Using the evidence

Paraphrasing, summarizing, and synthesizing
Evidence Sandwich

Point you are making. This could be a topic sentence for a paragraph (for example).

Best piece(s) of evidence to support your point. Be accurate / true to source, respect context, use proper in-text citation(s).

Your analysis: How does this evidence fit with other evidence you have collected? How does it contribute to the point you are making, or the overall purpose of your paper?
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Evidence Sandwich

Point you are making. This could be a topic sentence for a paragraph (for example).

Best piece(s) of evidence to support your point. Be accurate / true to source, respect context, use proper in-text citation(s).

Your analysis: Why is this evidence important? How does it contribute to the point you’re making? To the thesis / overall purpose of your paper? Tip: Your analysis ≥ the included evidence.
Using the Evidence

- Quoting
- Paraphrasing
- Summarizing
- Synthesizing

In-text citations for each source & sentence

References
Paraphrasing:
Using information from passage or section of source *in your own words*.

Better than using direct quotations for evidence, because:

- Demonstrates *your* understanding of the evidence
- Allows for better flow in your writing / for your reader

Note: Direct quotations should be used sparingly - often for impact - in academic writing.

Ask yourself:
- Q: Am I being very selective? Only using quotations for impact?
- Q: Is the author’s word choice essential to the meaning?

https://owl.english.purdue.edu/owl/resource/563/1/
Pick the best paraphrase:

“Within the context of family separation, loss, and trauma, and the many other pressing issues presenting when children are placed in foster care, eating and food-related behaviors are often ignored” (Casey, Cook-Cottone, & Beck-Joslyn, 2012, p. 307).
“Within the context of family separation, loss, and trauma, and the many other pressing issues presenting when children are placed in foster care, eating and food-related behaviors are often ignored” (Casey, Cook-Cottone, & Beck-Joslyn, 2012, p. 307).

A. Inside the framework of family separation, trauma, and loss, and the numerous other unyielding issues presenting when children are put in foster care, food-related and eating behaviors are frequently overlooked (Casey et al., 2012, p. 307).

B. Eating disorders in foster children may be a serious problem that is often overshadowed by other challenges faced by these children (Casey et al., 2012, p. 307).

C. The vast majority of children in foster care suffer from eating disorders, but this problem is often ignored (Casey et al., 2012, p. 307).
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C. The vast majority of children in foster care suffer from eating disorders, but this problem is often ignored (Casey et al., 2012, p. 307).

Pick the best paraphrase:
Paraphrasing pitfall to avoid: Patchwriting

➔ Rearranging phrases

➔ Switching out words while keeping the same syntax

➔ Modifying quotations without including quotation marks
Patchwriting example:

“Within the context of family separation, loss, and trauma, and the many other pressing issues presenting when children are placed in foster care, eating and food-related behaviors are often ignored” (Casey, Cook-Cottone, & Beck-Joslyn, 2012, p. 307).

Inside the framework of family separation, trauma, and loss, and the numerous other unyielding issues presenting when children are put in foster care, food-related and eating behaviors are frequently overlooked (Casey et al., 2012, p. 307).
Patchwriting is a form of plagiarism that occurs...

* Often unintentionally
* Often when the original source is not understood fully
* With proper in-text citations

https://owl.english.purdue.edu/owl/resource/929/15/

Inside the framework of family separation, trauma, and loss, and the numerous other unyielding issues presenting when children are put in foster care, food-related and eating behaviors are frequently overlooked (Casey et al., 2012, p. 307).
Paraphrasing strategies (to avoid patchwriting):

1. **Read** a passage a few times until you **understand** what it is saying.
2. **Cover** the original and **write** the main ideas down in point form.
3. **Draft** your paraphrase.
4. **Check** your paraphrase against the original.
   * Have you stayed true to the original idea?
   * Have you used distinct phrasing?
     - technical terms and phrases can stay, but rephrase anything else that is too close to the original.
Paraphrasing practice:

Worksheet Q1: Paraphrasing
★ Read the passage a few times, until you understand meaning.
★ See **Background information about the study** for context.
★ Note down **main points** in your own words.
★ Draft a paraphrase statement
Paraphrasing practice:

Worksheet Q1: Paraphrasing
★ Read the passage a few times, until you understand meaning.
★ See Background information about the study for context.
★ Note down main points in your own words.
★ Draft a paraphrase statement
★ Get into groups of 2-3.
★ Review & revise. Record paraphrase on group worksheet (to be collected)
My paraphrasing example:

In their investigation of the impact of an eight-week online mindfulness program, Spadaro and Hunker (2016) found that students’ perceived stress was reduced following the online intervention (p. 166). Stress reduction effects were also greater for those students who practiced mindfulness more often during the eight-week program (Spadaro & Hunker, 2016, p. 166).
Summarizing the evidence:

In your own words, briefly state the purpose of the study, and the following points:

Participants: Who were the participants being studied?

Intervention: What was the intervention or issue being studied?

(Compared to…?): Is there a control / comparison group? (Not always…)

Outcomes: How did they study / measure the outcomes? What were the findings?

Remember to include an in-text citation at the end of each sentence!

**Participants**
- Nursing & midwifery students (14 total)
- Female only
- 1st yr

**Intervention**
- Stress management & mindfulness sessions (1 hr/wk)
- 7 weeks

**Findings**
- Improved attention to self and others
- Being present in the moment

**Questions**
- What is the intervention?
- What do they expect to change?
- How did they measure impact?
- Who are they studying?
- What are the findings?
In a pilot study of first-year nursing and midwifery students, van der Riet, Rossiter, Kirby, Dluzewska, and Harmon (2015) used focus groups to learn about student experiences during a 7-week stress management and mindfulness intervention (pp. 44-46). Themes identified from the focus groups demonstrated the positive impact of the mindfulness sessions on stress (van der Riet et al., 2015, p. 46). For example, students experienced a greater ability to be present in the moment and an improvement in their ability to be attentive to themselves and to others (van der Riet et al., 2015, pp. 46-48).

Synthesis of evidence (two or more sources):

Bringing together several sources of evidence to support your point.

When your in-text citation includes two or more sources, order them the same way they appear in the reference list, separated by a semi-colon.

The effective incorporation of evidence to support a thesis is essential to academic writing (Croxen, 2015, p. 118; Nelson, 2002, p. 3; Topola, 2017, p.32).

OWL at Purdue, https://owl.english.purdue.edu/owl/resource/560/03/
Synthesis practice:

Worksheet Q3: Synthesizing
★★ Choose a **scribe** to record on your ‘group worksheet’ (to be collected)
★★ **Identify** the common thread / common finding between the two sources
★★ **Draft** a sentence that paraphrases this common idea.
★★ Include an **in-text citation** pointing to *both sources* (source; source)
In their investigation of the impact of an eight-week online mindfulness program, Spadaro and Hunker (2016) found that students’ perceived stress was reduced following the online intervention (p. 166). Stress reduction effects were also greater for those students who practiced mindfulness more often during the eight-week program (Spadaro & Hunker, 2016, p. 166).

In a pilot study of first-year nursing and midwifery students, van der Riet, Rossiter, Kirby Dluzewska and Harmon (2015) used focus groups to learn about student experiences during a 7-week stress management and mindfulness intervention (pp. 44-46). Themes identified from the focus groups demonstrated the positive impact of the mindfulness sessions on stress (van der Riet et al., 2015, p. 46). For example, students experienced a greater ability to be present in the moment and an improvement in their ability to be attentive to themselves and to others (van der Riet et al., 2015, pp. 46-48).
My synthesis example:

Participation in multi-week mindfulness interventions can have a positive impact on stress levels in nursing students (Spadaro & Hunker, 2016, p. 165-66; van der Riet et al., 2015, pp. 46-48).
Review challenge! Go to: Kahoot.it