

...by the way

Is this an argument?

- “Your most important investment is yourself, so if you plagiarize, you are cheating yourself.”
(anonymous student quoted in Stoner 2000)

Is this an argument?

P1: Your most important investment is yourself.

C: So if you plagiarize, you are cheating yourself.

Argument with implicit premise

- “I do not believe that we can have any freedom in the philosophical sense, for we act not only under external compulsion but also by inner necessity.” (Albert Einstein)

Argument with implicit premise

P1. People act under external compulsion and inner necessity.

P2. *Things under compulsion are not free.*



Implicit premise

C: People do not have freedom in the philosophical sense.

Is this an argument?

P1: Your most important investment is yourself.

P2: ??

Is there an implicit premise that would make this true?

C: So if you plagiarize, you are cheating yourself.

Possible argument

i-P1: If you write a paper, you learn.

i-P2: If you plagiarize, you do not write a paper.

i-C: Therefore, if you plagiarize you do not learn.

Possible argument

ii-P1: If you plagiarize you do not learn. (=i-C)

ii-P2: When you learn you invest in yourself.

ii-C: Therefore, if you plagiarize you do not invest in yourself.

Possible argument

P1: You should invest in yourself.

(\approx Your most important investment is yourself.)

P2: You do not invest in yourself if you plagiarize. (= ii-C)

C: Therefore you should not plagiarize.

(? \approx So if you plagiarize, you are cheating yourself.)

Quoting – Paraphrasing –
Summarizing – Synthesizing

Quoting

- Use the exact words from your source.
- Think about *why* you are using the source's words.
 - There are many valid reasons to quote a source.
 - “It’s good English” is not a valid reason.
- Never change the intent of the source.
- Mark any changes in words or grammar.

Quoting

"This finding demonstrates that [university students] also need to be guided on good and bad practice in the performance of group work" (Dawson and Overfield 2006, p. 13)

- If you add words, put them in square brackets.

Quoting

“With so many things to do... many students put off assignments that do not interest them” (Harris 2004, p. 1).

- If you omit words, use an elipsis (...) to show this.

Quoting

“When does similarity became [sic] plagiarism?” (Landau 1984, p. 296).

- If there is a mistake that you don't (or can't) correct, mark it with the Latin word *sic*.

Quoting

Works Cited

- Dawson, Maureen, and Joyce Overfield. 2006. "Plagiarism: Do students know what it is?" *Bioscience Education* 8.
- Harris, Robert. 2004. "Anti-plagiarism strategies for research papers." *Virtual Salt*.
- Landau, Sidney. 1984. *Dictionaries: The Art and Craft of Lexicography*. New York: The Scribner Press.

Quoting

- Why are you quoting? How do this other author's words fit into *your* argument?
- Explain – in your own words – why the quotes fit your argument or what the quoted material explains.

Paraphrasing

- Restate ideas from the source in your own words.
- Don't forget the citation.
- Don't change the meaning.
- Don't just change one or two words.
 - Professor Nilep's "rule of thumb":
More than four of the same words in the same order is copying. Change more, or else use an exact quotation.

Paraphrasing

1. Make note of the main ideas in the original.
2. Write these ideas in your own English. Don't look at the original while you are writing.
3. Compare your version and the original; make sure you didn't accidentally copy.
 - same ideas, similar length
 - different words, possibly different grammar

Paraphrasing

Original

CA is an academic discipline which was developed by Harvey Sacks, a sociologist working at the University of California, in the mid-1960s.

(Merrison et al. 2014,
Introducing Language in Use)

Paraphrase

American sociologist Harvey Sacks developed the research technique known as Conversation Analysis during the 1960s (Merrison et al. 2014).

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Summarizing

- A shorter version giving just the most important ideas, without details
- Like a paraphrase, be careful not to copy *but* also not to change the meaning.
- Don't forget the citation.

Summarizing

1. Read the original and make sure you understand what it means.
2. Note just the key points. An outline may help with this.
3. Paraphrase the key points in your own words.

Summarizing

Original

A pair of words that differs only by the substitution of a single segment is a minimal pair. For instance, [bɛvəl] and [lɛvəl] differ only in whether their first segment is [b] or [l], and they are pronunciations of different words, *bevel* and *level*; so they are a minimal pair. The difference between [lɛvən] and [lɛvəl] lies in just the last segment and they are different words, *leaven* and *level*, so they are a minimal pair testifying to /n/ and /l/ being separate phonemes.

Summary

A minimal pair is a pair of words in which only one sound is different. For example the different meaning of [bɛvəl] and [lɛvəl] shows that /b/ and /l/ are different phonemes (Merrison et al. 2014)

Summarizing

Original

A pair of words that differs only by the substitution of a single segment is a **minimal pair**. For instance, [bɛvəl] and [lɛvəl] differ only in whether their first segment is [b] or [l], and they are pronunciations of different words, *bevel* and *level*; so they are a minimal pair. The difference between [lɛvən] and [lɛvəl] lies in just the last segment and they are different words, *leaven* and *level*, so they are a minimal pair testifying to /n/ and /l/ being separate phonemes.

Summary

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Synthesizing

- Combine two or more sources into a single paragraph or passage.
- Cite all sources.
 - If an idea is present in one of the sources but not the other, put the in-text citation near that idea.
- If you can, add your own original ideas near the end of the passage.

Synthesizing

1. Read the originals and make sure you understand them.
2. Note their key points.
 - What ideas do they share?
 - Note which ideas are in just one source.
 - Make an outline
3. Paraphrase the key points in your own words.
4. Cite which ideas are from which source.

Synthesizing

E. Winkler, 2007

Perhaps the most puzzling of all pronunciation changes that have happened to English is something linguists call *The Great Vowel Shift*. During a period of time from the 1400s through the 1600s, the vowels of English underwent a systematic change.

Merrison et al. 2014

During the Middle English and early Modern English period, there was a systematic sound shift in the long vowels of English, a shift now referred to as the 'great vowel shift'. In time all the long vowels were either raised or became diphthongs.

Synthesizing

Nilep, yesterday

The “great vowel shift” was a systematic change in the sounds of English that occurred around the end of the Middle English period and the beginning of Modern English, from roughly the 1400s through the 1600s (Winkler 2007; Merrison et al. 2014). This shift partially explains why Modern English sounds less like Frisian and Middle English did.