

Writing Workshop Activity

Oranim, 2012-13

An overview

1. Identifying plagiarism
2. A brief introduction to paraphrasing, summary and quotations
3. Practical application: paraphrasing
4. Practical application: summary
5. Practical application: quotations
6. Conclusion

1. Identifying plagiarism

Look at the original passage and determine whether or not the passages that follow are plagiarised. Circle yes or no.

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

(Taken from: Lester, J. D., (1976) *Writing Research Papers* 2nd Ed., New York: Harper Collins, pp. 46-47).

#1

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 1976).

YES NO

2

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

YES NO

Answers: The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

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#1

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 1976:46-47).

YES NO – This passage is **paraphrased.**, underlining – topics discussed

Note the use of synonyms and the order of the ideas.

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final research paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

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2

Students often use too many direct quotations when they take notes, resulting in too many of them [quotations] in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes. (No source cited)

YES NO – This passage is **plagiarized**, green paraphrased, but look at the number of ideas that have been taken from the original, their order and format (e.g., sentence structure). wl.english.purdue.edu/owl/resource/563/1

2. What are the differences between paraphrasing, summarizing and quoting?

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

Paraphrasing involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Quotations must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author. wl.english.purdue.edu/owl/resource/563/1

2.1 Why use paraphrases, summaries and quotations?

Paraphrases, summaries and quotations serve many purposes. You might use them to

- Provide support for claims.
- To add credibility to your writing.
- Refer to work that leads up to the work you are carrying out.
- Give examples of several, different points of view on a subject.
- Call attention to a position that you wish to agree or disagree with.
- Expand the breadth or depth of your writing.

- Highlight a particularly striking phrase, sentence, or passage by quoting the original.

3. Paraphrasing

Paraphrasing is defined as:

- your own version of essential information and ideas expressed by someone else, presented in a new form.
- one legitimate way - when accompanied by accurate documentation - to borrow from a source.
- a more detailed restatement than a summary, which focuses concisely on a single main idea.

wl.english.purdue.edu/owl/resource/563/1

3.1 How to paraphrase

- Read the entire text, noting – by taking notes, not just highlighting - the key points and main ideas.
- Summarize in your own words what the single main idea of the article is.
- Paraphrase important supporting points that come up in the article.
- Consider any words, phrases, or brief passages that you believe should be quoted directly. Short quotations work well when integrated into a sentence. Longer quotations can stand alone. Quoting should be done only sparingly; be sure that you have a good reason to include a direct quotation when you decide to do so.

wl.english.purdue.edu/owl/resource/563/1/

3.2 Paraphrasing Exercise

- a. Read the following passage. Mark what is important.
- b. Write down all of what you recall, after having set the original aside.
- c. Check your version with the original to ensure that you have covered the main idea and additional information and that this is in your own words.

- d. Jot down any important ideas (not words and not phrases word for word) that you may have missed.
- e. Write your paraphrased text. You may have to come up with synonymous forms for the topics discussed.
- f. Return to the text and add quotation marks to identify any terminology you have borrowed exactly from the source. Reference the source.
- g. Check your version against the original for similarity of content, order, form, etc. Record the source, including the page no., and reference it correctly.
- h. Note if there may be quotes you may be interested in at a later state.

[wl.english.purdue.edu/owl/resource/563/1/](http://owl.purdue.edu/owl/resource/563/1/)

3.2.1 Passage to paraphrase

Stages of language acquisition in children

In nearly all cases, children's language development follows a predictable sequence. However, there is a great deal of variation in the age at which children reach a given milestone. Furthermore, each child's development is usually characterized by gradual acquisition of particular abilities: thus "correct" use of English verbal inflection will emerge over a period of a year or more, starting from a stage where verbal inflections are always left out, and ending in a stage where they are nearly always used correctly. There are also many different ways to characterize the developmental sequence. On the production side, one way to name the stages is as follows, focusing primarily on the unfolding of lexical and syntactic knowledge.

<http://www.ling.upenn.edu/courses/ling001/acquisition.html>

3.2.2 Examples of synonymous forms for main ideas

language development – linguistic development; the language learning process;
language acquisition, the emergence of language ability,

predictable sequence – a set series of stages; different phases; an expected
developmental sequence; a pattern of acquisition

variation – individual differences, slight differences in performance, a pattern of speech unique to the individual, idiosyncratic speech patterns

gradual acquisition – a slow process, a process that occurs over an extended period of time,

3.2.3 Our paraphrased passage

3.2.4 Compare to the original.

4. A Summary

A summary is defined as:

- An account of a passage, an article, a chapter or a book that offers the full sense of the original, as accurately as possible, but in a more condensed form.
- A summary restates the author's main point and intent in your own words.
- Summarizing enables you to grasp the original text better, and the result shows the reader that you understand it as well.
- The knowledge you gained by summarizing makes it possible for you to better analyze and critique the original text.

4.1 How to summarize

- Read the text in full and ensure that you understand all of it.
- Restate the author's main claim, without detailed examples, in your own words. Make sure that this is concise. (The order in which you present ideas is not necessarily similar to that of the author's).
- Go back and check that you have accurately represented the ideas of the author and that you have not repeated the author's own words.
- Cite your source.

4.2 Summary Exercise

OMG!!! OED!!! LOL!!!!

Published: April 4, 2011

Editorial

It's wonderful to experience the ongoing corruption and evolution of the English language. Last month, OMG and LOL were inducted into the Oxford English Dictionary, along with the heart symbol — the first time a meaning enters our most **exalted** linguistic inventory via the T-shirt and bumper sticker.

They follow in the steps of other representatives of our electronic age. Google is there. So are dotcom and wiki. Chances are the meaning of tweet will soon spill out of its **ornithological** domain. The additions bring to mind the words of William Safire, The Times's former master wordsmith, who climbed down from the conservative **ramparts** in the culture wars 25 years ago to accept that "words come to mean what most people think they mean, not what we say they ought to mean."

The embrace of the **parlance** of the Internet by the Oxford English Dictionary, or OED, is not just affirmation of the plasticity of the English language. A century ago, **Chesterton** **berated** the belief that language was complete, with "a word for every reality in earth, or heaven, or hell." LOL, **prosaic** little acronym, **conjures** this boundlessness.

In "The Analytical Language of **John Wilkins**," the great Argentine writer **Jorge Luis Borges** writes about a 17th-century **polymath** who builds a language to organize all human ideas, "where the name of each thing says all the details of its destiny, past and

future.” As the decimal system allowed people to write any number in the universe, Wilkins offered his code to produce every possible meaning. Yet Wilkins’s lexicon could never encompass the universe, which Borges suspected, in its organic, unifying sense, cannot exist. Borges’s universe didn’t have the Internet as we know it. He may have called it a library.

http://www.nytimes.com/2011/04/05/opinion/05tue4.html?_r=0

Glossary

exalted: raised or elevated rank

ornithological: the branch of zoology that deals with birds.

ramparts: fortification;a broad elevation or mound of earth rasied as a fortification and usually capped with a stone.

parlance: a way or manner of speaking; vernacular

berated: to scold or rebuke

prosaic: commonplace or dull; matter-of-fact

conjures: to call upon or command

polymath: a person of great learning in several fields of study

www.dictionary.com

Additional information

William Lewis Safire, (December 17, 1929 – September 27, 2009)^[2] was an American author, columnist, journalist, and presidential speechwriter.

He was perhaps best known as a long-time syndicated political columnist for the New York Times and the author of "On Language" in the New York Times Magazine, a column on popular etymology, new or unusual usages, and other language-related topics from its inception.

Gilbert Keith Chesterton, (May 29, 1874 - June 14 1936) was an English writer. He wrote on philosophy, ontology, poetry, plays, journalism, public lectures and debates, literary and art criticism, biography, Christian apologetics.

John Wilkins (January 1, 1614 – November 19, 1672) was an English clergyman, natural philosopher and author, as well as a founder of the Invisible College and one of the founders of the Royal Society, and Bishop of Chester from 1668 until his death. He is particularly known for *An Essay towards a Real Character and a Philosophical Language* in which, amongst other things, he proposed a universal language and a decimal system of measure not unlike the modern metric system.

Jorge Francisco Isidoro Luis Borges (August 24, 1899 – June 14, 1986), was an Argentine short-story writer, essayist, poet and translator born in Buenos Aires. His work embraces the "character of unreality in all literature".

<http://en.wikipedia.org/wiki>

4.2.1 Reference

APA Reference: Editorial, no author

Example:

Yes on tests. [Editorial]. (1997, September 5). *The Washington Post*, p. A22.

http://college.cengage.com/english/raimes/digitalkeys/keyshtml/apa_re20.htm

4.2.2. Reference : Your source

Write the reference for the article you have summarized.

OMG!!! OED!!! LOL!!!!!! [Editorial]. (2011, April 4). *The New York Times*, p. A22.

A version of this editorial appeared in print on April 5, 2011, on page A22 of the New York edition.

4.3 Checking your summary

Make sure you have followed the steps as previously outlined:

A summary is defined as:

- Is the full sense of the article there?
- Is it accurate?
- Is it significantly condensed?
- Is the author's main idea and his/her purpose there?

- Have you fully understood the text? Have you shown your reader that you fully understand the text?
- Are you now able to critique this text if you have to?

5. Quotations

5.1 Short quotations

Look at the following quotations and locate the errors in citation. You may have to refer to what you learned today.

- a. "Language is the most massive and inclusive art we know, a mountainous and anonymous work of unconscious generations." (Edward Sapir, *Language: an Introduction to the Study of Speech*)

- b. (1) *qwél-em te strang te sth'óqwi*.
barbecue-INTR DET Strang DET fish
'Strang barbeques the fish.'

(Wiltschko 2006: 202)

C. CHOMSKY, N., 1986. *Knowledge of language: its nature, origin, and use*. New York: Praeger.

- d. "The essence of language is human activity—activity on the part of one individual to make himself understood by another, activity on the part of that other to understand what was in the mind of the first..." (Otto Jespersen (1924/1992), *The Philosophy of Grammar*, University of Chicago Press, p. 17).

A long quotation

- e. Hart (1996) has described the kinds of linguistic signs and symbols used in the early ape language experiments. "Researchers attempted to teach individual signs derived from American Sign Language (ASL) to Washoe, a chimpanzee, Koko, a gorilla, and Chantek, an orangutan. Sarah, a chimpanzee, learned to manipulate arbitrary plastic symbols standing for words, and another chimpanzee, named Lana, used an early computer keyboard, with arbitrary symbols the researchers called lexigrams. (p. 108)"

Answers

- a. "Language is the most massive and inclusive art we know, a mountainous and anonymous work of unconscious

generations.” (Edward Sapir, *Language: an Introduction to the Study of Speech*)

- b. (1) *qwél-em te strang te sth'óqwi*.
barbecue-INTR DET Strang DET fish
'Strang barbeques the fish.'
(Wiltschko 2006: 202) - correct
- c. CHOMSKY, N., 1986. *Knowledge of language: its nature, origin, and use*. New York: Praeger.
- d. "The essence of language is human activity—activity on the part of one individual to make himself understood by another, activity on the part of that other to understand what was in the mind of the first..."
(Otto Jespersen (1924/1992)* *The Philosophy of Grammar*, University of Chicago Press, p. 17).

*To cite a republished article,
Following the entry, enclose (Original work published 1924).

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Format: Setting off long quotations. When you quote forty or more words, set off the quotation by indenting it five spaces from the left margin. Long quotations should be introduced by an informative sentence, usually followed by a colon. Quotation marks are unnecessary because the indented format tells readers that the words are taken directly from the source.

(www.lw210.org/documents/pocketmanual/APA.pdf)