



Library Essentials Using Information Ethically Patchwriting and Summary



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DEFINITIONS

SUMMARY: restating and compressing the main points of a paragraph or more of text in fresh language reducing the summarized passages by at least 50%. The 266-word Gettysburg Address might be summarized this way.

The civil war that we are now fighting tests the principles on which our country was founded. We must pursue this war as a way of honoring the men who fought and died on the battlefield.

PARAPHRASING: restating a passage from a source in fresh language, though sometimes with keywords retained from that passage. Paraphrase does not involve a significant reduction in the length of a passage. The first sentence of the Gettysburg Address, for example, may be paraphrased this way:

The United States was founded in 1776 on the principles of liberty and equality.

PATCHWRITING: reproducing source language with some words deleted or added, some grammatical structures altered, or some synonyms used. The first sentence of the Gettysburg Address, for example, may be patchwritten this way:

Eighty-seven years ago, the founding fathers created a new nation conceived in the principle of liberty and was dedicated to the equality of man.

COPYING: An exact transcription of the source text. The first sentence of the Gettysburg Address, for example, would be copied this way:

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate – we can not consecrate – we can not hallow – this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people shall not perish from the earth. (Lincoln, 1863)

Common Problems

1. Strings of words copied exactly with no reference
2. Strings of words slightly modified by adding/deleting words or using synonyms for content word
3. Strings of words modified by changing the order of words in the original text
4. Misrepresenting the meaning of the original source
5. Using quotation marks for phrases that are not direct quotations from the source

Adapted from: Ling Shi "Textual Borrowing in Second-Language Writing" *Written Communication* (2004) 21:185 and Rebecca Moore Howard, Tricia Serviss, and Tanya K. Rodrigue "Writing from Sources, Writing from Sentences" *Writing & Pedagogy* (2010) 2.2, 177-192

ACTIVITY

For following examples from student papers, highlight the words in the *Student Text*, patchwritten from the *Source Text*.

Student Paper #1

Student Text	Source Text
Then why can't the physicians lend a hand to those whose are tortured with a disease to start a new life in another world and at the same time spare their families the emotional and financial burden of their care.	Some patients, moreover, may feel an obligation to choose death to spare their families the emotional and financial burden of their care.

Adapted from: Ling Shi "Textual Borrowing in Second-Language Writing" *Written Communication* (2004) 21:185

Student Paper #2

Student Text	Source Text
To withhold any necessary measure of pain relief in a hopelessly ill person is unjustifiable	To withhold any necessary measure of pain relief in a hopelessly ill person out of fear of depressing respiration or of possible legal repercussions is unjustifiable.

Adapted from: Ling Shi "Textual Borrowing in Second-Language Writing" *Written Communication* (2004) 21: 185

Student Paper #3

Student Text	Source Text
A patient contemplating assisted suicide will naturally want to discuss the possibility with his or her physician. If the physician appears sympathetic to the patient's interest in suicide, it may convey the impression that surely cannot be cured and the best way is to die.	A patient contemplating assisted suicide will naturally want to discuss the possibility with his or her physician. If the physician appears sympathetic to the patient's interest in suicide, it may convey the impression that the physician feels assisted suicide is a desirable alternative.

Adapted from: Ling Shi "Textual Borrowing in Second-Language Writing" *Written Communication* (2004) 21: 187

Student Paper #4

Student Text	Source Text
Physicians should not have the right of ending “pain and suffering” by means of death.	The proper does of pain medication is the does that is sufficient to relieve pain and suffering, even to the point of unconsciousness
Adapted from: Ling Shi “Textual Borrowing in Second-Language Writing” <i>Written Communication</i> (2004) 21: 189	

Student Paper #5

Student Text	Source Text
Studies show that children, as well as parents, in low-income families have very few assets, so eliminating asset tests for coverage could increase enrollment (Cox, Ray, and Lawler).	Studies have shown that most low-income families have few assets. Eliminating asset tests...
Also, states could use ‘presumability eligibility for pregnant women and children’ covered under Medicaid or SCHIP.	presumptive eligibility
Through this, children or pregnant women who seem eligible for the programs can be immediately enrolled until a final determination of eligibility can be produced.	This temporarily enrolls children and pregnant women in SCHIP and Medicaid as soon as they apply for benefits, pending a final eligibility determination.
To determine who ‘seems eligible for health care coverage, school staff could be trained to judge who should be enrolled.	School staff could be trained how to conduct presumptive eligibility determinations and how to carry out the necessary follow-up activities.
Studies show that children with health insurance have fewer sick days from school, so this could yield educational benefits (Broadus).	In addition to helping school children gain access to health care and prevention services, presumptive eligibility may yield educational benefits; recent research suggests that children who are insured have fewer sick days and miss school less often than children who lack health insurance.
With increasing diversity and immigration status of our society, Medicaid and SCHIP should also provide information on eligibility and enrollment in many different languages, and in both documentation or letters and personal visits.	Write Letters remind families to renew SCHIP. Go door-to-door to help families in the renewal process...Give families materials about renewal in multiple languages.
In every state, many lose coverage by Medicaid and SCHIP when it is time to renew.	In virtually all states, many people lose Medicaid and SCHIPO when it is time to renew or recertify for benefits.
Adapted from: Rebecca Moore Howard, Tricia Serviss, and Tanya K. Rodrigue “Writing from Sources, Writing from Sentences” <i>Writing & Pedagogy</i> (2010) 2.2, 177-192.	

SUMMARY WRITING

You must read the source– and talk about it – until you understand. When you draft your summary, don't look at the original text. Allow some time to elapse between the time you read the original and the time you write about it.

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| 1. Read | Read the text you intend to summarize carefully. Make sure that you understand the contents and the author's argument. If it is a long text, you may need to make notes of or underline vital passages. |
| 2. Write | If it is a long text, identify the main points and list them. If the text is divided into sections or chapters, you may wish to focus on that structure when writing your summary. Then write from memory, summing up each part. |
| 3. Check | Compare your draft with the source text to make sure that your summary catches the essence of the source text. |
| 4. Revise | If your text is too close to the source text, consider quoting certain passages. Note, though, that a quotation must be verbatim, that is, the exact rendering of the source text. |
| 5. Give reference | Remember that proper references are needed in summaries, as well as in quotations and paraphrases. |

Source: Academic Writing in English at Lund University: <http://awelu.srv.lu.se/sources-and-referencing/> and Rebecca Moore Howard "A Plagiarism Pentimento" *Journal of Teaching Writing* 11.2 (Summer 1993): 233-46.