

Plagiarism Prevention

All notes and exercises can be done on separate sheets of paper, which you should bring to your conference with an instructor in the Writing Center.

As you work through the tutorial, make sure to see an instructional aide at the front desk in the Center if you have any questions or difficulties.

Plagiarism Prevention

In this tutorial you will learn:

- A. background knowledge about the culture of intellectual property and academic honesty
- B. what is plagiarism?
- C. the consequences of plagiarizing
- D. quoting, paraphrasing, and citing
- E. quoting
- F. formatting quotations
- G. paraphrasing
- H. one technique for paraphrasing
- I. what needs to be cited
- J. works cited
- K. exit quiz

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A. Background Knowledge

Using your phone or a computer, do an internet search on: **copyright & patent**. Look up the definition of the words (if needed) and click around to investigate.

You do

A. *On your own notebook paper, write down the answers to 1-4.*

1. A. What does copyright mean?
B. What does patent mean?
2. What types of materials have copyrights?
3. What types of things have patents?
4. Search for “the history of copyright law.” When did copyright law start?
5. Search for “the history of patent law.” When did patent law start?

While there is a lot of argument about copyrights and patents, for example in the music industry or in genetic therapies for medical purposes, it is generally believed that people should be able make money or get famous from their ideas and work. It is okay to disagree with this idea. However, you should understand that this idea of people having ownership of and rights on ideas and work is very similar to what happens in academic culture.

When people publish a book or give a presentation, they want to make money from it or be known for thinking of the idea. It is okay to take someone else’s idea and improve upon it or twist it to make it yours, but you have to let your readers know where you got the original idea; in this way you give the author of the original idea credit.

B. What is Plagiarism?

Vocabulary

Plagiarism (noun): Plagiarism is presenting someone else's ideas and/or work as your own.

- Example: *Students need to know about plagiarism.*

Plagiarize (verb): when someone cheats by presenting another author's work or ideas as hers.



- Example: *Both students and professors have to be careful not to plagiarize.*

A little history

According to Pecorari and Petric, The word plagiarism comes from the Latin word *plagium* (Pecorari & Petric 271). It means to kidnap or steal. Plagiarism in English now means stealing someone's ideas or work; plagiarism is considered a form of theft and cheating. According to Dilin Liu, a scholar who compared academic writing in the US and China, in Mandarin the literal translation of plagiarism is "rob and steal" or "copy and steal" (235).

All work you do for school must be your own work and your own ideas.

- You should not copy other student's work and say it is yours.
- You should not copy sections of other student's work and say it is yours.
- In the same way, you should not copy ideas from the internet or a book and say they are yours.
- When you write about someone else's ideas, something you read, or even something you heard, you need to say who wrote or said these ideas.

Cheating & Plagiarism	
 <p>Eric is worried about his grammar and he needs a good grade in English to get into UC Davis. His sister looks at his essay and corrects all the grammar mistakes that she finds.</p>	 <p>Nick is also worried about his grade. He has been really busy in his math and science classes. He hasn't had time to work on his History essay. He finds some information about the topic online. He copies different information from different webpages and mixes it together in his essay. He does not cite his outside sources. He does not use "quotation" marks around what he copied from the Internet.</p>
<p>This is cheating and it might also be plagiarism because not all the words and structures are Eric's.</p>	<p>This is plagiarism; Nick does not put copied words in quotation marks nor does he cite his sources.</p>

Plagiarism

Students often do not mean to plagiarize. Many times, they do not have the knowledge of academic writing or they are still learning to write better, so they accidentally plagiarize.

We could compare accidental plagiarism to driving in an area where a driver does not know the speed limit and accidently goes too fast. While the person did not mean to go too fast, speeding is a crime and the driver is responsible. The same is true for accidental plagiarism. The next activity is to help you determine what is and what is not plagiarism/cheating; this way you are less likely to accidentally do it.

You do

C. Decide for yourself if the situations described below are plagiarism/cheating or not plagiarism/not cheating. On your own paper, write numbers 1-8. Beside each number write P for plagiarism/cheating or OK for Okay.

P Example: A student uses an Internet essay-writing service

1. A student cuts and pastes text from an Internet site for use in his essay/presentation.
2. You cut and paste a sentence or more from the Internet and change a few words here and there or completely reorder the sentence(s).
3. Your family member or friend looks at your essay and “fixes” it or rewrites parts of it for you, or tells you exactly where and how to change your problems.
4. Your family member or friend looks at your essay and tells you places where you have problems, but he does not fix your problems.
5. A student writes an essay or a paragraph in her native language for her English class and then translates it using MS Word translator, Google translator, or Babblefish
6. A student looks up a word, a phrase, or one sentence she is confused about on an online program such as Google, Babblefish, or online dictionaries/thesaurus; then, she uses one or two words or grammar points.
7. A classmate looks at an essay someone wrote last semester for this class; then, he changes the words just a little and turns it in as his essay.
8. You look at an essay someone wrote last semester for this class; then, you talk to the person who wrote it to find out how you can write a good essay.

C. Consequences of Plagiarism

Plagiarizing, intentional or mistaken, has negative consequences for students. Instructors will probably do one or a combination of the following things when they find plagiarism in a student’s essay. The instructor may:

- lower the essay grade by a few points (-5 points) or by one or several letters, for example from an A- to a B-, or from an A to a C.
- require the student to rewrite some or all of the essay.
- fail the essay (The essay gets a zero).
- report the plagiarism to the college authorities and the college will decide on the appropriate disciplinary action. The student’s name will remain on file for the rest of the student’s time at the college. If the student has a similar problem in another class, the student could then face further disciplinary action from the college. For more information see your student handbook!

D. Quoting, Paraphrasing, and Citing

We use other people's ideas in our writing to make our points stronger. For example, in a court of law, lawyers use reliable evidence to make their cases strong. Academic writing is similar. To make our point clearer and stronger we provide evidence. In an essay this "evidence" is quotations and paraphrases. We give quotations and paraphrases to support our ideas and we clearly state, **cite**, where we got the information so that the reader understands where our idea stops and where the ideas from outside sources begin. By citing we also show that we really did our research. If the reader is interested in something we cited, they can use the information we provide in the sentence and in the Works Cited at the end of the essay to find and read the source. The evidence or information cited does not make the essay; we form the essay with our ideas, and how we interpret and talk about the sources.

Quoting and paraphrasing are two ways we can correctly use others' ideas in our writing.

- **Quoting** is when you **take another author's words and you use them exactly as they wrote or said them. You put a quote in "quotation marks."**
- **Paraphrasing** is when you take another person's ideas and **you say them in your own words.**

Original Work	Quotation of Original	Paraphrase of Original
I think the world is a series of broken dams and floods, and my cartoons are tiny little lifeboats.	In Sherman Alexie's novel <i>The Absolutely True Diary of a Part-Time Indian</i> , the main character, Junior, states, "I think the world is a series of broken dams and floods, and my cartoons are tiny little lifeboats" (7).	In Sherman Alexie's novel <i>The Absolutely True Diary of a Part-Time Indian</i> , the main character, Junior, explains his life is full of disasters. The only way he can survive is to draw cartoons.

E. Quoting

Quoting is when you **take another author's words and you use them exactly as she wrote or said them. You put a quote in "quotation marks."**

Here are examples of good quotes:

- In *The Absolutely True Diary of a Part-Time Indian*, Sherman Alexie writes, "Poverty doesn't give you strength or teach you lessons about perseverance. No, poverty only teaches you how to be poor" (13).
- In Sandra Cisneros's short story "A Smart Cookie," the narrator's mother says, "Shame is a bad thing, you know. It keeps you down. You want to know why I quit school? Because I didn't have nice clothes. No clothes, but I had brains" (91).

Strong quotes always have:

- **exact words in "quotation marks"**
- **a page number (for printed texts)**
- **reporting language**
- **source of the quote**
 - When you write about an outside source (book, article, story, song, etc.) for the first time, you **should say the name of the author and the title of the work.**
 - When you write about the same source for a second, third, fourth, fifth time and so on, you do not need to restate the title and author. Sometimes you do need the author's name in the sentence again with the reporting language, or in parentheses at the end of the sentence.

F. Formatting Quotations

Punctuation with quotations

, = comma	" " = quotation marks	() = parenthesis	. = period/full stop
Example: In <i>The Absolutely True Diary of a Part-Time Indian</i> , Sherman Alexie writes, "Poverty doesn't give you strength or teach you lessons about perseverance. No, poverty only teaches you how to be poor" (13).			
<ul style="list-style-type: none">• Put a comma after the reporting verb before the quote starts.• Quotation marks go around the quote.	<ul style="list-style-type: none">• Parentheses go around the page number. They are not inside the quote marks.• The period goes after the parenthesis.		

Reporting language

Reporting words are used to introduce ideas from other sources that you are using in your writing. This includes paraphrases, summaries, and quotations.

Neutral reporting verbs

say	state	write	conclude	explain	indicate
observe	point out	report	note		
Examples:					
<ul style="list-style-type: none">• Professor Lee explains that we must use reporting verbs in our essays when we use ideas from outside sources.• As Lee explains, we must use reporting verbs in our essays when we use ideas from outside sources.					

Stronger Reporting Verbs

These reporting verbs show that the writer has a strong opinion.

argue	assert	claim	insist	maintain	stress
Example:					
<ul style="list-style-type: none">• The political candidate <u>maintains</u> that the war was just.					

Signal Phrases

According to <u>author's name</u> . . .	As <u>author's name</u> suggests/writes . . .
In <u>author's name</u> 's opinion . . .	
Example:	
<ul style="list-style-type: none">• <u>According to the instructor</u>, our essay is due on Monday.	

A Common Mistake

Many students accidentally **use both a signal phrase and a reporting verb in the same sentence.**

- **Incorrect:** According to Sherman Alexie in *The Absolutely True Diary of a Part-Time Indian*, he writes, "Poverty doesn't give you strength or teach you lessons about perseverance. No, poverty only teaches you how to be poor" (13).
- **Correct:** According to Sherman Alexie in *The Absolutely True Diary of a Part-Time Indian*, "Poverty doesn't give you strength or teach you lessons about perseverance. No, poverty only teaches you how to be poor" (13).
- **Correct:** In *The Absolutely True Diary of a Part-Time Indian*, Sherman Alexie writes, "Poverty doesn't give you strength or teach you lessons about perseverance. No, poverty only teaches you how to be poor" (13).

The Title of the Source

Italics

We put the titles of: journals, newspapers, magazines, albums, paintings or works of art, and movies in italics.

- **Examples:** *Time* (magazine), *The San Francisco Chronicle* (newspaper), *Ms. Magazine* (magazine), *Hard Days Night* (album & movie), *Guernica* (painting), *Titanic* (movie)
- **Example:** In his book, *Long Walk to Freedom*, Nelson Mandela gives his personal history and explains much of the history of modern South Africa.
- **Example:** The studio album *Hard Days Night*, by the Beatles, also became a very popular movie.

“Quotation Marks”

We put titles of: articles, short stories, essays, short poems, chapters of books, title of a section from a longer work, and songs in quotation marks.

- **Examples:** “Happy” (song), “Where The Sidewalk Ends” (poem), “The Road Not Taken” (poem)
- **Example:** Michael Jackson’s song, “They Don’t Care About Us,” was ahead of its time.
- **Example:** In the poem “I am Yusuf, Oh My Father,” Mahmoud Darwish expresses his political ideas.

Examples of Strong vs. Weak Quotations

1. **Incorrect Quote:** Beah writes that when I was a child, my grandmother told me that the sky speaks to those who look and listen to it (166).
Correct Quote: Beah writes that, “When I was a child, my grandmother told me that the sky speaks to those who look and list to it” (166).
2. **Incorrect Quote:** “Whenever we went to Spokane, my grandmother would talk to anybody, even the homeless people, even the homeless guys who were talking to invisible people.”
Correct Quote: Junior remembers how, “Whenever we went to Spokane, my grandmother would talk to anybody, even the homeless people, even the homeless guys who were talking to invisible people” (Alexie 155).

You do

F. Decide if the following examples are strong or weak. On your own paper, write S next to the number if it is a strong quotation. If it is a weak quotation, write W and find the problem and explain what it is.

1. According to Sandra Cisneros in the story "Edna's Ruthie," Every week Edna is screaming at somebody, and every week somebody has to move away (67).
2. Cisneros writes, "I like showing Ruthie the books I take out of the library. Books are wonderful, Ruthie says, and then she runs her hand over them as if she could read them in braille" (69).
3. In *Long Way Gone*, Beah states "Boy's weren't allowed in the kitchen, but she made an exception for me (22)."
4. In Sherman Alexie's novel *The Absolutely True Diary of a Part-Time Indian*, Junior exclaims that, "Whenever I get lonely, I grow a big zit on the end of my nose." (83)
5. Junior states, "I suddenly understood that if every moment of a book should be taken seriously, then every moment of a life should be taken seriously as well."

You do

F. Put the following original passages into quotations that correctly incorporate quotes and the citation information (the author's last name, the title of the text, and the page number):

6. **Author:** Sandra Cisneros **Short Story:** "Edna's Ruthie" **Page:** 69
Quote: There were many things Ruthie could have been if she wanted to.
7. **Author:** Ishmael Beah **Book:** *A Long Way Gone* **Page:** 22
Quote: I would sometimes go for walks by myself in the late evening. The sight of women preparing dinner always reminded me of the time I used to watch my mother cook.
8. **Author:** Sherman Alexie **Book:** *The Absolutely True Diary of a Part-Time Indian*
Character who says the quote: Junior **Page:** 89
Quote: After seven years of living in the basement and watching TV, after doing absolutely nothing at all, my sister decided she needed to change her life.

G. Paraphrasing

Here are examples of good paraphrases.

Original	Paraphrase
I watch Auntie An-mei make more wonton. She has quick expert fingers. She doesn't have to think about what she is doing.	In Amy Tan's <i>The Joy Luck Club</i> , the main narrator observes as her mother's friend, who she calls Auntie An-mei, make dumplings. Auntie An-mei is so accustomed to making wonton that she does not slow down and contemplate her work (30).
Rowdy and I climbed and climbed and climbed. We made it to the top. Well, almost to the top. Even Rowdy was too scared to step on the thinnest branches.	In <i>The Absolutely True Diary of a Part-Time Indian</i> , the narrator and his friend, Rowdy, climb up a very tall tree. They don't quite make it to the top. Because the branches are too small and weak, Rowdy felt afraid to tread on them (Alexie 226).

Three elements of a strong paraphrase

1. The paraphrase has the same meaning as the original text.
2. The paraphrase is your own writing; this means that the words used and the structure of the phrase or sentence(s) is different enough from the original to be yours.
3. A strong paraphrase is cited correctly; this means it has the author's name in the sentence (or in parenthesis at the end of the sentence) and the page number in parenthesis at the end of the sentence.

Note: A paraphrase is similar to a summary, but they are not the same.

- A **paraphrase** is often just as long as or longer than the original passage. It includes all the same details and the main idea. A paraphrase, like a quotation, needs the information about the source and a page number.
- A **summary** is shorter than the original passage and will not have all the details. A summary just gets to the main idea. A summary needs information about the source, but because it does not have such specific information, it generally does not need a page number.

You do

G. Paraphrase examples: Read the originals 1 & 2 and then the two paraphrases for each original, A & B. Decide which is better and why.

Original 1	Eating is not a gracious event here. It's as though everybody had been starving. From Amy Tan's <i>The Joy Luck Club</i> , page 32
Paraphrase 1A	Jing-mei notices that her mother's friends eat without worrying about their manners. They are not polite; they eat like they are very hungry (Tan 32).
Paraphrase 1B	Jing-mei notices that her mother's friends eat without worrying about their manners. They are not polite; they eat like they are hungry.

Which is better, A or B? Why?

Original 2	When we went to look at the bush that was supposed to be cut, I knew tough days lay ahead. The bush was thick and there were lots of palm trees, each surrounded by trees that had woven their branches together. From Ishmael Beah's <i>A Long Way Gone</i> , page 41
Paraphrase 2A	In <i>A Long Way Gone</i> , Beah remembers when he and his friends had to clear land for farming. The area was wooded; it was crowded with plants and palm trees that had grown together. Before beginning to work, Beah knew he and his friends had several days of hard work before them (41).
Paraphrase 2B	In <i>A Long Way Gone</i> , Beah remembers when he and his friends had to clear land for farming. When we went to look at the bush that was supposed to be cut, I knew tough days lay ahead. The area was wooded; it was crowded with plants and palm trees that had undergrown together (41).

Which is better, A or B? Why?

You do

G. Decide if the following examples are strong paraphrases of the original (S) or weak paraphrases/plagiarism (W).

All original lines are from Ismael Beah's *A Long Way Gone*, pages 41-43

3. **Original:** The first task we were given was to clear a massive plot of land the size of a football field. Page 41
Paraphrase: According to Beah, the boys were first asked to clear a large area of wooded space about 100 meters long and 70 meters wide (41).
4. **Original:** Next we had to plant cassava. To do this, we dug mini-holes in the ground using hoes. Page 42
Paraphrase: Beah notes that next we had to plant cassava. To do this, we dug mini-holes in the ground using hoes (42).
5. **Original:** The only sounds we heard as we worked were the humming of tunes by expert farmers, the occasional flapping of a bird, the snaps of tree branches breaking in the nearby forest, and hellos from neighbors traveling the path either to their own farms or back to the village. Page 43
Paraphrase: Beah writes that as they planted cassava, they heard few sounds in the surrounding woods. They heard the humming of tunes by expert farmers, sometimes the flapping of birds, snapping tree branches, and hellos from neighbors going up the path to their farms or back to the village.
6. **Original:** The only times that I enjoyed were the afternoon breaks, when we went swimming in the river. Page 43
Paraphrase: Beah states that he, "Did not like clearing the woods or farming. The swimming breaks they the boys took in the river in the afternoons, were his sole joy" (43).
7. **Original:** After my grandmother told me why we should strive to be like the moon, I took it upon myself to closely observe it. Page 17
Paraphrase: Beah decided to carefully watch the moon as a result of his grandmother's advice to make oneself similar to it (17).

H. One technique for paraphrasing

1. Read the original text and figure out the main ideas.
2. Underline key words and concepts.
3. Write these key words and concepts on notepaper. As you write down the key words and concepts, try to replace as many as you can with synonyms.
4. Turn over or cover the original text. Look at your sheet of key ideas. Remembering the main idea of the text, use the key words to write a paraphrase. **Do not look at the original while you write your paraphrase. Use your memory and your keywords!**
5. After you finish writing your paraphrase, compare yours to the original.
 - **Check your grammar.** Make sure you have different grammar structure and word order. You can use different connectors (coordinating conjunctions, subordinating conjunctions, transition words, or phrases) or change the paraphrase from the active to the passive voice.
 - **Check your word choice.** Make sure you have used synonyms and different words forms as much as possible (intellectual vs. intellect). You will not be able to replace all words, such as proper nouns; that is okay.
 - **Check your meaning.** Your paraphrase should include the details of the passage using your own words, but it should not change the meaning of the original.
6. Make sure to introduce the author and, for printed texts add a page number in parenthesis.

You do

H. Write a paraphrase of 1-3 from Ismael Beah's *A Long Way Gone*

1. "Each night when the moon appeared in the sky, I would lie on the ground outside and quietly watch it" (17).
2. "I became fascinated with the different shapes that I saw inside the moon" (17).
3. "Whenever I get a chance to observe the moon now, I still see those same images I saw when I was six, and it pleases me to know that that part of my childhood is still embedded in me" (17).

I. What Needs To Be Cited

What is and is not considered common knowledge in the US.

In American academic culture, we must cite data, information, ideas, opinions, and words we use from other authors/artists. However, we do not need to cite information that is considered common knowledge. Ideas and information that are widely known are considered common knowledge.

- **Example of common knowledge:** The Golden Gate Bridge is in San Francisco.
- **Example of a fact that would need to be cited:** According to the Golden Gate Bridge Highway and Transportation District's webpage, the orangish-red tint painted on The Golden Gate Bridge was chosen by architect Irving Morrow.
- **Example of common knowledge:** There was a war in Sierra Leone at the end of the 20th century.
- **Example of a fact that would need cited:** In *A Long Way Gone*, Ishmael Beah explains that the conflict in Sierra Leone began in March of 1991 when the Revolutionary United Front started attacking eastern parts of the country.
- **Example of a proverb/idiomatic language that does not need citation:** "Better safe than sorry." (Note: In academic essays, we do not commonly use proverbs or these kinds of idioms. They are considered cliché/poor taste.)
- **Example of a quote that needs to be cited:** In his letter to Jean-Baptiste Le Roy, Benjamin Franklin writes, "In this world nothing can be said to be certain, except death and taxes."

J. Works Cited

A Works Cited must go at the end of an essay or work, even a presentation, when you use quotes, paraphrases, or summaries. The Works Cited lists all the books, articles, webpages, and sources you used in your essay. You do not have to list the sources you looked at but did not use in your essay. The Works Cited gives the reader more information about the sources, so she or he can find the source you used and read it for her or himself. The rules for doing Works Cited entries are a bit complex. You will learn more about doing a work cited in ESL 400 and your English Composition classes.

For more rules about doing works cited go to:

- [The OWL at Purdue, MLA Works Cited](#)
- You can also use an online program, such as [Easy Bib](#), to create Work Cited entries.
- Check out the College of San Mateo Library's page on [Citation Sources](#) and [MLA Style Guidelines](#). You can also go to the library and ask a librarian for help making a Works Cited page; the librarians like questions and they enjoy helping people with research!

Here is an example Works Cited list for the works used in this packet.

Work Cited

Alexie, Sherman, and Ellen Forney. *The Absolutely True Diary of a Part-Time Indian*. New York:

Little, Brown, 2007. Print.

Beah, Ishmeal. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Farrar, Straus and

Giroux, 2007. Print.

Cisneros, Sandra. *The House on Mango Street*. 1984. Reprint. New York: Vintage

Contemporaries, 2009. Print.

Franklin, Benjamin. Letter to Jean-Baptiste Le Roy. 13 November 1789.

Frequently Asked Questions about the Golden Gate Bridge. Golden Gate Bridge Highway and

Transportation District, 30 Jan. 2016. Web. 30 Jan. 2016.

Liu, Dilin. "Plagiarism in ESOL Students: Is Cultural Conditioning Truly the Major Culprit." *ELT*

journal 59.3 (2005): 234-241.

Pecorari, Diane, and Bojana Petric. "Plagiarism in Second-Language Writing." *Language*

Teaching 47.3 (2014): 269-302. *ProQuest*. Web. 3 Jan. 2016.

Tan, Amy. *The Joy Luck Club*. New York: G. P. Putnam's Sons, 1989.

ATTENTION!

STOP!

Now that you are at the end of this tutorial, please bring your module notes and exercise answers to the Writing Center in 18-104 and show your work to an instructional aide (IA). After checking your work, the IA will give you the Exit Quiz. This quiz **must be completed** in the Writing Center.

After you have taken the quiz, the instructional aide will then check your answers. Students who miss **two or fewer questions** will get credit for doing the module; the IA will note the completion of the module on your Online Reporting Form.

If you miss **3 or more questions** on the quiz, you will have to sign up for a conference with a Writing Center instructor. During this tutorial appointment, you will go over your answers and ask any questions that you may have about this tutorial. You will receive credit for the module on your Online Reporting Form after this appointment.

Remember that you may go to the Writing Center at any time in this process to ask questions and seek help.