Step by STEP: a Collaborative Approach for Writing a Research Paper

RePhrase It!

Show Students How to Paraphrase

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INSTRUCTOR'S NOTES

This is a low risk activity: • There are no right or wrong answers • Students interact with the material and are given an opportunity to think about the meanings of words • Students learn or re-learn how to paraphrase a statement.	Objective: Given cards (containing written statements) students will identify the correct synonym, antonym, phrasal verb, general verb or phrase that may be used to paraphrase the statement.

Materials	Before Class	During Class	After Class
Paper and copier	Watch the video http://www.youtube.com/watch?v=sgMJ16WUEPg After this, prepare an "original statement" and a "revised statement" for each category (i.e. synonym). (Please see chart below). Create 2 cards for each word category: Synonym, antonym, phrasal verb, general verbs and phrases. (The Card Template is found on the next page.) This means that you will have a total of ten "cards". Review instructor's remarks Make enough copies of the handout containing the cards so everyone will have a handout.		

Original Statement	Revised Statement	Type of Word/Phrase
The hardest language to learn is Mandarin.	Mandarin is one of the most **difficult** languages to master.	Synonym
The man is **tall.** The school is far away.	The man is not **short.** The school is not near.	Antonym
She **discarded** her used lip stick case in the trash can.	She **threw away** her used lip stick case in the trash can.	Phrasal Verbs
The factory manufactures boxes.	The factory produces boxes. The factory makes boxes.	General Verbs
Many people in Canada are **bilingual**	Many people in Canada speak **two languages.**	Phrases

INSTRUCTOR'S NOTES

Begin this activity by discussing with students the importance of writing and communication in society. Pose this question to the class: "Who is your favorite communicator and why?" Inform students that their favorite communicator can be anyone (and not necessarily a famous individual).

Written below are possible answers that students may state during the discussion.

Who is Your Favorite Communicator	Why?
Steve Jobs	He has transformed the way people communicate
Chris Christie	He is direct and speaks with authority
My English Teacher	She has a great vocabulary

http://decker.com/blog/the-top-ten-best-and-worst-communicators-of-2011/

As students respond link their answers with the ability to write well.

For instance: Taylor mentioned that Chris Christie is her favorite communicator because he speaks with authority and is direct. People can also write in a direct manner so that their comments are succinct. Essentially, they express their ideas without using unnecessary words to convey an intended meaning.

Each of us in this class is a writer; we may not publish our work for sale, but we construct thoughts and send a message to a specific audience using words, sentences and paragraphs. Sometimes this audience consists of our friends and family -- those in our non-academic environment. Then sometimes, we write for teachers in the context of an academic environment.

When we write a paper for any class, it is essential to follow the rules that have been established for academic writing. One of the major rules involves avoiding plagiarism.

Plagiarism is defined as:

" to steal and pass off (the ideas or words of another) as one's own **:** use (another's production) without crediting the source" (http://www.merriam-webster.com/dictionary/plagiarize).

INSTRUCTOR'S NOTES

So then to avoid plagiarism, it is essential to paraphrase.

To paraphrase means to:

"Express the meaning of using different words, esp. to achieve greater clarity." But how is this accomplished? Which techniques or strategies can I use? Well, there are many, but the one that we will examine today uses various types of phrases and words to do this.

At this point, model for students the technique for paraphrasing which you have previously watched. Written below is a table containing an original statement that was revised using synonyms. Demonstrate for students how each category can be revised using a specific kind of word/phrase.

Example:

Original Statement	Revised Statement	Type of Word/Phrase
"The **creation** of study groups also afforded the opportunity to **reserve** one group for foreign students for whom English is a second language" (Starenko, 2008, p. 162)	The **formation** of study groups provided an opportunity to **retain** one group for foreign students for whom English is a second language (Starenko, 2008).	Synonym
People **can** access the Internet by using their mobile device or desk top computer.	People **cannot** access the Internet without using a mobile device or desk top computer.	Antonym
He **tracked** his academic progress every day.	He **monitored** his academic progress every day.	Verbs

After modeling for students how to paraphrase, begin the Re-Phrase It! activity. (Found on the following pages).

CARDS FOR DISTRIBUTION

NOTE: IT IS RECOMMENDED THAT YOU CREATE CARDS FOR YOUR CLASS.

Synonym Original phrase "The creation of study groups also afforded the opportunity to reserve one group for foreign students for whom English is a second language" (Starenko, 2008, p. 162). formulation composition implementation provided Find a replacement for the word "creation" from the words listed above.	"The **formulation** of study groups also **provided** the opportunity to reserve one group for foreign students for whom English is a second language" (Starenko, 2008, p. 162).

Antonym Original phrase People **can** access the Internet by using their mobile device or desk top computer. Cannot Should not	People **cannot** access the Internet without using a mobile device or desk top computer.

Phrasal Verbs

Original phrase

She **practiced constraint** and did not respond in an angry manner, but calmly stated her concerns.

self-control

train

She practiced **self control** and did not respond in an angry manner, but calmly stated her concerns.

She trained herself to practice the art of self-control; so, she did not angrily answer, but rather calmly stated her concerns.

General Verbs

Original phrase

"The moral values of the United States are **established** upon the concept of democracy – a **partnership** between the government and industry" (Pember & Clark, 2005, p. 5).

Founded

Built

The moral values of the United States are **founded** upon the concept of democracy – an amicable lasting agreement between the government and industry (Pember & Clark, 2005)

Phrases

Original phrase

He placed the presentation materials on the **tripod** board, and began to **speak** to the audience about his **amazing** product line.

three-sided board
talk
great
address

He positioned the presentation materials on a three-sided board and began to address the audience informing them of the great features of his product line.

Antonym

Original phrase

She **practiced constraint** and did not respond in an angry manner, but calmly stated her concerns.

self-control

train

She did not practice self control; so, she responded in a rough manner and expressed her concerns.

She did not train herself to practice self-control; so, she responded in a rough, harsh tones.

Verb

He **monitored** his academic progress every day.

observed
tracked

Find a replacement for the word “creation” from the words listed above.

He monitored his academic progress every day.

Synonym

Original phrase

“The creation of study groups also afforded the opportunity to reserve one group for foreign students for whom English is a second language” (Starenko, 2008, p. 162).

formulation
composition
implementation
provided

Find a replacement for the word “creation” from the words listed above.

“The **formulation** of study groups also **provided** the opportunity to reserve one group for foreign students for whom English is a second language” (Starenko, 2008, p. 162).

Rephrase it!

Objective: Given cards (containing written statements) students will identify the correct synonym, antonym, phrasal verb, general verb or phrase that may be used to create a paraphrase.

Group Roles

The Group: Work together to select the best possible word from the list of answers. Consider what each word(s) on a card means. Discuss why one word should be used as opposed to another.

Reader: In clear and legible tones read the sentence and possible answers found on a "card". Please read one card at a time, waiting for the group's response, before advancing to the next card.

Recorder: Write down the group's answers and their rationale for selecting a word(s).

Spokesperson: Report to the class your answers. Be sure to include any questions your group has.

Instructions

1. Get in groups of three or four persons.
2. Decide who will be the Reader, Recorder and Spokesperson (See job descriptions mentioned above).
3. The Reader will start the activity by reading the first card.
4. After this, as a group discuss and decide on the best possible answer given the possible choices found on the bottom of the "card".
5. The Recorder will write down your response.
6. Move on to the next card repeating steps 3-5 until all cards have been read and you have selected an answer for each one.
7. The Spokesperson will share with the class your responses and reasons for selecting a word(s).