

PARAPHRASING

To paraphrase means to use your own words to express the content of a text. It is an essential skill in research, as it shows both that you have understood the original text and that you are able to interpret and express it in your own terms. But remember, these are still not your own ideas, and the source must be cited, both in the essay and in the References page at the end of your essay. Otherwise, you are pretending to be originating and not restating someone else's work.

How to Paraphrase

1. Read and reread the text until you understand its meaning completely
2. Put the text away, and without looking at it, try to paraphrase it.
3. Look at the original text and compare it to your version. Make sure your version is accurately expressing all the information as the original, but in your own terms and words. You cannot just change the sentence structure and keep the same words, nor can you change the words, but keep the same sentence structure.
4. If you are using specific terms or unique words from the original texts, enclose those words in quotation marks.
5. At the beginning of the first sentence in which you paraphrase, make it clear that what is coming next is someone else's idea (according to Smith, in his 2003 study, Robinson proved)
6. At the end of the last sentence containing the paraphrased material, insert a parenthetical citation to show where the material comes from.

Here is a quote from a medical journal:

O'Beirne and Verhoef (2004) report in their recent study that "Physicians thought that most of their patients do not disclose their use or contemplation of use of complementary therapies."

Here are some examples of how this can be paraphrased:

In many cases physicians believe they are not informed of a patients' intention to self administer alternative therapies. (O'Beirne & Verhoef, 2004)

A recent study by O'Beirne and Verhoef (2004) indicated that physicians believe they are often not informed of a patients' intention to self administer alternative therapies.

Original Text

Teachers are required to be both educators and parental figures, filling in for too many students who arrive in schools unprepared for learning or interacting with others. Oftentimes, these learning-challenged students lack parental support, have had limited experience with literacy or problem solving, and don't know how to socialize with other children their age. These students not only have had limited experience with learning, thinking about difficult situations, and solving problems, but also have limited experience in environments that require them to work through problems. Yet, teachers are expected to prepare all of their students for achieving at grade-appropriate levels, while working on basic skills that are required for standard learning to occur, skills that should have been taught years before they arrived at the schoolhouse doors.

Incorrect Paraphrasing (Plagiarism – the student kept a lot of the sentence structure and words the same as the original)

These days, teachers are required to be both parent and educator, replacing any gap in social skills for students arriving to school unprepared. In too many cases, these learning-challenged students do not have the parental support they need at home and have little to no experience with reading or math, and not able to socialize with other students of their same age bracket. These children not only have had very little experience with learning, dealing with difficult situations, and problem solving, but also with their understanding of various environments they are place in to work through their problems. Nevertheless, teachers are expected to fully prepare every one of their students not only to achieve at grade-appropriate levels, but at everyday skills for customary learning. The everyday skills, at least, should have been taught before arriving at school (Slavkin, 1990, p.3).

Successful Paraphrasing

In this day and age, teachers have been burdened with the job of playing the role of both parent and teacher to many students entering school. These students, who come from homes with little to no support, are entering school lacking both social and problem solving skills that allow them to function and effectively interact with their peers and teachers. This has left teachers with the added burden to teach not only subjects and material appropriate for the student's grade level, but also with skills that will allow the students to be able to successfully interact with the environment around them (Slavkin, 1990, 3).