

Test Your Paraphrasing Skills Worksheet Paraphrasing Quotes by HGSE Professors

Before beginning this worksheet you should have completed the Principles of Paraphrasing online tutorial.

The five quoted passages included in this worksheet are taken from the writings of HGSE faculty. Now that you have reviewed the rules for paraphrasing, you may want to test how well you are able to apply what you've learned to sentences in each of these passages.

INSTRUCTIONS

1. Begin each of the five sections by carefully reading the quoted passage, especially the sentence(s) in bold.
2. Using your own words, create a bulleted list of the ideas in the sentence(s) in bold.
3. Looking only at the bulleted list you created, write a paraphrase of the sentence(s) in bold synthesizing the ideas you think are important.
4. Check to make sure that your paraphrase:
 - a. Accurately reflects the meaning of the original passage.
 - b. Uses your own words.
 - c. Uses your own phrasing or syntax.
5. Now compare your paraphrased passages to the suggested paraphrases in the "Test Your Paraphrasing Skills Answer Key" in the resources area of the tutorial. How did you do?
6. If you're an HGSE student and find you still need help with these exercises, you are welcome to sign up for a free paraphrasing consultation with Gutman Library's Academic Writing Services: <http://www.appointmentquest.com/provider/2030159020>

Principles of Paraphrasing: How to Avoid Inadvertent Plagiarism in Three Easy Modules

QUOTE #1

A Quote by HGSE Professor Catherine E. Snow	Write a Bulleted List in Your Own Words
<p>The scientist’s authoritative stance, on the other hand, derives from membership in a community committed to a shared epistemology; this stance is expressed through a reduction in the use of personal pronouns, a preference for epistemically warranted evaluations (such as “rigorous study” and “questionable analysis”) over personally expressive evaluations (such as “great study” and “funky analysis”), and a focus on general rather than specific claims.</p> <p>Maintaining the impersonal authoritative stance creates a distanced tone that is often puzzling to adolescent readers and is extremely difficult for adolescents to emulate in writing. (p. 451)</p>	<ul style="list-style-type: none">••••
<p>Snow, C. E. (2010, April 23). Academic language and the challenge of reading for learning about science. <i>Science</i>, 4(5977), 450-452. doi:10.1126/science.1182597</p>	

Paraphrase the Important Ideas of the Sentence in Bold Above
<p>Snow, C. E. (2010, April 23). Academic language and the challenge of reading for learning about science. <i>Science</i>, 4(5977), 450-452. doi:10.1126/science.1182597</p>

QUOTE #2

A Quote by HGSE Professor Howard Gardner	Write a Bulleted List in Your Own Words
<p>This theory challenges the classical view of intelligence that most of us have absorbed explicitly (from psychology or education texts) or implicitly (by living in a culture with a strong but possibly circumscribed view of intelligence). So that the new features of this theory can be more readily identified, I will in these introductory pages consider some facts of the traditional view: where it came from, why it has become entrenched, what are some of the outstanding issues that remain to be resolved. Only then will I turn to the characteristics of the revisionist theory that I am propounding here. (p. 5)</p>	<ul style="list-style-type: none">••••
<p>Gardner, H. (1983). <i>Frames of mind: The theory of multiple intelligences</i>. New York: Basic Books.</p>	

Paraphrase the Important Ideas of the Sentence in Bold Above
<p>Gardner, H. (1983). <i>Frames of mind: The theory of multiple intelligences</i>. New York: Basic Books.</p>

QUOTE #3

<p style="text-align: center;">A Quote by HGSE Professor Daniel M. Koretz</p>	<p style="text-align: center;">Write a Bulleted List in Your Own Words</p>
<p>The accuracy of the estimates based on a test depends on several factors. Just as the accuracy of a poll depends on careful sampling of individuals, so the accuracy of a test depends on careful sampling of content and skills. For example, if we want to measure the mathematics proficiency of eighth-graders, we need to specify what knowledge and skills we mean by “eighth-grade mathematics.” We might decide that this subsumes skills in arithmetic, measurement, plane geometry, basic algebra, and data analysis and statistics, but then we would have to decide <i>which aspects</i> of algebra and plane geometry matter and how much weight should be given to each component. (pp. 20-21)</p>	<ul style="list-style-type: none"> • • • •
<p>Koretz, D. M. (2008). <i>Measuring up: What educational testing really tells us</i>. Cambridge, MA: Harvard University Press.</p>	

<p style="text-align: center;">Paraphrase the Important Ideas of the Sentence in Bold Above</p>
<p style="height: 200px;"></p>
<p>Koretz, D. M. (2008). <i>Measuring up: What educational testing really tells us</i>. Cambridge, MA: Harvard University Press.</p>

QUOTE #4

<p style="text-align: center;">A Quote by HGSE Professor Julie A. Reuben</p>	<p style="text-align: center;">Write a Bulleted List in Your Own Words</p>
<p>I am relieved that I had not contacted Veysey in time for him to bequeath me his notes. I am uncertain whether I would have been smart and confident enough to refuse them. No historian should begin research with someone else’s notes. Taking notes is the first (and perhaps most important step) in developing our own interpretation of a subject. It forces us to decide (again and again) what is interesting and important. Having Veysey’s notes, however, might have been particularly deleterious. Just imagine the volume of those notes! I fear that I would still be reading them today. Indeed the book itself, because of its comprehensiveness, has tended to inhibit scholarship on the development of the research university. Potential scholars of this subject have logically asked, why write when Veysey has already said anything that could be possibly said? (p. 413)</p>	<ul style="list-style-type: none"> • • • •
<p>Reuben, J. A. (2005). Writing when everything has been said: The history of American higher education following Laurence Veysey's classic. <i>History of Education Quarterly</i>, 45(3), 412-419. doi10.1111/j.1748-5959.2005.tb00043.x</p>	

<p style="text-align: center;">Paraphrase the Important Ideas of the Sentences in Bold Above</p>
Empty space for student response
<p>Reuben, J. A. (2005). Writing when everything has been said: The history of American higher education following Laurence Veysey's classic. <i>History of Education Quarterly</i>, 45(3), 412-419. doi10.1111/j.1748-5959.2005.tb00043.x</p>

QUOTE #5

A Quote by HGSE Professor Sara Lawrence-Lightfoot	Write a Bulleted List in Your Own Words
<p>There is no more complex and tender geography than the borderlands between families and schools. Everyone believes that parents and teachers should be allies and partners. After all, we are all engaged in the important and precious work of raising, and guiding, and teaching our children. But all too often, parents and teachers feel estranged from and suspicious of each other. The relationship can become competitive and adversarial rather than collaborative and empathic. What can teachers do to build stronger ties? (p. 24)</p>	<ul style="list-style-type: none">••••

Lawrence-Lightfoot, S. (2004). Building bridges from school to home. *Instructor*, 114(1) 24, 27-28, 73.

Paraphrase the Important Ideas of the Sentences in Bold Above

Lawrence-Lightfoot, S. (2004). Building bridges from school to home. *Instructor*, 114(1) 24, 27-28, 73.