

Writing Center Workshop Lesson Plan

Paraphrasing and Using Evidence

<p>Lesson Objectives:</p> <ol style="list-style-type: none">1. Introduce paraphrasing, and explain its distinction from quotation/summary2. Give students the opportunity to practice correct paraphrasing, using both <i>semantic</i> (or replacing words) and <i>syntactic</i> (or restructuring the sentence) strategies3. Encourage the ethical use of paraphrased information vs. patchwriting
<p>Preparation:</p> <ol style="list-style-type: none">1. Review lesson plan and handouts2. Check that there are enough copies of the instructor and student materials. Print more if necessary.
<p>Handouts:</p> <ol style="list-style-type: none">1. Instructor Handout2. Student Handout3. “Nordic Diet” Abstract (or instructor recommended sample text)
<p>Technology: N/A</p>
<p>Introductory Activity: 5 minutes</p> <ol style="list-style-type: none">1. Introduce yourself, the Writing Center, and the lesson2. Student introductions – name and class3. Do the Introductory Activity on the handout.
<p>Lecture Notes: 20 minutes</p> <ol style="list-style-type: none">1. Go through Summary Paraphrasing and Using Evidence handout.2. Emphasis paraphrasing as :<ol style="list-style-type: none">a. A rephrasing of source material in the writer’s own wordsb. Context-dependent, rephrased both semantically and syntacticallyc. Way to use author evidence as support, <i>not</i> make the author’s argument their writer’s own
<p>Practice Activity: 20 minutes</p> <ol style="list-style-type: none">1. Have students read the “Nordic Diet” abstract and annotate individually; then, ask them to come up with a verbal class summary of the abstract.2. Divide the class into small groups (no more than 3 per group) and ask each student groups to try to paraphrase one part of the abstract.

3. Encourage students to try semantic and syntactic revising, and to consider what part the paraphrase might play in their larger argument (to prevent patchwriting).
4. With the abstract visible to all, have students volunteer paraphrases and write them on the board. Invite the class to think/pair/share feedback.
5. This pattern can repeat, but with content of each individual student's choosing/source articles.
6. Encourage instructor feedback during this activity; ask the instructor which paraphrases they think are strongest and why, and ask instructor if they have any helpful hints for paraphrasing in terms of specific assignments/their discipline.

Closing Notes: 5 minutes

1. Review main ideas of lesson
2. Take any last questions
3. Encourage students to visit the Writing Center

Opportunities for Additional Practice:

1. https://owl.purdue.edu/owl/research_and_citation/using_research/paraphrase_exercises/paraphrasing_exercise.html

Writing Center Workshop: Paraphrasing and Using Evidence Instructor Handout

Introductory Activity:

- 1) How do you define *paraphrasing*?
- 2) What's the difference between quoting and paraphrasing?
- 3) What makes a paraphrase different from a summary?
- 4) What are your best practices for paraphrasing?

Read the following passage and paraphrase. Is the paraphrase effective? What could be improved?

Original material:

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.

Paraphrase:

Students often use too many direct quotations when taking 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. Thus, it is important to limit the amount of source material copied while taking notes.

Paraphrasing Overview:

Paraphrasing rephrases source material in your own words. Paraphrased material is generally similar in length to the source material, and may be used to

- Explain difficult vocabulary or concepts in a more approachable way
- Simplify or shorten complicated sentence structures
- Rework or transition source ideas into the writer's own words, so that the writer's agenda guides the writing instead of the source material (or the source's author)

Paraphrasing Guidelines:

- Make sure you understand the context of what you'd like to paraphrase. Read the sentence(s) several times, until you gain a complete understanding.
- Introduce the author and title of their work prior to the first paraphrase
 - Depending on your instructor's preference, this can be performed in the writing's introduction or directly before the paraphrase begins
- *All paraphrasing must be cited in-text* since it comes from an outside source
- To rephrase source material, use both
 - *Semantic strategies* (or find phrases and synonyms to replace original wording)
 - **Original:** Probably only about 10% of your final manuscript should appear as directly quoted matter.
 - **Semantic paraphrase:** Only *roughly* 10% of your final *draft* should *comprise word-for-word quotations*.
 - *Syntactic strategies* (restructure the original sentence(s))
 - **Original:** Probably only about 10% of your final manuscript should appear as directly quoted matter.
 - **Syntactic paraphrase:** Directly quoted matter should probably only appear as about 10% of your final manuscript.
 - **Both semantic AND syntactic is best!:** Word-for-word quotations should comprise only roughly 10% of your final draft.
- Although paraphrased material can be blended with the writer's own ideas, *you must preserve the integrity of the source material*. Do not paraphrase to change an author's argument, for example.
- Don't forget your citation (these are MLA examples, so adjust according to your citation style) —which works the same as a quote:
 - **Signal Phrase:** The author's name can be introduced in the sentence itself: John Smith believes using sources is a wonderful idea (20).
 - **Parenthetical Citation:** Or, the author's name can be in parentheses at the end of the sentence: Students will be able to integrate quotes into their papers smoothly from now on (Smith 20).
- If everything in one paragraph is paraphrased from the same source, you can cite it once at the end of the paragraph.

Sample Paraphrase: Compare this paraphrase to the one you read in the introductory activity.

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).

Paraphrasing Ethics and Patchwriting:

Patchwriting “patches together” quoted or paraphrased content that sounds too similar to the source material. Imagine your writing as a blanket: A truly original creation should be woven from original material. However, sometimes writers end up *quilting* rather than weaving—using squares of material from other places, they patch together a blanket where their only original content is the thin thread used to sew the patches together. It’s not an original creation, but a patching-together of others’ work.

Paraphrasing is *not* an opportunity to let the author’s ideas stand in for your own. *You* are the author of your writing, and must use outside sources as *support*.

This is challenging. Emerging writers may not feel confident in their ideas or believe that they have sufficient mastery over a topic they only began learning about when a course began. Or you might be thinking, “If I agree with an author and the essay wants me to support my ideas with theirs, shouldn’t I just use their ideas?”

Using clear paragraph organization and signal phrasing can help here. Consider these examples, using Lester’s material from above:

Patchwritten paragraph:

One way students can avoid overusing quotes is to translate source materials into their own words when they take notes. New writers often take too many notes consisting of direct quotations, which makes it easy to overuse them in their final essays. Word-for-word quotations should comprise only roughly 10% of your final draft. Thus, the solution begins with better note taking (Lester 1976).

This paragraph starts and ends with topic and concluding sentences that attempt to make an original argument—how students can avoid overusing quotes—but even these are a rehashing of Lester’s argument. Although the writer effectively paraphrases some content and includes a citation, the citation doesn’t make clear where the writer’s ideas begin/end and where Lester’s ideas begin/end. In truth, the argument is all Lester’s. This paragraph crosses territory into plagiarism.

Paragraph correctly using paraphrasing for support:

Not only does effective note taking increase reading comprehension, but it can prevent plagiarism. When students note their original reactions to source material and epiphanies rather than copying material word-for-word, they begin the vital process of formulating novel ideas that will become an original thesis statement and topic sentences. On the other hand, a surplus of direct quotes risks letting those quotes (and authors) step into the role writer, when Lester

contends that word-for-word quotations should ideally comprise only 10% of a final draft (1976). Keeping students' own ideas in charge in note taking ensures their writing remains original.

This paragraph has an original topic—the benefits of effective note taking—and signal phrasing makes it clear where Lester's support begins/ends. Lester's ideas play only a supporting role in this paragraph. Most of its content is original, belonging to the writer.

Writing Center Workshop: Paraphrasing and Using Evidence Student Handout

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 - **Original:** Probably only about 10% of your final manuscript should appear as directly quoted matter.
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 - **Syntactic paraphrase:** _____ should probably only appear as about _____.
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- Don't forget your _____ (these are MLA examples, so adjust according to your citation style) —which works the same as a quote:
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_____ “patches together” quoted or paraphrased content that sounds too _____ to the source material. Imagine your writing as a blanket: An original creation should be woven from original material. However, sometimes writers end up *quilting* rather than weaving—using squares of material from other places, they patch together a blanket where the only original content is the thread that sews the patches together.

Furthermore, paraphrasing is _____ to let the author’s ideas stand in for your own. *You* are the author of your writing, and must use outside sources as *support*.

Patchwritten paragraph:

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