

Paraphrasing III - Acceptable and Plagiarized Paraphrasing

Slide 1 Title

This is third and final tutorial to help you understand paraphrasing--a necessary and significant skill you will need to use in your university writing.

Slide 2 Overview

In this segment, we will look at the effect of only changing the words or structure of a sentence, distinguish between what makes for unacceptable and acceptable paraphrasing. As well, we will consider what make some paraphrasing better than other paraphrasing

Slide 3 Principles

Let's begin by reviewing the key paraphrasing principles discussed in module II.

An appropriate paraphrase should do all of the following:

You must change **some of the words**

You must change **some of the sentence structure** (word and phrase order)

You must **reference the original source** in some way

You must include all 3 of these (principles) in order to paraphrase correctly. To not do one of them could result in suspicion of plagiarism.

Slide 4

Let me show you what I mean.

In this example we can see that only words have been changed: the team becomes the researchers; presence of phages becomes existence of phages; reduced the number is changed to decreased the quantity; and attach becomes affix. And although I've changed many of the words it would still be plagiarised. Even if I include reference, as I have done here, it is still considered plagiarised.

Why is it considered plagiarised? Because I have not written a sentence of my own; I have merely changed words, and to so I could have, as I did here, just use the thesaurus feature on my computer. Neither the sentence structure nor the ideas are mine—what is mine is simply the choice of some words.

Slide 5

Similarly, if I only change the structure, I can be accused of plagiarising.

In this example, I have moved things around (. . . perhaps silence as the words move or are transformed) but I haven't really written my own sentence.

The first and the second elements of the sentence are moved around. The third element "reduced the number of bacteria" stays put and the 4th and 5th parts of the sentence are exchanged. Why is this considered plagiarized? Just as when we only change words, when we

merely move the pieces of the sentence around we have done little. The ideas and information and even most of the words are not ours, we have just chosen how to order parts of the sentence.

Slide 6

Now that I've shown you what NOT to do, let's use this same sentence then to more fully understand what makes a good paraphrase and what kinds of paraphrasing might be problematic or cause us trouble or accusations of plagiarising.

In this first example we are not even attempting to paraphrase and have just taken the exact words. In #1 we have used the words and there has not been any sort of acknowledgment. In #2 we have the same sentence but now with a reference; however, that is still not enough. Both of these are examples of plagiarism.

Why? You can see the words are taken directly from the original quotation but there are no quotation marks around them indicating that this is a direct quotation. Even though in the second sentence I've used a reference, both are examples of plagiarism.

SLIDE 7

Examples 3 and 4 here are acceptable. Note that they both use quotation marks to indicate the words that have been taken as well as a reference indicating whose words these are. The only difference between them is that while #3 gives a reference in parenthesis at the end, #4 uses a signal phrase, or tag, indicating within the sentence who wrote these words.

SLIDE 8

In this example, we are now paraphrasing the original text, changing some of the words and some of the structure. Note some of the words and the word forms that have been changed to make an appropriate paraphrase. . . .(maybe refer to actual ones ?)

Note also changes to the sentence structure—the subject of the sentence is changed from “these protect” to “the host is protected by.” We also go from having the two ideas in two different sentences to placing them in the same sentence although in different clauses. And there is even a minor change at the end of the sentence switching animals and viruses around.

However, #1 lacks a reference as to where this idea came from and is thus plagiarized. #2 is the same sentence but includes a reference so it is an acceptable paraphrase.

SLIDE 9

Example #3 is a better paraphrase than the previous example (#2) . This paraphrase has more significant structural changes than #2. For example, it takes the last element of the original sentence and places it first.

#4 I have called “the best” because in addition to word changes it has greater change than the other sentences, placing the benefit to the phages first and the host second. As well, it includes a signal phrase—Yong suggests-- near the beginning of the sentence, making clear the idea is

from someone else.

I suggest you include signals phrases or tags frequently at this point in your writing development. There are two reasons for this: it ensures that you keep straight whose ideas are whose, protecting you from inadvertent or unintentional plagiarism. The other reason is more from a reader's point of view, particularly someone grading the writing. If I am reading sentence #3, I might be thinking as I am reading, "This person's idea is really good." It is only at the end of the sentence, when I see the reference, that I realize that the idea is not the writer's. The writer has done nothing wrong, but the effect may be less than positive on the reader. In sentence #4, the reader realizes right from the start with the signal phrase --"Yong suggests"--that the idea and information is not the writer's but a paraphrase of Yong's.

SLIDE 10

I mentioned in an earlier segment that paraphrasing is often used to integrate others' ideas with our own, or more precisely, we use others' ideas or words to support our own ideas or thoughts on a particular issue. This example looks at how best to do that.

This sentence (#1) paraphrases the original ideas and then follows that with the writer's own idea. The problem here is that the writer took a significant part of the original and copied it word for word into our sentence. (*I've noted that by bolding the words copied directly.*) But quotation marks were not used to indicate that these are someone else's words. There is also no reference. This sentence then is plagiarized.

Some students might argue that the second element in the sentence here contains the more important idea and that is the writers so what does it really matter That may be true but the level of importance of the idea is not the issue here. Rather, words have been copied without appropriate recognition of quotation marks and a reference.

((maybe we could transform this sentence into a correct version—same slide ???!))

SLIDE 11

(Sentence #2 is the exact same as sentence#1,) but now we have put in quotation marks as well as a reference, making the paraphrasing and source use acceptable and correct.

I would also like to point out another aspect of source use and referencing that will help you keep things clear. Some might take the reference and place it at the end of the sentence. To do so would not be wrong in the sense that you have done something against the rules. Rather you have made it appear that both the quotation and the idea that follows it are from Baker and Kuntz, when in fact the idea in the second part of the sentence is your own. The point is you are not getting the proper credit for what you have done. So take care where you put the reference.

I'm calling sentence #3 a better sentence for a number of reasons. First, instead of quoting, it offers a paraphrase of the original. Paraphrasing is generally harder to do than quoting, and thus shows a higher level of skill. Second, we have used signal phrase at the beginning of the

part we have paraphrase so it is very clear whose idea this is. Note also that with the signal phrase we have added the phrase "in an educational context." I call this a contextual tag as it gives the reader an understanding of the context of the original idea or quotation that may be different from the one I am discussing. And the last reason I think this is a better sentence (paraphrase) is that our idea is presented first and then followed with the support from an external source. This gives our ideas more importance and places the ideas or words of others after we have presented our own ideas, thus making them more clearly support our idea

SLIDE 12
So---We are just about done here; let's go over a checklist.

Did you fully understand the passage paraphrased?

You can't make a correct Paraphrase unless you understand the passage fully.

Did you change some of the words?

Remember, we don't need to change all the words and there is no mathematical special number for how many to change. But we do need to change some of the words. We may not in fact want to change the key words; they are key words for a reason.

Do the changed words maintained the same contextual meaning?

Make sure you choose words that are appropriate to the context, appropriate to what you are saying.

Did you change some of the sentence structure?

Again, we don't need to change everything in the Sentence Structure but some part, some aspect of the SS needs to be changed.

Did you reference the original source/author?

Either as signal phrase within your own sentence or as a reference somewhere in your sentence.

Did you use a signal phrase or tag or would one be appropriate?

This is optional but as I suggested earlier I would recommend you using signal phrases/tag at this point in your writing.

SLIDE 13

(So that's it....that's not it for paraphrasing but it's where we will end for now.)

Paraphrasing is a skill, so be patience with yourself and recognize that it takes time--time to read for understanding, time to practice writing, and time to make mistakes and be corrected— in other words, time to learn proper paraphrasing. Give yourself time and learn