

Plagiarism – Paraphrasing –
Summarizing – Synthesizing

WHAT IS PLAGIARISM?

Indiana Writing Tutorial Service:

*Plagiarism is using others'
ideas and words
without clearly acknowledging
the source of that information.*

WHAT IS PLAGIARISM?

- This is a fairly standard definition.
- Copying words or ideas can get you into trouble.
- But the line between “trouble” and acceptable behavior is not always obvious.

WHAT IS PLAGIARISM?

- **Rules:** In some cases explicit
 - Course papers, test
 - Student Honor Code
 - Graduation thesis
 - Limits on copying, quoting

WHAT IS PLAGIARISM?

- **Norms:** What is expected
 - More common than explicit rules
 - Less absolute, maybe harder to understand

WHAT IS PLAGIARISM?

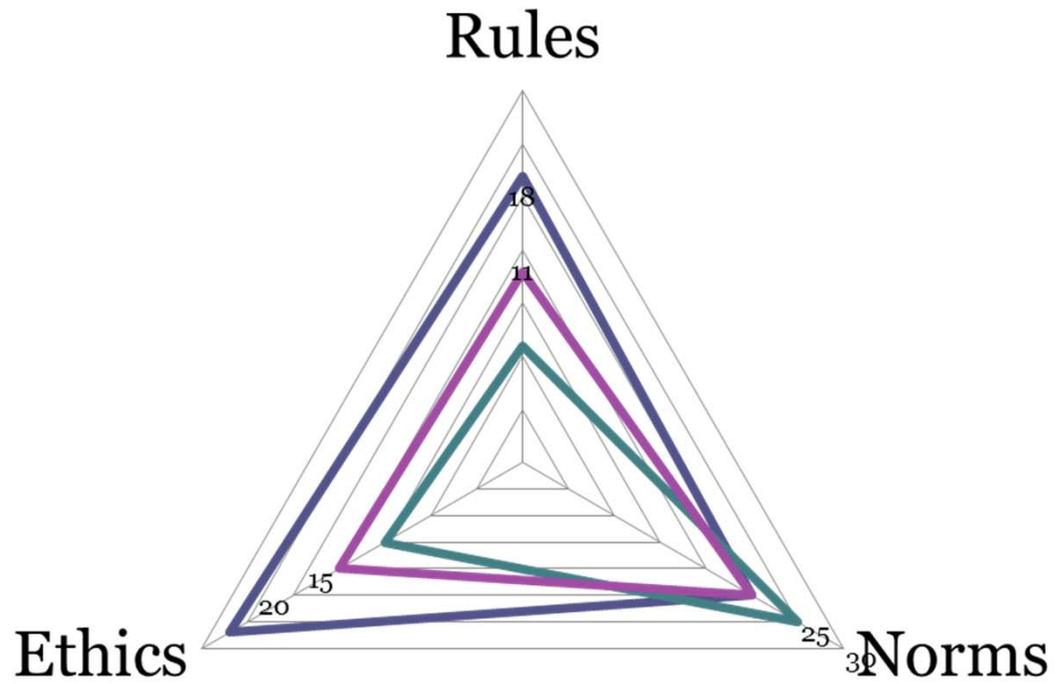
- **Ethics:** Be a good colleague
 - Create ideas
 - Craft words
 - Earn reputation

You must give credit

to the one who said it.

(and thought of it)

Dimensions of the issue



WHAT IS PLAGIARISM?

- Copy word-for-word
- Re-phrase ideas *without* giving credit
- △ Copy all your ideas from one source
- △ Misrepresent / change meaning

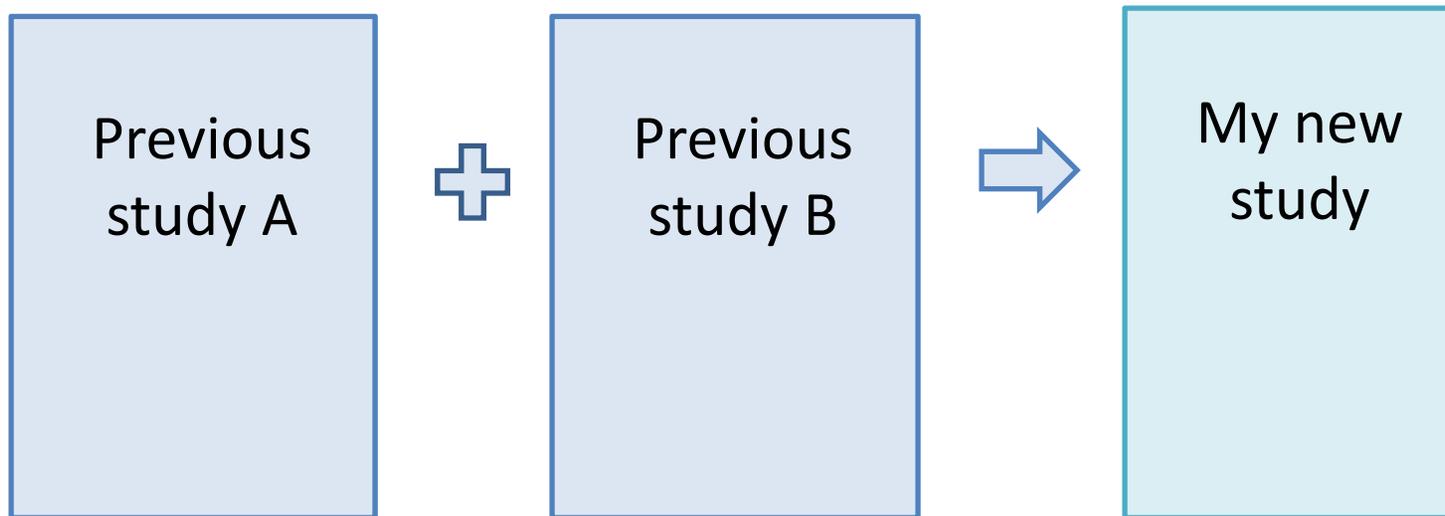
Copy word-for-word

- If you reuse someone's words, put them in quotation marks.

"Sudden cardiac arrest (SCA) occurs when the heart develops an arrhythmia that causes it to stop beating" (Medline Plus, 2014).

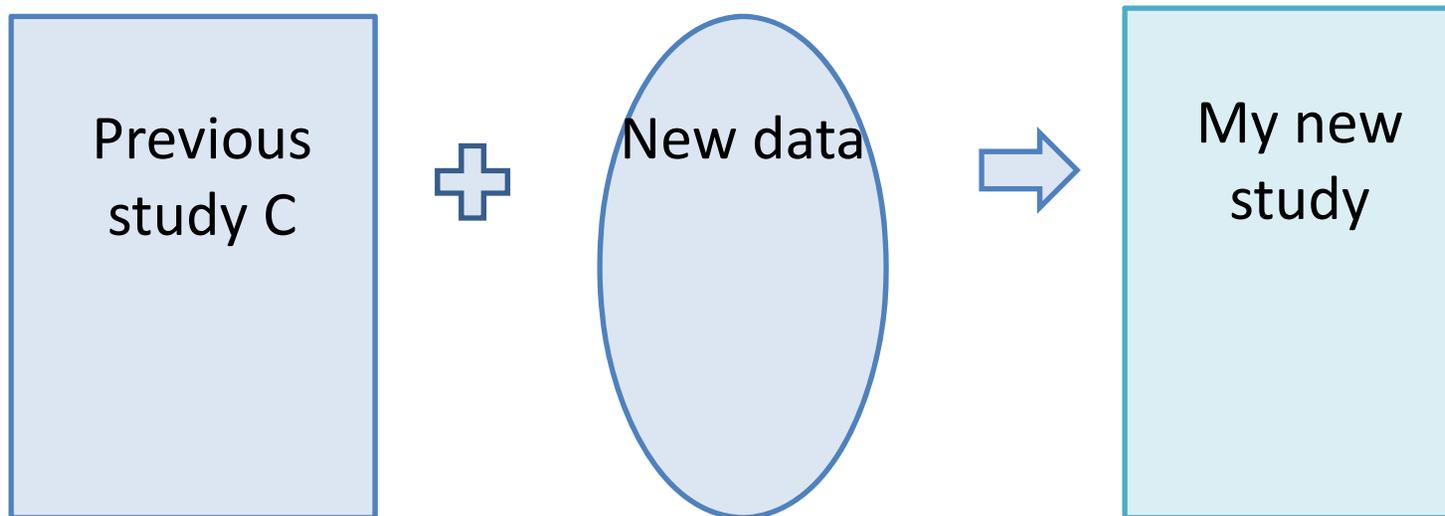
- Professor Nilep's "rule of thumb":
More than four of the same words in the same order is copying. Use an exact quotation.

Working with others' ideas



- **Synthesis is a good thing**
 - *as long as you give credit to Study A and Study B.*

Working with others' ideas



- **Replication (or falsification) is good**
 - *as long as you give credit to Study C.*

Rephrase *without* giving credit

Sometimes the heart will suddenly stop beating because of stress, disease, or other disorder. This condition is called sudden cardiac arrest (Medline Plus, 2014).

- This does not use the same words as Medline.
- But, I learned these facts from Medline.

Rephrase *without* giving credit

The sky is blue (~~Rayleigh~~ 1881) .

- Lord Rayleigh published a paper in 1881 explaining how scattering wavelengths of light make the sky appear blue.
- But, I already knew the sky was blue without reading that paper.

WHAT IS PLAGIARISM?

- Copy word-for-word
- Re-phrase ideas *without* giving credit
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All ideas from one source

- “Substantial similarity”: If a new work uses many of the same ideas in a similar pattern as its source, it may be considered copying *even if it uses different words or adds new details*.
 - “Substantial similarity” comes from copyright law, but plagiarism may apply even if copyright does not.

All ideas from one source

- Relying on one source may result in (accidental) substantial similarity.
- As a scholar you are expected to know and respond to what is going on in your field.
 - If you only cite one source, you seem less knowledgeable.

Misrepresentation

- When you change the words, be sure you don't change the ideas.
- This is especially important when citing someone you disagree with. Don't argue against a "straw man".

Quoting

- Use the exact words from your source.
- Think about *why* you are using the source's words.
 - There are many valid reason 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 become [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
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al. 2014).

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.

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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.

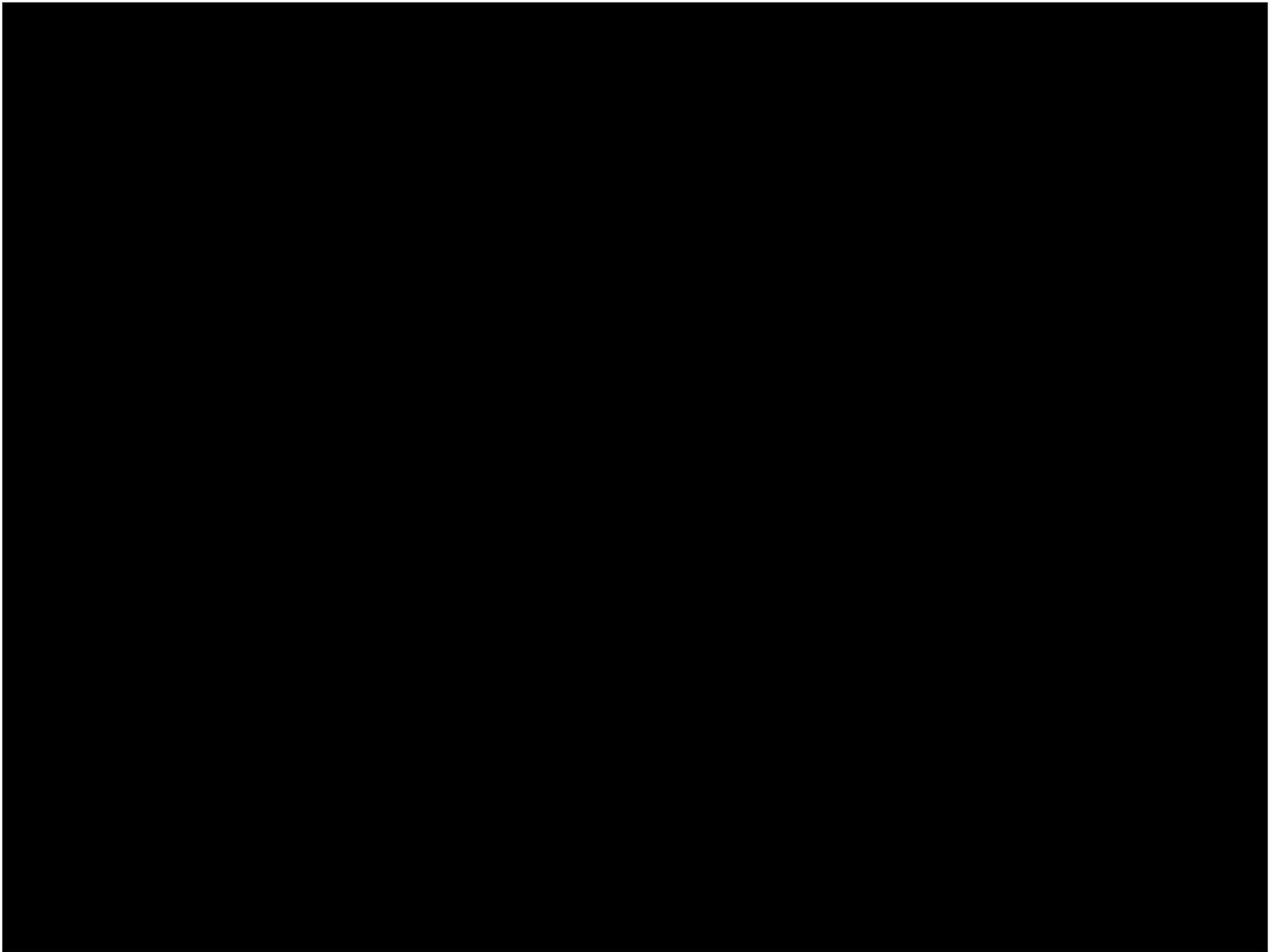
Merrison et al. 2014

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.



Discussion

- Imagine that you are taking a writing class and a class about feminism. You write a paper for the writing class based on articles you read for the feminism class, citing them appropriately. You get a good grade in writing, so you hand in the same paper for the feminism class.
 - Rasher, Sarah. “Plagiarism discussion activity”. University of Connecticut, 2010.
- Is this plagiarism? Is it cheating?

Discussion

- A graduate student completed his thesis; now he wants to publish a paper in English based on the research. He is not very confident in his English, so he finds a published paper on a similar topic. He removes the key words from the published paper and replaces them with key words from his own research.
- Is this plagiarism?

Discussion

- An Australian politician was asked to write a chapter for a book about her party's political positions. Her chief of staff wrote the chapter, but listed the famous politician as the author. Some parts of the chapter were copied from a speech given by a New Zealand business man.
 - Martin, Brian. "When ghosts plagiarise". ABC News, 31 October 2008.
- Is this plagiarism? Who is responsible?