

What is Plagiarism and How Can You Avoid It?

About this presentation

During this presentation, you'll learn how to detect plagiarism and how to prevent it in your own writing. The objective of this presentation is to help you feel more confident in using and crediting academic sources effectively.

Real-Life Examples of Plagiarism

Plagiarism is an issue in the academic environment and beyond. As the following real-life examples demonstrate, using information without crediting its original source can harm your credibility.

Example #1

During the 2008 federal election campaign, it was revealed that a speech given by Stephen Harper in 2003 had been plagiarized from a speech given by the Australian prime minister.

The colour coded text on the next slide highlights the dramatic similarity between the two texts.

Example #1

Harper staffer quits over plagiarized 2003 speech on Iraq

Australian Prime Minister John Howard said:

“As the possession of weapons of mass destruction spreads, so the danger of such weapons coming into the hands of terrorist groups will multiply.

That is the ultimate nightmare which the world must take decisive and effective steps to prevent.

Possession of chemical, biological or nuclear weapons by terrorists would constitute a direct, undeniable and lethal threat to Australia and its people.”

Stephen Harper said:

"As the possession of weapons of mass destruction spreads, the danger of such weapons coming into the hands of terrorist groups will multiply, particularly given in this case the shameless association of Iraq with rogue non-state organizations.

That is the ultimate nightmare which the world must take decisive and effective steps to prevent.

Possession of chemical, biological or nuclear weapons by terrorists would constitute a direct, undeniable and lethal threat to the world, including to Canada and its people."

Example #2

Accusations of plagiarism also damaged the credibility of Stephane Dion's campaign during the same election.

Dion's *Green Shift* plan incorporated the advice and knowledge of environmental experts around the world. However, his report failed to credit one of its most prominent sources, David Suzuki.

On the next slide, compare Suzuki's original text with Dion's report.

Example #2

Excerpts from Suzuki's report:

Across Canada, air pollution causes thousands of premature deaths, tens of thousands of hospitalizations, and hundreds of thousands of days absent from work and school annually.

The Ontario Medical Association (OMA) estimated that there were 5,800 premature deaths due to air pollution in Ontario alone in 2005.

Excerpts from Dion's Report:

In Canada, air pollution causes thousands of premature deaths, tens of thousands of hospitalizations, and hundreds of thousands of days absent from work and school annually. The Ontario Medical Association issued a report in 2005 saying that every year 5,800 Ontarians will die prematurely because of smog related illness...

Quick quiz

You have committed plagiarism if you:

- a) Make use of the works of others to gather information.
- b) Use the work of another and misrepresent it as your own.
- c) Make use of the works of others to support your own arguments.
- d) Examine the ideas and arguments of others to help you shape your own thoughts or views on a particular issue.

Source:

<http://www.academicintegrity.uoguelph>.

Quick quiz

You have committed plagiarism if you:

- a) Make use of the works of others to gather information.
- b) Use the work of another and misrepresent it as your own.***
- c) Make use of the works of others to support your own arguments.
- d) Examine the ideas and arguments of others to help you shape your own thoughts or views on a particular issue.

Source:

<http://www.academicintegrity.uoguelph>.

Plagiarism is...

misrepresenting the **ideas, expression of ideas** or **work of others** as one's own. It includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks.

Source:

<http://www.academicintegrity.uoguelph>.

Plagiarism is...

often unintentional. Many students worry that they will inadvertently commit plagiarism, by citing improperly or by losing track of what ideas are their own.

Source:
<http://www.academicintegrity.uoguelph>.

Examples

- using direct, verbatim quotations*, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- submission of a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using another's data or research findings;
- buying or selling term papers or assignments;
- submitting a computer program developed in whole or in part by someone else

***This includes personal interviews, presentations and online discussions**

Source: <http://www.academicintegrity.uoguelph.ca/>

Penalties

- If a student is found guilty of academic misconduct, an Official Warning will be given that an offence is now noted in the student's record and that a subsequent offence will attract a more severe penalty. In addition, one or more of the following penalties may be assessed:
- A requirement for submission of a new or alternative piece of work.
- The rescinding of University-funded scholarships or bursaries.
- Partial or total loss of marks on the examination or assignment or course in which the offence occurred.
- Suspension or expulsion from the University
- A recommendation for revocation/rescinding of a degree.

Source:

<http://www.academicintegrity.uoguelph>.

To avoid plagiarizing...

- Cite your sources
- Learn to quote and paraphrase your sources properly
- Draw from many sources
- Map out your argument and then bring in sources to support it

Tips

- Never copy more than 3-4 words in a row from a source without using quotation marks (or going back and properly paraphrasing).
- Never use special words or phrases without properly quoting and citing them.

What do I need to cite?

You should always provide references for

- ❑ Direct quotations
- ❑ Summaries, paraphrases
- ❑ Statistics
- ❑ Charts, graphs, diagrams
- ❑ Controversial interpretations
- ❑ Results of others' research

What don't I need to cite?

You don't need to provide references for

- **Common knowledge or facts**—NOTE: *this does not mean you can copy from texts word-for-word.*
- **Your own arguments and original ideas** (but you must ask for permission to use part/all of previously submitted material)

Should this be cited?

- Many countries require that food labels announce genetically modified ingredients.

Should this be cited?

- Many countries require that food labels announce genetically modified ingredients.
 - *Common/public knowledge—no need to cite.*

Should this be cited?

Previous research has shown that the slower kinetics observed during transitions from an elevated baseline metabolic rate were related to a slower adjustment of cardiac output and hence muscle O₂ delivery.

Should this be cited?

- Previous research showed that the slower kinetics observed during transitions from an elevated baseline metabolic rate were related to a slower adjustment of cardiac output and hence muscle O₂ delivery (Hughson & Morrissey, 1982; Hughson & Morrissey, 1983).
 - *Others' findings - cite*

Quick quiz

You have a brilliant brainwave for a critical interpretation of an article you are writing about. But when reading another source, you see that the same idea is mentioned. It is your own idea too, so do you need to reference it?

Yes. Great minds think alike, but even if you did think of the idea on your own you still need to reference the published source. Otherwise, readers will accuse you of plagiarism. You can use this source to support your argument, and you can try to show how your idea differs from the other author's, but you still have to cite the other source.

No. If you come up with an idea on your own, you don't have to cite the other source.

Source:
<http://www.academicintegrity.uoguelph>.

Quick quiz

Yes. Great minds think alike, but even if you did think of the idea on your own you still need to reference the published source. Otherwise, readers will accuse you of plagiarism. You can use this source to support your argument, and you can try to show how your idea differs from the other author's, but you still have to cite the other source.

Source:
<http://www.academicintegrity.uoguelph>.

When in doubt... CITE!

Just how often do academics cite? Particularly in the introduction of journal articles, you'll often notice that authors cite very frequently. In the example above, the author is laying out the current state of research before establishing the gap which his or her research will attempt to fill.

Sample journal article

The informational and entertainment capabilities of the Web have increasingly been recognized, both as an advertising medium (Day, Shyi, & Wang, 2006) and as part of an integrated marketing communication (IMC) program (Belch & Belch, 2007). Recent research has uncovered synergies between TV and Web advertising (Chang & Thorson, 2004), explored the extent of interactivity in Western versus Eastern corporate Web sites (Cho & Cheon, 2005), and examined the relationship between interactive functions and Web site rankings (Tse & Chan, 2004). Although these investigations have greatly enhanced our understanding of how to effectively utilize the Web as a marketing communications tool, these studies have focused primarily on adults (e.g., Geissler, Zinkhan, & Watson, 2006; Jiang, Jones, & Javie, 2008; Park, Lennon, & Stoel, 2005). Our understanding of how to customize this medium to more effectively reach children, in contrast, is limited. Considering that children influence over \$600 billion of annual U.S. household purchases (Piperato, 2005) and represent a substantial and rapidly growing segment of Internet users, it is imperative to gain a better understanding of the factors that influence their ability to navigate Web sites and process information.

Rose, M., Rose, G., Blodgett, J.G. (2009). The effects of interface design and age on children's information processing of Web sites. [Electronic version]. *Psychology & Marketing*, Vol. 26(1): 1–21.

Can you detect plagiarism?

There's a new class of worker out there: Nearly Autonomous, Not in the Office, doing Business in their Own Time Staff. Or nanobots, for short. Empowered by their mobile devices and remote access to the corporate network, nanobots put in long hours, sometimes seven days a week -- just not at their desks. Different from mobile workers, who usually stay in close contact with managers, nanobots thrive on their driven natures and on the personal freedom with which they are entrusted. Found at many levels of an organization, from sales managers to senior executives, they are self-starting high achievers who produce strong results with a minimum of supervision. Allowed to find their own equilibrium between work and private lives, they tend to put work first.

Pauleen, D. & Harmer, B. (2008, Dec. 15). Away from the desk...always. Wall Street Journal Digital Network. Retrieved Dec. 22, 2008, from <http://online.wsj.com/article/SB122911032462702387.html>

Is this plagiarism? Compare the original to the paraphrase

Original:

There's a new class of worker out there: Nearly Autonomous, Not in the Office, doing Business in their Own Time Staff. Or nanobots, for short. Empowered by their mobile devices and remote access to the corporate network, nanobots put in long hours, sometimes seven days a week -- just not at their desks. Different from mobile workers, who usually stay in close contact with managers, nanobots thrive on their driven natures and on the personal freedom with which they are entrusted. Found at many levels of an organization, from sales managers to senior executives, they are self-starting high achievers who produce strong results with a minimum of supervision. Allowed to find their own equilibrium between work and private lives, they tend to put work first.

Paraphrase #1:

Did you know there's a new class of worker out there? Nearly Autonomous, Not in the Office, doing Business in their Own Time Staff—or, more simply, nanobots (Pauleen and Harmer, 2008). Empowered by their mobile devices and remote access to the company network, nanobots put in long hours, sometimes seven days a week -- just not at their desks. Unlike mobile workers, who usually stay in close contact with managers, “nanobots thrive on their driven natures and on the personal freedom with which they are entrusted,” (2008, par.2). Interestingly, they are high achievers who are self-motivated and produce good results with little supervision. They are found at many levels of an organization, from sales managers to senior executives. Allowed to find their own balance between work and personal lives, they usually put work first (2008).

Verdict: Plagiarism

The author has included citations, but has misled the reader to believe that the original has been paraphrased, while in fact much of the text is copied word for word.

Verdict: Plagiarism

Words in blue have been copied verbatim from the text by this writer.

Paraphrase #1:

Did you know [there's a new class of worker out there? Nearly Autonomous, Not in the Office, doing Business in their Own Time Staff](#)—or, more simply, nanobots (Pauleen and Harmer, 2008). [Empowered by their mobile devices and remote access to the company network, nanobots put in long hours, sometimes seven days a week - just not at their desks.](#) Unlike [mobile workers, who usually stay in close contact with managers,](#) “nanobots thrive on their driven natures and on the personal freedom with which they are entrusted,” (2008, par.2). Interestingly, [they are high achievers who are self-motivated and produce good results with little supervision,](#) They are [found at many levels of an organization, from sales managers to senior executives.](#) [Allowed to find their own balance between work and personal lives, they usually put work first](#) (2008).

Paraphrasing

Good paraphrases...

- 1) change the order & structure of sentences

- 2) use synonyms/different forms of words

- 3) may change the voice or perspective

Source:
<http://www.academicintegrity.uoguelph>.

Paraphrasing

Good paraphrases...

1) change the order & structure of sentences

ORIGINAL

Instead of analyzing data with an exploratory factor analysis (where each item is free to load on each factor) and potentially facing a solution inconsistent with initial theory, a CFA can give the investigator valuable information regarding the fit of the data to the specific, theory-derived measurement model (where items load only on the factors they were designed to measure), and point to the potential weakness of specific items.



PARAPHRASE

If the focus of the investigation is the connection between data and the theoretical model being used for measurement, a CFA is a better choice than an exploratory factor analysis, as the CFA is more likely to provide results that show the connection between data and theory (Mueller & Hancock, 2001).

Paraphrasing

Good paraphrases...

2) use synonyms/different forms of words

ORIGINAL

Optimizing peak bone mass during the early years is thought to be a key factor in preventing osteoporosis later in life.



PARAPHRASE

To prevent osteoporosis, experts believe it is important to build bone mass before adulthood (Johnson et al., 2008).

Paraphrasing

Good paraphrases...

3) change the voice (from passive to active)

Earth-friendly products are being purchased more often by consumers.

DOER of the action
is in the object position
(PASSIVE)

Increasingly, shoppers are choosing to buy environmentally safe products.

DOER is the subject
of the sentence
(ACTIVE)

Good paraphrases also...

4) draw from multiple sources

- Avoid drawing from single source

5) do not change the author's meaning or intent

- Check and compare

Did you get the ideas right?

Underline any words echoed directly from the source

6) cite the source accurately

- Put the citation immediately where the paraphrase occurs

Is this plagiarism? Compare the original to the paraphrase

Original:

There's a new class of worker out there: Nearly Autonomous, Not in the Office, doing Business in their Own Time Staff. Or nanobots, for short. Empowered by their mobile devices and remote access to the corporate network, nanobots put in long hours, sometimes seven days a week -- just not at their desks. Different from mobile workers, who usually stay in close contact with managers, nanobots thrive on their driven natures and on the personal freedom with which they are entrusted. Found at many levels of an organization, from sales managers to senior executives, they are self-starting high achievers who produce strong results with a minimum of supervision. Allowed to find their own equilibrium between work and private lives, they tend to put work first.

Paraphrase #2:

Mobile devices and corporate networks with remote access have spawned a new breed of employee at a variety of organizational levels: the “nanobot” or “Nearly Autonomous, Not in the Office, doing Business in their Own Time” (Pauleen and Harmer, 2008, para. 1). Pauleen and Harmer describe these workers as “self-starting high achievers” (para. 2) who work best when allowed to operate autonomously. Though they work with much less oversight than typical mobile workers, nanobots are more likely to put work ahead of personal priorities, tend to work longer than their on-site counterparts and produce high quality work (2008).

Pauleen, D. & Harmer, B. (2008, Dec. 15). Away from the desk...always. Wall Street Journal Digital Network. Retrieved Dec. 22, 2008, from <http://online.wsj.com/article/SB122911032462702387.html>

Version #2 = Paraphrase

This is an acceptable paraphrase. The writer has accurately captured the meaning of the original using his or her own words and structure. Special wording (e.g., “nanobots”) has been credited to the authors.

Paraphrase #2:

Mobile devices and corporate networks with remote access have spawned a new breed of employee at a variety of organizational levels: the “nanobot” or “Nearly Autonomous, Not in the Office, doing Business in their Own Time” (Pauleen and Harmer, 2008, para. 1). Pauleen and Harmer describe these workers as “self-starting high achievers” (para. 2) who work best when allowed to operate autonomously. Though they work with much less oversight than typical mobile workers, nanobots are more likely to put work ahead of personal priorities, tend to work longer than their on-site counterparts and produce high quality work (2008).

Citation Tips

- In the following slides, you'll see examples of how to cite information in text. Examples are shown in APA format.

Cite your sources

(APA Style - In text)

The practical value-adding concept underlying C/MI suggests that effective C/MI should underlie more effective decisions, leading to more insightful market-based actions that should eventually result in enhanced economic/financial performance (Fahey, 2007; Frates & Sharp, 2005).

Fleisher, C. (2008). Using open source data in developing competitive and marketing intelligence. *European Journal of Marketing*, 42(7/8), 852-866. Retrieved December 19, 2008, from ABI/INFORM Global database. (Document ID: 1550179001).

Cite your sources

Use signal phrases to introduce references:

According to Prescott and Fleisher (1991), data collection is an essential element of the intelligence gathering process, and can comprise a significant part of the resources allocated toward developing insights.

In 1991, Prescott and Fleisher noted that data collection is an essential element of the intelligence gathering process, and can comprise a significant part of the resources allocated toward developing insights.

(APA Style - In text)

Cite your sources

Incorporate a variety of sources that contribute different information to one larger point:

Contemporary corporate information specialists apply a variety of methods for organizing open sources including but not limited to web-link analysis (Reid, 2003), webometrics (Bouthillier & Jin, 2005), scanning methods (Decker et al., 2005), source mapping (Vriens & Achterbergh, 2003), text mining (Leong et al., 2004), ontology creation (Golden, 2007), blog analysis (Pikas, 2005), scientometrics (Courtil et al., 1997), and a blossoming variety of different patent analysis (Dou et al., 2005) and pattern recognition methods (Rosenkrans, 2003).

(APA Style - In text)

Fleisher, C. (2008). Using open source data in developing competitive and marketing intelligence. *European Journal of Marketing*, 42(7/8), 852-866. Retrieved December 19, 2008, from ABI/INFORM Global database. (Document ID: 1550179001).

Cite your sources

When citing quotations, include the page number:

Prescott and Fleisher point to the “dearth of information about specific business or commercial applications” (1991, p.860).

As Prescott and Fleisher explain, “There is a dearth of information about specific business or commercial applications” (1991, p.860).

(APA Style - In text)

Cite your sources

Set off long quotations (longer than 4 lines):

According to Prescott and Fleisher,

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. (1991, p.860)

(APA Style - In text)

Cite your sources

Cite a secondary work discussed within your source:

Name the original source in your signal phrase, and cite the source where you found the information in parentheses:

McLeod's study (as cited in Smith et al., 2008)...

Cite your sources

Cite equations:

The Quadratrix of Hippias is expressed by the following Cartesian equation (Smith 2008, p.74):


$$y = x \cot(\pi x/2a).$$

Remember, equations and figures must also be cited if they are not commonly known by your readers. If in doubt, cite.

Here, the citation is included as the equation is introduced, preventing confusion between the reference number and the numbers used in the equation.

Cite your sources

Cite computer software used for analysis:

3.3.1 Dietary analysis

Each participant completed a 3 d record of food intake, which included 2 consecutive weekdays preceded or followed by 1 weekend day, in order to ascertain the habitual caloric intake of the participants. Caloric intake was assessed using The Food Processor® SQL Nutritional Analysis and Fitness Software (© 2002-2003 ESHA Research, Salem, OR) (Table 1). ←

Robinson, M.J. (2008). The effects of exercise intensity on PGC-1alpha protein in humans. (Master's thesis, University of Guelph, 2008).

Cite your sources

When adapting or reproducing a table, cite the original source in the note below the table.

Table 3

Academic Disciplines of Writing Services Visitors

Discipline	Major	Minor
English	14	10
History	11	4
Political Science	11	15
Biological Science	21	10

Note. From "A Case Study of a Writing Centre," by A. Wryter, 2002, *Journal of Composition*, 45, p.33. Copyright 2002 by the Composition Association.



Cite your sources

Credit those whose formulas you have used for calculations

Table 1.5. AMOVA that tested for temporal population genetic structure for *L. keenae*. This analysis was performed by grouping the samples of Ensenada (EN), Carlsbad (CB), and Bodega (BO) into two different sampling periods (2003 and 2005-2006). Genetic distances for Φ -statistics were calculated by the Tamura-Nei (1993) DNA substitution model.

Source of variation	<i>df</i>	Sum of squares	Variance components	Percentage of variation	Fixation indices	<i>P</i>
'2003 versus 2005-2006'						
Among the temporal groups	1	3.138	0.01973 Va	1.95	$\Phi_{CT} = 0.02$	0.107
Among sites within the temporal groups	4	3.252	-0.00463 Vb	-0.46	$\Phi_{SC} = -0.005$	0.748
Within sites	240	239.852	0.99938 Vc	98.51	$\Phi_{ST} = 0.015$	0.107

Lee, H.J. (2008). Spatial and temporal population genetic structure of five Northeastern Pacific littorinid gastropod species. (Doctoral dissertation, University of Guelph, 2008).

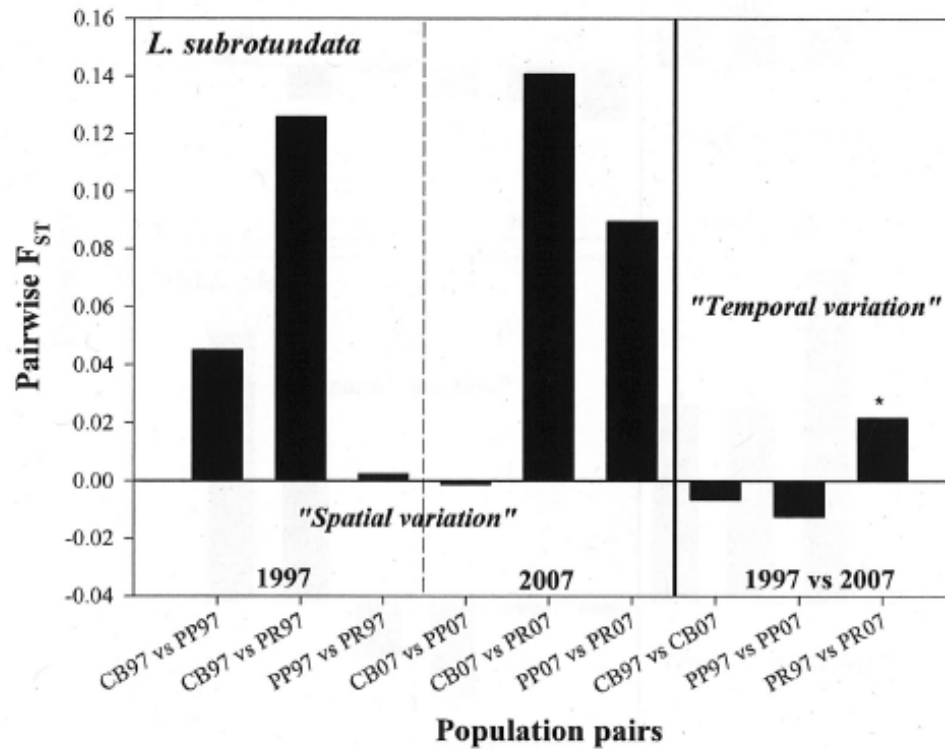


Figure 3.4. Spatial and temporal genetic differentiation between samples for the direct-developing species, *L. subrotundata*. Pairwise estimates of F_{ST} between samples were calculated according to Weir & Cockerham (1984). Temporal differentiation shown in the right panel includes only pairwise estimates of F_{ST} between temporal samples from the same population. The asterisk denotes significant differentiation between the samples after a Bonferroni correction for multiple testing. *: significant at $P = 0.05$ level.

Where's my voice?

After you've cited all these sources, what's left for you to say? Lots! What makes your paper unique is how and why you decide to bring the texts together, how you order them, and what you say about them.

To bring your voice out in the paper, think of yourself as the moderator of a discussion: Stay in charge by mapping out your argument first, and then deciding how the sources fit within it. If you don't know what your argument is yet, start by grouping your research under headings. The more you are able to impose your own structure onto the material, the more you are in control of the argument.

Where's my voice?

- Map out your argument and essay structure first—then decide how your sources will support your argument.
- Explain what authors' ideas mean in the context of *your* paper
- Compare and contrast the views of other authors, adding your own comments, critique, or observations.

Source:
<http://www.academicintegrity.uoguelph>.

Keeping track of your sources

Note-taking

- ***First*** note source's bibliographic information.
- Paraphrase or summarize as you go
- Put a "P" or an "S" next to paraphrases & summaries
- Use a "Q" to mark the beginning and end of passages copied directly from the text..
- Use different coloured ink for copied ideas
- Whether you paraphrase or copy direct quotations, **always** keep the citation/page information with the text, so that if you decide to rearrange your notes you have a record of what came from where.

Keeping track of your sources

Giussani DA, Salinas CE, Villena M & Blanco CE (2007). The role of oxygen in prenatal growth: studies in the chick embryo. J Physiol 585, 911-917.

(p. 911): **Q** *The compelling evidence linking small size at birth with later cardiovascular disease has renewed and amplified scientific and clinical interests into the determinants of fetal growth. It is accepted that genes and nutrition control fetal growth; however, prior to this study, it had been impossible to isolate the effect of increases and decreases in fetal oxygenation on the regulation of prenatal growth.* **Q**

(p. 912): **(P)** *Embryos at high altitudes were more likely to survive than those at sea level, with the exception of HATAA embryos.*

Resources

University of Guelph Resources:

U of G Academic Integrity Tutorial: <http://www.academicintegrity.uoguelph.ca/>

Plagiarism and Academic Integrity Fast Facts Handout: Available in print or online at
http://www.lib.uoguelph.ca/assistance/writing_services/components/documents/plagiarism.pdf

Other Sources:

Introna, L., Hayes, N., Blair, L., & Wood, E. (2003). Cultural attitudes towards plagiarism. Lancaster University. Retrieved 10 Feb. 2009 from
<http://www.jiscpas.ac.uk/images/bin/lancsplagiarismreport.pdf>

Leland, Bruce H. Plagiarism and the Web. (2002 Jan). Western Illinois University. Retrieved July, 29, 2004, from <http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm>

McKenzie, J. (1998). The New Plagiarism: Seven antidotes to prevent highway robbery in an electronic age. *From Now On: The Education Technology Journal* 7(8). Retrieved Oct. 20, 1999 from <http://www.fno.org/may98/cov98may.html>

Procter, M. (2008). How not to plagiarize. University of Toronto. Retrieved Feb. 10 from <http://www.utoronto.ca/writing/plagsep.html>

More questions?

Writing Services 1st Floor Library

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