



University of
South Australia

Paraphrasing and integrating sources

In this session

- why incorporate information from sources?
- why reference?
- deciding on appropriate sources
- reading and note-taking strategies
- effectively integrating the ideas of others
 - paraphrasing
 - quoting
 - summarising

Talk to a partner

Have you ever used other people's ideas in your writing before? If yes:

- when?
- where?
- did you need to acknowledge this?
 - » how?
 - » why?



Why use and acknowledge the ideas of others?

- allows you to build on what is known on the topic
- shows you have read widely and been informed by many sources
- is standard academic practice – not referencing is considered plagiarism
- exposes you to theories and knowledge relevant to your profession

Finding relevant & reliable sources

- use the UniSA library, [library catalogue](#) and [databases](#)
- see this library 'how to guide' about how to [find scholarly sources](#), including peer reviewed articles
- access [Ulrichsweb](#) via the library databases to see if a journal is peer reviewed
- watch the library video '[Study Help: evaluating information](#)'
- use [Google Scholar](#) to narrow your search
- focus on [.edu](#), [.org](#), and [.gov](#) sites
- approach Wikipedia with care: use to [find references](#)

Reading and note-taking strategies

- are the basis for effective integration of sources
- use appropriate reading strategy for your purpose (e.g. skimming, close reading)
- read and note *critically*
 - ask yourself questions about content
 - consider how it relates to your assignment question
- read and note evidence, examples, statistics etc. which are relevant to your plan
 - be willing to alter your plan if needed
- if information relevant, note during the first reading



Reading and note-taking strategies

- experiment with different note-taking styles
 - see the University of Sussex resource on [Note-making styles](#)
- whichever style used, ensure you have:
 - identified ideas relevant to your argument
 - written these briefly in your own words (first step to effective paraphrase)
 - organised them so they can be used to refine your plan
 - kept track of bibliographic details

Ideas in writing

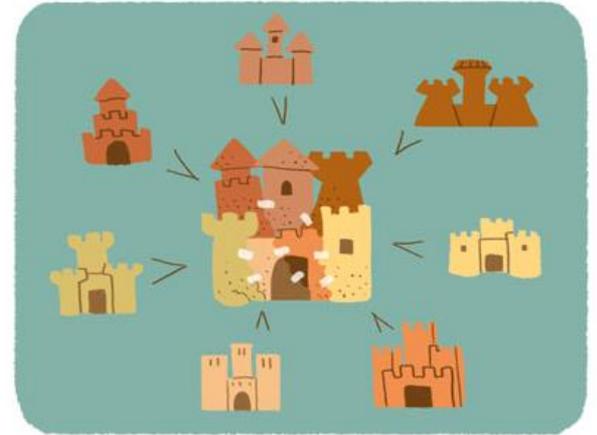
Distinguish your ideas from the author's by:

- quoting
- paraphrasing
- summarising

Avoid 'cut and paste' approaches.

Consider how you use the ideas/knowledge from sources in your assignments.

1. What are lecturers and tutors looking for?
2. What is the difference between 'knowledge telling' and 'knowledge transforming'? (Bereiter, Burtis & Scardamalia 1988).



(University of Michigan 2014)

Quoting

Using a word or group of words from another source:

- a quote may be words you read or heard
- original source must be copied exactly
- for short quotes use quotation marks (i.e., '...')
- must be accompanied by a citation including page number: (Mott-Smith 2011, p. 7)

Example: Quoting

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

Words from original source copied directly within single quotation marks

Paraphrasing

Using an idea from another source but written in your own words:

- The words of the original source must not be copied
- The paraphrase
 - » comes from an oral or written source
 - » is not enclosed in quotation marks
 - » is accompanied by a citation

Example: Paraphrasing

Original text (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:

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 (Jones 2009, p. 38). In addition, schools prepared students for work (Kemmis et al., cited in Jones 2009, p. 38). The context in this approach will vary depending on what the definition of morality is in a particular instance (Jones 2009, p. 38).

Ideas from original expressed in own words. Citation included to acknowledge original source.

Paraphrasing strategies

Paraphrasing at the 'meaning' level rather than the 'sentence' or 'language' level involves finding, understanding, and rewording the ideas.

Rather than focusing on *imitating* what a text says or how it says it, focus on:

- what it means and
- why it's important

Summarising

Condensing the main ideas of a text in your own words

- Putting the main ideas into your own words
- Only the main points and no details (examples) are included
- Provides a broad overview and usually shorter than the original
- Cites the original source

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).

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

One approach to paraphrasing

1. Read the source
2. Check your understanding
3. Put away the source
4. Retell aloud the main points (to another person or record)
5. Write them down
6. Re-read source to ensure you've accurately represented main ideas
7. Put away the source
8. Check your writing for meaning and flow
9. Go away & make a cup of tea/coffee
10. Check against the source & make necessary changes

Paraphrase #1

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, Dowling & Smart 1988,p. 17).

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, Dowling & Smart 1988, p. 17).

Plagiarised: superficial changes

Paraphrase #2

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, Dowling & Smart 1988, p. 17).

According to Schuler, Dowling and Smart (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

Paraphrase #3

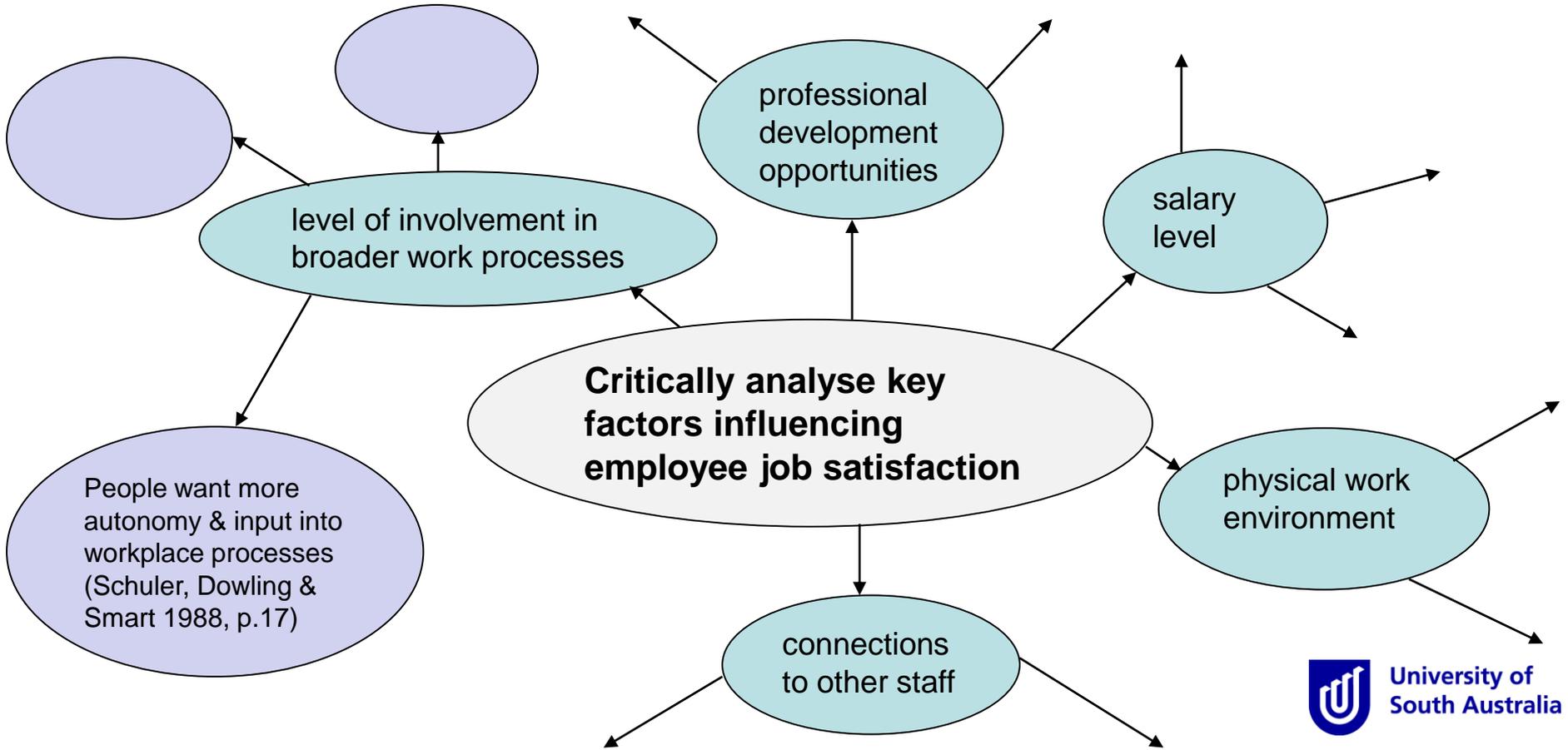
The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today's employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation

(Schuler, Dowling & Smart 1988, p. 17).

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, Dowling & Smart 1988, p. 17).

Plagiarised: no in-text referencing

Integrating sources: brainstorming & planning



Integrating information from sources into your writing

- **Topic sentence: complex relationship (between employee participation, autonomy & job satisfaction)**
- workers want ↑ responsibility, autonomy & input in bus. operations (Schuler, Dowling & Smart 1988, p.17)
- later studies show complexity of issue
- relationship between worker satisfaction & involvement in processes complex (Vidal 2007, p.249)
- increasing level of involvement ≠ always increase job satisfaction
- need to understand specific → conditions of participation benefits for workers & employers (Scott-Ladd, Travaglione & Marshall 2006, p.400)
- **Concluding/transitional sentence**

Recent research into factors influencing of job satisfaction has identified 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, Dowling & Smart 1988, p.17). However later studies have identified that simply increasing employees' freedom and involvement may not achieve the desired results. Vidal (2007, p.249) argues that the relationship between worker satisfaction and involvement in processes is not simple, and that increasing the level of worker 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, Travaglione & Marshall 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.



Further resources and references

Bereiter, C, Burtis, P J & Scardamalia, M 1988, 'Cognitive operations in constructing main points in written composition', *Journal of Memory and Language*, vol. 27, pp. 261-278.

Jones, TM 2009, 'Framing the framework: discourses in Australia's national values education policy', *Educational Research for Policy and Practice*, vol. 8, pp. 35-57.

Schuler, RS, Dowling PJ & Smart JP 1988, *Personnel and human resource management*, 2nd edn, Harper and Row, Sydney.

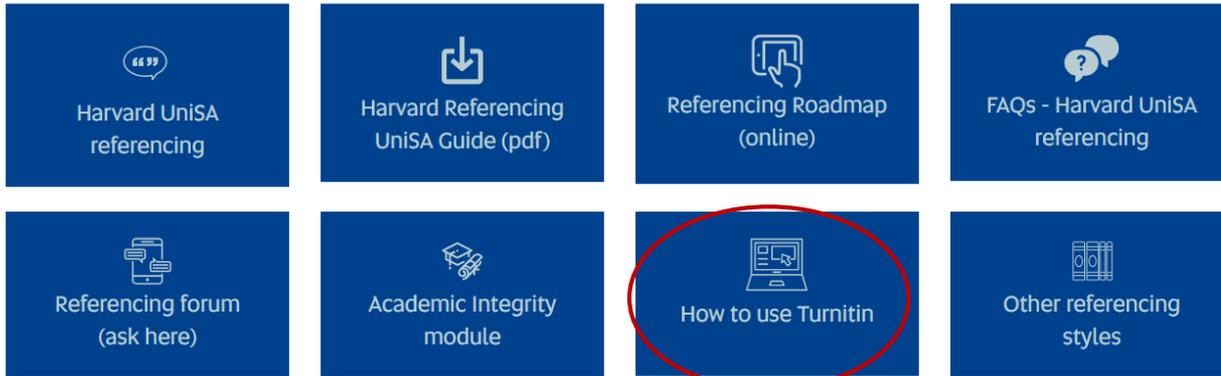
University of Michigan 2014, *Beyond plagiarism: best practices for the responsible use of sources*, University of Michigan, viewed 28 April 2016, <http://www.beyondplagiarism.sweetland.lsa.umich.edu/for-students/using-sources/patchwriting-as-a-technique/>.

The [Referencing](#) section of the Study Help site provides further resources on referencing styles, strategies and [Using Turnitin](#).

Additional referencing resources

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

Find out more about [Using Turnitin](#).

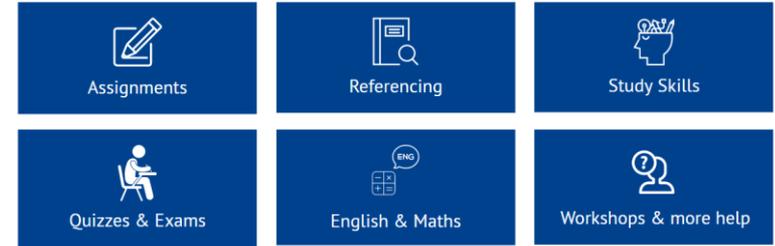


Learning support

Learning Advisers can provide you with resources and advice on areas such as:

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

Study Help



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www.unisa.edu.au/StudyHelp

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1300 301 703



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- › Academic and assignment writing
- › Study skills

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