



7th Edition

Paraphrasing and Citation Activities

In any academic paper, writers must show how their work relates to and builds on existing research. However, published works are usually dense with information. Even one sentence may include several interconnected ideas, only some of which are relevant to the paper topic. Writers may need to summarize one sentence, several sentences, or entire studies.

Effective paraphrasing and citation skills allow writers to clearly and concisely present and credit the most important or relevant ideas from published works in their papers. With these skills, writers become better prepared to make unique contributions to knowledge in their field.

Instructions

Complete the following activities to practice your paraphrasing and citation skills. Then compare your answers with those from the APA Style team (see pages 6 and 7 of this instructional aid) as well as your classmates or colleagues. Answer the following questions:

1. Did you paraphrase effectively? Or did you patchwrite (change only a few words, substitute synonyms on a one-to-one basis) rather than paraphrase (restate in your own words, reframe ideas for your paper context)?
2. How are your sentences different from the sentences from the APA Style team? From those of your classmates or colleagues? How are they the same?
3. What other ways are there to paraphrase? How could you emphasize different ideas?

Reminders and Tips

Remember, there are many acceptable ways to paraphrase a sentence; the sentences in these activities are only examples.

Want more practice? Select your own passages and try the activities again.

Activity 1: Paraphrasing One Sentence

This activity consists of three steps:

1. Read the following published sentence and then **paraphrase** it—that is, rewrite it in your own words. You do not need to repeat every element. Instead, try changing the focus of the sentence while preserving the meaning of the original.
2. Write an **APA Style reference list entry** for the published work using the source information provided. Look up the document type in Chapter 10 of the *Publication Manual* and follow the appropriate reference example.
3. Figure out the **in-text citation** that corresponds to the reference list entry. Then add a **parenthetical citation** to your paraphrased sentence. Use the standard citation formats shown in Table 8.1 of the *Publication Manual*.

Published Sentence

Leaders who lack emotional and social competence undoubtedly can become a liability to organizations, directly leading to employee disengagement, absenteeism, stress-disability claims, hostile-workplace lawsuits, and increased health care expenses.

Source Information

- Document type: Journal article (Section 10.1)
- Authors: Kenneth Nowack and Paul Zak
- Publication year: 2020
- Article title: Empathy enhancing antidotes for interpersonally toxic leaders
- Journal information: *Consulting Psychology Journal: Practice and Research*, Volume 72, Issue 2, pages 119–133
- DOI: <https://doi.org/10.1037/cpb0000164>

Your paraphrased sentence and parenthetical in-text citation:

Your reference list entry:

Activity 2: Summarizing Multiple Sentences

This activity consists of three steps:

1. Read the following published sentences and **summarize** the authors' findings in your own words in **one sentence**.
2. Write an **APA Style reference list entry** for the published work using the source information provided (see Chapter 10 of the *Publication Manual* for examples).
3. Figure out the **in-text citation** that corresponds to your reference list entry. Then add a **narrative citation** to your paraphrased sentence. You do not need to re-cite the works that are already cited in the published sentences.

Published Sentences

Research suggests that people exercise less when demands in their job or studies increase (Englert & Rummel, 2016; Oaten & Cheng, 2005; Sonnentag & Jelden, 2009). Building upon these findings, the present study investigated the relationship between university students' implicit theories about willpower and the amount they exercise during their final examination period. We hypothesized and found that students with a limited theory about willpower—those who believed that their self-control resembles a limited resource—exercised significantly less than students with a nonlimited theory during this stressful period (about 220 min less over the course of 2 weeks).

Source Information

- Document type: Journal article (Section 10.1)
- Authors: Katharina Bernecker and Jule Kramer
- Publication year: 2020
- Article title: Implicit theories about willpower are associated with exercise levels during the academic examination period
- Journal information: *Sport, Exercise, and Performance Psychology*, Volume 9, Issue 2, pages 216–231
- DOI: <https://doi.org/10.1037/spy0000182>

Your paraphrased sentence and narrative in-text citation:

Your reference list entry:

Activity 3: Writing a Long Paraphrase

This activity consists of three steps:

1. Read the following published paragraphs and **summarize** them in your own words in **two to three sentences** (a long paraphrase). Do not repeat every idea. Instead, highlight important findings and accurately represent the meaning of the original.
2. Write an **APA Style reference list entry** for the published work using the source information provided (see Chapter 10 in the *Publication Manual* for examples).
3. Figure out the **in-text citation** that corresponds to your reference list entry. Then add either a **parenthetical or narrative citation** to your first sentence. You do not need to re-cite the works that are already cited in the published paragraphs.

Published Paragraphs

Food selectivity is the most frequently documented and well-researched feeding problem associated with autism spectrum disorder (ASD). It most often involves strong preferences for starches and snack foods, coinciding with a bias against fruits and vegetables. Associated mealtime difficulties include disruptive mealtime behavior (e.g., tantrums, crying), rigidity surrounding eating (e.g., only eating in a specific location, requiring certain utensils), and avoidance of certain food items based on the sensory characteristic (e.g., texture).

Severe food selectivity in ASD most often involves deficits in dietary variety, not volume, and children with ASD typically consume enough food to meet gross energy needs (Sharp, Berry, et al., 2013; Sharp et al., 2014). Because children with ASD typically consume an adequate volume of food, this may explain why, historically, feeding concerns in ASD have been overlooked in relation to other areas of clinical concern. The clinical picture, however, for food selectivity in ASD is more complicated from a nutritional and medical standpoint and requires looking beyond anthropometrics to determine the overall impact of atypical patterns of intake, including enhanced risk for underlying dietary insufficiencies and associated poor health outcomes (e.g., obesity).

Source Information

- Document type: Edited book chapter (Section 10.3)
- Chapter authors: T. Lindsey Burrell, William Sharp, Cristina Whitehouse, and Cynthia R. Johnson
- Publication year: 2019
- Chapter title: Parent training for food selectivity in autism spectrum disorder
- Book editors: Cynthia R. Johnson, Eric M. Butter, and Lawrence Scahill
- Book title: *Parent training for autism spectrum disorder: Improving the quality of life for children and their families*
- Chapter page range: 173–202
- Publisher: American Psychological Association
- DOI: <https://doi.org/10.1037/0000111-008>

Your paraphrased sentences and in-text citation (either format):

Your reference list entry: