

Language Centre

Plagiarism

Teacher: Maurice Forget

Why do we cite?

Why do we cite?

Helps you avoid plagiarism & its consequences

Allows the reader to find your research sources

- Shows some of the steps you took to reach your conclusions.

Provides evidence for your claims and adds credibility

- Demonstrates you have searched for and considered a variety of viewpoints on a given topic.
- This is a very important part of academic research!

Standard practice in academic work

- a form of respect, giving credit and acknowledging intellectual debt to other authors.
- demonstrates that you are an active participant in your field.

Source: UCLA Library Guide (2015) From: <http://unitproj.library.ucla.edu/col/b Bruinsuccess/03/02.cfm>



Originality assessment tool

All theses must go through Turnitin.

Freely available for Aalto students

— Use it to improve your citation skills & avoid plagiarism

<https://wiki.aalto.fi/display/turnitin/Turnitin+for+students>

Group discussion on "Avoiding plagiarism"

Take a look at the questions listed on the handout.

As a group, discuss and come to a consensus on your answers.
Write them down.

Be ready to share.

1. What is plagiarism?

- Stealing ideas or language from another source without giving credit for it
- Intentional plagiarism / unintentional plagiarism



1. Types of plagiarism

- Verbatim
- Mosaic
- Inadequate paraphrase
- Uncited paraphrase
- Uncited quotations
- Using materials from another student's work
- Self-plagiarism

Source: Harvard University Library. (2018) "Harvard Guide to Using Sources." From: <https://usingsources.fas.harvard.edu/>

2. Why does plagiarism happen?

- Desperation
- Laziness
- It is easier to copy than to innovate
- Lack of good note-taking skills
- Not knowing when and how to cite sources
- Simple lack of awareness

3. What are the consequences of plagiarism?

- “0” / fail the assignment or course
- Referral to university officials
- Caution or suspension from study (up to 1 year)
- Loss of reputation among the university community

<https://into.aalto.fi/display/enregulations/Aalto+University+Code+of+Academic+Integrity+and+Handling+Violations+Thereof>

<https://wiki.aalto.fi/display/turnitinstudent/Instructions+for+Students#InstructionsforStudents-Whatisplagiarismandwhataretheconsequencesofit?>

4. Is it plagiarism if...

- a) YES
- b) NO (but not very common in scientific writing)
- c) YES (a few words is not enough to qualify as an adequate paraphrase)
- d) NO (...but be wary of copyright infringement)

5. How to avoid plagiarism?

1. Make a clear difference between your own ideas and those of others. Work sources into your own argumentation.
2. Cite your source & list it in your references
3. Paraphrase / Summarize / Directly quote the source (If your field allows quotes)

6. Does all information need to be cited?

- **Common Knowledge – No Citation Required**
 - **What is common knowledge?**
 - Information commonly known by many
 - Major historical or current world events
 - Commonly known famous people, facts, places
 - Established (uncontested) principles / facts in a field (*Ask your prof*)
 - **If in doubt, just cite it!**
-



7. What is the difference?

- Paraphrasing
- Quoting
- Summarizing

Paraphrasing

Paraphrasing means

- Rephrasing the words of an author, putting his/her thoughts in your own words
- Reworking the source's ideas, words, phrases, and sentence structures with your own
- Must cite the source! (in text & references)
- Must be different enough from the original (80%?)

Paraphrase when you want:

- To avoid overusing quotations
- To use your own voice to present information

Quoting

Quotations (“...”) are the exact words of an author, copied directly from a source. Must be cited!

Use quotations (“...”) sparingly!

Use short quotations if you want:

- To add the power or eloquence of an author’s words to support your argument
- To use an exact definition
- To disagree with an author’s argument
- To compare and contrast specific points of view
- To note important research that precedes your own

Summarizing

Summarizing

- Put the main idea(s) of one or several writers *into your own words*, including only the main point(s)
- Significantly shorter than the original with a broad overview of the source material
- *Necessary to attribute summarized ideas to their original sources.*

Summarize when you want:

- To establish background or offer an overview of a topic
- To describe knowledge (from 2+ sources) about a topic
- To determine the main idea(s) of a single source

8. What techniques ensure a good paraphrase?

Practice paraphrasing

Contrary to the common belief that spinning of cars mainly occurs on slippery roads and at high speeds, the statistics show that by far most severe accidents occur on dry roads at speeds between 60km/h and 100km/h (van Zanten, 2002).

Task source: Swales and Feak (2009). Telling a Research Story: Writing a Literature Review. University of Michigan.

Developing paraphrasing skills

1. Identify the important points/essential information
2. Identify the relationship between these points (e.g. addition, cause-effect)
3. Think of linking phrases and expressions to connect the points (moreover, nevertheless, thus +verb-ing)
4. Consider synonyms
5. Consider additions or deletions
6. Change sentence structure

1. Identify essential info

- **Common belief** that spinning of cars occurs mainly on slippery roads and at high speeds
- **Fact:** The most severe accidents occur on dry roads and at speeds between 60 km/h and 100 km/h

2. Relationship

- Common belief and fact or not in agreement (contrast)

3. Linking phrases and expressions expressing contrast

- Although
- However
- While
- Rather than

<http://sana.aalto.fi/awe/cohesion/signposts/index.html>

4. Synonyms (with common words)

- *Spinning of cars* → crashes, accidents, collision, wreck
- *Slippery* → slick, wet?
- *Severe* → serious,
- *Dry* → good conditions
- *Occur* → happen? Take place?
- *Most* → the majority of?
- *Common* → widespread

Thesauri: <http://www.merriam-webster.com>;
<http://www.visualthesaurus.com/>

Google scholar: "**Much** research has been **done**..."

5. Additions or deletions

- Include who holds the belief? No – mention belief
- Include researchers?

6. Change sentence structure

- **Active to passive, or passive to active**

"Accidents are caused by..."

- **Use "It + verb"**

"It has been estimated.."

- Reorder clauses, reduce clauses (relative, resultative). Hand out in MyCourses.

Strategies to reorder information (handout in MyCourses)

1. **Passive-Active Shift**
2. **Equative Shift**
3. **Animate-Inanimate Shift**
4. **Personal-Impersonal Shift**
5. **Means-Purpose Shift**
6. **Introductory “*It*”**
7. **Existential “*There*”**
8. **Resultative –ing clause**
9. **Purpose clause**
10. **Split relative clause**
11. **Nominalization**
12. **When + -ing**
13. **Reorder clauses**
14. **Default subject**

How to ensure your own voice is heard?

Integrating sources

Frame your sources with your own language:

- Topic sentences
- Connectors
- Reporting verbs (argues, shows, notes, observes, claims, etc.)

~~"According to Smith (2005), ...~~

~~"According to Jones (1999), ...~~

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page350379>

Reporting verbs with "that" clauses

According to Khatib and Bayomy (1999), introducing tire rubber significantly enhances the toughness and ductility of conventional concrete.

Khatib and Bayomy (1999) found that introducing tire rubber significantly enhances the toughness and ductility of conventional concrete.

accept	comment	dispute	imply	point out	speculate
acknowledge	concede	document	indicate	predict	state
add	conclude	doubt	infer	presume	stress
admit	confirm	emphasize	inform	propose	suggest
agree	conjecture	establish	insist	*prove	suppose
allege	*consider	*estimate	judge	recognize	surmise
anticipate	contend	*expect	*know	recommend	*suspect
argue	*decide	*feel	maintain	*report	tell
assert	demonstrate	*find	mention	reveal	*think
*assume	deny	hold	note	*show	*understand
*believe	determine	*hope	*observe	say	warn
*claim	*discover	hypothesize	*perceive	*see	

*verbs, such as "**find**" and "**know**", which can also be used with a "**to**"-infinitive clause.

Dummy “it” with “that” clauses

According to Khatib and Bayomy (1999), introducing tire rubber significantly enhances the toughness and ductility of conventional concrete.

It is found that introducing tire rubber significantly enhances the toughness and ductility of conventional concrete (Khatib and Bayomy, 1999).

accept	comment	emphasize	know	say
acknowledge	concede	establish	note	show
admit	conclude	estimate	observe	speculate
agree	confirm	expect	postulate	state
allege	conjecture	feel	predict	suggest
anticipate	consider	find	presume	suppose
argue	decide	hold	propose	surmise
assert	demonstrate	hope	recognize	suspect
assume	determine	hypothesize	recommend	think
believe	discover	imply	record	understand
claim	document	indicate	report	

Reporting verbs with “to” infinitive clauses

According to Khatib and Bayomy (1999), introducing tire rubber significantly enhances the toughness and ductility of conventional concrete.

Introduction of tire rubber is known to have a significant effect on the toughness and ductility of conventional concrete (Khatib and Bayomy, 1999).

assume	consider	estimate	know	report	suspect
believe	deem	feel	observe	see	think
claim	discover	find	prove	show	understand

Referencing: in-text citation reference list

- **APA** (author date)

<https://owl.english.purdue.edu/owl/resource/664/01/>

- **Harvard style** (author date)

<https://www.library.auckland.ac.nz/instruct/ref/harvard.htm>

Differences: <http://www.ub.umu.se/en/write/references/common-reference-systems>

- **IEEE**

<http://libguides.murdoch.edu.au/content.php?pid=144623&sid=1229929>

Sources & Helpful Links

- Harvard Guide to Using Sources. A Publication of the Harvard College Writing Program.
<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page357682>. Accessed 19.4.2015
- Swales, J. & Feak, C. (2012). *Academic Writing for Graduate Students*.
- *Plagiarism: What is it and How to Recognize and Avoid It*.
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>. Accessed 5.11.2013
- *How Not to Plagiarize* <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize> Accessed 5.11.2013
- The Office of Research Integrity <http://ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing> (Accessed 5.11.2013)

Online resources

Visit the University of Technology Sydney's page on plagiarism.

<http://avoidingplagiarism.uts.edu.au/index.html>