



# HUM 120

## EXPOSITORY WRITING

### Lecture 25

# Previous Lecture

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- ❑ Planning your Presentations
- ❑ Visual Aids in Presentations
- ❑ Microsoft PowerPoint as a Visual Aid
- ❑ Effective Opening and Closing of Your Talk
- ❑ Para-verbal and Non-verbal Presentation Strategies
- ❑ How to Overcome Nervousness?

# Plagiarism



## ✓ Definition [1/3]



- The Oxford English dictionary defines plagiarism as:

- *“The wrongful appropriation, or purloining, and publication as one's own, of the ideas, or the expression of the ideas (literary, artistic, musical, mechanical) of another.”*



- The American definition from Webster's 3rd Int'l adds:

- *“To commit literary theft: to present as new and original an idea or product derived from an existing source.”*

# Plagiarism



## ✓ Definition [2/3]



- The WPA Council (Council of Writing Program Administrators) defines plagiarism as following. This definition applies to texts published in print or on-line, to manuscripts and to the work of other student writers.
  - *“In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas or other original (not common-knowledge) material without acknowledging its source.”*

# Plagiarism



## ✓ Definition [3/3]











• In the concise Oxford dictionary, plagiarism is defined as:

- *“Taking and using the thoughts, writings and inventions of another person as one’s own.”*

# Plagiarism







## Introduction

-  • The act of stealing identity, language, thought, ideas and expressions of another individual or his/her work and then claiming to be your own contribution.
-  • Using others' words and ideas without acknowledging the source.
-  • Passing off someone else's work and ideas as your own.
-  • It includes:
  -  Copying a document (all/part)
  -  Website (all/part)
  -  Image (all/part)
-  • In all the above cases, there is no reference to the original source.

# Plagiarism








## Background Information

-  In general, ideas are shared and expressed following the long-established principles of originality and integrity.
-  Acknowledging individual contribution to human knowledge.
-  Reinforcing credibility of scholarship.
-  If these principles are not followed, the result is the act of plagiarism.

# Plagiarism



## Repercussions



-  • For a student, it is a violation of academic discipline.
-  • If it is accidental, it is resulting from careless note-taking.
-  • If it is purposeful, it will affect your grades, class standing and you can be expelled from school.
-  • This will also harm your career options.
-  • In case you are a professional, you may lose your job as a result of it.



# Plagiarism







## How to avoid it?

-  • If you are writing about someone else's work, present your own ideas and expressions.
-  • In case of using ideas and expressions which are not your own, identify and mention the origin in cases such as:
  - Idea, opinion and theory of another person
  - Graphs, drawings, facts and statistics
  - Quotations of another person's spoken or written words
  - Paraphrase of another person's spoken or written words

# Plagiarism



## Quotation

-  • Quotations are used following three conditions:
  -  ○ In-text/block text
  -  ○ Exact (Under quotation marks)
  -  ○ Citation (Using standard documentation style)

# Plagiarism



## ✓ Examples

### Original wording

Such 'story myths' are not told for their entertainment value. They provide answers to questions which people ask about life, about society and about the world in which they live.

### Plagiarized Version

Specifically story myths are not for entertainment purposes rather they serve as answers to questions people ask about life, about society and about the world.

### Misuse of Source:

Word for word copy of the original source  
Quotation marks are not used  
Reference not provided  
Author not given credit

# Plagiarism



## Examples

### Original wording

Such ‘story myths’ are not told for their entertainment value. They provide answers to questions which people ask about life, about society and about the world in which they live.

### Corrected Version

Davidson explains that “story myths” answer “questions people ask about life, about society and about the world in which they live”. [10]

- Use of quotation marks to indicate the passage is a direct word for word quotation from the original
- Insertion of the author’s name in the same sentence as the quote
- Page reference is given

# Plagiarism



## Examples

### Original wording

Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

### Plagiarized Version

In examining technology, we have to remember that computers are not the first technology people have had to deal with. **The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.**

**Source:** Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.

- Word for word of the original source
- Quotation marks not used
- Credit not being given to the author
- Reference not provided

# Plagiarism



## Examples

### Original wording

Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

### Corrected Version

In examining technology, we have to remember that computers are not the first technology people have had to deal with. Frick (1991) believes that "... the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language" (p. 10)

**Source:** Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.

- Author and year of publication is given
- Quotation marks are used to indicate that the passage is a direct word for word quotation from an original source

# Plagiarism



## ✓ Citations [1/3]

- Common knowledge is not generally documented
  - *“George W. Bush was elected President of the United States in 2006”*
- Facts that are generally not known are documented
- Comments, opinions and interpretation about facts are also documented:
  - *“Despite serving two terms as president, George W. Bush was popularly elected only once, in 2006.”*
- Text deleted for shortening should be indicated with ellipsis with proper citation
  - *“The research concluded the reaction provided “clear evidence that... the fundamental chemistry of the process was being interrupted,” although at what point the interruption occurs remains to be demonstrated.” (Tinker/Walsh, 3776)*

# Plagiarism



## ✓ Citations [2/3]

- Cite together the quotes taken from a single paragraph from its different sections:
  - *Ellis observed that “the decay of the family has long been a favorite theme of social alarmists” but that in a sense they are “completely justified” (Ellis, 21)*
- In case of widely separated parts of a work or in case of more than one work, cite independently:
  - *The essayist says on one hand that geologic time “is itself only fractional when compared to universe’s scale of creation and destruction” but in saying so contradicts himself, having stated earlier that it “is essentially the same scale that bounds the stars and planets” (Smith, 86, 13)*
  - *Citing the report, one city official suggested that “youth are less likely to be involved in violence” because of the program, but another whose more stringent bill was voted down dismisses the report as “hasty conclusions based on inadequate study” (Gazette-Times, 2012 Apr 7; Herald-Tribune, 2012 Apr 10)*



# Plagiarism



## ✓ Citations [3/3]



- Your own comments can be inserted in a quote using square brackets





- For explaining a point, identifying a referent, explain or replacing an abbreviation

- *The CEO finally decided “not to file a challenge to the court’s acceptance of amicus briefs [comments on legal points filed by parties not involved in the lawsuit]” to counter an assertion that DetCo feared its case was built on inappropriate precedents*
- *In the Saturday-evening address his biographer “would not attempt to explain how the reclusive novelist would allow them [the anonymous Times reviewer] to go unchallenged.”*
- *The practitioner was certain that “the case has been properly diagnosed by DSM-IV-TR [Diagnostic and Statistical Manual of Mental Disorders, fourth edition, revised] standards” and that “clinical professionals had followed established standards.”*

# Plagiarism







## Paraphrasing

-  • Presenting someone else's ideas by putting them in your own words
-  • A correct paraphrase needs to be
  - A condensed version of another author's work
  - An original articulation of another author's ideas
  - Structured differently from the original
  - Need to be cited properly

# Plagiarism



## Inappropriate Paraphrasing

-  • Using with only slight changes the material of another
-  • Ideas being presented in the same sequence as in the original source with only the insertion of synonyms
-  • No citation
-  • Credit not being given to the original author

# Plagiarism



## ✓ Examples

### Original wording

Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behavior, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforcers can maintain their behavior.

### Plagiarized Version

Inducing a response, providing for the transfer of stimulus control by gradually withdrawing prompts or cues, reinforcing subtle improvements in the behavior, and scheduling reinforcements so that natural reinforcers can maintain their behavior are the key ingredients identified both in teaching pigeons to play ping-pong and in developing complex skills in the classroom.

### Misuse of Source:

- Only the original author's words have been moved around inserting and deleting small portions as needed
- The original author has not been credited

**Source:** Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th ed.). Upper Saddle, NJ: Prentice-Hall.

# Plagiarism



## Examples

### Original wording

Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behavior, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforcers can maintain their behavior.

### Corrected Version

According to Gredler (2001), the same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained.

**Source:** Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th ed.). Upper Saddle, NJ: Prentice-Hall.

- Proper reference is given to author and year of publication
- Since paraphrasing occurred so quotation marks are not used

# Plagiarism



## Examples

### Original wording

Such 'story myths' are not told for their entertainment value. They provide answers to questions which people ask about life, about society and about the world in which they live. (10)

### Plagiarized Version

Davidson explains that myths answer questions about life, about society and about the world in which they live.

**Source:** Davidson, Robert. Genesis 1-11. Cambridge: Cambridge UP, 1973.

#### Misuse of Source:

- Only the original author's words have been moved around inserting and deleting small portions as needed
- No references

# Plagiarism



## Examples

### Original wording

Such ‘story myths’ are not told for their entertainment value. They provide answers to questions which people ask about life, about society and about the world in which they live. (10)

### Corrected Version

As Davidson explains, the importance of “story myths” is in their relevance to the everyday lives of their readers. (10)



**Source:** Davidson, Robert. Genesis 1-11. Cambridge: Cambridge UP, 1973.

- Original articulation of idea
- Author is introduced at the beginning of the sentence
- Proper citation of source material (page reference according to the MLA style)

# Plagiarism



## Paraphrasing

-  Putting others' ideas in your own words does not mean that you ignore the acknowledgement of source. For Example a text taken from pages 16–17 of The Impending Crisis by David M. Potter (1976):
-  The American victory over Mexico and the acquisition of the Southwest had sealed the triumph of national expansion, but it had also triggered the release of forces of sectional dissention. Much of the national harmony had rested upon the existence of a kind of balance between the northern and southern parts of the United States. The decision to fight the war had disturbed this balance, and the acquisition of a new empire which each section desired to dominate endangered the balance further.



# Plagiarism



## Unacceptable Paraphrasing (plagiarism)






Acquiring the Southwest in the war with Mexico had sealed the conquest of national expansion, but it had also prompted forces of sectional dissent. A lot of the national harmony had rested upon the existence of a balance between the southern and northern parts of the country. The presidential decision to fight the conflict had upset this balance, and the acquisition of a new territory which each section desired to dominate threatened the balance even more.

# Plagiarism



## Paraphrasing Problems (Leading toward solution)

-  • Few words, phrases and the order of original sentences has been changed **(use your own words to relay ideas from the original text)**
-  • No citation of source for all the presented ideas and facts **(cite the original source of information)**
-  • **Acceptable Paraphrasing:** The treaty transferring the Southwest from Mexico to the US presented a new problem for American politics. Prior to the Mexican Cession, Congressional representation of northern and southern states had been reasonably balanced. Each section saw the new territory as a place for their interest to expand, and their interest required political organization and legislative representation favorable to their established interests. Thus, the war's successful conclusion itself unbalanced the nation (Potter, 16–17)

# Plagiarism



## Quotation and Paraphrasing Used Together







The treaty transferring the Southwest from Mexico “sealed the triumph of national expansion, but it had also triggered the release of forces of sectional dissention.” Prior to the Mexican Cession northern and southern sectional representation had been reasonably balanced in Congress. Each section saw the new territory as a place for their economic patterns to expand. Their interest required adequate political organization and legislative representation. Thus, the “acquisition of a new empire which each section desired to dominate endangered the balance further” (Potter, 16–17)

# Plagiarism








## No Plagiarism? Reason

-  • Accurate presentation of ideas from the original message
-  • Use of quotation marks to indicate the parts taken directly from the source
-  • Citing the source
-  • Directly quoting from the source without placing the quotation marks would also be plagiarism despite citing the source

# Plagiarism







## Tips of Paraphrasing

-  • Read carefully until you understand the content
-  • Cover the content which you have just read
-  • Do the exercise of writing what you have read (the idea) in your own words
-  • Compare with the original source to remove similar expressions
-  • Make a note clearly identifying the source

# Plagiarism









## Plagiarism and IT

-  Internet has made it possible to access the scholarly database
-  Pertinent material is easily available for comprehension
-  However, in case of online plagiarism, it has also become possible to locate the source which you have exploited
-  Therefore, online sources (text, graphics) must be cited just as the documentation of printed sources

# Plagiarism








## Plagiarism and Copyright [1/2]

-  • Plagiarism applies to all sources and becomes a moral issue
-  • Copyright applies to few sources and becomes a legal issue
-  • Copyright is a legally stated list of rights belonging to the author of a work
-  • In case of copyright, you are required to seek a written permission from the owner of a work
-  • You can not cite the material without this prior permission
-  • In case, the permission is not granted, the material may possibly be used and cited (as long as it stays as an academic assignment within the domain of an institution)

# Plagiarism



## Plagiarism and Copyright [2/2]

-  • The content may not be disseminated beyond campus (including webpage) which would once again be a copyright violation
-  • Better to paraphrase
-  • Not more than one or two sentences otherwise, seek permission
-  • Permission must be stated in a printed form
-  • Keep a hard copy for record



# Plagiarism



## Other Practices which Constitute Plagiarism

- **Borrowing organization:** Using the general plan, the main headings or a rewritten form of someone else's material
- **Submitting someone else's Material as one's own:** The practice of employing or allowing another person to alter or revise the work which a student submits as his/her own. This includes buying or copying an entire paper or article from the Web
- **Failing to reference/footnote material:** Lifting selected passages and phrases without proper acknowledgement and thereby passing off somebody else's ideas or words as one's own
- **Collusion:** Presenting work done collaboratively as one's own without giving the names of all the participants. While working in collaboration with other students, it must be clarified from the professor whether after a group discussion an individual written assignment must be turned in or whether a collective work can be submitted
- **False Citation:** Documenting outside sources that were not actually consulted
- **Multiple submission of academic work:** Revising or using all or part of an earlier piece of work or producing a single piece of work to satisfy two requirements

# References

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- <https://en.oxforddictionaries.com/definition/plagiarism>
- <https://www.merriam-webster.com/dictionary/plagiarize>
- <http://wpacouncil.org/positions/WPAplagiarism.pdf>
- Saunders, R. L. (n.d.). How to Recognize and Avoid Plagiarism. Tennessee, USA: University of Tennessee.

# Conclusions



- Basics of Plagiarism
- Quotations
- Citations
- Paraphrasing
- Tips to Avoid Plagiarism