

SCHOOL OF GRADUATE STUDIES

Paraphrasing vs. Patchwriting

Content in this presentation is kindly contributed by the Indiana University of Pennsylvania Kathleen Jones White Writing Center.

Paraphrasing

VS

Restating an idea from a text according to your own understanding and using your own words. Patchwriting

Restating an idea from another text but using similar language or tone to the original text.

(IHE)	Student text as quoted by Sachar	Source text as quoted by Sachar
Samples published by Sachar (IHE)	Many companies will test their products by	It is awful that some companies still test their
	forcing animals to breathe in poisonous	new products and ingredients by forcing rabbits,
	chemicals while also having lethal substances	hamsters, guinea pigs and rodents to suffer
	poured in their eyes and rubbed in their skin	through horrific practices such as breathing in
	(Cole, 2015)	poisonous fumes or having lethal chemicals
Samp		rubbed onto their skin. (para. 13)
Same material with Citation Project coding	Student text with copied words double underlined and transformed /substited word underlined once	Student text with copied words double underlined and transformed /substited word underlined once
	Many companies will test their products by	It is awful that some companies still test their
	forcing animals to breathe in poisonous	new products and ingredients by forcing rabbits,
	chemicals while also having lethal substances	hamsters, guinea pigs and rodents to suffer
	poured in their eyes and <u>rubbed</u> in <u>their skin</u>	through horrific practices such as breathing in
	(Cole, 2015)	poisonous fumes or having lethal chemicals
		rubbed onto their skin (para. 13)
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Sa	ORIGNAL SOURCE: Cole, Natacha, "It Is Time Canada Banned Cosmetic Animal Testing,"	

ORIGNAL SOURCE: Cole, Natacha, "It Is Time Canada Banned Cosmetic Animal Testing," TT CO D 10/00/0015

Legitimate Paraphrasing

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.

[Lester, James D. Writing Research Papers. 2nd ed., 1976, pp. 46-47.]

A legitimate paraphrase:

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 46-47).

(Adopted from the Purdue Online Writing Lab)

Options for Proper Source Use

- **Quotations** must be identical to the original, using a small segment of the source. They must match the source document word for word and must be attributed to the original author.
- **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. It should be different in presentation and tone from the original source.
- **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.

*Adapted from the Purdue Owl, "Quoting, Paraphrasing and Summarizing" https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.ht ml

Change Structure and Words

Jamieson (2016) cited Miguel Roig and Jaclyn de Jacquant (2001) who recommended that "to avoid plagiarism when paraphrasing [or summarizing], not only should the original words be changed, but also the sentence structure of the newly paraphrased text must be different from that of the original" (2001, p. 281).

Original

Love and Toil maintains that family survival was the mother's main charge among the large majority of London's population who were poor or working class; the emotional and intellectual nurture of her child or children and even their actual comfort were forced into the background. To mother was to work for and organize household subsistence. (p. 9)

Paraphrase

According to Ross (1993), poor children at the turn of the century received little mothering in our sense of the term. Mothering was defined by economic status, and among the poor, a mother's foremost responsibility was not to stimulate her children's minds or foster their emotional growth but to provide food and shelter to meet the basic requirements for physical survival. Given the magnitude of this task, children were deprived of even the "actual comfort" (p. 9) we expect mothers to provide today.