**W-40**

Rev. 2-26-20

**Paraphrases, Summarize, Plagiarize:**

**Do’s Don’ts, & Examples**

The Writing and Learning Studio Room 4301 Shoreline Community College

 **NOTE: To avoid plagiarizing an author’s language, resist the temptation to look at the source while you are**

 **summarizing or paraphrasing. Close the book, write from memory, and then open the book to check for**

 **accuracy. This technique prevents you from being captivated by the words on the page.**

**The Dos**

1. Summarize background information.

2. Summarize facts.

3. Summarize commentaries, explanations, and evaluations.

4. Summarize arguments or a line of thinking.

5. Summarize descriptions, events, and episodes in literary

 pieces, as well as long speeches and dialogues.

6. Remember, this is a collaboration between you and your

sources, not an exercise in copying! Include your ideas

 about what you’ve researched, but do it appropriately

for a research paper or research essay.

7. Cite sources both in the text of your paper and at the end in a Works Cited, Bibliography, or Reference List.

8. Document (cite) any paraphrases, summaries, statistics, little known facts, graphs, etc. **Exception**: There’s no need to document **common knowledge**, information readers could find in many general sources. Repeated material in a source is often a sign that in that field the information is general knowledge. However, if you quote or paraphrase a writer’s common knowledge statement, you must document that, too, because you said it in his/her words.

9. Put borrowed words in quotes even when paraphrasing.

**The Don’ts**

1. DON’T half-copy an author’s sentences by mixing their words with yours or by using synonyms.

2. DON’T look at the source’s sentences when you’re

trying to put ideas into your own words. Just read

the source, maybe take notes, and then look away

 and summarize in your own words.

3. DON’T forget to include exact page numbers anytime

you summarize, paraphrase, or quote.

4. DON’T confuse a summary with a paraphrase. A

summary condenses information and should be

written in your own words. Unlike a summary that

reports important information in fewer words, a

paraphrase is usually about as long as the original form. You paraphrase something that readers might not understand in its original form.

5. DON’T write too much when you summarize—just central meaning and essential details.

6. DON’T distort the original meaning.

7. DON’T write a word-for-word translation of the original

when paraphrasing. That’s also plagiarism.

8. DON’T forget to enclose quotes or borrowed ideas in

quotation marks.

1. **Original:** Land, then, is not merely soil; it is a fountain of energy flowng through a circuit of soils, plants, and animals. Food chains are the living channels which conduct energy upward; death and decay return it to the soil. The circuit is not closed; some energy is dissipated in decay, some is added by absorption from the air, some is stored in soils, peats, and long-lived forest; but it is a sustained circuit, like a slowly augmented revolving fund of life. (Aldo Leopold, *A Sand County Almanac*, p. 212)

*****Paraphrase*:**

More than “merely soil,” land is a “fountain of energy.” It generates

the life cycle, lifting energy upward through plants and animals, receiving it

returned through death and decay, absorbing extra energy from outside

itself, storing it to maintain the life cycle (Leopold 212)

***Quotation of key words***

1. **Original:** But scientists at Sequoia and other national parks are finding that forests, though enduring and resilient, are increasingly vulnerable to the influence of modern civilization. For example, plant and insect pests, often introduced by humans, have blighted and killed trees and forests in many parks, from conifers in California to palms in Biscayne Bay. Ozone, a common component of smog, is slowing tree growth at Virginia’s Shenandoah National Park and along the Blue Ridge Parkway and threatens the health of conifers in Sequoia, Kings Canyon, and Yosemite National Parks. (Steve Nash and Mike Spear, “Ghost Forest,” p. 20)

*****Summary*:**

Nash and Spear assert that park forests throughout the U.S are “increasingly vulnerable” to the harm caused by plants and insects brought into parks by visitors and to the threats of ozone produced by smog (20).

***Quotation of key words***

1. **Original:** Public and scientific interest in the question of apes’ ability to use language first soared some 15 years ago when Washoe, a chimpanzee raised like a human child by R. Allen Gardner and Beatrix T. Gardner of the University of Nevada, learned to make hand signs for many words and even seemed to be making short sentences. Since then researchers have taught many chimpanzees and a few gorillas and orangutans to “talk” using the sign language of deaf humans, plastic chips or, like Kanzi, keyboard symbols. Washoe, Sarah, a chimpanzee trained by David Premack of the University of Pennsylvania, and Koko, a gorilla trained by the psychologist Francine Patterson, became media stars. (Eckholm, “Pygmy,” p. B7)

***Paraphrase*:**

According to Eckholm, a chimpanzee named Washoe, trained early ‘70s by U. of Nevada professors R.

Allen and Beatrix T. Gardner, learned words in the sign language of the deaf and may have even created

short sentences (B7).

***Summary*:**

Eckholm writes that the ape experiments began in the 1970s with Washoe, who learned sign language. In later experiments, some apes learned to communicate using plastic chips or symbols on a keyboard (B7).

**4. Original:** If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists (Davis, *Eloquent Animals*, p. 26).

***Unacceptable Borrowing of Phrases:***

The existence of a signing ape unsettled linguists and startled animal behaviorists (Davis 26).

***Unacceptable Borrowing of Structure:***

If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior (Davis 26)

***Acceptable Paraphrase:***

When they learned of an ape’s ability to use sign language, both linguists and animal behaviorists were taken by surprise (Davis 26).

**5. Original:**  No animal has done more to renew interest in animal intelligence than a beguiling, bilingual bonobo named Kanzi, who has the grammatical abilities of 2- ½-year-old child and a taste for movies about cavemen. (Eugene Linden, “Animals,” p. 57)

***Plagiarism*:**

According to Eugene Linden, no animal has done more to renew interest in animal intelligence than a beguiling, bilingual bonobo named Kanzi, who has the grammatical abilities of a 2-½ year old child and a taste for movies about cavemen (57).

***Borrowed Language in Quotation Marks:***

According to Eugene Linden, “No animal has done more to renew interest in animal intelligence than a beguiling, bilingual bonobo named Kanzi, who has the grammatical abilities of a 2- ½ year old child and a taste for movies about cavemen” (57).

***Acceptable Paraphrase:***

With movies preferences and the bilingual abilities of a toddler, bonobo Kanzi is credited with inspiring new studies of animal intelligence (Linden 57).