

# Plagiarism

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# Definition: Plagiarism

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- ❑ ***Plagiarism* is the presentation of someone else's work as your own. If you use another author's words you must attribute the work to its original source (its author, composer, etc.).**
- ❑ **If you borrow an idea from, or directly quote from, another person's work, you must cite the source of that idea or quote.**

# Definition: Plagiarism

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- Phrases borrowed word-for-word from another author must be placed in quotation marks and followed by the page number from the original source.**
- You must cite a source even if you don't quote directly from it.**
- Paraphrase with care. Inadequate paraphrasing can be another form of plagiarism, even with documentation provided.**

# Quoting

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**Avoid using direct quotes in your paper. They are problematic because:**

- ❑ (a) meaning can be altered when authors' words are taken out of context;**
- ❑ (b) another author's writing style may not fit the writing style of your paper;**
- ❑ (c) direct quotes give no indication that you understand the source, nor does it help the reader understand the source;**
- ❑ (d) direct quotes can be distracting to the reader and break the flow of your paper.**

# Paraphrasing

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- ❑ your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- ❑ one legitimate way (when accompanied by accurate documentation) to borrow from a source.
- ❑ a more detailed restatement than a summary, which focuses concisely on a single main idea.

# Paraphrasing

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- ❑ **Paraphrasing requires that you express ideas in your own terms.**
- ❑ **if you simply parrot the original author's sentence structure, style, and diction, then you are not paraphrasing.**

- ❑ **For example:  
If you are writing about corporate downsizing, you can't avoid that term.**

# Unacceptable: Poor cut-and-paste practice

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***Plagiarism most commonly exists in four ways.***

- ❑ *The first is when the work submitted or presented was done by someone other than the one submitting the work.*
- ❑ *Secondly, if the whole work, such as an essay, is copied from some other source.*
- ❑ *A third type of plagiarism is when parts of the*
- ❑ *work are taken from another source and no reference is made to the original author.*

# ***Plagiarism most commonly exists in four ways.***

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- Finally, if a student submits or presents work in one course which has also been submitted in another course and has not sought approval from the course coordinator to do so, this is also plagiarism. It can be seen, therefore, that *plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not* (Central Queensland University (CQU) 2002, p. 50).

# Strategy for Paraphrasing

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- Read a section of the text you plan to reference, put the text aside, and write your own interpretation in your own words.**
- If you can't do it, you need to reread the text for better understanding before you try again.**
- Sometimes reading aloud is helpful**

# Example of how to, and how not to, paraphrase.

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## The Original

- ❑ **Three underappreciated facts should be acknowledged in any attempt to systematically improve academic achievement at the district level.**
- ❑ **First, many secondary schools, particularly urban schools that serve large numbers of high-poverty children, are performing very poorly. The majority of middle school students in large, northern, industrial cities, such as Baltimore and Philadelphia, graduate from 8th grade two to three grade levels behind the national average in the major subject areas, then attend high schools where most of the students drop out.**

# Example of how to, and how not to, paraphrase.

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- ❑ **Second, the number and concentration of poorly performing secondary schools varies by place—some districts have only a few low-performing secondary schools; other districts, often those heavily populated with poor and minority students, have a high percentage of low-performing schools.**
- ❑ **Third, much of this poor performance is either actively created or passively permitted. It is not simply the result of schools, districts, and states doing the best job they can under difficult circumstances. Poorly performing middle and high schools and the school districts and states in which they are located often directly but inadvertently contribute to the low performance of their students (Balfanz, 1997, in press).**

# Paraphrase #1

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- ❑ **Three facts should be recognized to improve academic achievement at the district level.**
- ❑ **First, many high schools, particularly city schools that serve large numbers of high-poverty children, perform very poorly.**
- ❑ **Second, the number and concentration of poorly performing secondary schools varies by location--only a few in some districts, a high percentage in other districts.**
- ❑ **Third, much of this poor performance is either actively created or passively allowed. It is not just the result of schools doing the best they can under challenging circumstances. Poorly performing schools and school districts directly but unconsciously contribute to the low student performance. (Balfanz, as cited in Balfanz & Mac Iver, 1999).**

# Paraphrase #1, A Second Look

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- Three facts should be recognized to improve academic achievement at the district level. First, many high schools, particularly city schools that serve large numbers of high-poverty children, perform very poorly. Second, the number and concentration of poorly performing secondary schools varies by location--only a few in some districts, a high percentage in other districts. Third, much of this poor performance is either actively created or passively allowed. It is not just the result of schools doing the best they can under challenging circumstances. Poorly performing schools and school districts directly but unconsciously contribute to the low student performance. (Balfanz, as cited in Balfanz & Mac Iver, 1999).

# Paraphrase #1, A Second Look

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- **It's obvious that the "paraphrase" is really plagiarism. Most of the paraphrase consists of identical words in the identical grammatical form of the original. Even if the paraphraser were to find synonyms for the original words, the passage would still be a plagiarism because the pattern of expression is the same. Now compare the paragraph above to an actual paraphrase below, in which the ideas are summarized and expressed in a new way.**
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# A Better Paraphrase

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- ❑ **Balfanz (as cited in Balfanz & Mac Iver, 1999), wrote that many urban schools serving children of poverty perform “very poorly” (p. 4).**
- ❑ **He noted that these schools are not equally distributed: some districts have a few, while other districts—especially those with large numbers of poor and minority children—have many.**
- ❑ **He stated that poor student performance was not just a result of uncontrollable conditions in the districts, but was also attributable to the actions or neglect by policy makers at the school, district, and state levels.**

# Example of paraphrase

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- Original Passage:
- After World War II, whalers killed hundreds of thousands of large whales in the area, scientists say in the Proceedings of the National Academy of Sciences. Then killer whales, with their biggest meal ticket all but gone, shifted their ravenous attentions down the marine mammal menu to harbor seals, fur seals, sea lions, and otters in turn, gobbling each species into near oblivion. (Hayden, Thomas. "Otters Under Attack." *U.S. News & World Report*. Oct. 6, 2003, v.135, p58).

# Paraphrase

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- One reason the sea otter population is declining has to do with whales. When the whale population decreased because of over-hunting after World War II, killer whales began to look for other prey, including seals, sea lions, and sea otters. All these species suffered as a result.

# Paraphrasing is a valuable skill because...

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- ❑ it is better than quoting information from an undistinguished passage.
- ❑ it helps you control the temptation to quote too much.
- ❑ the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

# 6 Steps to Effective Paraphrasing

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- ❑ Reread the original passage until you understand its full meaning.
- ❑ Set the original aside, and write your paraphrase on a note card.
- ❑ Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.

# 6 Steps to Effective Paraphrasing

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- ❑ Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
- ❑ Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
- ❑ Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

# Paraphrase: Use the RAP strategy

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- **R**ead a paragraph
- **A**sk yourself, "What were the main idea and details in this paragraph?"
- **P**ut the main idea and details into your own words and write it down.

e.g.

- *This paragraph is about...*
- *It tells me...*

# Plagiarism Warning

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- Plagiarism is a very serious academic offence.**
- A few students plagiarize in an attempt to cut corners or to cover academic deficiencies.**
- Other students, unfortunately, plagiarize because they don't understand the concept of plagiarism and the methods for avoiding it.**
- In either case, students are held accountable for their actions, and the penalty could be as severe as dismissal from the institution.**
- Follow the rules of citation and documentation carefully, and make sure you understand what is meant by paraphrasing.**

# Reference

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- From Schumaker, J. B., P.H. Denton, and D.D. Deshler (1984). *The Paraphrasing Strategy*. Lawrence, KS: The University of Kansas.

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thank you