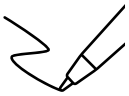
Paraphrasing

Paraphrasing is to **write and cite** another's ideas in your own words**.**

A good paraphrase

- preserves the main ideas
- captures the important details
- retains the relationship of ideas
- retains the attitude of the author towards the subject
- uses different sentence structure and language to the original
- retains technical terms and specialised vocabulary
- has accurate citation and referencing



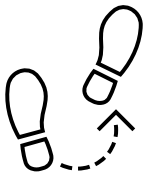
AI and Paraphrasing Tools

Check with your tutor about permissable AI use, and be careful using online paraphrasing tools as you may

- breach academic integrity
- lose the nuance of your writing style
- change the intended meaning
- alter your intended emphasis or flow of ideas

Steps to Paraphrasing

1. Ensure you understand the text.
2. Highlight the main point(s).
3. Write down key words.
4. Cover the original and explain the idea aloud. Record or use a voice-to-text function to capture your expression of the idea.
5. Check you have retained the main idea, important details, and the author's attitude towards the subject.
6. Write complete sentence(s), keeping the style simple.
7. Check you have different sentence structure and language to the original but have retained technical terms and specialised vocabulary.
8. Add the citation and reference.



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Paraphrasing Example

The good paraphrase below captures the main points and important details, has different sentence structure and language to the original, retains the attitude of the author to the topic, and retains specialised terminology.

Original Text - keywords **bolded**	**Poor Paraphrase** - phrases that have been copied - phrases that misrepresent the original text	**Good Paraphrase**
Data suggest that DPs (those with developmental prosopagnosia) have **limited insight into their difficulties** and **several factors impact** the **likelihood** of, and **age at which, insight is gained**. Questionnaires and interviews explored the age at which the condition can potentially be detected. In short, it appears that **most** individuals **do not become aware** of their own difficulties **until adulthood**. However, symptoms of DP may still be **apparent in childhood**, even if the affected individual is unaware of their difficulties at the time. This finding raises the possibility that the condition **can be spotted by others**, if provided with an appropriate symptom **checklist**.	Murray et al. (2018) found that those with developmental prosopagnosia have limited insight into their difficulties, and that there are several factors that impact on the likelihood of, and age at which, insight is gained. Self-awareness of these difficulties often does not occur until adulthood, and the age of recognising one's own difficulties varies widely, from childhood to adulthood. However, symptoms can be evident in childhood, even in those as young as two or three years of age, spotted by others if they are provided with a checklist of symptoms.	Murray et al. (2018) found that recognition of one's own developmental prosopagnosia usually occurs in adulthood, yet symptoms are evident from early childhood and may be recognisable by others. Although many factors influence the age and chance of self-awareness of the condition, Murray et al. believe using a list of symptoms can aid early diagnosis.

Reference

Murray, E., Hills, P. J., Bennetts, R. J., & Bate, S. (2018). Identifying hallmark symptoms of developmental prosopagnosia for non-experts. *Scientific Reports, 8*(1690). https://doi:10.1038/s41598-018-20089-7