



How to Paraphrase without Plagiarizing

Agus D. Priyanto

Compiled from many sources



A paraphrase is...

- your own **interpretation** of essential information and ideas expressed by someone else, presented in a **new form**.
- a more detailed restatement than a summary



Paraphrasing is a valuable skill because...

- it is **BETTER THAN QUOTING** information
- the process for successful paraphrasing helps you to grasp the **FULL MEANING** of the original.



6 Steps to Effective Paraphrasing

1. **RE-READ** the original passage until you understand its full meaning.
2. **SET THE ORIGINAL ASIDE**, and **write** your paraphrase on **a note card**.
3. Jot down a few **KEYWORDS** below your paraphrase to remind you later.

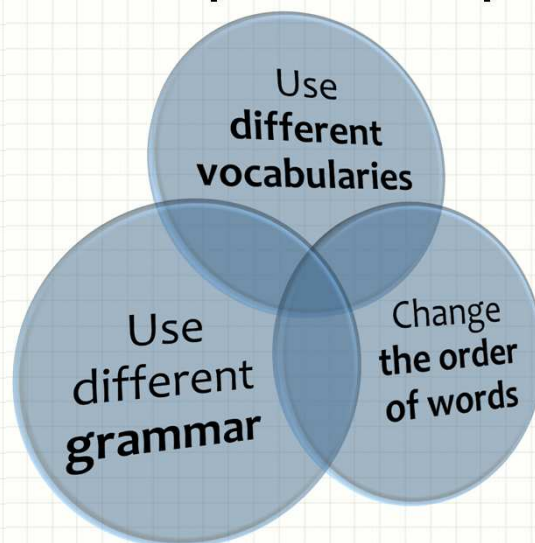


6 Steps to Effective Paraphrasing

4. **Check** your version to make sure that it accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any **unique terms** you borrow exactly from the source.
6. Record the source (**including the page**) on your note card



3 Techniques of Paraphrasing





Example

Paraphrasing is a very important skill for academicians.



For many scholars, being skillful at paraphrasing is extremely important.



But NOT like this:

Paraphrasing is a very important skill for academicians.

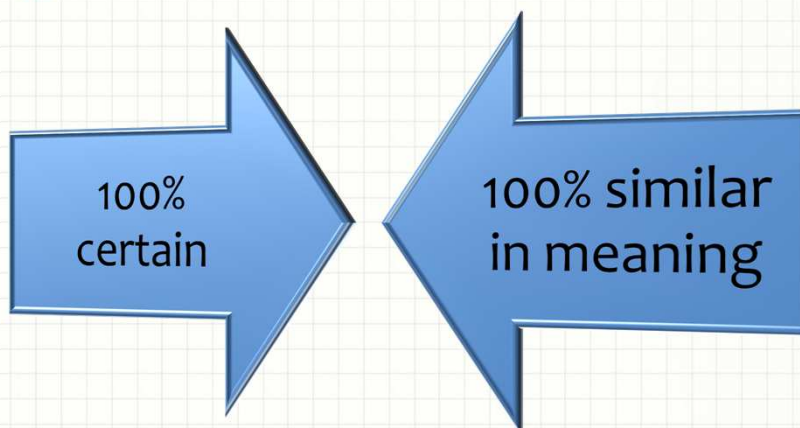


Writing other's idea in different words is extremely important for many scholars

The 2nd version only replaces some words with their synonyms.



1. Use Different Vocab



Which one is better...?

Sometimes, it is
difficult to choose
a suitable place to
study English.

Sometimes, it is hard to
select an appropriate place
to learn English

Sometimes, it is challenging
to pick up a relevant place to
learn English



2. Change the word order

If the original sentence has **TWO OR MORE CLAUSES**,

Change the order of the clause



Example

- *If they have some help, most people paraphrase effectively. However, practice is important because paraphrasing is difficult.*
- **Most people can paraphrase effectively, if they have some help. However, because paraphrasing is difficult, practice is important.**



2. Change the word order

If the original sentence has an adjective and noun,

Change the adjective into a relative clause

Writing a paper can be a challenging task.

Writing a paper can be a task which is challenging.



3. Use Different Grammar


Change some
words into different
parts of speech

Change the **Voice**:
Passive – Active




*The most effective way
to build your English skill
is to study regularly.*

*The most effective way
of building your English
skill is to do studying on
a regular basis.*



To improve your English, you should learn new vocabulary on a daily basis.

To improve your English, new vocabulary should be learned on a daily basis.



More example - 1

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.

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).

Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.



Plagiarized

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.

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.



LET'S PRACTICE



Original - 1

Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behavior, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforcers can maintain their behavior.

Source: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.



Plagiarized

Inducing a response, providing for the transfer of stimulus control by gradually withdrawing prompts or cues, reinforcing subtle improvements in the behavior, and scheduling reinforcements so that natural reinforcers can maintain their behavior are the key ingredients identified both in teaching pigeons to play ping-pong and in developing complex skills in the classroom.

Source: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.



Correct

According to Gredler (2001), the same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained.

References: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.



Original - 2

During the last decade, there has been a shift from "instructivist" approaches towards "constructivist" approaches in the field of instructional design. Instructivist approaches reflect the belief that the role of knowledge is basically to represent the real world. Meaning is eventually determined by this real world and [is] thus external to the understander.

Source: Merriënboer, J. J. van. (1997). *Training complex cognitive skills*. Englewood Cliffs, NJ: Educational Technology Publications.



Plagiarized

Over the last ten years, there has been a marked change from "instructivist" points of view to "constructivist" points of view among instructional designers. Instructivist points of view hold the belief that the role of knowledge is fundamentally to represent the real world. In this view, meaning is determined by the real world and is therefore external to the learner.

References: Merriënboer, J. J. van. (1997). *Training complex cognitive skills*. Englewood Cliffs, NJ: Educational Technology Publications.



Correct

Instructivists hold that the "real world," external to individuals, can be represented as knowledge and determines what will be understood by individuals. This view has been shifting to a constructivist view over the past decade (Merriënboer, 1997).

References: Merriënboer, J. J. van. (1997). *Training complex cognitive skills*. Englewood Cliffs, NJ: Educational Technology Publications.



Original-3

Assess: determine the *value* of one or more *properties* of some *entity*.

Cognitive Assessment: the entity is a person's state of mind, and the property concerns what he or she does or does not know.

Since mental states cannot be directly observed, we need to plan stimulus situations and observe responses of persons (i.e., test them).

Plan stimulus situations:

- Does the assessment *match* the the learning objective? (See Mager book, *Measuring Instructional Results*.)
- Is it safe to infer from the behaviors observed, and in the context observed, that the learner does or does not have the cognitive property?
 - Is it possible that the learner could have this property and *not* be able to perform successfully?
 - Is it possible that the learner could *not* have this property and yet be able to perform successfully?
 - In other words, is the assessment *valid* in terms of its congruence with the property under consideration?

Source: Frick, T. (1997). Assessment. Bloomington, IN: Indiana University School of Education, unpublished lecture notes.



Plagiarized

In order to do cognitive assessment, we need to create observable situations in which we can infer learning achievement. This is necessary since we cannot read people's minds directly. The observable situations need to be congruent with instructional objectives, such that valid inferences can be made concerning learning achievement.



Correct

Frick (1997) explains that in order to do cognitive assessment, we need to create observable situations in which we can infer learning achievement. This is necessary since we cannot read people's minds directly. The observable situations need to be congruent with instructional objectives, such that valid inferences can be made concerning learning achievement, according to Frick.

References: Frick, T. (1997). Assessment. Bloomington, IN: Indiana University School of Education, unpublished lecture notes.



Recommended Sources

- <https://www.indiana.edu/~istd/>
- <http://www.higherscore.ca/>
- <http://www.plagiarism.org/>
- <http://www.ithenticate.com/>