APA STYLE

7th Edition

Paraphrasing and Citation Activities

In any academic paper, you must show how your 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. Figuring out how to describe a complex study concisely and extract relevant ideas can be challenging.

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

This activity set explores three ways to paraphrase. Activity 1 focuses on writing one sentence to paraphrase one sentence from a source. Activity 2 focuses on writing one sentence to summarize multiple sentences from a source. Activity 3 focuses on writing a long paraphrase (several sentences) about several paragraphs of a source.

Instructions

To complete the following activities, type your answers directly into the PDF using the text fields. If you need more space, copy the source information into your preferred word-processing program and write there. Sample answers from the APA Style team are provided on pages 6 and 7.

After completing each activity, consider the following questions on your own or with classmates:

1. How effective was your paraphrase? 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 and/or your group members? How are they the same?
3. How could you write a new paraphrase by emphasizing a different idea?

Reminders and Tips

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:

APA Style Team Answers

Activity 1: Paraphrasing One Sentence

Our paraphrased sentence and parenthetical in-text citation:

Employees experience negative outcomes such as stress and disengagement when their organizational leaders lack emotional and social skills (Nowack & Zak, 2020).

Our reference list entry:

Nowack, K., & Zak, P. (2020). Empathy enhancing antidotes for interpersonally toxic leaders. *Consulting Psychology Journal: Practice and Research*, *72*(2), 119–133. https://doi.org/10.1037/cpb0000164

Activity 2: Summarizing Multiple Sentences

Our paraphrased sentence and narrative in-text citation:

Bernecker and Kramer (2020) found that when students believed they had a limited amount of willpower, they were less likely to exercise during the stressful time of final exams than students who believed they had a nonlimited amount of willpower.

Our reference list entry:

Bernecker, K., & Kramer, J. (2020). Implicit theories about willpower are associated with exercise levels during the academic examination period. *Sport, Exercise, and Performance Psychology*, *9*(2), 216–231. https://doi.org/10.1037/spy0000182

APA Style Team Answers, continued

Activity 3: Writing a Long Paraphrase

Our paraphrased sentence and parenthetical in-text citation:

Children with autism spectrum disorder are often very selective about what food they will eat and experience difficulties during mealtimes (Burrell et al., 2019). For example, these children may experience tantrums if they do not get the foods they want (usually starchy foods or snack foods). Although they usually eat enough calories, autistic children may be at greater risk for nutritional and health problems such as obesity.

Our paraphrased sentence and narrative in-text citation:

Burrell et al. (2019) discussed how children with autism spectrum disorder are often very selective about what food they will eat and experience difficulties during mealtimes. For example, these children may experience tantrums if they do not get the foods they want (usually starchy foods or snack foods). Although they usually eat enough calories, autistic children may be at greater risk for nutritional and health problems such as obesity.

Our reference list entry:

Burrell, T. L., Sharp, W., Whitehouse, C., & Johnson, C. R. (2019). Parent training for food selectivity in autism spectrum disorder. In C. R. Johnson, E. M. Butter, & L. Scahill (Eds.), *Parent training for autism spectrum disorder: Improving the quality of life for children and their families* (pp. 173–202). American Psychological Association. https://doi.org/10.1037/0000111-008

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Find more information on APA Style in the *Publication Manual of the American Psychological Association* (7th ed.) and the *Concise Guide to APA Style* (7th ed.).

CITE THIS HANDOUT:

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