Welcome! Before we start…
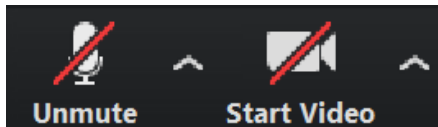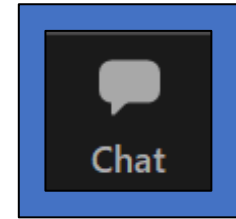
1. **Sign in** with your **first and family name** so we can check you off the register
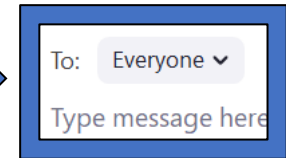
2. **Mute** your **microphone** & **video**

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

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

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Paraphrasing and integrating sources

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

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Ways to include other's ideas in your writing

- Quoting

- Summarising

- Paraphrasing

Always include an in-text reference

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'.

The words from the original source are copied directly and encased within single quotation marks.

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

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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.

See **FAQ 5** on the Referencing website: how to cite 2 or more sources at once.

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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.

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

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., 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).

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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

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Why paraphrase and summarise?

These techniques show that:
- you understand the original idea
- you are able to express the idea in your own words
- you have engaged with what you have read and thought about its relevance to your assignment topic

Use direct quotes sparingly – e.g. for definitions, or when a quote is by an expert and succinctly supports your argument

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Paraphrasing

- Find relevant ideas in appropriate sources

- Understand the ideas in detail

- Express the ideas in your own words
  - Imagine you are explaining the idea to someone who doesn't understand the original source.

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

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

Find appropriate sources

Where do you find your sources for assignment?
- UniSA Library website
- Useful tips for searching

How do you decide what sources to use in your writing?

Search the Library Catalogue

Search here | Everything ▾ | 🔍 | ADVANCED SEARCH

Guides and Assignment Help | eBooks Explained | Referencing Roadmap | Google Scholar

Students
Guides, assignment help and workshops

Researchers
Searching, publishing, guides and workshops

Teaching
Curriculum resources, guides and copyright support

About The Library
Services, campuses, alumni and community

Consider:
- ☐ Author credentials
- ☐ Publication details
- ☐ Currency
- ☐ Type of source
- ☐ Relevance

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What makes a good paraphrase?

- The original is restated using your own words

- This means using a different sentence structure, synonyms and different word forms

- BUT the original idea does not change

- And an in-text reference is included

Referencing website - **How to paraphrase using Harvard UniSA.**

Study Help website – **Reading tips** and **Note-taking tips**

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Read & take effective notes

- think critically, ask yourself questions about how information relates to your assignment topic

- choose & note evidence, examples, statistics etc. which are relevant to your assignment topic and response

- make sure you have:
    - ❏ identified ideas relevant to your argument
    - ❏ written these briefly in your own words (first step to effective paraphrase)
    - ❏ kept track of bibliographic details

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Steps for good paraphrasing

1. Read the source and original idea and understand it

2. Write down 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?

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

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.

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Q & A

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Including others' ideas in your writing

Consider <u>how</u> 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

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How does a source's idea fit in your assignment?

Assignment topic
Critically analyse key factors influencing employee job satisfaction

Key factor 1
Level of involvement in work processes

Key factor 2
Career development opportunities

Key factor 3
Salary and income incentives

Key factor 4
Connections to other staff members

Paraphrase from source
People want more autonomy & input into workplace processes (Schuler, Dowling & Smart 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 factors influencing 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 business 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. 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, 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.

Integrating information from sources into your writing

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

Example: *evidence as support (Schuler, Dowling & Smart 1988, p.17)*

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

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

Development/support: *export voice to further develop idea (Scott-Ladd, Travaglione & Marshall 2006, p.400)*

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

Recent research into factors influencing 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. 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, 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.

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Test your knowledge about paraphrasing

- Look at the original text

- Compare the original with the paraphrase

- Decide whether the paraphrase is good

- Discuss why/why not

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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.

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

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.

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

Plagiarised: superficial changes

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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.

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

Paraphrase #2

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

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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.

(Extract from Schuler, Dowling & Smart 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

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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.

(Extract from Schuler, Dowling & Smart 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, Dowling & Smart 1988, p. 17). ✔

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Useful resources

UniSA Referencing site: www.unisa.edu.au/referencing

Harvard UniSA referencing

Harvard Referencing UniSA Guide (pdf)

Referencing Roadmap (online)

FAQs - Harvard UniSA referencing

Referencing forum (ask here)

Academic Integrity module

How to use Turnitin

Other referencing styles

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Useful resources

Go to [Study Help](#) > Workshops & more help >
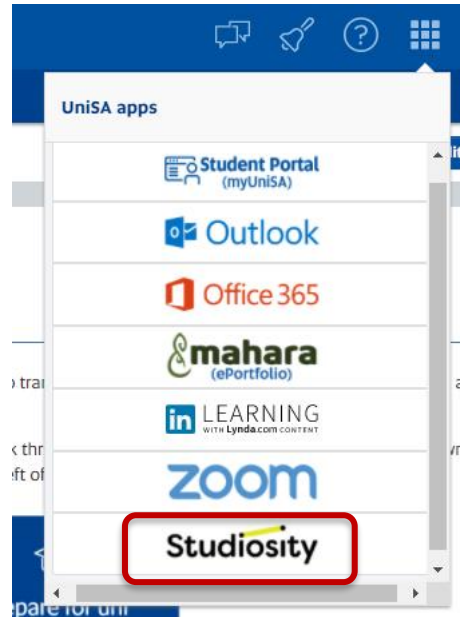[Paraphrasing & Integrating Sources](#)

Paraphrasing and integrating sources

- ❑ 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

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Online study support 24/7

Access via your course sites

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

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

Assignments

Referencing

Study Skills

Quizzes & Exams

English & Maths

Workshops & more help
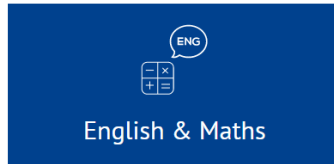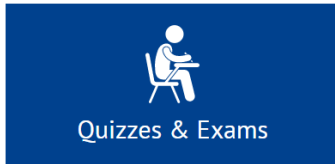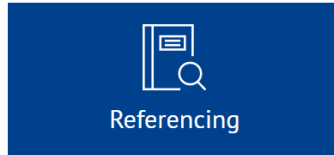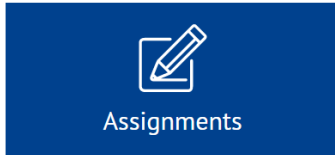
- ❑ Explore Study Help online resources
- ❑ Drop in and chat to Study Help PALS
- ❑ Talk to a Learning Adviser (in person, Zoom or phone) - Book an appointment online or contact Campus Central

References

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.

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*, vol. 27, no. 5, pp. 399-414.

Vidal, M 2007, 'Lean production, worker empowerment, and job satisfaction: a qualitative analysis and critique', *Critical Sociology*, vol. 33, pp. 247-78.

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