Borrowing Material: Quoting, Paraphrasing, and Summarizing
borrowed and adapted from Purdue University Writing Lab:
http://owl.english.purdue.edu/owl/resource/563/1/
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Quoting, paraphrasing and summarizing are the three ways used by a student to integrate other writers' work into his/her own writing. They differ according to the closeness of the students' writing to the source writing.

Quotations must be **identical** to the original passage. The student should use only a short piece of the original source. Quotes must match the original word for word and must be accredited to the original author.

Paraphrasing involves transforming a passage from the source material into the students' own words. Paraphrased material can be shorter than the original passage. The writer takes a broad portion of the original material and reduces it a little. A paraphrase also needs acknowledgement of the original author (of the material).

Summarizing necessitates putting the main idea(s) of a borrowed material into the student's own words. only the main point(s) need(s) to be integrated in the summary. It is then quite shorter than the original and gives a broad overview of the source or source segment (paragraphs, chapter, or even book). Once again, it is necessary to attribute summarized ideas to the original source.

Quotations, paraphrases, and summaries serve many functions:
1) they support student's opinion and add authority to his research.
2) they are helpful to the reader since they refer to works that lead up to the research the student is doing.
3) they give examples of several points of view on a given subject.
4) they call attention to a position that the student wishes to agree or disagree with.
5) they put emphasis on a particularly striking phrase, sentence, or passage by quoting the original one.
6) the student can distance himself from the original by quoting it in order to signal readers that the words/ ideas are not his.

Writers of research papers frequently intertwine summaries, paraphrases, and quotations. Indeed, as part of a summary, a writer might include paraphrases of various key points blended with quotations of striking or suggestive phrases. Here is an example:

In his famous and influential work On the Interpretation of Dreams, Sigmund Freud argues that dreams are the "royal road to the unconscious" (page #), expressing in coded imagery the dreamer's unfulfilled wishes through a process known as the "dream work" (page #). According to Freud, actual but unacceptable desires are censored internally and subjected to coding through layers of condensation and displacement before emerging in a kind of rebus puzzle in the dream itself (page #s).

Using quotations, paraphrases, and summaries
The student has to summarize ideas, using paraphrases and quotations as he progresses. The following steps can be followed:
1) He reads the entire text, noting the key points and main ideas.
2) He summarizes in his own words what the single main idea of the text is.
3) He paraphrases important supporting points that come up in the text.
4) He considers any words, phrases, or short passages that he believes should be quoted directly.

There are several ways to integrate quotations. It is important to note that there are two kinds of quotations: short and long. A short quotation should be incorporated into a sentence. Longer

quotations should stand alone. Quoting should be done only scarcely. There should be a good reason to include a direct quotation in one's writing.

Intellectual challenges in Academic Writing

Quoting, paraphrasing and summarizing other writers' material help the student build, support and expand his own writing. What he has summarized, paraphrased, or quoted should not only help his own thesis, but also improve his own insight and analysis as well as stimulate his own intellectual thinking.

However, there are some intellectual challenges that all students are faced with when writing a research paper. Sometimes these challenges can almost seem like contradictions, particularly when addressing them within a single paper. For example, while writing a research paper, the students is required to:

1) Develop a topic based on what has already been said and written **but** write something new and original.

2) Rely on opinions of experts and authorities on a topic **but** improve upon and/or disagree with those same opinions.

3) Give credit to researchers who have come before you **but** make his/her own significant contribution

4) Improve one's own language by building upon what has been heard and read **but** use one's own own words and voice.

References:

http://owl.english.purdue.edu/