

HOW TO DEAL WITH PLAGIARISM



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Workshop Objectives

By the end of the workshop, you will

- ❖ raise your awareness of what plagiarism is;
- ❖ learn the ways of how to avoid plagiarism;
- ❖ practice a variety of techniques.



Quiz

What is plagiarism?



- Using ideas or the work of another person and presenting it as your own work (Cambridge University)
- Presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement (University of Oxford)
- To draw any idea or any language from someone else without adequately crediting that source in your paper (Harvard University)



What can plagiarism
involve?

Examples of what plagiarism can involve:



- Taking the work of someone else (or having them do the work for you) and then calling it your own
- Quoting, summarizing or paraphrasing material in your work without citing the source
- Citing sources you didn't use
- Submitting the same piece of work for different assignments, even if they were for different purpose
- Copying so many words or ideas from a source that it makes up the majority of your work
- Translating a text or part of a text, without citing the original and indicating that it is your translation



Activity 1. Working with a partner, consider the following academic situations and decide if they are plagiarism.

Types of plagiarism



- Word-for-Word Plagiarism
- Patchwork Plagiarism
- Substitutive Plagiarism (Inappropriate Paraphrasing)

Original source



Many writers shy away from summarizing – perhaps because they don't want to take the trouble to go back to the text in question and wrestle with what it says, or because they fear that devoting too much time to other people's ideas will take away from their own. When assigned to write a response to an article, such writers might offer their own views on the article's *topic* while hardly mentioning what the article itself argues or says. At the opposite extreme are those who do nothing *but* summarize. Lacking confidence, perhaps, in their own ideas, these writers so overload their texts with summaries of others' ideas that their own voice gets lost. And since their summaries are not animated by the writers' own interests, they often read like mere lists of things that X thinks of Y says – with no clear focus (Graff & Birkenstein, 2014).

Word-for-word plagiarism

Many writers shy away from summarizing. It might be because they don't want to take the trouble to go back to the text in question and wrestle with what it says, or maybe it is because they fear that devoting too much time to other people's ideas will take away from their own. When they write a response to an article, writers like this might offer their own views on the article's topic, but they hardly mention what the article itself argues or says. On the other extreme are those who do nothing but summarize. They lack confidence in their own ideas, so these writers so overload their texts with summaries of others' ideas that their own voice gets lost. And since their summaries are not animated by the writers' own interests, they often read like mere lists of things that X thinks of Y says. That is, they lack clear focus.

Why this is plagiarism

Notice that the writer has “borrowed” Graff & Birkenstein's words and has also largely maintained the authors' method of expression and sentence structure. The underlined phrases are directly copied from the source or changed only slightly. Even if the student had cited Graff & Birkenstein as the source of the content, the passage would be plagiarized because no quotation marks indicate that the phrases come directly from the original text.

Patchwork plagiarism

Graff and Birkenstein (2014) describe how many writers shy away from summarizing. They explain that perhaps this occurs because writers don't have time to go back to the text in question and wrestle with what it says. These writers avoid mentioning what the article argues or says, and they only offer their own views on merely the article's topic. On the other hand, some authors do nothing but summarize. They seem to lack confidence in what they have to say, so writers like this summarize others' ideas to the point that their own voice gets lost.

Why this is plagiarism

This paraphrase is composed of pieces in the original author's language (underlined) and pieces in the new author's words. They are all rearranged into a new pattern, but none of the borrowed pieces are in quotation marks. Thus, even though the writer acknowledges the source of the material, the underlined phrases are falsely presented as the new author's own. This is plagiarism.

Substitutive plagiarism

Many writers avoid summarizing – maybe because they don't want to be bothered to go back to the text and understand with what it says, or maybe they fear that devoting that much time to other's ideas will diminish their own. When they write a response to an article, these writers offer their views on the article's topic but barely mention what the article argues. On the other hand, some authors do nothing but summarize. They lack confidence, perhaps, in their own ideas. These writers overload their texts with summaries of others' ideas so much that their own voice gets lost. Since their summaries are not animated by their own interests, the summaries often read like lists of things that X thinks of Y says. That is, they have no clear focus.

Why this is plagiarism

This paraphrase, much like Patchwork Plagiarism, is composed of the original author's language, but some words have been changed to be synonyms (underlined) to avoid direct plagiarism. All of the ideas, most of the sentence structure, and most of the words are from the original source, and none of the borrowed ideas or words are attributed to the original author. That means that the words are presented as the new author's, which means that this is also plagiarism.

A Good Citation

In The Art of Summarizing, Graff and Birkenstein (2014) provide two different problems that arise when authors attempt to summarize source material. For one, some authors do not look at the main point, or argument, of an article. Instead, these authors focus on the article's topic and explain their own opinion to such an extreme that they leave out any reference to how the article's argument plays a part in their research. Another problem some authors face is summarizing too much. These authors "so overload their texts with summaries of others' ideas that their own voice gets lost" (p. 31). Due to these difficulties, many authors choose to avoid summarizing altogether.

Why this is a good paraphrase

The writer has documented Graff & Birkenstein's material and specific language (by direct reference to the authors and by quotation marks around language taken directly from the source). Notice that the writer has changed Graff & Birkenstein's language and sentence structure. This is also the method an author can use to add material to fit his or her new purpose.



Activity 2. Read the following text and then compare the five paragraphs below, which use ideas and information from it. Decide which are plagiarized (if so, decide what type of plagiarism it is) and which are acceptable, give your reasons.



What are the
strategies to deal with
plagiarism?

Strategies



1. Quotation and citation

According to Smith: 'The point is not that the state is in retreat but that it is developing new forms of power . . . (Smith, 2009: 103).

2. Paraphrase and citation

State power is now considered to be diversifying rather than diminishing (Smith, 2009: 103).

3. Summary and citation

Smith (2009) claims that the modern state wields power in new ways.

Quotations



- Use the exact words of the original author
- MUST reference the original source, including the page number
- Use quotation marks around the original words
- The text produced is the length of the original text quoted (unless ellipses are used)

Citation styles



There are many different ways of citing resources from your research. The citation style sometimes depends on the academic discipline involved. For example:

- **APA** (American Psychological Association) is used by Education, Psychology, and Sciences
- **MLA** (Modern Language Association) style is used by the Humanities
- **Chicago/Turabian** style is generally used by Business, History, and the Fine Arts

<http://pitt.libguides.com/citationhelp>

Summarizing



- Uses the writer's own words to express the main idea of an article or study, including only the main points
- Significantly shorter than the source material
- MUST reference the original source
- In longer summaries, you may want to use phrases to remind your reader you are summarizing,
e.g. (Author) also states/maintains/ argues that....
The article further states that....



Activity 3. Read the paragraphs and summarize the main ideas in your own words

Paraphrasing



- Uses the writer's own words to explain or interpret another author's ideas
- MUST reference the original source
- May be longer or shorter than the original text

TIP: Don't just change around the author's words or substitute synonyms. Read the passage to understand its meaning, then cover it and write the idea in your own words as you would explain it to a friend or colleague. If you do end up with borrowed words, put them in quotes



What paraphrasing
techniques do you
know?

Paraphrasing techniques



1. Change the word from one part of speech to another

Original: Medical professor John Swanson says that global changes are influencing the spread of disease.

Paraphrase: According to John Swanson, a professor of medicine, changes across the globe are causing diseases to spread (James, 2004).

2. Use synonyms

Original: The U.S. government declared that the AIDS crisis poses a national security threat.

Paraphrase: The government of the United States announced that AIDS could harm the nation's security. (Snell, 2005).

Paraphrasing techniques



3. Change word order

Original: Angier (2001) reported that malaria kills more than one million people annually, the overwhelming majority of them children in sub-Saharan Africa.

Paraphrase: Every year, more than a million people are killed by malaria, and most of the victims are children who live in sub-Saharan Africa (Angier, 2001).

Paraphrasing techniques



4. Change the sentence structure and connecting words

Original: Although only about one-tenth of the world's population lives there, sub-Saharan Africa remains the hardest hit region, accounting for 72 percent of the people infected with HIV during 2000.

Paraphrase: Approximately 10 percent of the world's population resides in sub-Saharan Africa. However, this area of the world has the highest percentage of AIDS-related illnesses. In fact, in 2000, almost three-fourths of the population had the HIV virus (Bunting, 2004).

Paraphrasing techniques



5. Change numbers and percentages to different forms

Original: Minority groups in the United States have been hit hardest by the epidemic. African Americans, who make up 13 percent of the U.S. population, accounted for 46 percent of the AIDS cases diagnosed in 1998.

Paraphrase: The AIDS epidemic has mostly affected minorities in the United States. For example, in 1998, less than 15 percent of the total population was African, but almost half of the people diagnosed with AIDS in the United States that year were African America (Jenson, 2000).

Paraphrasing techniques



6. Use different definition structures

Original: Lyme disease is an inflammatory disease caused by a bacterium transmitted by ticks (small bloodsucking arachnids that attach themselves to larger animals).

Paraphrase: Lyme disease - a disease that causes swelling and redness - is caused by a bacterium carried by a small arachnid known as a tick. (Wald, 2005).

Paraphrasing techniques



7. Use different attribution signals

Original: “That’s because there are so many different ways the diseases could have arrived,” veterinarian Mark Walters declared in his recent book, *Six Modern Plagues*.

Paraphrase: According to Mark Walters, a veterinarian who wrote *Six Modern Plagues*, the disease could have arrived in numerous ways (Peterson, 2004).



Activity 4. Paraphrase the following sentences, using different strategies



Activity 5. Paraphrase the following paragraphs, using different strategies

References

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THANK YOU FOR YOUR

ATTENTION

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