptation's success, as numerous scholars concur (Desmond & Hawkes, 2006; Leitch, 2008; McFarlane, 1996; Miller & Stam, 2004).

The writer has consulted different sources on the topic and has summarised the main theme that has been discussed by different researchers.

APA: Note how to cite 2 or more sources at once.

# Example: Paraphrasing

## Original text (extract taken from Jones, 2009, p. 38):

The *conservative* orientation to education prevailed before the 1960s, with schools and teachers taking an authoritative approach and inculcating students with the dominant values, beliefs and practices of the time. Students are seen as passive recipients of this knowledge. Basically, education is understood as preparation for work (Kemmis et al., 1983). Conservative values education approaches vary. They can be based on religious or secular conceptions of morality, for example. However, they can be distinguished by their focus on preparing the student to fit or follow the conventions of the social, civic, religious or local community.

## Paraphrase:

According to Jones (2009, p. 38) education in the conservative realm took on a very authoritative approach in that values were always imposed onto students who were seen as passive beneficiaries. In addition, schools prepared students for work (Kemmis et al., 1983, as cited in Jones, 2009). The context in this approach will vary depending on what the definition of morality is in a particular instance (Jones, 2009, p. 38).

APA: Note how to cite one author mentioned in another source.

Ideas from the original source are expressed in own words. A citation is included to acknowledge the original source.



# When to use these techniques

## Quoting

- a well-expressed and succinct quote, definitions

## Summarising

- whole text themes, concepts, theories, models

## Paraphrasing

- specific ideas as support for an argument or as evidence

# What makes a good paraphrase?

- Demonstrates an accurate understanding of the original idea
- Is expressed using your own words
- Includes an in-text reference



# Steps for good paraphrasing

1. Read (& reread) the original idea to make sure you understand it
2. Write (or record) your own explanation of the idea  
How could you explain this to someone else in a different way so that they can understand the original idea?

# Steps for good paraphrasing (cont.)

3. Compare your paraphrase with the original
  - ❑ Is the sentence structure of your explanation different to the original?
  - ❑ Have you used a variety of appropriate synonyms and different word forms?
  - ❑ Is the idea still the same as the original?
  - ❑ Have you included an in-text reference?

Focus on **what an idea means** and **why it's important**.

Focus on the **meaning**, not on individual words.

# Turnitin software



- Identifies levels of similarity between your writing & other student assignments or published work.
- Some lecturers may allow draft submission attempts using Turnitin for students to view similarity report and revise if necessary.
- Find out more about [using Turnitin](#).

# Q & A



# Practise paraphrasing

- Look at the original text
- Compare the original with the paraphrase
- Decide whether the paraphrase is good
- Discuss why/why not



# Original text

The following quote will be used in the next few slides:

The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today's employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation. (Schuler et al., 1988, p. 17).

APA: Note indent  
block quote if 40+  
words.  
No quotation marks.





# Original text

The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today's employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation. (Schuler et al., 1988, p. 17).

# Paraphrase #1

It is no longer disputed that the nature of industrial and clerical work is dissatisfying. Employees prefer more involvement in their jobs, desire more self-control and a chance to make a bigger contribution to their organisation (Schuler et al., 1988, p. 17).

**Plagiarised: superficial changes**

# Original text

The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today's employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation. (Schuler et al., 1988, p. 17).

# Paraphrase #2

According to Schuler et al. (1988, p. 17), employers are at fault for requiring their staff to perform menial tasks that fail to develop their skills and denying them opportunities for having a say in how the organisation is run.

**Inaccurate paraphrasing**

# Original text

The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today's employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation. (Schuler et al., 1988, p. 17).

# Paraphrase #3

People working in factory and office environments want to be given more responsibility by being allowed some freedom in self managing their work, as well as having more input in their business's operations.

Plagiarised: no in-text referencing

# Original text

The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today's employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation. (Schuler et al., 1988, p. 17).

# Paraphrase

People working in factory and office environments want to be given more responsibility by being allowed some freedom in self managing their work, as well as having more input in their business's operations (Schuler et al., 1988, p. 17).



# Integrating sources in your writing

Consider how you will use ideas from sources in your assignment.

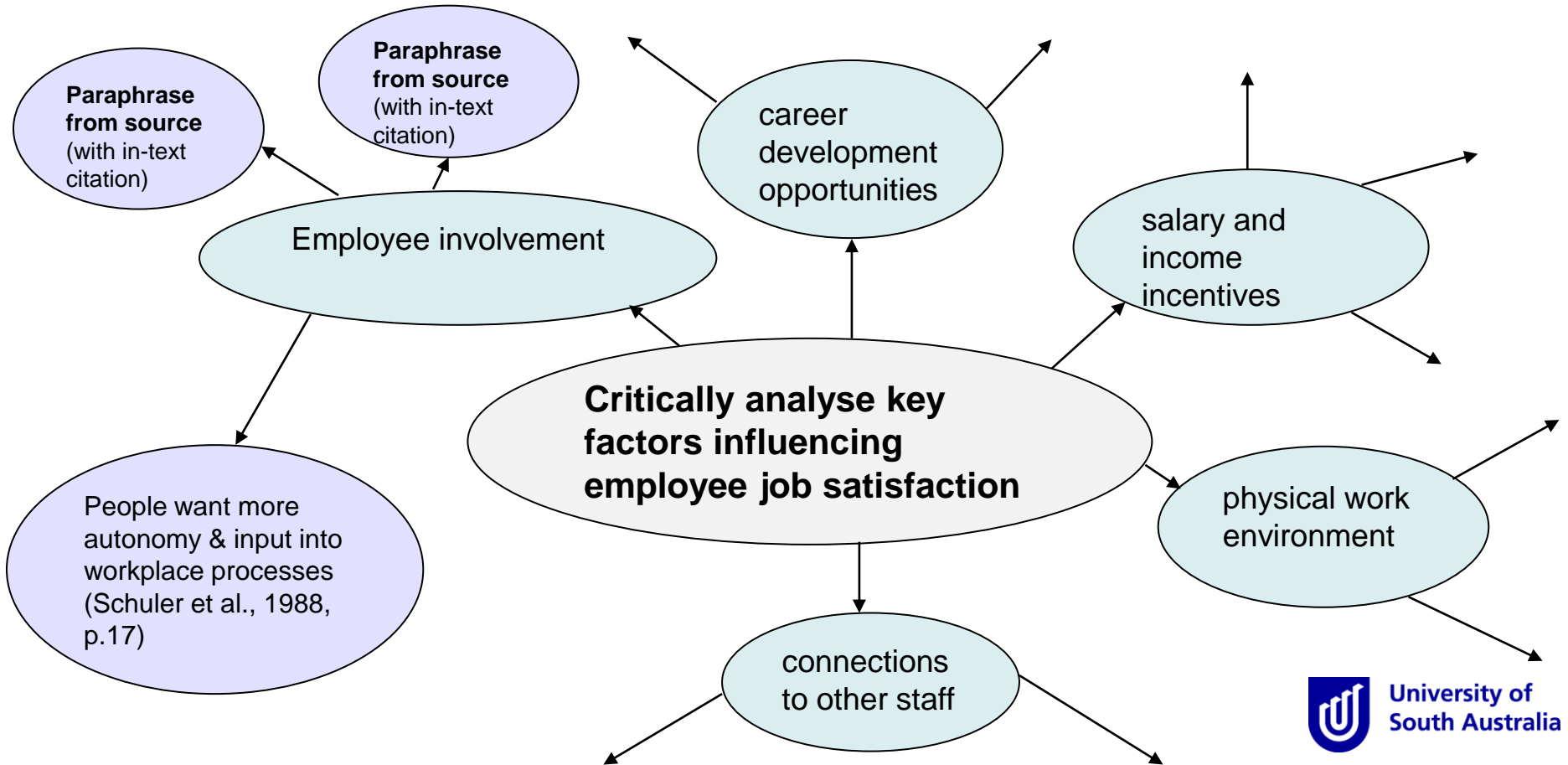
Ask yourself:

- How does the idea fit in the assignment you are writing?
- How does the idea relate to the topic and the argument you are presenting?

Avoid ‘cut and paste’ and listing approaches

- Listing other’s ideas does not show how/why the ideas are important to this topic or your argument

# Planning: how does the idea fit in your assignment?



# How does the idea fit in your assignment?

## Assignment topic

Critically analyse factors influencing employee job satisfaction

### Para 1

Employee involvement

### Para 2

Career development opportunities

### Para 3

Salary and income incentives

### Para 4

Connections to other staff members

### Paraphrase from source

People want more autonomy & input into workplace processes (Schuler et al., 1988, p. 17).

### Paraphrase from source (with in-text citation)

### Paraphrase from source (with in-text citation)

### Paraphrase from source (with in-text citation)

# Integrating information from sources into your writing

Recent research into employee involvement and how it influences job satisfaction suggests a complexity not recognised in initial studies. For example, one early study found that people working in factory and office environments want to be given more responsibility by being allowed some freedom in self managing their work, as well as having more input in business operations (Schuler et al., 1988, p. 17). However later studies have identified that simply increasing employees' freedom and involvement may not achieve the desired results. For instance, Vidal (2007, p. 249) argues that the relationship between worker satisfaction and involvement in processes is not simple, and that increasing the level of involvement does not always increase job satisfaction. There is therefore a need to investigate “when and how” participation creates benefits for workers and employers (Scott-Ladd et al., 2006, p. 400). While there is little research into these aspects, two key studies have explored how timing, and the type of participation used, affect job satisfaction.



# Integrating information from sources into your writing (with notation)

**Topic sentence:** writer's voice  
introducing the idea

**Example:** evidence as support (Schuler et al., 1988, p. 17)

**Development:** later studies show  
complexity of issue (writer's voice)

**Support:** expert voice (Vidal, 2007, p. 249)

**Development/support:** expert voice to  
further develop idea (Scott-Ladd et al.,  
2006, p. 400)

**Concluding sentence:** summary of  
idea and/or transition to next  
paragraph/idea (writer's voice)

Recent research into employee involvement and how it influences job satisfaction suggests a complexity not recognised in initial studies. For example, one early study found that people working in factory and office environments want to be given more responsibility by being allowed some freedom in self managing their work, as well as having more input in their business's operations (Schuler et al., 1988, p. 17). However later studies have identified that simply increasing employees' freedom and involvement may not achieve the desired results. For instance, Vidal (2007, p. 249) argues that the relationship between worker satisfaction and involvement in processes is not simple, and that increasing the level of involvement does not always increase job satisfaction. There is therefore a need to investigate "when and how" participation creates benefits for workers and employers (Scott-Ladd et al., 2006, p. 400). While there is little research into these aspects, two key studies have explored how timing, and the type of participation used, affect job satisfaction.

# How many references should I use?



- There is no answer!
- What's more important than “how many?” is “how relevant?”
- Consider authority, accuracy, bias, credibility & date
- A strong grade depends partly on how well you use references to support your argument

# Q & A



# Useful resources

UniSA Referencing site: [www.unisa.edu.au/referencing](http://www.unisa.edu.au/referencing)

The basics of  
referencing



Paraphrasing &  
integrating sources



Referencing style  
guides



Turnitin



Academic  
Integrity



Workshops &  
more help



University of  
South Australia

# Access this PPT presentation + more

Go to [Study Help](#) > Workshops & more help > [Referencing - how to paraphrase & more](#)



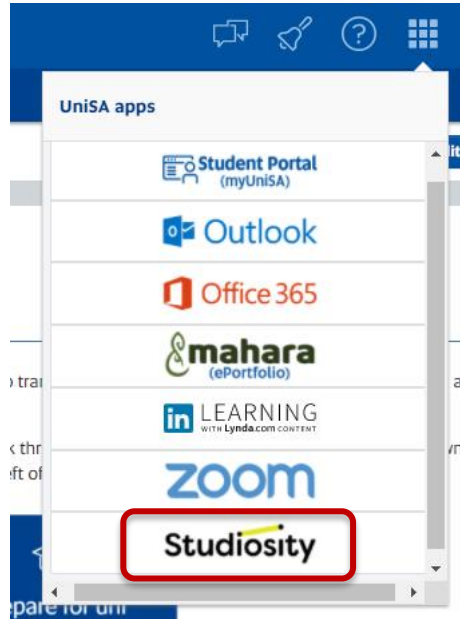
[Referencing - how to paraphrase & more](#)

- Access this PowerPoint presentation
- Learn more about paraphrasing
- Practise with interactive resources
- Learn more about integrating sources in your writing at sentence and paragraph level

# Online study support 24/7

# Studiosity

Access via your course sites



**Connect Live**

**Connect live**

- Connect to an expert tutor online

**Writing feedback service**

- Upload a writing draft & receive feedback within 24 hours
- Note: not a proofreading service

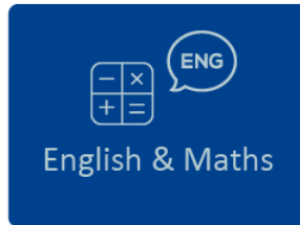
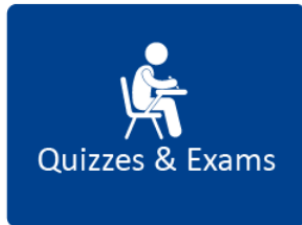
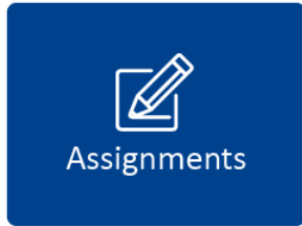


**Writing Feedback**

# Learning support at UniSA

Learning Advisers provide resources and advice on areas such as:

- Understanding different assignment tasks
- Academic writing
- Referencing and academic integrity
- Adapting to university study



- ❑ Explore [Study Help](#) online resources
- ❑ Talk to a Learning Adviser (in person, Zoom or phone) - [Book an appointment online](#) or contact [Campus Central](#)

# References

Jogulu, U.D. (2010). Culturally-linked leadership styles. *Leadership & Organization Development Journal*, 31(8), 705-719. <https://doi.org/10.1108/01437731011094766>

Jones, T. M. (2009). Framing the framework: Discourses in Australia's national values education policy. *Educational Research for Policy and Practice*, 8, 35-57.  
<https://doi.org/10.1007/s10671-008-9058-x>

Schuler, R. S., Dowling, P. J., & Smart, J. P. (1988). *Personnel and human resource management* (2nd ed.). Harper and Row.

Scott-Ladd, B., Travaglione, A., & Marshall, V. (2006). Causal inferences between participation in decision making, task attributes, work effort, rewards, job satisfaction and commitment. *Leadership and Organization Development Journal*, 27(5), 399-414.  
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Vidal, M. (2007). Lean production, worker empowerment, and job satisfaction: A qualitative analysis and critique. *Critical Sociology*, 33, 247-78. <https://doi.org/10.1163/156916307X168656>