

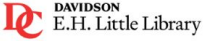
Source-Based Writing

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Asynchronous Online Courses

- How to Read a Scholarly Article
This workshop will be available beginning October 1, 2024.

Workshop Registration

Registration is required for in-person attendance. Please register for workshops at lib.davidson.edu/events.



By the end of this workshop, you will become familiar with

- The importance of writing from sources in academic writing
- The perils of writing from sources—plagiarism versus patchwriting
- Differences between quoting, paraphrasing, and summarizing
- Specific templates and techniques to avoid plagiarism

Why do we borrow from the work of others?

- To demonstrate understanding of their ideas and arguments
- To add credibility/authority to our own arguments
- To point to the broader relevance to our own work
- To gain membership into a discourse community

When do we run into trouble?

- Outright cheating (cutting and pasting, passing someone else's work as your own, etc.)
- Copying the work of another without proper documentation (missing quotation marks, citations, and a bibliography)
- Rearranging and changing small parts of another's work without proper documentation.
- Not clearly delineating your words from that of another
- Paraphrasing too closely

How do we borrow from the work of others?

- Summarizing
- Paraphrasing
- Quoting

Summary-Writing

- Shorter than the original text
- Contains key concepts
- Uses details and examples sparingly
- May retain some key words
- Includes citations
- Length may depend on the audience and purpose

Summary Example

In "A Plagiarism Pentimento" (1993), Rebecca Moore Howard redefines plagiarism, viewing patchwriting—closely paraphrasing or copying small sections of source material—as a developmental writing strategy rather than an ethical failure. She argues that students often resort to patchwriting when faced with difficult expository texts, using it as a way to engage with unfamiliar academic discourse. Instead of punishing this behavior, Howard advocates for teaching summary-writing as a means of facilitating deeper understanding and participation in academic conversations. By reframing patchwriting as a necessary step in students' learning journeys, educators can help them transition from outsiders to active members of the academic community.

Summary Tips

- Read actively to identify main ideas and supporting evidence.
- Summarize orally to someone else (the elevator pitch).
- Focus on key ideas and essential details (based on your own interests and questions) only.
- Draft without the original to avoid copying phrases verbatim.

Paraphrasing

- Completely rewording source text's ideas
- May be the same length or longer than the source text
- Requires attention to accuracy
- Preferred over quoting
- Includes citations (author's name, page number, year)

Paraphrasing Example

Source Material

"The problem of obedience is not wholly psychological. The form and shape of society and the way it is developing have much to do with it. There was a time, perhaps, when people were able to give a fully human response to any situation because they were fully absorbed in it as human beings. But as soon as there was a division of labor things changed."

—Stanley Milgram, "The Perils of Obedience"

Reference

Milgram (1974). The perils of obedience. In L.G. Kirsznner & S.R. Mandell (Eds.) *The Blair Reader* (pp. 725-737). Upper Saddle River, NJ: Prentice Hall.

Paraphrase

Milgram (1974) claims that people's willingness to obey authority figures cannot be explained by psychological factors alone. In an earlier era, people may have had the ability to invest in social situations to a greater extent. However, as society has become increasingly structured by a division of labor, people have become more alienated from situations over which they do not have control (p. 737).

Paraphrasing Tips

- Use your own vocabulary and sentence structure; avoid mirroring the original.
- Make sure to use signal phrases to indicate that the ideas you are paraphrasing are not yours.
- Pay attention to special terms or ideas that could be lost by simply paraphrasing.

When to Quote

1. When a passage is vivid and noteworthy in a way that would be lost if paraphrased;
2. When you want to interrogate or analyze the passage as part of your argument;
3. When you need the specific wording as evidence or to give authority to a claim;
4. When using a special word or term that is being used in a way not commonly understood (e.g., Discourse);
5. When exact wording or technical language is needed to make sure the text is not misinterpreted.

Quoting Example 1

Whereas Porter claimed in his New Yorker review that “Beethoven’s music rang out...more beautifully...on the early instruments,” Taruskin suggests that performance practice may yield musicians who passively rather than actively read musical compositions. In a passive interpretation, he writes, “the notes and rests are presented with complete accuracy and an equally complete neutrality” (72). Early music, in this context, can become “a positivistic purgatory, literalistic and dehumanizing, a thing of taboos and shalt-nots” (Taruskin 76). These terms may be extreme, but they do give an idea of the intensity of the performance practice debate; Taruskin’s concerns were shared to some extent by many critics of performance practice.

Lucy Caplan’s Exposé

In Harvard Guide to Using Sources

Quoting Example 2

In adult literacy education, acknowledgment of the inextricable connection between writing and reading was once commonplace. Paulo Freire, the educator and philosopher whose work with and reflections about adults with low-literacy in his native Brazil has inspired generations of literacy workers to focus on reading and writing's emancipatory potential, famously said: "Reading the word is not preceded merely by reading the world, but by a certain form of writing it, or re-writing it, that is, transforming it by means of conscious practical work" (Freire & Macedo, 1987, p. 10, emphasis added). In other words, the ability to re-write, or empower students for autonomy and agency over their lives, must be a central goal of adult educators.

–Fernandez, 2018, "Writing as the basis for reading"

Reference

Schaetzel, K., Peyton, J. K., & Fernández, R. (Eds.). (2019). Preparing Adult English Learners to Write for College and the Workplace. University of Michigan Press.

Quoting Example 2

For Freire (1972), the concept of dialogue is central to the process of liberation. Those who try to free others by telling them that they are oppressed or exhorting them with slogans are, in Freire's eyes, trying to "liberate the oppressed with the instruments of domestication" (p. 52).

Quoting Example 3

Freire's theory of liberation prescribes a unique role for the oppressed who must accept total responsibility for pursuing the struggle themselves. As he notes, The oppressed, who have been shaped by the death affirming climate of oppression, must find through their struggle the way to life-affirming humanization In order to regain their humanity they must cease to be things and fight as men. This is a radical requirement (Freire, 1972, p. 55).

Reference

Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Herder and Herder. 186 pp.

Quoting Tips

How to Incorporate Quotations Into Your Writing

1. Frame (introduce) the quotation.
2. Transcribe the quotation to fit its location.
3. Add commentary.



Step 1: Frame the quotation

1. Create a signal phrase
 - a. X contends that “_____” (citation).
 - b. X vividly recounts the events of that day: “_____” (citation).
 - c. In X’s view, “_____” (citation).
2. Use colon and/or commas and in-text citations.
 - a. X contends that “_____” (citation).
 - b. X vividly recounts the events of that day: “_____” (citation).
 - c. In X’s view, “_____” (citation).
3. Avoid hit-and-run quotations!
 - a. X vividly recounts the events of that day. “_____.”



Step 2: Write down the quotation to fit its location

1. Single and double quotation marks
 - a. According to the Southern etiquette guide, “She was not offering good wishes when she said: ‘Bless your heart’ ” (citation).
2. Block quoting
 - a. X notes:
“

_____.” (citation)
3. Ellipsis and bracketing
 - a. In Slaughterhouse-Five, " he [Billy] is in a constant state of stage fright, he says, because he never knows what part of his life he is going to have to act in next."
 - b. In Slaughterhouse-Five, " he [was] in a constant state of stage fright, he [said]s, because he never [knew] what part of his life he [was]s going to have to act in next."
 - c. "This sentence contains an error [sic]."
 - d. "The best way to be healthy...is to eat right, exercise, and get plenty of good sleep."

Step 3: Add commentary

1. What use do you wish to make of this quoted term, phrase, or passage?
2. What do you want readers to notice about its content, phrasing, or style?
3. What do you find interesting or problematic about the way in which the other writer says what he/she says?

Source: Davidson Writing Program



The Difference Between

| Quoting | Paraphrasing | Summarising |
|---|--|---|
| <ul style="list-style-type: none">✓ Must match source verbatim (word for word)✓ Appears between quotation marks ("...")✓ Only to be used if the original meaning will be lost if written using your own words✓ Must give attribution to original source and author (including page number) | <ul style="list-style-type: none">✓ Paraphrasing is putting another person's words into your own✓ Simplifies original source of information✓ Does not match original source word for word✓ Changes the words, but keeps the original meaning✓ Must give attribution to original source | <ul style="list-style-type: none">✓ Simplifies and shortens main ideas of original source✓ Does not match original source word for word✓ Presents a general overview✓ Must give attribution to original source |

Notice: Attribution (citations) is always required!

To be clear, what is the difference between quoting, paraphrasing, and summarizing? Which of these requires citation?

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How do we avoid plagiarism?

Activity: Detect the Plagiarism

Did the student plagiarize? Example 1

Paraphrase: According to Davidson , these myths aren't just meant to amuse people. Instead, they address fundamental questions about existence, community, and the environment people live in.

Original Wording "Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

Source Davidson, Robert. Genesis 1-11. Cambridge: Cambridge University Press, 1973.

Did the student plagiarize? Example 2

Paraphrase: As Davidson explains, “story myths” have direct relevance to the everyday lives of their readers by “provid[ing] answers to questions” (10). These myths are powerful because they deal with phenomena that people cannot understand in any other way

Original Wording “Such ‘story myths’ are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live” (10).

Source Davidson, Robert. Genesis 1-11. Cambridge: Cambridge University Press, 1973.

Did the student plagiarize? Example 3

Paraphrase: Davidson explains that story myths answer questions people ask about life, about society and about the world we live in. (10)

Original Wording "Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

Source Davidson, Robert. Genesis 1-11. Cambridge: Cambridge University Press, 1973.

Did the student plagiarize? Example 4

Paraphrase: Davidson describes “story myths” as explanatory tools that convey deeper meaning to the context that people of certain cultures exist in.

Original Wording “Such ‘story myths’ are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live” (10).

Source Davidson, Robert. Genesis 1-11. Cambridge: Cambridge University Press, 1973.

How did the student plagiarize?

Source Davidson, Robert. Genesis 1-11. Cambridge: Cambridge University Press, 1973.

Original Wording “Such ‘story myths’ are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live” (10).

Plagiarized Version 1

Specifically, story myths serve as answers to questions people ask about life, about society, and about the world in which they live, not for entertainment purposes.

Possible Correction (1)

Original: "Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

Plagiarized Version (1): Specifically, story myths serve as answers to questions people ask about life, about society, and about the world in which they live, not for entertainment purposes.

Possible Correction (1): Davidson explains that "story myths" answer "questions people ask about life, about society and about the world in which they live" (10).

Source: Rebecca Moore Howard's "A Plagiarism Pentimento"
(Journal of Teaching Writing, Summer 1993)

How did the student plagiarize?

Source Davidson, Robert. Genesis 1-11. Cambridge: Cambridge University Press, 1973.

Original Wording "Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

Plagiarized Version (2)

Davidson explains that story myths answer questions people ask about life, about society and about the world that we live in (10).

Source: Rebecca Moore Howard's "A Plagiarism Pentimento"
(Journal of Teaching Writing, Summer 1993)

Possible Correction (2)

Original Wording "Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

Plagiarized Version (2)

Davidson explains that story myths answer questions people ask about life, about society and about the world that we live in (10).

Possible Correction (2)

As the Davidson explains, "story myths" have direct relevance to the everyday lives of their readers by "provid[ing] answers to questions" (10). These myths are powerful because they deal with phenomena that people cannot understand in any other way.

Avoid Plagiarism When Quoting

Original

Because of their unique perspective, Americans fear globalization less than anyone else, and as a consequence they think about it less than anyone else. When Americans do think about globalization, they think of the global economy as an enlarged version of the American economy.

(Source: Thurow, L. (1993). *Fortune Favors the Bold* (p. 6). New York: Harper Collins.)

Notice: Citing without putting words taken from the original passage in quotations is plagiarism.

Plagiarism

The American view of globalization is unlike that of the rest of the world. **Because of their unique perspective, Americans fear globalization less than anyone else, and therefore think about it less than anyone else** (Thurow, 1993).

Accurate quoting

Economist Lester Thurow (1993) has asserted that the American reaction to globalization is different from that of the rest of the world in that "American's fear globalization less than anyone else, and as a consequence . . . think about it less than anyone else" (p. 6).

Avoid Plagiarizing When Paraphrasing

Original

Because of their unique perspective, Americans fear globalization less than anyone else, and as a consequence they think about it less than anyone else. When Americans do think about globalization, they think of the global economy as an enlarged version of the American economy.

(Source: Thurow, L. (1993).
Fortune Favors the Bold (p. 6).
New York: Harper Collins.)

Plagiarism

According to Lester Thurow (1993) Americans **fear globalization less** than people from other countries and **as a consequence** spend less time **thinking about it**. Indeed, Americans see globalization **as an enlarged version of** their own economy.

Paraphrasing

Lester Thurow (1993) maintains that because Americans see globalization simply as a bigger form of their own economy, they are less concerned about it than is the rest of the world.

Notice: You must cite even if you are not quoting!

Thank you!

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