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What is patch writing mean

Authors often refer to other texts by paraphrasing; when the text is perfried, it shall be rewritten in the author's own words and appropriate references shall be given. If paraphrasing is not done appropriately, but resembles the source text (i.e. the text on which it is based) too much, the risk of patches. Often patches are involuntary, and usually occurs when the paraphrase is too close to the original text, in the structure, style and vocabulary. Even if there is a reference to source text, rewriting source texts in the form of word-for-word substitution with synonyms are not acceptable as they are not considered original text. Rebecca Moore Howard (2001), who coined the term patchwriting, states that patchwork writes from an uneven understanding of reading: the student does not fully understand what he is reading and thus cannot formulate alternative ways of speaking about his ideas. Or the student understands what he's read, but it's new in discourse. She combines her voice with that of the source to create a pastei over which she exercises new established control. (para. 3) Here lies the problem with a patch. Learning academic texts, writers are struggling to acquire a new discipline-specific vocabulary, as well as a new style of formulation of their writing. As Howard shows, if a text is too difficult for a writer trying to paraphrase it, the risk of patches increases. To avoid a patch, careful handling of sources is, of course, essential, as well as knowledge of how to paraphrase. The main rule of paraphrase is to rewrite the text in its own words and give an appropriate reference to the source text. If the author wants to use some text from source text, this part of the text must be quoted (i.e. reproduced accurately in quotation marks). A study by Pecorari (2008) shows that student writers perceive patches as an alternative to citation and paraphrasing that avoids writers' problems associated with everyone (page 104). The interviewees were afraid to quote too much and felt that paraphrasing was difficult, as it risked not doing justice to the source text. Here is a tip on how to paraphrase and quote in an effective and correct way: Paraphrasing paraphrase means rewriting someone else's idea into your own words without changing the original meaning as you change the structure of the original. The paraphrase is almost the same length as the original. Patches in patches trying to paraphrase but ultimately mimic the structure of sentences or the source dictionary (Howard, 1993, 233). Patches are a common mistake, but this is not an accepted form of writing in academia and is considered a form of plagiarism, even if you cite your source. Difference between and patches paraphrasing vs patch: Example See the original text on the left and compare it with the two recalculations on the right. As you can see, in the first example, the author uses several exact phrases from the original (shown in red) and several synonyms or phrases that are very close to the original (shown in green). Moreover, much of the structure of the paragraph is the same. This is an example of patches, and despite proper citation, an example of plagiarism. In the second example, the author uses his own voice to express the idea of the original text. Apart from a few separate words that are difficult to replace, such as baby boom and Canadians, the original has been completely rewritten and the structure has changed significantly. This is an example of proper periphery. Source: (Foot &) Stoffman,, 1996, p. 1. 20) Look at rewriting below. Do you think so? Are the recalculations correctly paraphrasing the original text? Source: (1900, p. 21). Paraphrasing can be difficult when struggling to understand what the source says. Authors (and you too!) spend a lot of time carefully selecting the words they use, but sometimes unfamiliar jargon (the technical terms used in a particular area) can make it difficult for you to respond to the original text. Learning academic jargon is just like learning a foreign language: you may need to practice using new vocabulary and sentence structures to feel comfortable communicating in a new way. Patching occurs when you paraphrase part of the source material, but your language remains too close to the dictionary and/or sentence structure of the original text. The whole patchwork is a kind of paraphrase, but a successful paraphrase is not a pafrat. If you use patchwriting in the final draft essay, your teachers will most likely see this as an act of plagiarism, as they do not directly quote the original author or successfully use a paraphrase or summary to put the author's ideas into your own words. But patches may have its place in the early stages of taking a note: this can be a useful step in the process of proficiency in the language of a particular area or object, as long as the patch does not remain in its final draft. So where and when is the patch useful? Let's say you encounter the following quote while doing research on the role of women in early 20th century college athletics: Paraphrase Experience 1: If this paraphrase is in your final draft, you'll have a lot of problems. First of all, the language is too close to the original text without any quotes or quotes – expressions such as individual spheres and men and women with men and women are taken directly from the original text without recognition, while others are taken from manly, not sick, young men are not technically plagiarized, but

they are a little too close to the original text. The text in red in the above paragraph is a language that is too close to the language of the original text. This is a classic example of patches where unfamiliar terminology (individual spheres) is borrowed from the original text. But if that's the case, why are we talking about a patch? While not suitable for a final project, patches can be part of the process to help you better understand the source material. Noting where you have the hardest argument in your own words may point you to concepts you may need to look up. In this example, you may need to do some research to understand what the logic of individual spheres really means. See Module II: Find sources if you need help finding where to look for this type of definition. If we go back to our paraphrase, we can see that this patchwork is an attempt to understand what these individual spheres are in terms of the argument made by the original author. Here, patches are used to help you better understand the original text. Now that you have clarified what these terms mean, you need to understand what is really important for the original text for the argument you are making. This is important because even a short quote can be used to support several different types of arguments in your own essay. Your patch act can help you identify the different components you have noticed in the original author's argument. You can break down the author's argument using the author's original language, but in this case it is difficult for you because the author's original argument is too full of slang. Attempting pafrase can facilitate the distillation of the most important parts of the author's argument. Now let's look at your papyri paraphrase sentence by sentence: For the sake of this exercise, let's say you want to highlight the point made in sentence 2 to support the following argument: women are encouraged to participate in athletic culture, but football is seen as a sport that is too aggressive for women to play. Once you have understood this, go back to the original source to see if a simple offer will serve you. In this case, none of the three sentences in the original offer provide all the information you want to offer, so you will need to contact paraphrases. Let's turn patchwork into paraphrase using what you know about how you want to use this information and what you know about the importance of quoting sources. Paraphrase 2 experience: As you can see, the patches helped us identify unknown slang (individual spheres), determine what the original source was trying to say (cultural ideas of masculinity and femininity that define different roles in society) and determine which part of the original source of text we want to use to support our argument. Sometimes you may need to paraphrase the same passage several times, as we did here to get out of the original language and sentence structure of the original. Make sure that each paragraph is always quoted so that your reader can return to the original source text if they want to know more about the author's argument. There is a lot of debate around the usefulness of patches, and we have drawn our argument from scientists and researchers who see it as a potentially productive step in the writing process. If you want to learn more about patches, check out this video by Rebecca Moore Howard, a scientist who developed this concept. Note: If you don't see the video, let Flash run. At the end of summer, the nights get a little longer and cooler, campers say goodbye to newly discovered friends, students shop for new clothes and, before the leaves start to turn, one more thing is certain: the search for the word plagiarism will spike in the dictionary. Plagiarism and going back to school are inextricably linked for one reason: at school and in college guidance across the country, policies on academic honesty are presented in an official and legalistic way, and they should be. Honesty in research and research is a pillar of organized education. The research itself is increasingly carried out online, which can lead to a very modern problem in this very traditional framework: when writing paper using online sources, everything is too easy to copy. Patchwriting refers to the act of making small changes and replacing the copied source material. But this ease of copying, while it can certainly encourage a lazy kind of deliberate plagiarism, may reveal another consequence of this kind of internet-based research on keyboard-based composition: many students can run before they can walk, academically, and still don't understand the basics of scholarly attribution. In such cases, it appears that a new grey area has evolved, requiring an intermediate term for text that has been found to be clearly copied and, although the work may be sloppy and deserves a low degree, there is no motivation for a previous scam. Just such a term was coined by writing Professor Rebecca Moore Howard: patch. In a 1993 article, it proposed the following definition: Copy from source text and delete certain words, change grammar structures, or include in one-for-one synonym substitutes. Professor Howard elaborates on the 1995 article: As the patch may be the result of a student's inexperience with conventions on academic writing, teaching in quotations source sources request for subsequent paper processing may be an appropriate response for the instructor. But since the patch is often due to a student's ignorance of the words and ideas of source text, the instruction in the material discussed in the source and the request for subsequent revision of the paper is even more often the answer. Patchwriting can also be the result of a student's intention to deceive, in which case the minimum penalty is F in the course and the maximum penalty, removal from the university. This endpoint is important because it uses the term in its intermediate sense only when referring to student work that can be reviewed. Educators encounter many such cases of essentially honest students who either do not fully understand text or have not mastered rhetorical recalculation, and fall into the trap of using too much verbatim source of material in this way. In other words, patches can describe a less reprehensible middle point that can be seen as an educated moment rather than an absolute or nothing accusation of plagiarism (which, of course, can be discouraged by a student). In fact, specialized academic writing is often full of subject-specific vocabulary and expressions that need to be acquired by students entering the field, and modeling their writing to that of published scientists is exactly what they need to do before they can produce competent writing of their own. Sometimes patches are useful training wheels for inexperienced writers. But in serious academic writing, it is clear that the patch is more problematic: in academia, patches are considered a crime equal to plagiarism. If [Jonathan] Letem had presented this as a chapter on higher education or dissertation, he would have been shown at the door.- Kenneth Goldsmith, Chronicle of Higher Education, September 11, 2011 Clear, correct recognition and paraphrase are important lessons to be learned, not just in academia but also in journalism: The Poynter Institute observes papier-mâché in its scope of the profession , and not only in the academic composition: thePointer Institute observes crypts in its coverage of the profession: Instead of copying a word, the writer rearranges the phrases and changes the dozens, but relies too much on the vocabulary and syntax of the source material. It is a form of intellectual dishonesty that shows that the author does not actually think of himself poynter.org. Their description contains a definition of patches similar to That of Professor Howard: If the journalist has looked at the language of another author to record for a few words to replace, they may be to blame patches. This is less of a fee than plagiarism if the original author is credited. Observing the evolution of this phenomenon - and the new word used to describe it - is the mission of the citation project led by Professor Howard and Professor Sandra Jamieson. Their updated definition of patches: recalculation of a phrase, clause or one or more sentences while standing near the source language or syntax Of course, in order to enter a term in the dictionary, it must display widespread and increasingly frequent use of consistent meaning; then we extract the definition from a careful assessment of many quotes. Even on the rare occasions when a word is known on the coin, we do not use our own wording of the definition of the term, since it represents only one point of view for a word that is widely accepted. Besides, that would be cheating. Words We are watching conversations about words that we are increasingly seeing in use but which still do not meet our login criteria. Record.