Notetaking, Summarizing, Paraphrasing, and Citing to Avoid Plagiarism

The Note Cards

You have a topic. Now what?

The Note Cards

Four things are needed on each note card:

1. The author’s name and page number from which the note comes (upper-right corner).
2. The note itself (only one point per card).
3. The type of note taken (direct quote, paraphrase, etc.).
4. A unique reminder of the note’s content (quick reference guide to make organizing easy).

The Note Cards

• Identify your need as a writer (your thesis).
• Collect information from which you can draw to meet that need (clues—evidence).
• Take an inventory of existing information and then map out a plan for the future.
• The purpose of note-taking is to gather ideas and comments to help you produce a clear, logical commentary on a given topic. You want to write what you think the work means (an interpretation) — with proof.

The Note Cards

1. QUOTE A quote is the writing of information exactly as it is given in the original. No changes are made in the information, its spelling, or its order.
2. SUMMARY A summary note is a brief retelling of the information from the original in your own words. Here, the information is much shorter than in the original.
3. PARAPHRASE A paraphrase is put in your own words but is about the same length as the original. The reason for making a paraphrase is that the original is too difficult to follow and can be put in simpler, easier-to-understand terms.
4. COMBINATION A combination note brings two of these note types together. You write part of the note as a summary and part as a quote or some other combination of those, making absolutely clear what part is what.

Paraphrasing

involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source with a citation. Paraphrased material is sometimes shorter than the original passage, but often it is just put into language that is easier to understand.

Summarizing

involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source with a citation. Summaries are significantly shorter than the original and take a broad overview of the source material.
Paraphrasing is...

- Your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- One legitimate way (when accompanied by accurate documentation) to borrow from a source.
- A more detailed restatement than a summary, which focuses concisely on a single main idea.

Paraphrasing is a valuable skill because...

- It is better than quoting information from an undistinguished passage.
- It helps you control the temptation to quote too much.
- The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

6 Steps to Effective Paraphrasing/Summarizing

1. Reread the original until you understand its full meaning.
2. Set the original aside and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

QUOTATIONS SHOULD NOT MAKE UP MORE THAN 20 PERCENT OF YOUR PAPER, AND SUMMARIES AND PARAPHRASES SHOULD NOT EXCEED 60 PERCENT.

The paper presents your ideas; the research you collect merely supports your ideas.

From a site by William Wade, West Kentucky Community and Technical College

When you rely too heavily on quotes, your essay ends up like a kidnapper’s ransom note. By cutting and pasting other people’s ideas, you are hiding your identity. DON’T DO THIS! MAKE THE ESSAY YOUR OWN!

“AN EXPERT WROTE THIS” (Smith 12).
Sue Jones, a professor of American Literature at Harvard University, explains, “THIS IS ONE THEORY” (46). Also, “A THIRD EXPERT WROTE THIS” (Davis 46).

In conclusion, copying and pasting does not deserve an A.

The Citations

From a site by William Wade, West Kentucky Community and Technical College

A parenthetical citation in the text of the research paper points to the works cited page, where the reader is given the complete source data.

The purpose of both the parenthetical citation and the list of works cited is to provide the reader with the source of the information so that the reader might verify the material or gather more information on the topic.
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**MLA Style in Text of Paper**

Basic format of citation in the body of the essay:

… monstrous joy” (Chopin 41). Your next sentence continues here to explain blah, blah, blah...

- author’s last name and page (or par., line, or screen)
- no comma between the name and the page number
- no comma or period at the end of the quote
- period at the end of the whole sentence.

(The citation is part of the preceding sentence.)

**A Tip When Quoting**

From a site by William Wade, West Kentucky Community and Technical College

- When introducing a quote or expert source, identify who the person is and why the reader should pay attention to that person as an authority.

Example: Michael Wilmore, Ph.D., director of the Folger Shakespeare Library in Washington, D.C., writes, “One of the things that Shakespeare does best is to make life more vivid” (62).

- Then a name in the parenthetical citation may not even be necessary unless Wilmore wrote more than one work in your works cited list.

**MLA Style in Text of Essay**

If you use the author’s name in your sentence, do NOT repeat it in the parentheses:

Kate Chopin describes the feeling as potentially monstrous joy” (41). Blah, blah, blah...

- no author’s last name, just page (or par., line, or screen) number
- no comma or period at the end of the quote
- period at the end of the whole sentence

(The citation is part of the preceding sentence.)

**MLA Style on Works Cited Page**

- Alphabetize by first word in each entry
- Double-space
- Use hanging indent (Format/Paragraph/Special/Hanging (0.5")
- Style of details like punctuation is very specific — get it right!

**Works Cited**


**Every time you use someone else’s WORD(s), you need THREE things:**

1. Quotation marks
2. A parenthetical citation
3. A corresponding listing on the works cited page

(Each source is listed only once, no matter how many parenthetical citations it has.)

**Every time you use someone else’s IDEA(s), you need TWO things:**

1. A parenthetical citation
2. A corresponding listing on the works cited page

**Understanding Plagiarism ... with some help from Dr. Seuss**

A plagiarism prevention presentation by Rosiana (Nani) L. Azman, Ph.D.

University of Hawai’i Mānoa College

Stephen H. Fox, Ph.D.

Hawai’i Pacific University

University of Hawai’i Mānoa College
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What is plagiarism?

According to www.plagiarism.org, “Many people think of plagiarism as copying another’s work, or borrowing someone else’s original ideas. But terms like ‘copying’ and ‘borrowing’ can disguise the seriousness of the offense.”

According to the Merriam-Webster Online Dictionary, to “plagiarize” means
- to steal and pass off (the ideas or words of another) as one’s own
- to use (another’s production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source.”

Examples of plagiarism

- “turning in someone else’s work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.”

Example #1

Many people do not like green eggs and ham.
- Is this plagiarism?
  - YES!
- The phrase “do not like green eggs and ham” was taken directly from someone else’s work, word for word, and was not cited appropriately.

Example #2

Many people “do not like green eggs and ham.”
- Is this plagiarism?
  - YES!
- The phrase “do not like green eggs and ham” is in quotes, showing that it is in fact someone else’s work, but there is no reference listed as a citation.
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Example #3

Many people do not like green eggs and ham (Geisel 12).

- Is this plagiarism?
  - YES!
- Though a citation is given, the phrase “do not like green eggs and ham” is still taken word for word from Geisel’s work. The lack of quotation marks implies that these are your words, which they are not.

Example #4

Many people “do not like green eggs and ham” (Geisel 12).

- Is this plagiarism?
  - No!
- The phrase “do not like green eggs and ham” is in quotes, showing that it is someone else’s work, and the correct citation is in place. However, most instructors would prefer you to paraphrase a quote this short and convey the meaning of the source.

Example #5

Many people dislike green ham and eggs (Geisel 12).

- Is this plagiarism?
  - YES!
- This is not adequate paraphrasing. The sentence structure is still too similar to the original quotation, and you can’t put this one in quotes because it’s not the exact words of Geisel.

Example #6

Many people have a strong distaste for forest-colored fowl embryos and cured domesticated pig products (Geisel 12).

- Is this plagiarism?
  - YES!
- This is still not adequate paraphrasing. The sentence structure is still too similar to the original quotation, and you still can’t put this one in quotes because it’s not the exact words of Geisel.

Example #7

Lack of familiarity with particular foods is likely to lead to premature rejection based on ignorance rather than an objective appraisal of the inherent taste qualities of that food (Geisel 12).

- Is this plagiarism?
  - No...
- This is an adequate paraphrasing that represents Geisel’s intended message, but it’s not very readable. In fact, this pretty much represents everything people hate about academic writing.

Example #8

When something is unfamiliar or foreign to people, they tend not to judge it fairly (Geisel 12).

- Is this plagiarism?
  - No!
- Finally, we have an adequate paraphrasing that accurately represents Geisel’s message, is clear, and is easily understood!
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Making Your Life Easier?
Using MS Word’s citation tool or an Internet site like EasyBib.com, CitationMachine.net, or BibMe.org can make citations easier, but DO NOT RELY SOLELY ON SUCH A TOOL OR SITE! YOU ARE WISER THAN A COMPUTER!

Computers can (and do) make mistakes. You have to catch them!

Works Cited


Works Cited Page
• Include only works actually cited in the paper.
• Titles of standalone works get italicized; titles of shorter works get put in quotation marks.

Thriller (the album) “Thriller” (the song or video)

Frankenstein (a novel) “The Raven” (a poem)
Macbeth (a play) “The Story of an Hour” (a short story)

Works Cited Page
• Use both italics and quotation marks if the title of a novel or play is within the title of an article (italics for novel/play, quotation marks for article): Persoon, James. "Shakespeare’s Hamlet." The Explicator 55.2 (1997): 70+. Literature Resources from Gale. Web. 16 Aug. 2013.

Avoiding Plagiarism Exercise (50 points)
Complete the Avoiding Plagiarism exercise on MyHCC before our next class begins.

Also, bring TWO printouts of the SECOND draft of your analytical essay to our next class!