

Plagiarism



Mine, Yours, and Theirs

Wednesday, September 25, 2019

12:00 PM 116 O'Shaughnessey Hall



The Center for the Study of
Languages and Cultures

A Workshop based on that given by Chris Scheirer,
11/28/18

What is “Plagiarism?”

Notre Dame Student Handbook:

“All submitted work must be your own—no matter how small or insignificant the assignment, whether it is graded or ungraded, a draft or a final version. This reflects your personal commitment to academic integrity and being truthful.”



What is “Plagiarism?”

Lat. *plagium*: “kidnapping”

Lat. *-arius*: “one who _____”

Gk. *-ismus*: “the abstract concept of _____”

Plagi- + -ar- +ism:

“the abstract concept of behaving like one who kidnaps”



Dr. Erik Ellis, PhD
CSLC Teaching Fellow
Etymology Nut



What is “Plagiarism?”



Noun [[edit](#)]

plagiarism (*countable and uncountable, plural plagiarisms*)

1. (*uncountable*) **Copying** of another person's **ideas, text** or other creative work, and **presenting** it as one's own, *especially* without permission; **plagiarizing**.

*Even if it's not illegal, **plagiarism** is usually frowned upon.*

*Copy from one, it's **plagiarism**. Copy from two, it's research.*

2. (*uncountable*) Text or other work resulting from this act.

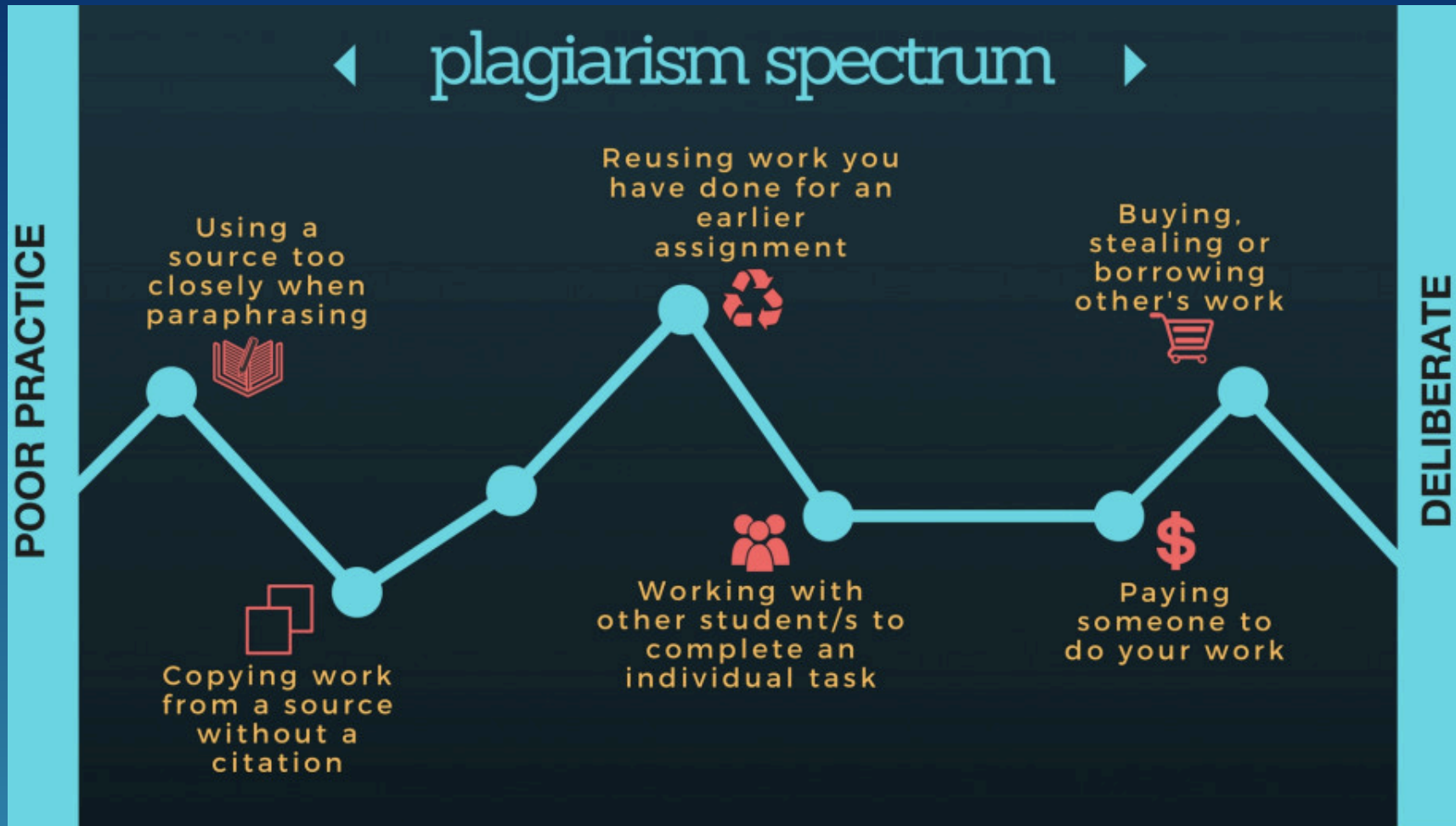
*The novel was awash in **plagiarism**, with entire passages lifted verbatim.*

3. (*countable*) The instance of plagiarism.



<https://en.wiktionary.org/wiki/plagiarism>

What is “Plagiarism?”



PLAGIARISM: A VISUAL GUIDE



You simply re-type the information

YOU SUBMIT WORK THAT IS NOT YOUR OWN

You incorrectly cite your sources

YOU ARE A PLAGIARIST IF:

YOU TAKE ALL OF YOUR IDEAS FROM ONE SOURCE

YOU DON'T USE QUOTATION MARKS TO CITE



You copy the majority of a text but change only a few words.

e.g.

No-one Nobody can make you feel inferior- bad without your consent permission.



Reasons people plagiarize:

1. Lack of Understanding (“unintentional plagiarism”)



Reasons people plagiarize:

1. Lack of Understanding (“unintentional plagiarism”)
2. Poor Risk/Reward Calculation



Reasons people plagiarize:

1. Lack of Understanding (“unintentional plagiarism”)
2. Poor Risk/Reward Calculation
3. Desire for Advancement



Reasons people plagiarize:

1. Lack of Understanding (“unintentional plagiarism”)
2. Poor Risk/Reward Calculation
3. Desire for Advancement
4. Laziness



Why NOT to plagiarize:

1. It is very easy to detect (and getting easier all the time)



Why NOT to plagiarize:

1. It is very easy to detect (and getting easier all the time)
2. It can destroy your career



Why NOT to plagiarize:

1. It is very easy to detect (and getting easier all the time)
2. It can destroy your career
3. It may be illegal



Why NOT to plagiarize:

1. It is very easy to detect (and getting easier all the time)
2. It can destroy your career
3. It may be illegal
4. It is dishonest



Why NOT to plagiarize:

1. It is very easy to detect (and getting easier all the time)
2. It can destroy your career
3. It may be illegal
4. It is dishonest
5. It prevents learning and the advancement of knowledge



Why NOT to plagiarize:

1. It is very easy to detect (and getting easier all the time)
2. It can destroy your career
3. It may be illegal
4. It is dishonest
5. It prevents learning and the advancement of knowledge
6. Citation is an essential tool for demonstrating your academic professionalism and diligence.



Who plagiarizes?

1. Almost everyone has done so, intentionally or unintentionally, at some point in his or her academic career



Who plagiarizes?

1. Almost everyone has done so, intentionally or unintentionally, at some point in his or her academic career
2. 1/3 of scientists have witnessed a colleague or superior commit plagiarism (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3558294/>)



Who plagiarizes?

1. Almost everyone has done so, intentionally or unintentionally, at some point in his or her academic career
2. 1/3 of scientists have witnessed a colleague or superior commit plagiarism (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3558294/>)
3. Between 15% and 20% of all undergraduate students have turned in an entirely plagiarized paper.

(<https://www.historians.org/publications-and-directories/perspectives-on-history/may-2001/papers-profits-and-pedagogy-plagiarism-in-the-age-of-the-internet>)



How to avoid plagiarism in one easy step:



<http://www.shu.lu/plagiarism-digital-world/>



Four further steps for avoiding plagiarism:

1. Paraphrasing



Four further steps for avoiding plagiarism:

1. Paraphrasing
2. Summarizing



Four further steps for avoiding plagiarism:

1. Paraphrasing
2. Summarizing
3. Quotation



Four further steps for avoiding plagiarism:

1. Paraphrasing
2. Summarizing
3. Quotation
4. Citation



Different tools for different purposes:

PARAPHRASE WHEN: a source supports your idea (specific)



Different tools for different purposes:

PARAPHRASE WHEN: a source supports your idea (specific)

SUMMARIZE WHEN: a source overwhelmingly supports your idea
(general)



Different tools for different purposes:

PARAPHRASE WHEN: a source supports your idea (specific)

SUMMARIZE WHEN: a source overwhelmingly supports your idea (general)

QUOTE WHEN: a source has exactly the words you need to make your point, or specific words and phrases are essential to your argument



In any case:

ALWAYS CITE!



Examples:

Quotation

Paraphrase

Summary



Erik Z. D. Ellis, “A True Knowledge of Theology: Self-Fashioning and Typological Emulation in the Erasmus-Dorp Affair,” *Moreana* 56.2 (2019): 161-176.

Thomas More’s intervention in the acrimonious debate between his friends, Desiderius Erasmus and Martin Dorp, is one of his longest and most famous letters and a major contribution to what More’s editor, Daniel Kinney, termed the “Defense of Humanism.”¹ As the many references and citations in their correspondence show, all three men were keenly aware that their debate about how best to study the Bible was a reenactment of the war of words that had taken place between Augustine and Jerome more than a thousand years before—a reenactment in which each had his chosen part to play. Current scholarly fashion would characterize this literary enterprise as an example of self-fashioning, a type of performance art that postmodern canons of authenticity find insincere and historians consider an obstacle to the isolation of reality from rhetorical posturing.² Understood rather as an example of Christian humanism, the debate becomes an expression of “typological emulation,” wherein the participants consciously re-present their forebears but attempt, through a more perfect imitation of their prototypes, to transcend and solve their problems.³ More’s letter in particular, by adding a third, mediating participant, seeks to synthesize and reconcile his friends’

¹ *The Yale Edition of The Complete Works of St. Thomas More: Volume 15, In Defense of Humanism: Letters to Dorp, Oxford, Lee, and a Monk*, ed. Daniel Kinney (New Haven: Yale University Press, 1986). Hereafter cited as *CW* 15. For Kinney’s explanation of the title, see his introduction, xviii.

² Jacqueline Glomski writes that already in Petrarch, the founder of Neo-Latin literature, the letter was conceived of as being “a written substitute for oral communication composed in a seemingly careless style” that was both “plain [and] character-revealing.” Jacqueline Glomski, “Epistolary Writing” in *A Guide to Neo-Latin Literature*, ed. Victoria Moul (Cambridge: Cambridge University Press, 2017), 255–71, at 256. At the same time, Glomski stresses that the personal nature of these letters was an abstraction proper to the generic conventions of epistolary writing and that in the period of humanism there was no distinction between private and personal business. Just as Petrarch intended his letters to his *familiares* Homer and Cicero to be widely circulated and read as literary manifestos, so More’s letter to Dorp had the twin goals of reconciling his friends and addressing the wider European intellectual establishment. Jan Papy stresses the humanists’ reliance on the *exempla* of Cicero, Seneca, and Pliny, whose “private” correspondence was often transparently intended for publication. Jan Papy, “Letters” in *The Oxford Handbook of Neo-Latin*, eds. Sarah Knight and Stefan Tilg (Oxford: Oxford University Press, 2015), 167–182. For a presentation and critique of the existentialist preoccupation with authenticity, see Jacob Golomb, *In Search of Authenticity: From Kierkegaard to Camus* (London: Routledge, 1995).

³ For a discussion of the importance of typology in patristic thought, see the introduction to Jean Daniélou, *From Shadows to Reality: Studies in the Biblical Typology of the Fathers* (London: Burnes and Oates, 1960), 1–11. Ian Christopher Levy’s *Introducing Medieval Biblical Interpretation: The Senses of Scripture in Premodern Exegesis* (Grand Rapids: Baker Academic, 2018) is an attempt to abridge and bring up to date Henri de Lubac’s massive and magisterial *Exégèse Médiévale: les quatre sens de l’écriture* (Paris: Aubier, 1959–1964). For Erasmus’ approach to biblical interpretation, see Thomas P. Scheck, *Erasmus’s Life of Origen: A New Annotated Translation of the Prefaces to Erasmus of*

Quotation: Easiest and Least Useful

1. Direct quotation is restrictive



Quotation: Easiest and Least Useful

1. Direct quotation is restrictive
2. Direct quotation does not necessarily show that you have processed the information



Quotation: Easiest and Least Useful

1. Direct quotation is restrictive
2. Direct quotation does not necessarily show that you have processed the information
3. You should use block quotes rarely, full-sentence quotation sparingly, and fragment or phrase quotations as often as it makes sense to do so.



How to quote:

1. In American English, use double quotes, “...,” on both sides of the quotation.



How to quote:

1. In American English, use double quotes, “...,” on both sides of the quotation.
2. In American English, **your** commas and periods go **inside** the quotation:



How to quote:

1. In American English, use double quotes, “...,” on both sides of the quotation.
2. In American English, **your** commas and periods go **inside** the quotation:
3. Capitalization follows the logic of **your** sentence, not that of the original writer’s. You may need to modify a quote with brackets.



How to quote:

1. In American English, use double quotes, “...,” on both sides of the quotation.

2. In American English, **your** commas and periods go **inside** the quotation:

3. Capitalization follows the logic of **your** sentence, not that of the original writer’s. You may need to modify a quote with brackets.

4. Block quotations are single-spaced without quotation marks.



Quotation: Direct and Indirect

1. He said, "I like gelato more than ice cream."



Quotation: Direct and Indirect

1. He said, "I like gelato more than ice cream."
2. He said (that) he likes gelato more than ice cream.



Quotation: Direct and Indirect

1. He said, "I like gelato more than ice cream."
2. He said (that) he likes gelato more than ice cream.
3. She asked, "What time is it?"



Quotation: Direct and Indirect

1. He said, "I like gelato more than ice cream."
2. He said (that) he likes gelato more than ice cream.
3. She asked, "What time is it?"
4. She asked what time it was.



Paraphrasing: Most Common and Most Dangerous

1. Paraphrasing requires more effort and interpretation, and therefore may trick you into not citing your source



Paraphrasing: Most Common and Most Dangerous

1. Paraphrasing requires more effort and interpretation, and therefore may trick you into not citing your source
2. **Because** paraphrasing requires more effort, it is stylistically stronger than a string of quotations



Paraphrasing: Most Common and Most Dangerous

1. Paraphrasing requires more effort and interpretation, and therefore may trick you into not citing your source
2. **Because** paraphrasing requires more effort, it is stylistically stronger than a string of quotations
3. Paraphrasing **restates** information in **your own** words, but it should preserve the ideas and general order of the original



Paraphrasing: Most Common and Most Dangerous

1. Paraphrasing requires more effort and interpretation, and therefore may trick you into not citing your source
2. **Because** paraphrasing requires more effort, it is stylistically stronger than a string of quotations
3. Paraphrasing **restates** information in **your own** words, but it should preserve the ideas and general order of the original
4. A **good** paraphrase will go beyond the bare meaning of the text and offer an interpretation or support an argument.



Paraphrase: An Example

Paraphrasing

Original text:

“Anyone who has written or graded a paper knows that plagiarism is not always a black and white issue. The boundary between plagiarism and research is often unclear. Learning to recognize the various forms of plagiarism, especially the more ambiguous ones, is an important step towards effective prevention. Many people think of plagiarism as copying another’s work, or borrowing someone else’s original ideas. But terms like ‘copying’ and ‘borrowing’ can disguise the seriousness of the offense”¹

A strong paraphrase:

According to contributors at plagiarism.org, both writing students and professors alike understand the gray zone that plagiarism inhabits. It is frequently confusing to detect when research has, in fact, become plagiarism. If you become aware of the wide range of plagiarizing possibilities, you have a better chance of avoiding mistakes. Most consider borrowing or copying another’s words or ideas to be plagiarism, and therefore fail to recognize that plagiarism is much more serious (“Types of Plagiarism”).



Taken from EAP workshop by
Chris Scheirer, 11/28/18

Paraphrase: An Example

Paraphrasing

Original text:

“Anyone who has written or graded a paper knows that plagiarism is not always a black and white issue. The boundary between plagiarism and research is often unclear. Learning to recognize the various forms of plagiarism, especially the more ambiguous ones, is an important step towards effective prevention. Many people think of plagiarism as copying another’s work, or borrowing someone else’s original ideas. But terms like ‘copying’ and ‘borrowing’ can disguise the seriousness of the offense”¹

A strong paraphrase:

According to contributors at plagiarism.org, both writing students and professors alike understand the gray zone that plagiarism inhabits. It is frequently confusing to detect when research has, in fact, become plagiarism. If you become aware of the wide range of plagiarizing possibilities, you have a better chance of avoiding mistakes. Most consider borrowing or copying another’s words or ideas to be plagiarism, and therefore fail to recognize that plagiarism is much more serious (“Types of Plagiarism”).



Taken from EAP workshop by
Chris Scheirer, 11/28/18

Summarizing: Analysis becomes Synthesis

1. A summary is the product of your synthetic interpretation and categorization of a large amount of information



Summarizing: Analysis becomes Synthesis

1. A summary is the product of your synthetic interpretation and categorization of a large amount of information
2. It is a presentation of the **salient** features of an entire article, monograph, or school of thought



Summarizing: Analysis becomes Synthesis

1. A summary is the product of your synthetic interpretation and categorization of a large amount of information
2. It is a presentation of the **salient** features of an entire article, monograph, or school of thought
3. As such, a summary may reflect multiple works by a single author, or the works of several authors



Summarizing: Analysis becomes Synthesis

1. A summary is the product of your synthetic interpretation and categorization of a large amount of information
2. It is a presentation of the **salient** features of an entire article, monograph, or school of thought
3. As such, a summary may reflect multiple works by a single author, or the works of several authors

4. **EACH OF THESE MUST BE CITED, SOMETIMES IN A LENGTHY FOOTNOTE OR ENDNOTE**



How to Summarize:

TABLE 15. High-Frequency Reporting Verbs

Discipline	Verbs and Frequency					
	Rank					
	1	2	3	4	5	6
Harder Sciences						
Biology	describe	find	report	show	suggest	observe
Physics	develop	report	study	find	expand	
Electrical Engineering	propose	use	describe	show	publish	develop
Mechanical Engineering	describe	show	report	discuss	give	develop
Epidemiology	find	describe	suggest	report	examine	show
Nursing	find	suggest	report	identify	indicate	show
Medicine	show	report	demonstrate	observe	find	suggest
Softer Sciences						
Marketing	suggest	argue	find	demonstrate	propose	show
Applied linguistics	suggest	argue	show	explain	find	point out
Psychology	find	show	suggest	report	demonstrate	focus
Sociology	argue	suggest	describe	note	analyze	discuss
Education	find	suggest	note	report	demonstrate	provide
Philosophy	say	suggest	argue	claim	point out	think

Data for Biology, Physics, Electrical Engineering, Mechanical Engineering, Applied Linguistics, and Sociology from Hyland, K. Academic attribution: Citation and the construction of disciplinary knowledge, *Applied Linguistics* 20 (1999): 341–367. Other data thanks to Carson Maynard.

Swales and Feak, *Academic Writing for Graduate Students* (2009), pg. 213



CITE EVERYTHING! (within reason...)

1. How do I cite correctly?



CITE EVERYTHING! (within reason...)

1. How do I cite correctly?
2. ASK YOUR SUBJECT LIBRARIAN!



CITE EVERYTHING! (within reason...)

1. How do I cite correctly?
2. ASK YOUR SUBJECT LIBRARIAN!
3. What are the expectations in my discipline?



CITE EVERYTHING! (within reason...)

1. How do I cite correctly?
2. ASK YOUR SUBJECT LIBRARIAN!
3. What are the expectations in my discipline?
4. Read journal articles, do a “genre study,” talk to professors



Fall 2019
EAP
Workshops

cslc.nd.edu/eap

9/11

US Classroom
Culture

9/25

Plagiarism

10/16

Pronunciation

10/30


Socializing with
Americans

11/13

Surviving Winter

11/20

Punctuation



English Language Table

1st & 3rd Thursdays
CSLC (334 Bond Hall)
5:00 - 6:00pm



The Center for the Study of
**Languages
and Cultures**