

Working With Sources: Avoiding Plagiarism

Designed by
Duke University's Writing Studio

Announcement

- This Power Point slide presentation is not designed to take the place of a group workshop, where you are given handouts and have an opportunity to work with your own writing. It does, however, provide an overview of the topic for those who haven't taken the workshop and a useful refresher for those who have.

“Using another person’s ideas or expressions in your writing without acknowledging the source constitutes plagiarism. Derived from the Latin *plagiarius* (“kidnapper”), plagiarism refers to a form of intellectual theft.”

— Joseph Gibaldi,

MLA Style Manual and Guide to Scholarly Publishing.

2nd ed. New York: MLA, 1998: 151.

What is Plagiarism?

- Copying word for word from published sources without adequate documentation
- Using language and/or ideas from sources without adequate documentation
- Purchasing a pre-written paper
- Letting someone else write a paper for you
- Paying someone else to write a paper for you
- Submitting as your own someone else's unpublished work

Why Do We Document Sources?

- According to Abigail Lipson and Sheila Reindl in “The Responsible Plagiarist—Understanding Students Who Misuse Sources,” “Proper documentation traces a family tree of intellectual kinship, in which we place our own ideas and text in context” (9).

What Causes Plagiarism?

- According to Kacie Wallace, Dean of Judicial Affairs at Duke, “The rise of the Internet as the primary source for student research has changed the shape of plagiarism....For a lot of students <plagiarism is> the result of poor time management and waiting until the night before to write a paper. And carelessness runs into a lack of integrity.”

What is the Punishment at Duke for Academic Dishonesty?

- Of the 26 cases referred to the Undergraduate Judicial Board in the fall of 2002, punishment ranged from probation to a three-semester suspension.

Some consequences of plagiarism beyond Duke

- In May 2004, the chairman of the Orange County (NC) School Board made national news by plagiarizing parts of a high school graduation speech. He resigned the chairmanship and later lost his bid for re-election.
- In September 2004, the senior pastor of a well-known Charlotte, NC, church resigned after admitting several of the sermons he had broadcast over Christian radio stations were not his own.

How to Avoid Plagiarism: Gathering Research Material

- Allow time for reading.
- Allow time for gathering materials.
- Expect to make several trips to the library.
- Take time to make careful choices among available research tools.
- Write down a citation for every source.

Important Questions to Ask*

- Can my readers tell which ideas belong to whom?
- Am I clear about how I have used others' ideas in service to my own inquiry?
- Have I represented others' work fairly in the context of my own?
- Where have I contributed something of my own to the discussion?

Adapted from "The Responsible Plagiarist-Understanding Students Who Misuse Sources" by Abigail Lipson and Sheila Reindi. About Campus. July-August 2003/Vol. 8, No. 3, pp. 7-14.

Taking Notes

- Identify what you write down as direct quotation, paraphrase, summary, or your own ideas. Jot down the page number, author, and title.
- Keep a working bibliography.
- Keep a research log.

Documenting Sources

- You must cite direct quotes.
- You must cite ideas.
- You must cite sayings or quotations that are not familiar or facts that are not “common knowledge.”
- You must cite all printed, audiovisual, electronic, and interview sources.

Deciding if Something is “Common Knowledge”

Material is probably common knowledge if one of these is true:

- You find the same information undocumented in at least five other sources.
- You think it is information that your readers will already know.
- You think a person could easily find the information with general reference sources.

Definitions

- A *summary* gives an overview of the original ideas and is shorter than the original.
- A *paraphrase* restates all the original material in different words and is about as long as the original.
- A *quotation* contains the exact words of the source and is indicated by quotation marks.

Original Source

“In research writing, sources are cited for two reasons: to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas.”

- Diana Hacker. *A Writer's Reference*. Boston: St. Martin's Press, 1995.

Summary Example

- Summary: In research writing, we cite to give credit and let readers know what our sources are (Hacker 260). *Concise, complete citation*
- Plagiarized: In research writing, we cite to give credit and let readers know what our sources are. *Missing citation*

Paraphrase Example

- Paraphrase: Researchers cite their sources to ensure their audiences know where they got their information and to recognize and credit the original work (Hacker 260). *Student's own words, complete citation*
- Plagiarized: In research writing, we cite for a couple of reasons: to notify readers of our information sources and give credit to those from whom we have borrowed (Hacker). *Only slight changes in original wording, incomplete citation*

Quotation Example

- Quotation: In her book *A Writer's Reference*, Diana Hacker notes, “In research writing, sources are cited for two reasons: to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas” (260). *Source introduced, original wording in quotation marks, correct citation*
- Plagiarized: In research writing, sources are cited to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas. *Same words as original, no quotation marks, no citation*

Helpful Hints for Taking Notes

- Mark everything that is in someone else's words with a big "Q" for quote as you take notes.
- Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME).
- Record all of the relevant documentation information while you are taking notes.

Helpful Hints for Summarizing and Paraphrasing

- First, write your paraphrase and summary without looking at the original text, so you rely only on your memory.
- Rewrite the key ideas using words and sentence structures different than the original text.
- Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases.

Helpful Hints for Quoting Directly

- Keep the author's name near the quote in your notes and in your paper.
- Select those direct quotes that make the most impact in your paper – too many quotes may lessen your credibility and interfere with your style.

Always remember to:

- Check your work with your notes to make sure *anything* taken from them is acknowledged in some way.
- Begin summaries with a statement giving credit to the source.
- Put any unique words or phrases that you cannot change in quotation marks.
- Put quotation marks around direct quotes.

Ending Advice

- Whenever you quote, paraphrase, or summarize, you are required to cite the source. Depending on what documentation style you use, this will either be parenthetical documentation or a footnote. In addition, you might need to include a works cited list or bibliography.

- Check out:

<http://www.lib.duke.edu/libguide/within.htm>

Help at Duke

- Copies of the various style manuals are available at all Duke libraries and on-line.
- Schedule an appointment with a librarian.

<http://www.lib.duke.edu/reference/refq.htm>

Print and Electronic Guides

- Citing Sources Within Your Paper

<http://www.lib.duke.edu/libguide/within.htm>

- Assembling a List of Works Cited

http://www.lib.duke.edu/libguide/works_cited.htm

- Duke Community Standard

<http://www.duke.edu/web/HonorCouncil/index.html>

Interested in a More In-Depth Experience?

- To sign up for a workshop, go to “Schedule An Appointment” and “Workshop/Group Sign Up” on the Writing Studio’s website:
<http://uwp.aas.duke.edu/wstudio/>