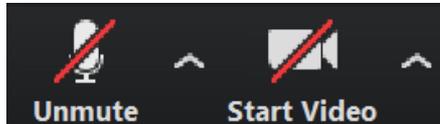


Welcome! Before we start...

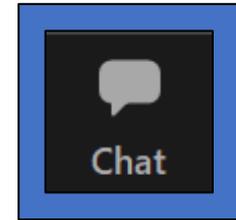


1. **Sign in** with your **first and family name** so we can check you off the register

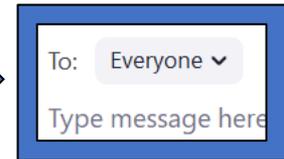
2. **Mute your microphone & video**



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



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





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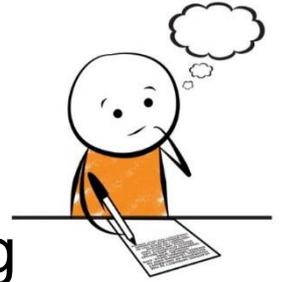
Paraphrasing and integrating sources

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



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?

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.

Example: Paraphrasing



See [FAQ 1](#) on the Referencing website: citing one author mentioned in another source..

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:

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).

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

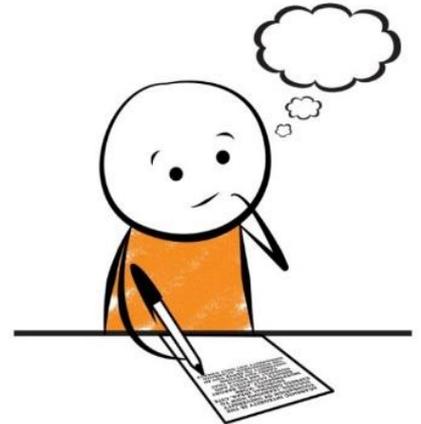
- whole text themes, concepts, theories, models

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

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 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

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

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

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). 

Integrating sources in your writing

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

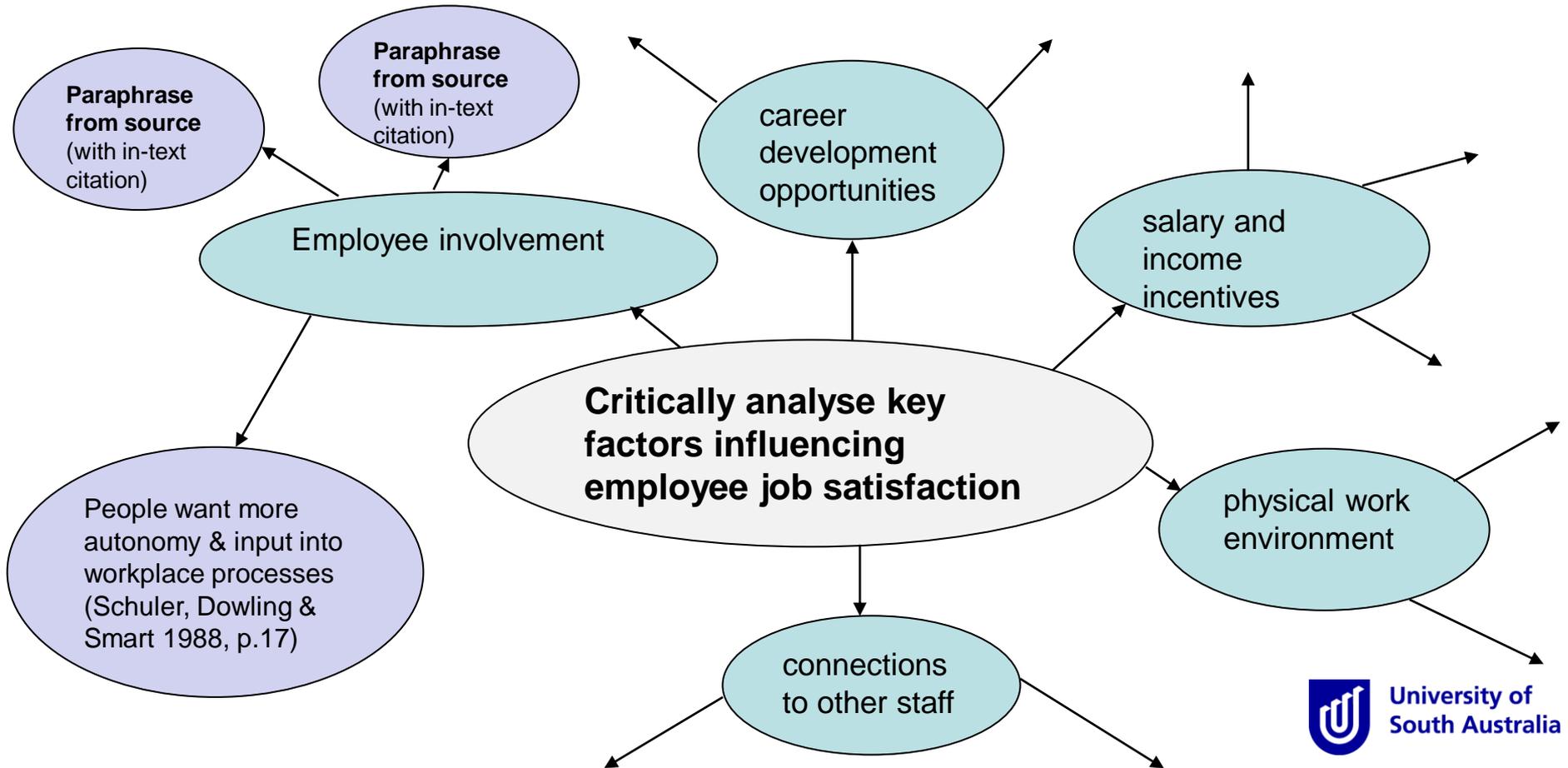
Ask yourself:

- 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, 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 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 \(Schuler, Dowling & Smart 1988, p. 17\)](#). 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: expert 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 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, 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.

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



Harvard UniSA
Referencing



Harvard UniSA
Referencing Guide (pdf)



Referencing Roadmap
(online)



FAQs - Harvard UniSA
Referencing



Referencing Forum
(ask here)



Academic Integrity
Module



How to Use
Turnitin



Other Referencing
Styles



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

Online study support 24/7

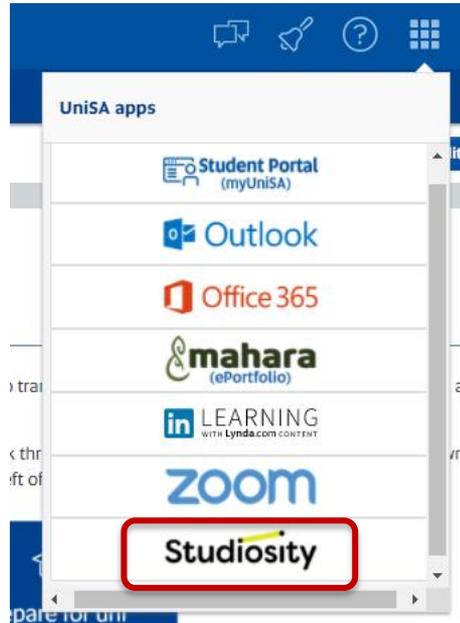
Studiosity

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

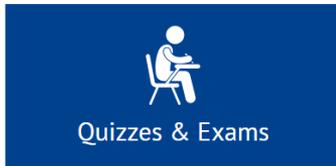


Access via your course sites

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
- ❑ 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.