

# THE PARAPHRASING PROCESS

While a summary contains only the most important information from a source, a paraphrase includes all the information. Writers paraphrase when they want to record the total meaning of a passage. Notice the difference between the paraphrase and the summary in the following example.

Original Sentence:	The cowbird, as well as other species of birds, lays its eggs in another bird's nest and thus avoids hatching and raising its own young.
Paraphrase:	Certain birds, including the cowbird, do not hatch and raise their own offspring but rather pass on these responsibilities by laying their eggs in other birds' nests (Kennedy and Smith 139).
Summary:	Cowbirds do not hatch or raise their own young (Kennedy and Smith 139).

Summarize when you want to include only the gist or main idea of a reading source. Paraphrase when you want to capture the meaning of the text in its entirety.

\*\*In general, relatively small sections of the original, often a sentence or two, are paraphrased, while larger chunks of information are summarized (Kennedy and Smith 75).

## PARAPHRASING STRATEGIES

- Locate individual statements or major units in the original.
- Change the order of major ideas, maintaining the logical connections among them.
- Substitute synonyms for words in the original, making sure the language in your paraphrase is appropriate for your audience.
- Combine or divide sentences as necessary.
- Compare the paraphrase to the original to assure that the rewording is sufficient and the meaning has been preserved.
- Weave the paraphrase into your essay in accordance with your rhetorical purpose.
- Document the paraphrase.

## SUMMARIZING STRATEGIES

1. Annotate the text, labeling or underlining important material.
2. Delete unimportant detail, examples, and redundancy.
3. Compress words in the original text into fewer words and provide general terms to cover several specific terms.
4. Combine ideas in sentences and paragraphs.

5. Locate and emphasize the thesis and topic sentences. Invent thesis and topic sentences if none are found.
6. Identify and imitate the organizational pattern of the source.
7. Identify and incorporate the rhetorical context and the author's rhetorical purpose.

### **Sentence From Source:**

Schools in large cities, such as New York, Boston, and Philadelphia, have been criticized for passing students from grade to grade for demonstrated effort, regular attendance, and good citizenship rather than for adequate academic performance.

#### *urban*

Schools ( *in large cities,*) such as New York, Boston, and Philadelphia, have been criticized for

#### *promoting*

( *passing students from grade to grade*) for ( *demonstrated effort, regular attendance, and good*

#### *unjustified reasons*

*citizenship rather than for adequate academic performance.*)

### **Resulting Summary**

*Urban* schools have been criticized for *promoting* students for *unjustified reasons* (Janik 43).

### **QUESTIONS FOR DETERMINING RHETORICAL CONTEXT**

- What is the author's background? Is he or she an acceptable, credible authority?
- What feeling, view, incident, or phenomenon brought about the need or motivated the author to write?
- What roles does the author assume in relation to the audience?
- In what type of publication does the piece appear?
- If the publication is a journal, magazine, or newspaper, what is the readership?
- When was the piece published? Is it current or dated?

## REASONS FOR USING DIRECT QUOTATIONS

- To retain the meaning and authenticity of the original source.
- To lend support to a literary analysis.
- To capture exactly language that supports your point.
- To employ a stylistic device.
- To capture language that is unusual, well-crafted, striking, or memorable.

## INTRODUCING QUOTATIONS

In the words of Quindlen

According to Quindlen

Quindlen...

acknowledges	concludes	identifies	remarks
addresses	concur	illustrates	reminds
adds	considers	inquires	replies
admits	critiques	interprets	reports
affirms	defines	investigates	responds
agrees (disagrees)	delineates	lists	reviews
analyzes	demonstrates	makes the case	says
answers	describes	measures	shows
argues	determines	mentions	states
ascertains	discovers	notes	stipulates
asks	emphasizes	observes	stresses
asserts	envisions	points out	suggests
assesses	evaluates	postulates	summarizes
believes	examines	presents	surveys
brings forth	explains	proposes	synthesizes
categorizes	explores	proves	traces
cites	expounds on	questions	views
comments on	finds	rationalizes	warns
compares (contrasts)	furnishes	refers to	writes

## WEAVING QUOTATIONS INTO YOUR ESSAY

There are a number of ways you can weave a quotation into your writing. You can acknowledge the author either within the text itself or within parentheses. When you acknowledge the author in the text, you can cite the name before the quotation, within

the quotation, or after it. For example, let's say you are quoting the following sentence from Prince's article:

The failure of "the system" isn't limited to the Rodney King case - a fact not lost on many of Los Angeles' alienated, self-destructive youth.

Here are Five Options:

Option "a" allows you to insert the quotation without acknowledging the author in the body of the text. Instead, you place his or her name in parentheses.

1. "The failure of 'the system' isn't limited to the Rodney King case - a fact not lost on many of Los Angeles' alienated, self-destructive youth" (Prince 10A).

When you use this option, remember to lead into it by providing transitions or connecting ideas. DON'T JUST PLOP THE QUOTATION into your essay. If you have difficulty coming up with connecting ideas, use options b, c, d, or e.

In options b, c, d, and e, you acknowledge the author within the text.

1. Prince writes, "The failure of 'the system' isn't limited to the Rodney King case - a fact not lost on many of Los Angeles' alienated, self-destructive youth" (10A).
2. "The failure of 'the system' isn't limited to the Rodney King case," states Prince, "a fact not lost on many of Los Angeles' alienated, self-destructive youth" (10A).
3. "The failure of 'the system' isn't limited to the Rodney King case - a fact not lost on many of Los Angeles' alienated, self-destructive youth," observes Prince (10A).

A final option is to introduce a quotation with a complete sentence followed by a colon.

1. Prince reminds us that the problem extends beyond this single incident: "The failure of 'the system' isn't limited to the Rodney King case - a fact not lost on many of Los Angeles' alienated, self-destructive youth" (10A).

\*\*The above in-text citations are MLA style - APA would include the date and the abbreviation for page(s). (Prince, 1996, p. 10A)

The research paper can be approached in several ways, so it is important that you know what your teacher expects. Sometimes you may be expected to prepare a summary or response paper, while at other times you may be expected to do a comparison and contrast paper, or you may be expected to write an objective synthesis paper using multiple sources, an argument essay, or an analysis and evaluation. Most teachers do not want a research paper to be an emotional persuasive paper. They expect you to present your case through the use of other sources in an objective tone. If they want your opinion, they usually want that near the end of the paper, perhaps in the conclusion.