Plagiarism and Paraphrasing

Student Learning Advisory Service
Workshop Agenda

What is plagiarism?
How & what do I have to reference?
Quiz

True or False?
True or False?

1. Submitting the same work, or section, for more than one module constitutes plagiarism.  
   **True**

2. Plagiarism may occur in oral or graphic work as well as in written work.  
   **True**

3. There is no need to cite well-known facts.  
   **False, this depends on the context**

4. Within a group or pair work project students can hand in the same work without worrying about plagiarism.  
   **False, this depends on the instructions and marking criteria**
5. If I asked someone to “clean up” my sentences for me… that would be editing, not plagiarising.  
False, this depends on how much is changed

6. It is not plagiarism when I take short phrases from a number of sources and put them together in my own words to make a coherent whole, then acknowledge the sources in the bibliography.
False

7. All quotes need to be in quotation marks.
False - depends on length of the quote
True or False?

8. In source A, source B is quoted. When using this quote in my essay I need only acknowledge source A.
   False

9. I am allowed to change a quote to make it fit grammatically into my own writing.
   True, but you need to indicate the changes

10. When finding information or ideas in several sources, I need to cite all of them.
    False, this depends on what you are hoping to demonstrate
What is Plagiarism?

“Academic misconduct”
Presenting other people’s work as if it were your own
Cheating and Deceiving

For further information, see:
It IS plagiarism when you…

- Copy ideas and words from books, journals, websites, etc. and present them as your own
- Copy from unpublished material (e.g. essays by other students or from essay services)
- Resubmit/recycle your own work
- Submit work produced by others
- Fail to reference correctly
  - failing to reference facts (inc. charts, tables, etc.)
  - failing to reference ideas
  - failing to reference paraphrased material

It does NOT have to be ‘cut & paste’ to be plagiarism
It does NOT have to be from a website to be plagiarism
Causes of Plagiarism

- Lack of confidence
- Insufficient English language skills
- Inadequate essay writing skills
- Inadequate note-taking techniques
- Ignorance of academic conventions
- Incorrect/ inadequate referencing
- Time pressure

But sometimes also:
- Intention to deceive
What is Turnitin?

• Software tool to check for plagiarism

• Used electronically through Moodle

• Checks ‘originality’ – generates report
Understanding Turnitin (2013/2014)

The purpose of these Moodle pages is to give students an Understanding Turnitin Workshop an opportunity to use the system for uploading an assignment and then making sense of the Turnitin Report.

Please follow instructions in class for uploading material.

BUT... please do NOT upload ANY coursework or project material you intend to submit for assessment. This is because the Turnitin system will keep a copy of the material you submit for this demonstration, and will use this copy to compare any future work you submit for assessment!

To avoid any potential complications, therefore, please only submit 'dummy' work prepared specially for this exercise.

Topic 1

Test Assignment.
‘Sign’ the Anti-plagiarism statement

Fill in details
Originality Report: Student View
Turnitin: Document View

An example of a document viewed in Turnitin. The page shows the document's text, with the Turnitin interface elements such as the Originality, Credibility, and Plagiarism tabs visible.
How to Avoid Plagiarism

The best defence against plagiarism is proper **referencing**

The second best defence is **paraphrasing**
Putting Things into Own Words

1. Aids comprehension
2. Helps to clarify/emphasise central issues
3. Helps to unpack difficult language/jargon
4. Helps to identify key points/ideas
5. Avoids risk of copying
6. Better academic practice than quotation
What’s in a Word?

• **Summaries**
  – Brief overview of an entire piece (section, chapter, book, etc.), capturing accurately the *main* point
  – Usually 1-3 (max) sentences in own words

• **Paraphrase**
  – Re-writing of ideas, facts, theories, concepts, etc. in *own* words, capturing accurately *all* the key points
  – Often shorter, but not necessarily a summary

• **Precis**
  – Technical exercise to *abbreviate* a section of writing ensuring accuracy and precision of detail and content
  Main difference: level of detail
Summaries

A good summary is (usually):

• Brief – significantly shorter than original
• Presents all key points in well-structured order
  – Make sure the summary is clear as well as concise
• Written in all your own words
• Written from a detached perspective
• Written in full sentences
  – Avoid bullet points, unless specifically told to use
Paraphrasing

• Tries to convey *same* basic information

• BUT restates ideas in your own language
  - accurately, fairly and thoroughly

• A legitimate way of ‘borrowing’ from another source (other ways: quoting/summarising)

• Typically MORE detailed than a summary
Developments in the field of social science in recent years have been accompanied by a growing awareness of the attendant moral issues implicit in the work of social researchers and of their need to meet their obligations with respect to those involved in, or affected by, their investigations. This awareness, focusing chiefly, but by no means exclusively, on the subject matter and methods of research in so far as they affect the participants, is reflected in the growth of relevant literature and in the appearance of regulatory codes of research practice formulated by various agencies and professional bodies.

Objective: key point (the gist):

There has been a significant increase in awareness of the ethical issues involved in social science research, and this is reflected in the growth of literature on research ethics as well as the increasing number of regulations issued by professional bodies.

Original: 98 words
Summary: 41 words

BUT: Is it fair and accurate? Could it be shorter?
Objectives: clarify and (if possible) abbreviate

It has become increasingly clear in recent years that social scientists have a moral obligation to consider the impact of their research, particularly on those directly affected by their work. A growing body of literature on research ethics demonstrates the need for proper regulation of data gathering to ensure that researchers are required to maintain high professional standards by thinking through in advance not only the methods used but also the possible negative consequences of their work on individual data subjects. (81 words)
Paraphrasing Exercise

Read the paragraph from the journal article provided.

Then attempt to *paraphrase* the article.

Aim to capture the *main points* only.
Use your own words as much as possible.

Only exceptions: small words (e.g. in, to, at, the, etc.) OR technical terms which would be difficult to paraphrase.
Extending Vocabulary

In all forms, key skilled required: extended vocabulary

Practice: Try to come up with alternatives for...

1. Table
2. Bank Account
3. Essay
4. To run
5. However
6. Car
7. Library
8. University
9. Campus
10. Holiday
11. Insurance
12. Ship

Even more difficult with technical terms – some of these may need to be re-used
Extending Vocabulary

• Sometimes a short phrase is needed to replace word
  – Or *vice versa* – one word to replace short phrase
• Try to build up vocabulary gradually but regularly
• Practice – *make* yourself find alternative words
  – Particularly with unusual or obscure words used by academics
• Good practice: never use the same word twice in the same or immediately adjacent sentences
• Try reformulating the sentence if you get stuck
• Be careful with verbs – these may have multiple meaning (to play, to direct, etc); get the right one!
• You CAN re-use ‘short’ words (e.g. is, the, a, by, from..)
Practicing Finding Alternatives

Think of different ways of saying:

• This book on computing is clear, well-written but immensely detailed
• The sun is shining on the sea
• The campus is crowded and noisy
• February 14th is Valentine’s Day
• The word ‘spring’ has several meanings: it could mean season, suspension device, source of water or even a way of walking
Developing a Good Style

Common errors in paraphrasing include...

1. Unconsciously carrying over words or phrases
2. Misunderstanding an unusual word or phrase
3. The ‘Mrs. Bucket’ effect
   - Students trying to impress tutors with ‘posh’ words which do not quite fit
   - Keep it simple: use ‘ordinary’ English unless it is absolutely necessary to use less common words
4. Clumsy English or incomplete sentences
How to Summarise

• Start with initial skim overview – first impression
  – What is the key point the author wants to make?
• Re-read to identify all the significant points
  – Underline or mark in some way (if using own text!)
• Take notes of key points
  – Write one short sentence for each key point made
• Write a rough draft of the summary
  – Use own notes not the original text
  – Avoid weaving in own opinion – try to be objective and clear
• Edit rough draft and remove superfluous words
  – Be ruthless: cut out every unnecessary word
  – Cover all the main points – but not necessarily in same order
• Craft summary until it runs smoothly; count words
  – Check and re-check grammar and spelling
Exercise: Have a Go

• Take a look at the journal article
• Make a list of the key points
• Write up a brief **summary** of your list
• Re-edit and check with original
Paraphrasing Tips

• Use a good dictionary to find synonyms and to check their usage and context
• Do not change specialised vocabulary
• Do not change the **tone**
• Do not **add** information
• Do not leave anything out
• Always check your paraphrase with the original
• Be sure you have not unintentionally used the same words or phrases
• Try a personal style - but *not* too casual
Paraphrasing: Summary

• Changing the word order or structure
  – start in middle
  – start from the end
  – change active into passive
  – negative to positive
  – change long sentences into two short sentences
  – combine short sentences

• Changing of words
  – word class (noun, verb, adjective …)
  – synonyms and antonyms