PRACTICE IN PREVENTING PLAGIARISM

Workshop sponsored by:

The Dr. Mack Gipson, Jr., Tutorial and Enrichment Center

Presented by:

Carole Overton, Director
The Dr. Mack Gipson, Jr.,
    Tutorial and Enrichment Center
Gipson Building
Paine College
706-821-8345

Plagiarism

Plagiarism means using someone else's ideas, words, or statistics in your writing without giving credit to the source (without proper documentation). In general, plagiarism means you are stealing someone else's work and presenting it as if it was your own work. Whether you do this on purpose or by accident, it is still wrong. While there are many reasons for using other sources in your paper, you must be very careful to use them properly. There are several ways to avoid plagiarism. The three most common ways are summarizing, paraphrasing, and quoting.

Summary

A **summary** is a shortened, condensed version of the original source. It must accurately reflect the content of the original but you may omit information that does not relate to your topic. By providing a brief overview of the source, you are able to present those facts that you think are important. You should include the main ideas or main points, not all of the details. Even though you write the summary **in your own words**, you **must** give credit to the original source by using **proper documentation**. (See example on page 2.)

Paraphrase

A **paraphrase** is produced by rewriting a portion of the original text **in your own words**. A paraphrase is usually about the same length as the original. It follows the source sentence by sentence and idea by idea but uses your own words. It does not attempt to interpret the source or to add new ideas. It gives the same meaning and conveys the same tone as the original. It must not change the sense of the original. Even though you write the paraphrase **in your own words**, you **must** give credit to the original source by using **proper documentation**. (See example on page 2.)

Direct Quotation

A **direct quotation** is made when you copy words or expressions directly from the original source. If you do this, you must be sure to write the quotation <u>exactly</u> as it appears in the original: The spelling, punctuation, and order of words must be <u>exactly</u> like the original. You **must** give credit to the original source by using **proper documentation**. (See example on page 2.)

Proper Documentation

Proper documentation includes everything the reader needs to know in order to find the source you used. Each style of writing has its own specific rules about how to document your sources. For example, in MLA style, you must give the author(s) and the page number(s) in the text and put all of the details in your Works Cited section. In APA style, you must give the author(s), the year, and the page number(s) in the text and put all of the details in your References section. The information you give in your documentation **must be accurate** and **must show the source that you actually used**. Refer to the rules for the style you will be using in order to determine the proper method for your paper.

SUGGESTIONS

How to Summarize		How to Paraphrase	
Survey	Skim the passage so you get an idea of what is being said.	**Survey**	Skim the passage so you get an idea of what is being said.
Read	Read the passage to get a clear understanding. Pay attention to key words and phrases.	**Read**	Read the passage to get a clear understanding. Pay attention to key words and phrases.
List	Without looking at the passage, try to list the main ideas.	**List**	Without looking at the passage, try to list the main points of the passage.
Reread	Reread the passage again to make sure you have a good understanding of the main ideas.	**Reread**	Reread the passage again to make sure you have a good understanding of the main ideas.

Write	Without looking at the original passage, try to write down the main idea of the passage in your own words.
	• If you are trying to summarize only one paragraph, you can probably write just one sentence to summarize the main idea of the paragraph.
	• Write only the main ideas – do not try to include details, descriptions, or unessential information.
	• If you are trying to summarize a longer selection (more than one paragraph), try to write one sentence for each main idea.
	   ❖ Use good writing skills – your first sentence should clearly state the main idea of the entire selection.
	   ❖ Your other sentences should make sense when read in order.
	   ❖ You should have a one-sentence conclusion to wrap up the summary.
		Write	Without looking at the original passage, try to write down the ideas of the passage in your own words.
			• Write a sentence to express each of the points on your list. Your sentences should cover the points in the same order as they are mentioned in the original article.
			• Try to use your own words. If you have to borrow some words from the author, you will have to use proper citation style.
			• Use good writing skills.

Review	Read your summary: • Do you have the main ideas and only the main ideas (no details or unnecessary information)? • Does your summary make sense?	**Review**	Read your paraphrase: • Have you rewritten the main points in the same order as they are covered in the original passage? • Does your paraphrase make sense?

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based on:

Sebranek, P., Meyer, V., & Kemper, D. (1996). *Writers inc: A student handbook for writing and learning* (sections 180 and 499).
    Wilmington, MA: D. C. Heath.

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APA and MLA Citation Formats

SAMPLES

Original Source	From Myers, D. G. (1993). <u>Exploring psychology</u> (2nd ed.). NY: Worth. p. 430. In the first statistical digest of these studies, Mary Lee Smith and her colleagues (1980) combined the results of 475 investigations. For psychotherapists, the welcome result was that "the evidence overwhelmingly supports the efficacy of psychotherapy" (p. 183). Figure 13-5 depicts their finding – that the average therapy client ends up better off than 80 percent of the untreated individuals on waiting lists. The claim is more modest than it first appears – by definition, about 50 percent of untreated people also are better off than the average untreated person. Nevertheless, Smith and her collaborators concluded that "psychotherapy benefits people of all ages as reliably as schooling educates them, medicine cures them, or business turns a profit" (p. 183).	
TYPE	APA	MLA
Summary	Myers (1993) presents research that suggests that psychotherapy helps individuals who have mental disorders, although many people may show improvement without any treatment at all.	Myers presents research that suggests that psychotherapy helps individuals who have mental disorders, although many people may show improvement without any treatment at all (430).
Paraphrase	Myers (1993) reports that Smith et al. evaluated 475 studies and found that people who receive psychotherapy have better results than 80 percent of those who do not receive treatment. However, Myers notes that approximately 50 percent of those who are not treated do better than the average person who is not treated. Smith et al. showed that psychotherapy can help people of any age.	Myers reports that Smith et al. evaluated 475 studies and found that people who receive psychotherapy have better results than 80 percent of those who do not receive treatment. However, Myers notes that approximately 50 percent of those who are not treated do better than the average person who is not treated. Smith et al. showed that psychotherapy can help people of any age (430).
Direct Quotation	Myers (1993) summarizes other research which shows that "the average therapy client ends up better off than 80 percent of the untreated individuals on waiting lists" (p. 430).	Myers summarizes other research which shows that "the average therapy client ends up better off than 80 percent of the untreated individuals on waiting lists" (430).

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PRACTICE SUMMARIZING AND PARAPHRASING

Original #1	from Van Blerkom, D. L. (2000). **College study skills: Becoming a strategic learner** (3rd ed.). Belmont, CA: Wadsworth.
from p. 184	Taking notes on text material is the most effective method for becoming an active reader. Note taking keeps you actively involved in the text material. It also helps you condense the information that you will need to review before the exam. Finally, taking text notes allows you to develop a system of organization that is distinctly yours – a system that you design and that makes sense to you.
PARAPHRASE #1	

Original #2	Taking text notes is an active and effective method of "marking" your text. When done properly, taking text notes improves your comprehension, increases your memory, and condenses the material for later review. Although many students take notes as they read the chapter for the first time, that's not the most efficient way to mark the text.
from p. 217	
PARAPHRASE #2	

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Original #3	from Moore, R. (2002). Science education and the urban achievement gap [Monograph]. *Exploring Urban Literacy and Developmental Education, 3*, 33-45*.
from p. 33	In the United States, more than 75% of the population resides in urban settings (Tobin, Roth, & Zimmerman, 2001; U.S. Census Bureau, 2000, 2001b). These urban settings are home to large numbers of ethnic minorities. For example, minorities account for 57% of the population of New York City (the nation's largest city), 60% of the population of Houston (the nation's third-largest city) and almost 80% of the population of Detroit (the nation's tenth-largest city; Barton, 2001; U.S; Census Bureau, 1998). These urban populations also include large numbers of immigrants. About 10% of the U.S. population is foreign-born, and most of these immigrants live in urban areas in California, New York, Florida, and Texas (Lollock, 2001). Immigrants comprise 38, 59, and 28% of the total populations of Los Angeles, Miami, and New York City, respectively (Barton, 2001).
SUMMARY #3	

Original #4	from Fox, J. A., & Higbee, J. L. (2002). Enhancing literacy through the application of Universal Instructional Design: The Curriculum Transformation and Disability (CATD) Project [Monograph]. *Exploring Urban Literacy and Developmental Education, 3*, 59-65*.
from p. 60	Educators also have looked to an unlikely source, the field of architecture, for research on how to make their classes more accessible, for it was in architecture that the model of Universal Design first gained popularity (Fox, Hatfield, & Collins, 2002; Johnson & Fox, 2002). This model argues that products and environments should be useable by all people without any specialized design (The Center for Universal Design, 1997). Designing a building with ramps or other accessible means of entry, rather than stairs, makes that building easily accessible to people using wheelchairs, pushing strollers, or pulling luggage. Just as better building design has created greater access, enormous advances in assistive technology have allowed students with disabilities to participate more fully in all aspects of higher education in unprecedented numbers (Knox, Higbee, Kalivoda, & Totty, 2000). For example, students who are blind can easily access and manipulate electronic text using screenreaders and scanners. Those whose disabilities affect motor function can use a variety of adaptive computer technologies, including voice-activated software, to control computer functions. Students with learning disabilities now have access to software that allows them to manipulate text and integrate study tools in order to capitalize on their learning strengths.
SUMMARY #4	

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PRACTICE USING CITATIONS CORRECTLY

Original Source	From Myers, D. G. (1993). <u>Exploring psychology</u> (2nd ed.). NY: Worth. p. 366. Even so, it's true: All of us some of the time, and some of us much of the time, *do* feel inferior – especially when comparing ourselves with those who are a step or two higher on the ladder of status, grades, looks, income, or agility. The deeper and more frequently we have such feelings, the more unhappy, even depressed, we are.

#	Plagiarized Version	What's Wrong?	Acceptable Version
1.	All of us some of the time, and some of us much of the time, *do* feel inferior.		
2.	All of us some of the time *do* feel inferior		
3.	The deeper and more frequently we have such feelings of inferiority, the more unhappy, even depressed, we are.		
4.	All of us some of the time, and some of us much of the time, *do* feel inferior – especially when comparing ourselves with those who are a step or two higher on the ladder of agility, academic standing, looks, status, or income.		
5.	Many people feel less worthy when they compare themselves with those who are a step or two higher on the ladder of success.		

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PRACTICE USING CITATIONS CORRECTLY

Original Source	From Myers, D. G. (1993). <u>Exploring psychology</u> (2nd ed.). NY: Worth. p. 335. Still other studies show that exercise also benefits health. One 16-year study of 17,000 middle-aged Harvard alumni found that those who exercised regularly were likely to live longer (Paffenbarger & others, 1986). Another study of 15,000 Control Data Corporation employees found that those who exercised had 25 percent fewer hospital days than those who didn't (Anderson & Jose, 1987). And a digest of data from 43 studies revealed that, compared to inactive adults, people who exercise suffer half as many heart attacks (Powell & others, 1987). The "movement movement" is reaping dividends. Off your duffs, couch potatoes!

#	Plagiarized Version	What's Wrong?	Acceptable Version
6.	One 16-year study of 17,000 middle-aged Harvard alumni found that those who exercised regularly were likely to live longer (Paffenbarger & others, 1986).		
7.	People who exercise have 25% fewer hospital days than those who do not.		
8.	It is time for everyone to follow the "movement movement" and become healthier.		
9.	When people exercise, they are half as likely to have a heart attack as people who are not active.		

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SUMMARIZING:
SAMPLE RESPONSES IN APA AND MLA STYLES

NOTE: The following sample corrections offer just <u>one version</u> of an acceptable summary for each style. <u>Your summary may be worded differently</u>.

Original from p. 184	from Van Blerkom, D. L. (2000). <u>College study skills: Becoming a strategic learner</u> (3rd ed.). Belmont, CA: Wadsworth. Taking notes on text material is the most effective method for becoming an active reader. Note taking keeps you actively involved in the text material. It also helps you condense the information that you will need to review before the exam. Finally, taking text notes allows you to develop a system of organization that is distinctly yours – a system that you design and that makes sense to you.
PARAPHRASE #1 APA Style	**Taking notes will get you involved, will help you summarize the material so you can study for tests, and will give you a study method that will help you learn and make you a successful student (Van Blerkom, 2000).**
MLA Style	**Taking notes will get you involved, will help you summarize the material so you can study for tests, and will give you a study method that will help you learn and make you a successful student (Van Blerkom 184).**
from p. 217	Taking text notes is an active and effective method of "marking" your text. When done properly, taking text notes improves your comprehension, increases your memory, and condenses the material for later review. Although many students take notes as they read the chapter for the first time, that's not the most efficient way to mark the text.
PARAPHRASE #2 APA Style	**Marking your text with text notes will help your comprehension and memory and will give you a method for reviewing for tests (Van Blerkom, 2000).**
MLA Style	**Marking your text with text notes will help your comprehension and memory and will give you a method for reviewing for tests (Van Blerkom 217).**

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Original #3	from Moore, R. (2002). Science education and the urban achievement gap [Monograph]. *Exploring Urban Literacy and Developmental Education, 3*, 33-45.
<u>from p. 33</u>	In the United States, more than 75% of the population resides in urban settings (Tobin, Roth, & Zimmerman, 2001; U.S. Census Bureau, 2000, 2001b). These urban settings are home to large numbers of ethnic minorities. For example, minorities account for 57% of the population of New York City (the nation's largest city), 60% of the population of Houston (the nation's third-largest city) and almost 80% of the population of Detroit (the nation's tenth-largest city; Barton, 2001; U.S; Census Bureau, 1998). These urban populations also include large numbers of immigrants. About 10% of the U.S. population is foreign-born, and most of these immigrants live in urban areas in California, New York, Florida, and Texas (Lollock, 2001). Immigrants comprise 38, 59, and 28% of the total populations of Los Angeles, Miami, and New York City, respectively (Barton, 2001).
SUMMARY #3 APA Style	The majority of Americans live in cities, where minorities and immigrants make up a large part of the population (Moore, 2002).
MLA Style	The majority of Americans live in cities, where minorities and immigrants make up a large part of the population (Moore 33).

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Original #4	from Fox, J. A., & Higbee, J. L. (2002). Enhancing literacy through the application of Universal Instructional Design: The Curriculum Transformation and Disability (CATD) Project [Monograph]. *Exploring Urban Literacy and Developmental Education, 3*, 59-65.
<u>from p. 60</u>	Educators also have looked to an unlikely source, the field of architecture, for research on how to make their classes more accessible, for it was in architecture that the model of Universal Design first gained popularity (Fox, Hatfield, & Collins, 2002; Johnson & Fox, 2002). This model argues that products and environments should be useable by all people without any specialized design (The Center for Universal Design, 1997). Designing a building with ramps or other accessible means of entry, rather than stairs, makes that building easily accessible to people using wheelchairs, pushing strollers, or pulling luggage. Just as better building design has created greater access, enormous advances in assistive technology have allowed students with disabilities to participate more fully in all aspects of higher education in unprecedented numbers (Knox, Higbee, Kalivoda, & Totty, 2000). For example, students who are blind can easily access and manipulate electronic text using screenreaders and scanners. Those whose disabilities affect motor function can use a variety of adaptive computer technologies, including voice-activated software, to control computer functions. Students with learning disabilities now have access to software that allows them to manipulate text and integrate study tools in order to capitalize on their learning strengths.
SUMMARY #4 APA Style	**Just as architects design buildings so they are accessible to people with different disabilities, so do educators use technology to design lessons that accommodate students with different learning styles (Fox & Higbee, 2002).**
MLA Style	**Just as architects design buildings so they are accessible to people with different disabilities, so do educators use technology to design lessons that accommodate students with different learning styles (Fox and Higbee 60).**

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Original Source	From Myers, D. G. (1993). Exploring psychology (2ⁿᵈ ed.). NY: Worth. p. 366. Even so, it's true: All of us some of the time, and some of us much of the time, *do* feel inferior – especially when comparing ourselves with those who are a step or two higher on the ladder of status, grades, looks, income, or agility. The deeper and more frequently we have such feelings, the more unhappy, even depressed, we are.		
PLAGIARIZED VERSION	**APA**		**MLA**
All of us some of the time, and some of us much of the time, *do* feel inferior.	"All of us some of the time, and some of us much of the time, *do* feel inferior" (Myers, 1993, p. 366).		"All of us some of the time, and some of us much of the time, *do* feel inferior" (Myers 366).
All of us some of the time *do* feel inferior	"All of us some of the time . . . *do* feel inferior" (Myers, 1993, p. 366).		"All of us some of the time . . . *do* feel inferior" (Myers 366).
The deeper and more frequently we have such feelings of inferiority, the more unhappy, even depressed, we are.	"The deeper and more frequently we have such feelings [of inferiority], the more unhappy, even depressed, we are" (Myers, 1993, p. 366).		"The deeper and more frequently we have such feelings [of inferiority], the more unhappy, even depressed, we are" (Myers 366).
All of us some of the time, and some of us much of the time, *do* feel inferior – especially when comparing ourselves with those who are a step or two higher on the ladder of agility, academic standing, looks, status, or income.	"All of us some of the time, and some of us much of the time, *do* feel inferior – especially when comparing ourselves with those who are a step or two higher on the ladder of status, grades, looks, income, or agility" (Myers, 1993, p. 366).		"All of us some of the time, and some of us much of the time, *do* feel inferior – especially when comparing ourselves with those who are a step or two higher on the ladder of status, grades, looks, income, or agility" (Myers 366).
Many people feel less worthy when they compare themselves with those who are a step or two higher on the ladder of success.	Many people feel less worthy when they compare themselves to "those who are a step or two higher on the ladder of [success]" (Myers, 1993, p. 366).		Many people feel less worthy when they compare themselves to "those who are a step or two higher on the ladder of [success]" (Myers 366).

NOTE: The above corrections offer just one version of an acceptable paraphrase in each style. You may have chosen to eliminate the plagiarism in a different way.

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PRACTICE USING CITATIONS CORRECTLY:
SAMPLE CORRECTIONS IN APA AND MLA STYLES

Original Source	**From Myers, D. G. (1993). <u>Exploring psychology</u> (2ⁿᵈ ed.). NY: Worth. p. 335.** Still other studies show that exercise also benefits health. One 16-year study of 17,000 middle-aged Harvard alumni found that those who exercised regularly were likely to live longer (Paffenbarger & others, 1986). Another study of 15,000 Control Data Corporation employees found that those who exercised had 25 percent fewer hospital days than those who didn't (Anderson & Jose, 1987). And a digest of data from 43 studies revealed that, compared to inactive adults, people who exercise suffer half as many heart attacks (Powell & others, 1987). The "movement movement" is reaping dividends. Off your duffs, couch potatoes!	
PLAGIARIZED **VERSION**	**APA**	**MLA**
One 16-year study of 17,000 middle-aged Harvard alumni found that those who exercised regularly were likely to live longer (Paffenbarger & others, 1986).	Myers (1993) notes that a study by Paffenbarger et al. concluded that exercise seems to prolong life.	Myers notes that a study by Paffenbarger et al. concluded that exercise seems to prolong life (335).
People who exercise have 25% fewer hospital days than those who do not.	A study by Anderson and Jose concluded that people who exercise spend 25% fewer days in the hospital than those who do not exercise (Myers, 1993, p. 335).	A study by Anderson and Jose concluded that people who exercise spend 25% fewer days in the hospital than those who do not exercise (Myers 335).
It is time for everyone to follow the "movement movement" and become healthier.	As Myers (1993) notes, it is time for everyone to follow the "'movement movement'" and become healthier (p. 335).	As Myers notes, it is time for everyone to follow the "movement movement" and become healthier (335).
When people exercise, they are half as likely to have a heart attack as people who are not active.	Powell et al. found that when people exercise, they are half as likely to have a heart attack as people who are not active (Myers, 1993, p. 335).	Powell et al. found that when people exercise, they are half as likely to have a heart attack as people who are not active (Myers 335).

NOTE: The above corrections offer just one version of an acceptable paraphrase in each style. You may have chosen to eliminate the plagiarism in a different way

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