**Paraphrasing exercises / test**

Below you will find four different “exercises” so that you can practice paraphrasing and show your skills.

Please first read the handbook section “*Acknowledging, paraphrasing, and quoting sources”* from the Wisconsin Writing Center (n.d.). Then go through the exercises one by one in order, write your answers on the computer, and send your answers to Emma at buchtel@ied.edu.hk.

This is an **educational activity**, to give you a chance to practice paraphrasing and to get feedback. After I receive your answers I’ll take a look and let you know if you have definitely got the right idea, or if there are any suggestions I have to make your paraphrasing better, and any additional practice that you could do.

If you’d like more practice, you can also take a look at the below website, which gives more examples (though using MLA style, not APA style), and also paragraphs to practice paraphrasing (possible answers are shown on the following page).

Description: <http://owl.english.purdue.edu/owl/resource/619/1/>

Exercises: <http://owl.english.purdue.edu/owl/resource/619/2/>

These are also some good exercises and ways of thinking about plagiarism:

<http://www.middlesexcc.edu/faculty/Robert_Roth/ParaphraseEx.htm>

<http://www.middlesexcc.edu/faculty/Robert_Roth/PlagiarismEx.htm>

And finally you can review the information already provided by our department: <http://home.ied.edu.hk/~buchtel/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

**Remember you are trying to avoid three kinds of cheating:**

**1. Cheating your teacher.** Don’t fool your teacher (even accidentally) into thinking that you wrote certain phrases or sentences yourself when it was actually someone else who wrote them; or that you had certain new ideas when it was actually someone else who thought them first.

**2. Cheating yourself.** To paraphrase well, you need to a) understand the original passage, and b) have the ability to express yourself well in writing. If you don’t understand the original passage, you aren’t learning much from your research. If you don’t practice writing others’ ideas in your own words, you won’t increase your ability to express yourself well in writing. Avoiding plagiarism is a the only way to get the full educational benefit of writing.

**3. Cheating the original writer.** Someone did work very hard and put in a lot of effort to write nice-sounding, well-written sentences. (Even native English speakers, even professors, need to revise their papers many many times before they publish the “best” version.) If you use their sentences as if they are your own, you are stealing and taking advantage of their hard work, without doing the hard work yourself.

**Exercise #1: An introduction to the idea of paraphrasing**

First, carefully read the whole handout from the Wisconsin Writing Center. Pay special attention to the three methods they recommend for paraphrasing, starting on page 4.

Now, imagine that you were standing in line at the cafeteria and overheard the following conversation:

Abby: Oh my god, so yesterday I was just sitting at the cafeteria table and RAYMOND came over and sat next to me! He is SO HOT.

Jessica: You mean, Raymond the boyfriend of Penelope?

Abby: Yep, exactly that Raymond! He was totally flirting with me though.

Jessica. No way! He was flirting with you?! You gotta be kidding. Penelope sure wouldn’t be happy to hear that!

Abby: Oh, he was definitely flirting. He asked me a ton of questions about class that day. He was all “I missed class so could you fill me in” but you KNOW that’s just an excuse! He was totally trying to get to know me.

Let’s say you’re friends with Penelope. Pretend that you are talking to her about the conversation. **What would your conversation be like?** Include the words “She said…” somewhere in your paraphrase (obviously you don’t need to use an APA style citation, but put quotation marks around any direct quote). Choose and use one of the three methods of paraphrasing described in the Wisconsin handout:

1. Look away from the source; then write. …
2. Take notes. …
3. While looking at the source, first change the structure, then the words. (Wisconsin Writing Center, n.d., p. 4)

PLEASE TYPE UP YOUR ANSWER BEFORE READING THE NEXT PAGE. Please send me two drafts if necessary: 1. The first draft you make BEFORE reading the rest of this handout; 2. If you wish, send also send me a second draft that incorporates the main points below.

**Exercise discussion:**

Think about: which method did you use and why?

You probably just used the “Look away from the source and write” method. It’s easy to remember what they were talking about, and to put it in your own words to describe it to someone else along with our own interpretation.

This is a relatively easy paraphrase. You probably told Penelope what, in general, Abby said, but you also should have added your own **interpretation** (e.g. whether or not Abby’s account was reliable) and **analysis** of what action Penelope should take (e.g. whether or not she should ask Raymond about it, whether she should get mad at Raymond, etc.). **Most of what you’d say to Penelope would be your own words and ideas.**

**We tell someone about things we heard or did every day, while using our own words. That’s exactly what you do in a paraphrase!** The only difference is that you need to be more clear, in academic writing, about telling us exactly who said it and where (the citation). That’s like telling Penelope that you overheard some things **Abby** said in the **cafeteria.** Another difference is that the main purpose of academic writing is to develop and express new / your own ideas; that’s why we read what you wrote: to see what you’re thinking, and see if there’s a new way to think about or organize previous ideas/knowledge. So it’s important that you *use* others ideas only as a method of *developing* your own ideas or as *support* for your own ideas. Quotations should be used sparingly, and you need to always practice expressing yourself with your own words.

An **example answer is given below. Note** that this paraphrase does not include EVERY thing that Abby said, but only the most important parts. It also includes information about the reliability of the person I’m quoting, my interpretation of their statement, and my reasons for telling Penelope (“the reader”) about the statement:

Me: So Penelope, how are things going with Raymond?

Penelope: Great! Why?

Me: I overheard a conversation between two girls about how “hot” he was, and one of the girls seemed to think he was flirting with her, but I think she was just making up a story. But I thought I’d check.

Penelope: What?! Flirting with her??

Me: Yeah, that’s what she said. But actually I think she was just exaggerating. It was Abby, you know her? She’s always convinced that everyone’s in love with her. She said that Raymond had come over to talk with her in the cafeteria and asked her about a class they were taking, because he’d missed the class. Somehow she decided that this was flirting!

Penelope: Oh sheesh. Abby’s just crazy. Raymond told me about her. Hope she doesn’t try any moves on him.

Me: Yeah, well she didn’t sound really serious. I guess she’ll probably just get distracted by someone else soon.

**A key point about paraphrasing in psychology writing.**

In psychology writing, paraphrasing / summarizing is a key skill. Sentences in articles often have several references; this is because your assertion can be supported by several writers (in other words, you have paraphrased or summarized what they said, because you need to cite the authorities to help make your argument more convincing). See, for example:

A core assumption of trait theory is the existence of relatively stable trait attributes of individuals that predict their behavior across time and situations (Johnson, 1997; Kenrick & Funder, 1988). For example, in their Five-Factor Theory, McCrae and Costa (1996) proposed that the Big Five dimensions of Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience are universal and heritable dimensions that should predict relevant behavior in all cultures. (Church, Katigbak, Reyes, Salanga, Miramontes, & Adams, 2008, p. 1200).

The first sentence asserts that there is a “core assumption of trait theory,” and two articles/chapters written by famous researchers are cited to support that assertion. This means that if you read those articles, you would find that the authors also had this idea. The idea isn’t a new one from Church et al. (2008); it’s already been asserted by other authors. Note that just one sentence is used to summarize two whole articles! This is a kind of very brief paraphrase, and you can also see that the main reason to cite those authorities is to give support to the argument.

The second sentence also summarizes a whole chapter. No direct quotes are used, and all the words are carefully chosen by Church et al. (2008) to emphasize the parts of the chapter that are most important for their article, which is about how well the Big Five traits predict behavior in individualistic vs. collectivistic cultures. In this case, we need to be reminded of what the names of the Big 5 are, we need to know that they are assumed to be UNIVERSAL and HERITABLE, and we need to know that they are supposed to predict behavior, no matter what culture you are from. Note that there must have been many more things that McCrae and Costa said in their 1996 chapter, but Church et al. don’t tell us EVERYTHING in there. **They have read the chapter, thought about which parts of it are relevant for the article they are writing, and then mentioned those parts.** If we looked back at the McCrae and Costa 1996 chapter, **we should not be able to find any one sentence exactly like this one**; instead, McCrae and Costa probably talk about each of those topics in more detail.

**A key part of paraphrasing well is that you should only describe (paraphrase) the elements of a article that are important for your own essay’s main point. This is also stated by the Wisconsin handout on p. 3, in the second point, “Be selective,” of the General Advice on paraphrasing.** When you are paraphrasing, you will be least likely to plagiarize if you ONLY paraphrase the parts that are most relevant for your own paper. There’s no need to tell your reader all the details of everything in the article you’re describing.

Please practice paraphrasing with the below exercises.

**IMPORTANT**: Even if after removing all word-for-word plagiarism from your paraphrase, \*\*\***remember to put in the APA-style in-text citation to indicate where the ideas come from. \*\*\***

**Exercise #2**

Read the following passage:

I maintain that to look at an individual’s personality, you can do four different things. First, and perhaps most obviously, you can ask the person directly for her own opinion about what she is like. This is exactly what personality psychologists usually do. Second, you can find out what other people who know the person well say about her. Third, you can check on how the person is faring in life. And finally, you can observe what the person does and try to measure her behavior as directly and objectively as possible. (Funder, 2010, p. 21)

With the above passage, first try the Wisconsin Writing Center’s 3rd recommended way of paraphrasing (review p. 4, option C). Pretend that you are writing an article in which you have used all four methods of measuring a personality trait, so basically you want to summarize Funder’s point so that readers know that Funder introduced these four methods.

A. First, while keeping the paragraph in front of you, **write down something similar but change the structure** of the paragraph, which should help you understand and summarize the paragraph. This should be shorter than the original paragraph.

B. Second, since the above will still have some phrases that are the same as Funder’s, **change all the words as well** (and you might make more changes to the structure too, and make it even shorter). \*\*\***Remember to put in the APA-style in-text citation to indicate where the ideas come from. \*\*\***

**Exercise #3**

With the below paragraph, try the methods of either **looking away and paraphrasing from memory**, or **first taking notes and then paraphrasing from those notes**, as described by the Wisconsin Writing Center handbook (n.d.). When you take notes, BE CAREFUL that if you write down any direct quotes, you mark it clearly-- put them inside quotation marks so that you remember that they are, in fact, direct quotes and not your own words.

This time, pretend you are writing an essay about problems in cross-cultural communication in the workplace.

People working across different cultures face a common challenge of navigating through deep-seated cultural variations in cognition, values, and relational styles (for reviews see Fiske, Kitayama, Markus, & Nisbett, 1998; Prentice & Miller, 1999; Thomas, 2002; Sanchez-Burks & Lee, 2007). For example, one must adjust for differences in the way people interpret feedback, value social harmony versus task efficiency, and coordinate differences in opinion. For people working globally, cultural differences can derail otherwise promising work relations; indeed, 15–50*%* of managers assigned to work with colleagues abroad curtail their assignments because of an inability to manage cultural differences (Bird et al., 1993; Copeland & Griggs, 1985; Deshpande & Viswesvaran, 1992; Eschbach, Parker, & Stoeberl, 2001; Tung, 1987). (Sanchez-Burks, Lee, Nisbett, & Ybarra, 2007, p. 257)

Please write down **several drafts** of a paraphrase describing the above information. In the end, your paraphrase should only be about 2 sentences long—you can even try to get it to just be a quick summary of 1 sentence! \*\*\***Remember to put in the APA-style in-text citation to indicate where the ideas come from. \*\*\***

**Exercise #4**

This is perhaps the most difficult one. How would you paraphrase the below description of the 4 factors of Cultural IQ, without using any plagiarism or quotes? Pretend you are writing a paper in which you are describing different authors’ theories about what Cultural Intelligence is. How would you summarize this theory, which was described on Linn Van Dyne’s personal website?:

**The Four Factors of Cultural Intelligence (CQ)**

**CQ-Strategy** is how a person makes sense of inter-cultural experiences. It reflects the processes individuals use to acquire and understand cultural knowledge. It occurs when people make judgments about their own thought processes and those of others. This includes strategizing before an inter-cultural encounter, checking assumptions during an encounter, and adjusting mental maps when actual experiences differ from expectations.

**CQ-Knowledge** is a person’s understanding of how cultures are similar and how cultures are different. It reflects general knowledge structures and mental maps about cultures. It includes knowledge about economic and legal systems, norms for social interaction, religious beliefs, aesthetic values, and language in different cultures.

**CQ-Motivation** is a person’s interest in experiencing other cultures and interacting with people from different cultures. Motivational CQ is magnitude and direction of energy applied toward learning about and functioning in cross-cultural situations. It includes the intrinsic value people place on culturally diverse interactions as well as their sense of confidence that they can function effectively in settings characterized by cultural diversity.

**CQ-Behavior** is a person’s capability to adapt verbal and nonverbal behavior so it is appropriate for different cultures. It includes having a flexible repertoire of behavioral responses that are appropriate in a variety of situations and having the capability to modify both verbal and nonverbal behavior based on those involved in a specific interaction or in a particular setting. (Van Dyne, 2005-2012).

Note that when you are giving the terms, e.g. “CQ-Behavior,” you **don’t** need to put quotation marks around the term, as long as you are introducing it as being a term that Van Dyne uses. See the example from Church et al. (2008) above. Try not to use any direct quotes. If you must use a quote, see p. 172 in the 6th edition of the APA’s Publication Manual to see how you should include the location information of the quote.

Please attach several drafts of a paraphrase describing the above information. In the end, your paraphrase should only be 1-3 sentences long. See if you can do it in one sentence! \*\*\***Remember to put in the APA-style in-text citation to indicate where the ideas come from. \*\*\***

**References**

Church, A., Katigbak, M. S., Reyes, J. S., Salanga, M. C., Miramontes, L. A., & Adams, N. B. (2008). Prediction and cross-situational consistency of daily behavior across cultures: Testing trait and cultural psychology perspectives. *Journal Of Research In Personality, 42*(5), 1199-1215.

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Sanchez-Burks, J., Lee, F., Nisbett, R., & Ybarra, O. (2007). Cultural training based on a theory of relational ideology. *Basic And Applied Social Psychology, 29*(3), 257-268.

Van Dyne, L. (2005-2012). *The Four Factors of Cultural Intelligence (CQ)*. Retrieved from http://www.linnvandyne.com/fourfac.html

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