Plagiarism

**From TESC Student Advising Handbook**

In academic writing you are often asked to draw on the work of other writers, composers, artists, speakers, or filmmakers when explaining or supporting your judgments. Academic ethics and fairness require you to properly cite these sources. If you represent a source's language, ideas, or images as your own *even inadvertently* you practice a form of academic dishonesty called plagiarism.

Plagiarism is using a source's words, ideas, or images without acknowledging the original writer, composer, or artist. It can be as blatant as copying long passages from a source without quotation marks and proper citation. One of the most common forms is "mosaic plagiarism," the act of sprinkling borrowed phrases, partial sentences, or sentences within the paper without using quotation marks.

**Plagiarism can be avoided with strategies such as:**

* using quotation marks and a proper citation when using the source's own language
* citing the source of ideas when you summarize or paraphrase a passage in your own words
* citing the source of tables, charts, diagrams, or other visuals
* citing the source of data you use to construct a table
* citing the source of specific examples and facts

**From the Owl at Purdue:**

**Cite:**

* Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium
* Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing
* When you copy the exact words or a unique phrase
* When you reprint any diagrams, illustrations, charts, pictures, or other visual materials
* When you reuse or repost any electronically-available media, including images, audio, video, or other media

**Don't need to Cite:**

* Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject
* When you are writing up your own results obtained through lab or field experiments
* When you use your own artwork, digital photographs, video, audio, etc.
* When you are using "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but not historical documents)
* When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, "writing is a process" is a generally-accepted fact.

**How to recognize Plagiarism from Indiana University School of Education Bloomington:**

**Example 1 of 5**

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| **Original Source Material:** Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous. | **Source:** Frick, T. (1991). *Restructuring* *education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation. |

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| **Plagiarized Version** | **Correct Version** |
| In examining technology, we have to remember that computers are not the first technology people have had to deal with. The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. | In examining technology, we have to remember that computers are not the first technology people have had to deal with. Frick (1991) believes that "... the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language" (p. 10).  References: Frick, T. (1991). *Restructuring education through technology.* Bloomington, IN: Phi Delta Kappa Educational Foundation. |
| **Explanation:** This example of student written work is plagiarized. The student copied, word-for-word, text from the original source material. No credit was given to the author of the text and quotation marks were not used. Also, the student didn't provide a reference. | **Explanation:** Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that this passage is a word-for-word citation from the original document. |

**Example 2 of 5**

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| **Original Source Material:** Constructivism is a movement that extends beyond the beliefs of the cognitivist. It considers the engagement of students in meaningful experiences as the essence of learning. The shift is from passive transfer of information to active problem solving. Constructivists emphasize that learners create their own interpretations of the world of information. | **Source:** Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning.* Upper Saddle River, NJ: Prentice-Hall. |

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| **Plagiarized Version** | **Correct Version** |
| Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists extends beyond the beliefs of the cognitivist.  References: Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning.* Upper Saddle River, NJ: Prentice-Hall. | Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists "... extends beyond the beliefs of the cognitivist" (Heinich, Molenda, Russell, & Smaldino, 1999, p. 17).  References: Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning.* Upper Saddle River, NJ: Prentice-Hall. |
| **Explanation:** This example of student written work is plagiarized. The student included a portion of the original author's work in a sentence without using quotation marks. Although the work was cited in the references, no credit was given to the original author in the text of the paper, and quotation marks were not used. | **Explanation:** Quotation marks are used to indicate that this passage is a word-for-word citation from the original document. |

**Example 3 of 5**

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| **Original Source Material:** The concept of systems is really quite simple. The basic idea is that a system has parts that fit together to make a whole; but where it gets complicated -- and interesting -- is how those parts are connected or related to each other. | **Source:** Frick, T. (1991). R*estructuring education through technology.* Bloomington, IN: Phi Delta Kappa Educational Foundation. |

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| **Plagiarized Version** | **Correct Version** |
| A system has parts that fit together to make a whole, but the important aspect of systems is how those parts are connected or related to each other (Frick, 1991).  References: Frick, T. (1991). R*estructuring education through technology.* Bloomington, IN: Phi Delta Kappa Educational Foundation. | Frick (1991) states that "... a system has parts that fit together to make a whole ..." but the important aspect of systems is "... how those parts are connected or related to each other" (p. 17).  References: Frick, T. (1991). R*estructuring education through technology.* Bloomington, IN: Phi Delta Kappa Educational Foundation. |
| **Explanation:** This example of student written work is plagiarized. Although the author is cited at the end of the paragraph, the student copied word-for-word from the original source material and did not use quotation marks. | **Explanation:** Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that the passages are word-for-word citations from the original document. The author is also listed in the references. |

**Example 4 of 5**

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| **Original Source Material:** Theories differ from philosophies and models of teaching. A philosophy is a value system, whereas a theory seeks to explain real-world events and can be certified through scientific investigation. Models of teaching are approaches to the management of some aspect of classroom instruction and they may not be independent of subject area, grade level, age of the student, or the setting for learning. A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings. | **Source:** Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall. |

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| **Plagiarized Version** | **Correct Version** |
| Theories and philosophies are different from each other because theories seek to explain real-world events and can be certified through scientific investigation. Learning theories address the underlying psychological dynamics of events, so they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings. | Theories and philosophies are different from each other because, according to Gredler (2001) theories seek  to explain real-world events and can be certified through scientific investigation... A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings. (pp. 12-13)  References: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th Ed.). Upper Saddle River, NJ: Prentice-Hall. |
| **Explanation:** This example of student written work is plagiarized. The student used several passages from the original work and inserted them into original prose, however this is still an example of word-for-word plagiarism. No credit was given to the author in the text and quotation marks were not used, and also the work was not listed in the references. | **Explanation:** An indented block is used to indicate that this passage is a word-for-word quotation and the pages where it was taken from the original document. The original author of the content is cited at the end of the passage and in the reference section as well. |

**Example 5 of 5**

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| **Original Source Material:** An important characteristic of instructional-design theories is that they are design oriented (or goal oriented). This makes them very different from what most people usually think of as theories. Theories can be thought of as dealing with cause-and-effect relationships or with flows of events in natural processes, keeping in mind that those effects or events are almost always probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect). | **Source:** Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory,* (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates. |

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| **Plagiarized Version** | **Correct Version** |
| Whether they are probabilistic (i.e., the cause increases the chances of the stated effect occurring) or they are deterministic (i.e., the cause always results in the stated effect), we can think of theories as dealing with cause-and-effect relationships or with flows of natural processes.  References: Reigeluth, C.M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory,* (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates. | Reigeluth (1999) states that we can think of theories "... as dealing with cause-and-effect relationships or with flows of events in natural processes," and goes on to say that they may be either "probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect)" (p. 7).  References: Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory,* (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates. |
| **Explanation:** This example of student written work is plagiarized. The student re-organized the original material, and inserted portions of the material in different places within the new paper, but it is still word-for-word plagiarism. Although the work was cited in the references, no credit was given to the author of the text and quotation marks were not used. | **Explanation:** Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that the several passages are word-for-word citations from the original document. The author is also listed in the references. |