

Introduction to Paraphrasing – TASKS

Academic Integrity – Avoiding Plagiarism (paraphrasing)

Writing at university begins with reading. Everything you write will be based on what you have read. All the evidence you give to support your opinion will be almost all based on academic texts. Thus, being able to show in your writing that you understand the texts you have read is fundamental to gaining good marks and, when fully referenced, ensures you have avoided plagiarism.

Paraphrasing/Summarising.

Paraphrasing is taking a short passage and rewording it. This shows you understand the text, and often simplifies the ideas, making them clearer to your reader. Summarising is explaining the main ideas of a text in fewer words. Both skills are crucial for writing. Today we will focus on paraphrasing.

Example:

It is no longer clear what role the University plays in society. (Readings, 1991)

Paraphrased

Readings argues that universities do not have a clear role in society.

What has changed? What else could have changed?

Task 1: Work with a partner (or your ASK Tutor) to create a list of tips on 'How to Paraphrase'

'How to Paraphrase'

- *Read the passage you want to use several times to ensure you fully understand it.*

Task 2: Below are extracts from various sources on the topic of ‘what universities are for’. Read each one. Fill in the author’s name. Under ‘main point’ paraphrase what you feel is the most important point the author is making. Do use a dictionary, particularly for the words in **bold**. Use clear, simple language and as many sentences as you need.

Focus Texts (Short Readings)

AN EXAMPLE

“Students have no desire to become 'little academics' they just want a job!”
Anonymous EAP tutor (2013)

Author/Source Anonymous EAP tutor (2013)

Main Point(s) Students take degrees in order to increase their chances of employment, not because they wish to enter the world of academia.

B

“We must recognize that attempting to extend human understanding, which is at the heart of disciplined intellectual enquiry, can never be wholly **harnessed** to immediate social purposes - particularly in the case of the humanities, which both attract and puzzle many people and are therefore the most difficult subjects to justify”
Stefan Collini (2012), *What are Universities For?* Penguin

Author/Source

Main Point(s)

C

“It is no longer clear what role the University plays in society. The structure of the contemporary University is changing rapidly, and we have yet to understand what precisely these changes will mean. Universities are turning into international corporations, and the idea of culture is being replaced by the different definitions of ‘excellence’.”

Bill Readings (1991), **The University in Ruins** Harvard University Press

Author/Source

Main Point(s)

D “Research universities are under growing pressure to play a more active, **entrepreneurial** role in commercial innovation. But many experts advise schools to focus instead on "knowledge transfer"—helping society benefit from the discoveries and skills of faculty academics and students without focusing just on finances.”

Malakoff, D. (2013). From Academia to Society: the Commercialisation of Research. *Science*. Vol. 339 (15), pgs. 750-753.



Author/Source
Main Point(s)

E “Abandoning their moral purposes has led universities to stress their **utilitarian** nature – in other words: get a degree and get a better job. Universities and their representative bodies routinely **trumpet** their economic impact. We have put so much emphasis on this aspect of our activities that the government now believes that universities exist mainly to **bolster** the economy.”

Steven Schwartz, *The Higher Purpose*, The Economist 16 May 2003

Author/Source
Main Point(s)

F “[] Higher education at its best...attempts to develop certain values: a love of truth and critical enquiry; an appreciation of learning and scholarship; a commitment to accuracy, tolerance, fairness and honesty in intellectual matters; an acceptance of the value of judgements based on evidence and valid argument, and a passion for intellectual freedom.

Trevor Hussey & Patrick Smith (2010), *The Trouble with Higher Education: A Critical Examination of our Universities*, Routledge

Author/Source
Main Point(s)

Task 2:

- a) How do the ideas contained within the texts compare or contrast with each other? Work with a partner (or your ASK Tutor). Which texts might you group together?
- b) How do the points raised in the extracts above complement or contrast with the ideas you have discussed in the previous class? Have they made you reconsider any of your previous ideas?

Thinking back to our original question - What are universities for? What new ideas will you now incorporate into your understanding of this question?

Look at some important content words mentioned in the texts. Find synonyms that are appropriate given the context.

ORIGINAL WORD	SYNONYM(S)
harness (v.)	
renaissance (n.)	
twilight (n.)	
entrepreneurial (adj.)	
prerequisite (n.)	
lure (v.)	
to (potentially) cash in on (v.)	
hothouse (n./v.)	



utilitarian (adj.)	
trumpet (v.)	
bolster (v.)	
engender (v)	
ostensibly (adv.)	