

Baruch COLLEGE | WRITING CENTER

SUMMARIZING, PARAPHRASING, AND QUOTING WORKSHOP

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Reference Sheet: A Response to “The Shanghai Secret”

Reference Sheet: When to Use/Effective Features of Citation

MATERIALS NEEDED

Pens, highlighters, writing pads, and white-board markers

LEARNING GOALS

At the close of the workshop, students will be able to:

- Distinguish between the different scales of citation and to identify each type in context
- Make strategic, purposeful choices about which type of citation to use when
- Employ the sentence-level skills needed to edit existing citations
- Draft effective citations

OVERVIEW

In this workshop, four primary activities take place:

- Students close read a common text, followed by a quote, paraphrase, and summary of that text, to identify each type of citation and to distinguish between the three scales
- Students examine a text in which a writer has used the different scales of citation, in order to identify and extract principles of when it’s most effective to use each scale, in context
- Students edit existing citations in need of improvement
- Students draft a summary, paraphrase, or quotation, and explain the rationale behind their strategic choice

LESSON PLAN

Introduction

Begin by asking students what brings them to today's workshop: when have they been asked to use citations in the past? Introduce citations as a fundamental part of academic writing—to launch successful arguments, they will need to be able to integrate the words and ideas of others into their own writing. Frame this workshop as an occasion to better understand what summary, paraphrase, and quotation are, to learn to distinguish between the three scales of citation and when to use each, and to practice writing effective citations.

Part One: Distinguishing Between Summary, Paraphrase, and Quotation

1. Distribute **Handout 1, “The Shanghai Secret.”**

- Introduce the text as a *New York Times* op-ed piece written by columnist Thomas Friedman.
- Explain that after reading, they will examine a summary, paraphrase, and quotation based on this text.
- Have students take turns reading aloud Friedman's column.

2. Distribute **Handout 2, “Model Citations.”**

- Read the first citation aloud, and *ask*: what defines a summary? Record student observations on board, and do the same for the next two citations.
- *Ask*, what distinguishes a summary from a paraphrase? From a quotation? Work toward achieving a working definition for each scale of citation:
 - A **summary** is a condensed version of an author's main ideas, written in your own words. A strong summary represents an author's views accurately, and at the same time emphasizes those aspects of what the author says that interest you, the writer.
 - A **paraphrase** is a restatement of a text's ideas, written in your own words. Unlike a summary, which is an overview, and generally condensed, a paraphrase of a source offers your readers the same level of detail provided in the original source (and will usually be of similar length.)
 - A **quotation** is a piece of direct textual evidence that preserves the exact language of the original. When incorporating a quotation, writers surround the original text with quotation marks, indicating to readers that the words are not their own.

Part Two: When To Use and Effective Features of Each Type of Citation

1. Distribute **Handout 3, “A Response to *The Shanghai Secret*”** and **Handout 4, “When to Use/Effective Features of Each Type of Citation.”**

- Briefly introduce the text in Handout 3 as a response to Friedman's op-ed piece.
- Have students take turns reading aloud.

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- For each citation, ask students both to identify the type of citation (see **Reference Sheet**) and effective features of this type of citation (see **Reference Sheet**.)
- Record students' observations on the board, replicating the chart on Handout 4. Work toward filling out both *when to use* and *effective features* columns, going back and forth as needed.
- Draw students' attention to verbs/phrases used to effectively introduce each citation.

Part Three: Editing Citations

1. **Distribute Handout 5, "Citations for Improvement."**

- As a group, read each citation aloud.
- Ask students, "*What needs to change here?*"
- Encourage them to cite the features of effective citation listed on the board, and to focus on sentence-level moves that could be improved. Elicit understanding of:
 - **Citation 1:** Overly general, does not use strong, precise verb
 - **Citation 2:** A paraphrase that only sometimes replaces the quote with original words
 - **Citation 3:** Includes own language *within* quotation marks, not distinguishing between original wording and analysis
 - **Citation 4:** Redundant introduction to quote, and an unproductive passage to quote

***Note to instructor: if running short on time,** and feel you will be unable to get to Part Four, have students work individually to rewrite one of the above citations, and have them share out their responses, and end the workshop here.

Part Four: Drafting Citations (Time Permitting)

1. **Ask students to draft or revise a portion of their own writing, to include a summary, paraphrase, or quotation.** (If students have no writing to work on, give them Handout 6, "*Gilmore Girls: A Girl-Power Gimmick*," and ask them to practice introducing a citation from this text. Ask students to explain the rationale behind their strategic choice of summary, paraphrase, or quotation.)
2. **Wrap up.** Have students share citations, as time permits.

“THE SHANGHAI SECRET”

SHANGHAI — Whenever I visit China, I am struck by the sharply divergent predictions of its future one hears. Lately, a number of global investors have been betting that someday soon China’s powerful economic engine will sputter. Optimists take another view and argue that what we’re now about to see is the payoff from China’s 30 years of investment in infrastructure and education. If you’re looking for evidence as to why the optimistic bet isn’t crazy, you might want to visit a Shanghai elementary school.

I’ve traveled to Shanghai with Wendy Kopp, the founder of Teach for America. We’re in China, visiting schools, to try to uncover the Secret—how is it that Shanghai’s public secondary schools topped the world charts in the 2009 PISA (Program for International Student Assessment) exams that measure the abilities of 15-year-olds in 65 countries to apply what they’ve learned in math, science, and reading.

After visiting Shanghai’s Qiangwei Primary School, with 754 students and 59 teachers, I think I found The Secret.

There is no secret.

When you sit in on a class here, you find a relentless focus on all the basics we know make for high-performing schools but that are difficult to pull off consistently across an entire school system. These are: a deep commitment to teacher training, peer-to-peer learning and constant professional development, an insistence by the school’s leadership on the highest standards and a culture that prizes education and respects teachers.

Shanghai’s secret is simply its ability to execute more of these fundamentals in more of its schools more of the time. Take teacher development. Shen Jun, Qiangwei’s principal says her teachers spend about 70 percent of each week teaching and 30 percent developing teaching skills and lesson planning. That is far higher than in a typical American school.

Teng Jiao, 26, an English teacher here, said school begins at 8:35 a.m. and runs to 4:30 p.m., during which he typically teaches three 35-minute lessons. I sat in on one third-grade English class. The English lesson was meticulously planned. The rest of his day, he said, is spent on lesson planning, training with his team, having other teachers watch his class and tell him how to improve and observing the classrooms of master teachers.

Education experts will tell you that of all the things that go into improving a school, nothing pays off more than giving teachers the time for peer review and constructive feedback, exposure to the best teaching and time to deepen their knowledge of what they’re teaching.

In 2003, Shanghai had a very “average” school system, said Andreas Schleicher, who runs the PISA exams. “A decade later, it’s leading the world.” He, too, attributes this to the fact that while in America a majority of a teacher’s time in school is spent teaching, in China’s best schools, a big chunk is spent learning from peers and personal development.

In just doing the things that American and Chinese educators know work—but doing them systematically and relentlessly—Shanghai has in a decade lifted some of its schools to the global heights in reading, science, and math skills. Oh, and Shen Jun wanted me to know: “This is just the start.”

Portions of this text adapted from Friedman, Thomas. “The Shanghai Secret.” The New York Times. Web. 22 Oct 2013.

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MODEL CITATIONS

Summary:

In “The Shanghai Secret,” Thomas Friedman, an op-ed columnist for *The New York Times*, sets out to answer the question of why it is that students in Chinese secondary schools are performing so well, compared to American students. After visiting a primary school in Shanghai and speaking with many of its teachers, Friedman observes that in Shanghai, schools are committed not only to teaching, but also to training their teachers and having teachers learn from their peers—a model that American schools could strive to implement more widely themselves.

Paraphrase:

Original text that paraphrase is based on: “Ten Jiao, 26, an English teacher here, said school begins at 8:35 a.m. and runs to 4:30 p.m., during which he typically teaches three 35-minute lessons. I sat in on one third-grade English class. The English lesson was meticulously planned. The rest of his day, he said, is spent on lesson planning, training with his team, having other teachers watch his class and tell him how to improve and observing the classrooms of master teachers.”

Paraphrase: As evidence, Friedman describes a day in the life of Ten Jiao, a third-grade English teacher in Shanghai. He observes that Jiao teaches for only a small percentage of his 8-hour day. When teaching, Jiao’s lesson plans are extremely well thought out. For the majority of the day, Jiao focuses on planning his next lessons, training, observing fellow teachers and being observed.

Quotation:

Friedman sets out to uncover “The Secret”—how is it that the Chinese educational model has been so successful—only to conclude that “there is no secret.” According to Friedman, both Chinese and American educators know the secret to providing a good education—a “relentless focus on all the basics.” However, Shanghai educators, unlike American educators, do these things “systematically and relentlessly.” That’s the Shanghai Secret.

A RESPONSE TO “THE SHANGHAI SECRET”

In a recent *New York Times* op-ed, Thomas Friedman argues that students in China are outperforming their American peers because Chinese educators are more rigorous in delivering the basics of education to their students. According to Friedman, Chinese educators teach, but are also given ample time to learn techniques from fellow teachers and to deepen their knowledge of their subjects, which makes them better at their jobs. Friedman argues that the Chinese educational model is thus one that American schools should emulate; however, as an educator in America, I question whether his findings should be applied to our school system. Yes, students in Shanghai are performing well on standardized tests. But what exactly is being taught in these schools? Can we extrapolate from findings based on one school in Shanghai toward an entire country’s educational system?

Friedman bases the majority of his argument on evidence extracted from one sole visit to one third-grade English classroom in Shanghai’s Qiangwei Primary School. Friedman observes that in this class, the lesson is perfectly mapped out. This is because this classroom’s teacher spends a good amount of his day planning lessons and learning to improve his teaching techniques. But how representative is this extraordinary classroom? Do most Chinese teachers spend “70 percent of each week teaching and 30 percent developing teaching skills and lesson planning”? If so, I would love to hear more about how China manages to execute and fund this system, so that we in America could learn from them. But Friedman does not make it clear how representative this school’s model is.

Also, how many students were in this classroom? As a public-school teacher, I know that the quality of education I am able to provide my students is dependent on the number of students I have in front of me. I have no doubt that Teng Jiao is a phenomenal teacher, but what was the experience of other teachers at this school? Do they all have small classrooms, and do they all feel as if they are leading their students to excel in the best possible ways? If Friedman had based his argument on a larger, more representative sample, and spoken with more teachers, at more schools, I would have been more convinced of “The Shanghai Secret.” Perhaps as an American, language was a barrier for him.

Friedman briefly acknowledges that this commitment to teacher training and development is hard to implement school-wide. I would have liked for him to explore this idea more. I currently teach eighth grade at a public school in Atlanta, Georgia. In my school, funding does not exist for teachers to teach less, and take more time to deepen their skill sets, though we’d love to (I teach five sections of thirty students.) Despite these parameters, teachers in my school still do find ways to enrich and inspire their students. My brightest students are not always the ones who perform best on standardized tests. Yet they are constantly learning to challenge existing ideas and to develop their intellectual curiosities—skills I find make me very optimistic about the possibilities of the American public school system, even if we are not topping the PISA charts—yet.

Works Cited
Friedman, Thomas. “The Shanghai Secret.” *The New York Times*. Web. 22 Oct 2013.

WHEN TO USE/EFFECTIVE FEATURES OF EACH TYPE OF CITATION

	When to Use	Features of Effective Citation
Summary		<ul style="list-style-type: none">• Accurately and fairly represents the original text• Presents material that is clearly relevant and useful to your argument• Is cited effectively
Paraphrase		<ul style="list-style-type: none">• Accurately and fairly represents the original text• Presents material that is clearly relevant and useful to your argument• Is cited effectively
Quotation		<ul style="list-style-type: none">• Accurately and fairly represents the original text• Presents material that is clearly relevant and useful to your argument• Is cited effectively

CITATIONS FOR IMPROVEMENT

1. **Summary:**

Friedman thinks that Chinese schools are better than American schools for a lot of reasons.

2. **Paraphrase:**

Original text that paraphrase is based on: “When you sit in on a class here and meet with the principal and teachers, what you find is a relentless focus on all the basics...a deep commitment to teacher training, peer-to-peer learning and constant professional development, an insistence by the school’s leadership on the highest standards and a culture that prizes education and respects teachers.”

Paraphrase: Friedman says the fundamentals for creating strong schools are: a deep commitment to faculty training, teacher-to-teacher learning and professional development, an insistence by the school’s principals on the highest standards and an environment that values education and teachers.

3. **Quotation:**

Friedman believes “after visiting Shanghai’s Qiangwei Primary School, with 754 students—grades one through five—and 59 teachers, I think I found the Secret: There is no secret.”

4. **Quotation:**

A quote by Friedman says that “I’ve traveled here with Wendy Kopp, the founder of Teach for America.

“GILMORE GIRLS: A GIRL-POWER GIMMICK”

It was the moment fans had been waiting for. “Raincoats and Recipes,” the final episode of season four of the WB’s hit TV drama *Gilmore Girls*, promised in its trailer to resolve several of the major storylines in the series, including the grand opening of Lorelei’s self-owned Dragonfly Inn, the admission of her attraction to best friend Luke Danes, and the romantic reunion of her daughter Rory with ex-boyfriend Dean Forester.

Along with thousands of other fans, I was anxious to discover how the mother-daughter duo would handle these events. I was in high school at the time and admired young, single mother Lorelei Gilmore and her intellectually intimidating adolescent daughter, Rory. For me, these women represented a new breed of leading ladies who struggled against, and generally triumphed over, a male-dominated world. Their female empowerment is particularly apparent in the script, which is noted for its fast-paced humor and almost inconceivable comebacks.

Now, watching a rerun of this highly anticipated season finale, my naivete has faded. By the end of the show, the twosome had slipped wordlessly into the arms of their respective love interests, abandoning their characteristic banter and with it their long-running “girl power!” gimmicks. By first examining the importance of dialogue to the series and to Lorelei’s and Rory’s female empowerment, and then by comparing the Gilmore girls’ normal speech habits to their subsequent inarticulate attempts with the men they love, I conclude that the duo fails to manifest the gender equality that they seem to support.

My initial approbation of the mother-daughter duo no doubt had much to do with their clever and articulate dialogue. *BuddyTV* senior writer Oscar Dahl accurately summarizes the importance of conversation to the drama. “*Gilmore Girls* is dialogue,” he writes; “this signature verbosity is the basis of the show.” Indeed, with a script which totals fifteen to twenty pages more than that of any other series, *Gilmore Girls* focuses more on

*Portions of this text adapted from Tyrrell, Lauren. “*Gilmore Girls*: A Girl-Power Gimmick.” *The Norton Pocket Book of Writing by Students*. Ed. Melissa A. Goldthwaite. New York: W.W. Norton & Company, Inc., 2010. 208-216. Print.

communication than on action.

Gilmore Girls uses this foundation of the communication habits of two attractive women to shatter traditional stereotypes about the typical speech styles of females. In *Gendered Lives*, Julia T. Wood explains that female speech is often characterized by equalizing phrases, expressions of support, and personal relativity (126-127). In contrast, Lorelei and Rory more often display characteristics associated with male communication, which include, according to Wood, the establishment of control and power in the conversation, focus on accomplishing a specific goal, and direct assertions (128-29).

For example, in the season four finale, Lorelei flaunts her conversational prowess before Tom, a contractor who has failed to furnish doors for the guests’ rooms in time for the inn’s opening:

TOM: Relax, I’m trying to track them down.

LORELEI: Tom, guests are showing up here any second. They have no doors. People will have to get very friendly very quickly. (“Raincoats and Recipes”)

Here, Lorelei does not simply establish her authority to a male employee, she does so with humor and finesse. By engaging in assertive, effective, and typically masculine speech, Lorelei defines herself as a woman with influence and also the confidence to utilize it.

This empowerment vanishes, however, when the Gilmore girls get involved romantically; the presence of a potential lover transforms their conversational style from girl power to girl interrupted....

Works Cited

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REFERENCE SHEET: A RESPONSE TO “THE SHANGHAI SECRET”

In a recent *New York Times* op-ed, Thomas Friedman argues that students in China are outperforming their American peers because Chinese educators are more rigorous in delivering the basics of education to their students. According to Friedman, Chinese educators teach, but are also given ample time to learn techniques from fellow teachers and to deepen their knowledge of their subjects, which makes them better at their jobs. Friedman argues that the Chinese educational model is thus one that American schools should emulate; however, as an educator in America, I question whether his findings should be applied to our school system. Yes, students in Shanghai are performing well on standardized tests. But what exactly is being taught in these schools? Can we extrapolate from findings based on one school in Shanghai toward an entire country’s educational system?

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Works Cited

Friedman, Thomas. “The Shanghai Secret.” *The New York Times*. Web. 22 Oct 2013.

Summary: The writer presents Friedman’s argument in order to lay out her own analysis of and response to this argument.

Paraphrase: The writer incorporates a specific part of Friedman’s essay (Friedman’s description of a class) in order to question the representativeness of this particular evidence.

Quotation: The writer incorporates a direct quote in order to present the original text as evidence (it would be hard to paraphrase these statistics.)

N/A: Rather than summarizing, paraphrasing, or quoting the article, the writer identifies gaps in Friedman’s argument.

Paraphrase: The writer incorporates a specific idea from Friedman’s text in order to acknowledge and respond to this idea.

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REFERENCE SHEET WHEN TO USE/FEATURES OF EACH TYPE OF CITATION

	When to Use	Features of Effective Citation
Summary	<ul style="list-style-type: none"> • When you want to contextualize or provide background information for a larger argument you will make • When you want to present previous findings or existing arguments before laying out your own analysis or response to these 	<ul style="list-style-type: none"> • Accurately and fairly represents the original text • Presents material that is clearly relevant and useful to your argument • Is cited effectively • Uses precise, strong verbs to capture authorial action • Uses details sparingly • Distills the ideas of the original text transparently or simply
Paraphrase	<ul style="list-style-type: none"> • When you want to incorporate a specific part of a source in an essay, in order to respond to those ideas • When you want to separate the style of the original from its content • When you want to translate from one readership to another 	<ul style="list-style-type: none"> • Accurately and fairly represents the original text • Presents material that is clearly relevant and useful to your argument • Is cited effectively • Consistently uses your own words
Quotation	<ul style="list-style-type: none"> • When you plan to ‘close read’ or analyze the language of the original text • When you want to preserve or reveal the style of the original • When you want to present the original as evidence • When you want to emphasize the authority of the writer of the original text 	<ul style="list-style-type: none"> • Accurately and fairly represents the original text • Presents material that is clearly relevant and useful to your argument • Is cited effectively • Uses strong, precise verbs to capture authorial action • Introduces the quote in a way that explains to the reader your reason for using the quote • Embeds the quoted material within your own syntax/sentence