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# Paraphrasing

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# Outline

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1. What is Paraphrasing?
2. 5 Paraphrasing Tips
3. 5 Paraphrasing Techniques

# What is Paraphrasing?

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- A paraphrase is an extract from a text re-written by another person
- A paraphrase contains all or most of the points of the original text
- A paraphrase is around the same length
- A paraphrase must include a citation



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# Important?

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- Paraphrasing is one of the most important things that you will learn at university.
- It is a skill you are likely to use your whole life.



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## 5 Paraphrasing Tips

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1. Use many of the following techniques simultaneously
2. Vary the techniques
3. Practice the techniques regularly
4. Only begin paraphrasing when you have complete understanding of the text
5. Try to describe the point you wish to paraphrase aloud yourself, or, if you have opportunity, tell someone it

# 5 Paraphrasing Techniques

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1. Using Synonyms
2. Using Different Parts of Speech
3. Changing the Sentence Type
4. Making Abstract Ideas Concrete
5. Changing From Active to Passive Voice or Vice Versa

# 1. Using Synonyms

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- Synonyms are words that have the same or similar meaning.
- Using synonyms is an essential paraphrasing technique.
- All other techniques are all inadequate unless you use synonyms



# 1. Using Synonyms

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This model provides a microeconomic theoretic rationale. It explains why researchers have failed to find consistent evidence. They have not found the superiority of one teaching technique over another. These techniques have not led to better production of learning in economics (Becker, 1997, p. 9).



This framework has a clear basis in microeconomic theory. The explanation accounts for why people working in the area have not proven their initial assumption. Their assumption was that one pedagogical technique has clear advantages over the others. However, the evidence was not conclusive. It did not show that one pedagogical style led to a better understanding of economics (Becker, 1997, p. 9).

# 1. Using Synonyms

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- Use a good thesaurus or dictionary
- Be aware that not all synonyms have the same meaning or are used in the same way
- Avoid selecting words that you are not familiar with
- Avoid using synonyms for specialist terms  
(eg. microeconomics, Porter's Five Forces, aluminium)

## 2. Using Different Parts of Speech

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- Parts of speech = word forms (eg. nouns, verbs, adjectives)
- When you change the part of speech, the sentence structure will also change



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## 2. Using Different Parts of Speech

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There is an expectation  
that accountants are  
knowledgeable about  
taxation laws.



Accountants are expected to  
know taxation laws.



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## 3. Changing the Sentence Type

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Sentences can be changed by altering such things as:

- Word order
- The number of clauses in the sentence
- The kind of clauses in the sentence
- Linking words



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## 3. Changing the Sentence Type

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The government raised the excise  
On tobacco to deter people from  
smoking.



To discourage smoking, the excise  
on tobacco was increased.

Technology can improve the quality  
of life if we plan carefully for the  
future



Careful forward planning can  
ensure that technology will meet  
our future needs.



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# Making Long Sentences Short

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It is generally better to make long sentences short. Compare:

- This model provides a microeconomic theoretic rationale for why researchers have failed to find consistent evidence of the superiority of one teaching technique over another in the production of learning in economics. (Becker, 1997, p. 9).
- This model provides a microeconomic theoretic rationale. It explains why researchers have failed to find consistent evidence. They have not found the superiority of one teaching technique over another. These techniques have not led to better production of learning in economics. (Becker, 1997, p. 9). (Better but still plagiarism)

## 4. Making Abstract Ideas Concrete

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Look for opportunities to make abstract or theoretical ideas concrete.

Choose simple, clear vocabulary.

Don't view your target reader as an expert.



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## 4. Making Abstract Ideas Concrete

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Compare:

- This model provides a microeconomic theoretic rationale for why researchers have failed to find consistent evidence of the superiority of one teaching technique over another in the production of learning in economics. (Becker, 1997, p. 9).
- This accounts for why theorists working in the area found the following: a student that is taught with Method A is no better prepared than if he is taught with Method B. The evidence does not show that either A or B is better in terms of learning outcomes (Becker, 1997, p. 9).

## 4. Making Abstract Ideas Concrete

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Or:

- This accounts for why theorists working in the area found the following: a student that is taught with Method A is no better prepared than if he is taught with Method B. The evidence does not show that either A or B is better in terms of learning outcomes (Becker, 1997, p. 9).

(Better due to the greater use of synonyms and varied sentence structures):

## 5. Changing Active to Passive Voice or Vice Versa

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You may be able to change sentences written in the active voice into those in the passive voice and vice versa.

- Active Voice = subject + verb
- Passive Voice = to be + past participle

## 5. Changing Active to Passive Voice or Vice Versa

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- She presented the report.  
→ The report was presented by her.
- McDonalds is implementing a diversification strategy.  
→ A diversification strategy is being implemented by McDonalds.
- An audit needs to be undertaken.  
→ (Someone) needs to undertake an audit.

# Use a Variety of Citation Methods

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While you can paraphrase effectively using these techniques, you also need to cite the source of your information.

To cite information, use a mixture of information prominent, author prominent and weak author methods

(see TLU Help Sheets on Quoting Information and the Harvard System).



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# Use a Variety of Citation Methods 1

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- **Information prominent:**
- Research indicates that ... (Becker, 1997, p. 9) (present tense)
- **Weak Author Prominent:**
- Research has shown/Some have argued that/ ... (Becker, 1997, p. 9). (present perfect tense)
- **Author Prominent:**
- Becker (1997, p. 9) argues that ... (present tense).



# Use a Variety of Citation Methods 2

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Information prominent	Information  This aspect of the tax system <u>is/was</u> ...		Reference  (Larson, 1971)
Author prominent	Last name of author  Larson	Reference  (1971) <u>suggests/suggested</u> that ...	Information  this aspect of the tax system was ...
Weak author prominent	Authors  Many researchers <u>have shown that</u>	Topic  this aspect of the taxation system <u>is/was</u> ...	Reference  (Larson, 1971; Higgins, 1990)

# Critical Review Language

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Another way to cite information is to use Critical Review Language

- According to Becker (1997, p. 9)
- In Becker's view ... (Becker, 1997, p. 9)
- Becker's point seems to be that ... (Becker, 1997, p. 9)
- There are numerous of alternatives to these phrases listed above, many of which are addressed in the TLU helpsheet +++

(See TLU Helpsheet: Critical Review Language)

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- Plagiarism is easily identified
- Lecturers often know all the books/article in a particular area and can identify stolen passages easily
- Students CAN be asked to leave the university if found guilty of plagiarism
- Degrees CAN be withheld or withdrawn.



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## Accuracy and care

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- Paraphrasing is easy to understand – difficult to do
- Check and double-check citation source for accuracy
- Ensure paraphrased information is true to the original.
- Ensure that you integrate quoted information into your text by using a mixture of author prominent, weak author, and information prominent citation method and by using critical review language

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- You will make language errors when you paraphrase
- Do not become overly nervous about this
- Over-quoting, as an 'easy-alternative', will have a serious impact on your marks
- Plagiarising can have extremely serious consequences



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# Acknowledgement

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