



# PLAGIARISM WHAT YOU NEED TO KNOW?

---

26 JULY 2019

DR. MOHAMED ASLAM AKBAR



**Plagiarism: Forms and Types**  
**You Need to Know HOW TO PREVENT?**

**Referencing: Forms and Types**  
**You Need to Know HOW TO CITE?**

**You Also Need to Know EXAMPLES**



# **Plagiarism: Forms and Types**

## **How to Prevent?**

## **PLAGIARISM**

- PLAGIARISM ONE OF NUMBER OF PRACTICES DEEMED BY UNIVERSITIES TO CONSTITUTE CHEATING OR LACK OF ACADEMIC INTEGRITY
- PLAGIARISM SPECIFICALLY IS A TERM USED TO DESCRIBE A PRACTICE THAT INVOLVES KNOWINGLY TAKING AND USING ANOTHER PERSON'S WORK AND CLAIMING IT, DIRECTLY OR INDIRECTLY, AS YOUR OWN.
- TO ACT OF TAKING ANY IDEA OR INTELLECTUAL PROPERTY EXPRESSED IN MATERIAL FORM, WRITING, DATA OR INVENTION OF ANOTHER PERSON CLAIMING THAT THE IDEA, WRITING DATA OR INVENTION OR THE RESULT OF ONE'S OWN FINDINGS OR INVENTION; OR
- AND ATTEMPT TO MAKE OUT OR THE ACT OF MAKING OUT, IN SUCH A WAY THAT ONE IS THE ORIGINAL SOURCE OR THE INVENTION WHICH HAS ACTUALLY BEEN TAKEN FROM SOME OTHER SOURCE.

## MAIN FORMS OF PLAGIARISM

- COPYING ANOTHER PERSON'S WORK,
- PRESENTING ARGUMENTS THAT USE A BLEND OF YOUR OWN AND A SIGNIFICANT PERCENTAGE OF COPIED WORDS
- PARAPHRASING ANOTHER PERSON'S WORK, BUT NOT GIVING DUE ACKNOWLEDGEMENT TO THE ORIGINAL AUTHOR.
- A STAFF OR STUDENT PLAGIARISES WHEN HE
  - PUBLISHES, WITH HIMSELF AS THE AUTHOR OR CO-AUTHOR OR
  - FORCES ANOTHER PERSON TO INCLUDE HIS NAME OR
  - EXTRACT ACADEMIC DATA WHICH ARE THE RESULT OF RESEARCH UNDERTAKEN BY SOME OTHER PERSON OR
  - USES RESEARCH DATA OBTAINED THROUGH COLLABORATIVE WORK WITH SOME OTHER PERSON OR
  - TRANSCRIBES THE IDEAS OR INVENTION OF OTHERS KEPT IN WHATEVER FORM OR<sup>5</sup>
  - TRANSLATE THE WRITING OR INVENTION OF ANOTHER PERSON

**PROCEDURES TO BE  
OBSERVED WHEN A  
WRITING IS ALLEGED  
TO HAVE BEEN  
PLAGIARISED**

- UPON RECEIPT OF COMPLAINT OF PLAGIARISM IN A THESIS THE SECRETARIAT OF THE MEC/DEC SHALL POSTPONE TO THE COMMENCEMENT OF THE VIVA
- REPORTING TO THE DEAN OF THE CENTRE FOR STUDIES
- ESTABLISHING A COMMITTEE TO DETERMINE THE VALIDITY OF THE COMPLAINT
- SUBMITTING ITS RECOMMENDATION TO THE UNIVERSITY'S COMMITTEE FOR ACADEMIC INTEGRITY
- FINAL DECISION BY THE SENATE OF THE UNIVERSITY





## **WHY DO STUDENTS PLAGIARIZE?**

- BETTER GRADE
- LAZINESS
- EASY ACCESS
- NOT UNDERSTATING THE RULE
- HAPPENS UNCONSCIOUSLY

## **REASONS GIVEN BY STUDENTS**

- STARTED TOO LATE
- COULDN'T DO THE COURSEWORK
- NOT THINKING WRONG
- HIGH MARKS
- NO NEED TO LEARN THE MATERIAL
- NO KEEP UP WITH THE WORK
- WANT TO GET AWAY WITH
- FELT THAT THE TUTOR DIDN'T CARE
- THINKING THAT PARAPHRASING WOULD BE DISRESPECTFUL

SOURCE DENNIS 2005





# **Tagging the 10 Types of Plagiarism**



### 1. Clone

Submitting another's work, word-for-word, as one's own



### 2. CTRL-C

Contains significant portions of text from a single source without alterations



### 3. Find - Replace

Changing key words and phrases but retaining the essential content of the source



### 4. Remix

Paraphrases from multiple sources, made to fit together



### 5. Recycle

Borrows generously from the writer's previous work without citation



### 6. Hybrid

Combines perfectly cited sources with copied passages without citation



### 7. Mashup

Mixes copied material from multiple sources



### 8. 404 Error

Includes citations to non-existent or inaccurate information about sources



### 9. Aggregator

Includes proper citation to sources but the paper contains almost no original work



### 10. Re-tweet

Includes proper citation, but relies too closely on the text's original wording and/or structure



## Clone

Submitting another's work, word-for-word, as one's own

Frequency



Problematic



Original

Unoriginal

### A Natural Setting

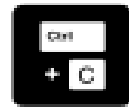
*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

### A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.



# CTRL-C

Contains significant portions of text from a single source without alterations

Frequency



Problematic



Original

Unoriginal

## A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

## The Beautiful Yosemite Valley

From the time of its first discovery by non-indigenous people in the mid-nineteenth century Yosemite Valley has held a special, even religious, possession on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. And Yosemite holds a special grip on the western mind, while perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.



## Find - Replace

Changing key words and phrases but retaining the essential content of the source

Frequency



Problematic



Original

### A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

Unoriginal

### A Beautiful Setting in Yosemite

Since its first discovery by non-native people in the mid-19th century Yosemite Valley has held a special, even sacred, hold on the American psyche because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mindset, perceptions about the Valley have evolved over time due to changing political movements, migration patterns and environmental issues as man has become more attuned to their relationship and impact on nature.



## Remix

Paraphrases from multiple sources, made to fit together

Frequency



Problematic



Original

Unoriginal

### A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

### An Untouched View

*A History of Settlement and Change in Yosemite Valley*

The first non-natives to see Yosemite Valley were probably members of the mid-nineteenth century Joseph Walker Party, who crossed the Sierra Nevada from East to West. The first descriptions of Yosemite came almost 20 years later. From the start, the valley has been renowned for its natural beauty, and highly regarded as the centerpiece of Yosemite National Park, attracting visitors from around the world. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to their relationship and impact on nature.





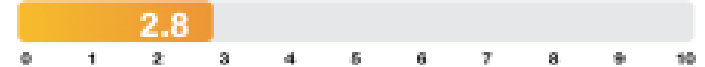
# Recycle

Borrows generously from the writer's previous work without citation

Frequency



Problematic



Original

Unoriginal

## A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

## Ecology 201:

### An Unnatural Expectation

*The Impact of Exploration and Settlement in Yosemite Valley*

From its first discovery by the Ahwahnechee in the mid-nineteenth century Yosemite Valley has held a unique, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time reflecting changing politics, human migration patterns and the rise of environmental concerns as man has become more attuned to his relationship and impact on nature.



## Hybrid

Combines perfectly cited sources with copied passages without citation

Frequency

.5

0 1 2 3 4 5 6 7 8 9 10

Problematic

1.1

0 1 2 3 4 5 6 7 8 9 10

Original

Unoriginal

### A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

### A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. "Native Americans have lived in the Yosemite region for as long as 8,000 years. The first people that we have record of was a band of Native Americans that called the Valley "Ah-wah-nee" and themselves the Ahwahnechee."<sup>1</sup> While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

<sup>1</sup> "Yosemite Valley." Wikipedia. Wikipedia. 20 Apr. 2012.

<[http://en.wikipedia.org/wiki/Yosemite\\_Valley](http://en.wikipedia.org/wiki/Yosemite_Valley)>



# Mashup

Mixes copied material from multiple sources

Frequency



Problematic



Original

Unoriginal

## A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

## A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century Yosemite Valley has held a special, even religious, hold on the American conscience. The work of Ayres gave easterners an appreciation for Yosemite Valley and started a movement to preserve it. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to their relationship and impact on nature. The 1849 California Gold Rush led to conflicts between miners and natives, and the volunteer Mariposa Battalion was formed by the state of California as a punitive expedition against natives in the Yosemite area.



## 404 Error

Includes citations to non-existent or inaccurate information about sources

Frequency

.6

0 1 2 3 4 5 6 7 8 9 10

Problematic

1.3

0 1 2 3 4 5 6 7 8 9 10

Original

Unoriginal

### A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

### Perceived Beauty: Man's Nature

*Exploration and Settlement in Yosemite Valley*

"Since its first discovery by the Joseph Walker Party in the mid-nineteenth century"<sup>1</sup> "Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all "special temples of Nature."<sup>2</sup> "While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to their relationship and impact on nature."<sup>3</sup>

<sup>1</sup> For an insightful discussion of Walker's expedition, including an extended description of their first sight of Yosemite Valley, see Walker's original piece in *The Golden Times*. May 5, 1833 : p. 4. Print.

<sup>2</sup> Bloom, H. "Aesthetics of the Found: The 'Nature' of the Natural." *Aesthetics and the Found*. November 2000 : 18-22. Print.

<sup>3</sup> Huang et al. "Politics, Policy, and the Environment." *Nature and Society*. 25.3 (1997) : 127-53. Print.



# Aggregator

Includes proper citation to sources but the paper contains almost no original work

Frequency

2.8

0 1 2 3 4 5 6 7 8 9 10

Problematic

2.9

0 1 2 3 4 5 6 7 8 9 10

Original

Unoriginal

## A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

## A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*<sup>1</sup>

Yosemite Valley was first sighted by non-Indians in 1833 by Joseph Rutherford Walker and his group of explorers.<sup>2</sup> Yosemite has a long and diverse cultural history that helped to shape the region, country, and even the world.<sup>3</sup> While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to their relationship and impact on nature.<sup>4</sup>

<sup>1</sup> Harrick, C. "A Natural Setting." *Nature and its Discontents* 23.1 (1996) : 41-50. Print.

<sup>2</sup> "History of Yosemite," *Yosemitegold.com* Ace & Friends, n.d. Web. 24 Apr. 2012. <<http://www.yosemitegold.com/yosemite/history.html>>

<sup>3</sup> "Yosemite National Park Cultural History," *Yosemitepark.com* DNC Parks and Resorts at Yosemite, Inc., n.d. Web. 24 Apr. 2012. <<http://www.yosemitepark.com/cultural-history.aspx>>

<sup>4</sup> Harrick, C. "A Natural Setting," p. 41.



## Re-tweet

Includes proper citation, but relies too closely on the text's original wording and/or structure

Frequency



Problematic



Original

### A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

Unoriginal

### A History of Exploration and Settlement in Yosemite Valley

From its earliest discovery by non-indigenous people in the mid-nineteenth century Yosemite Valley has held a spiritual hold on the American conscience; its beauty is incomparable and has been held up as one of the grandest of all special temples of Nature. While Yosemite has a special grip on the western mind, impressions about the Valley have evolved over time, shaped by changing politics, migration patterns and environmental concerns as mankind has become more attuned to its relationship and impact on nature.<sup>1</sup>

<sup>1</sup> Harlick, C. "A Natural Setting." *Nature and its Discontents* 23.1 (1996) : 41-50. Print.



## Frequency

Less Frequent  
Most Frequent

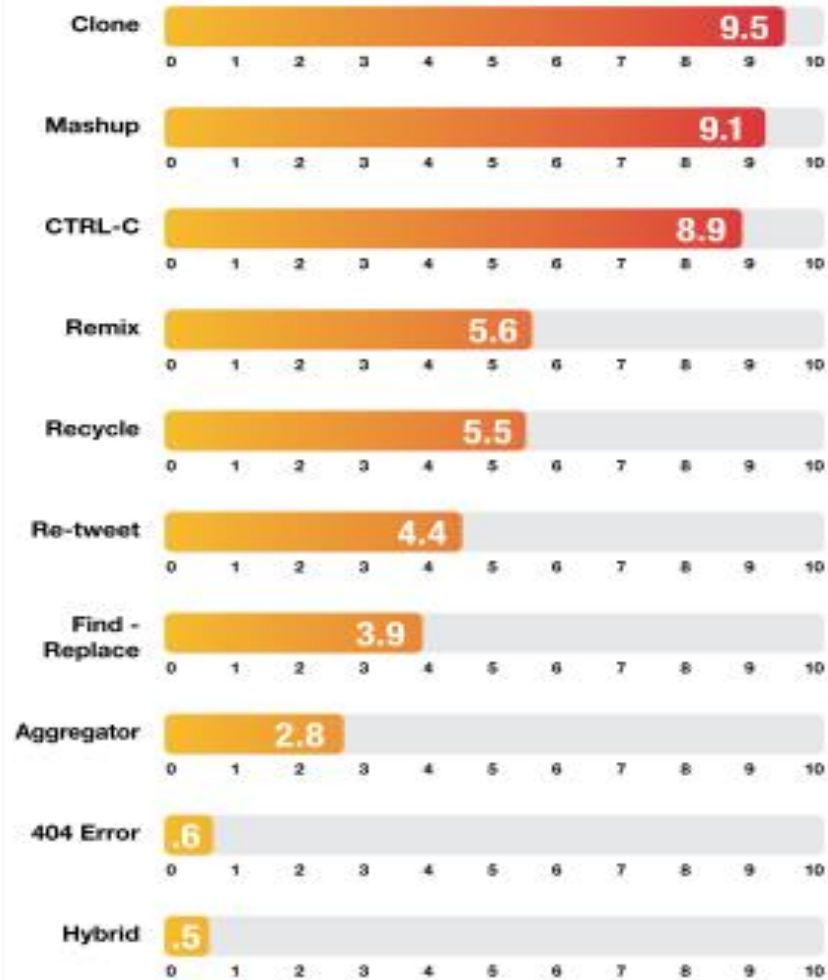


FIGURE 1 | Frequency Scores

## Problematic

Less Concern  
Most Concern

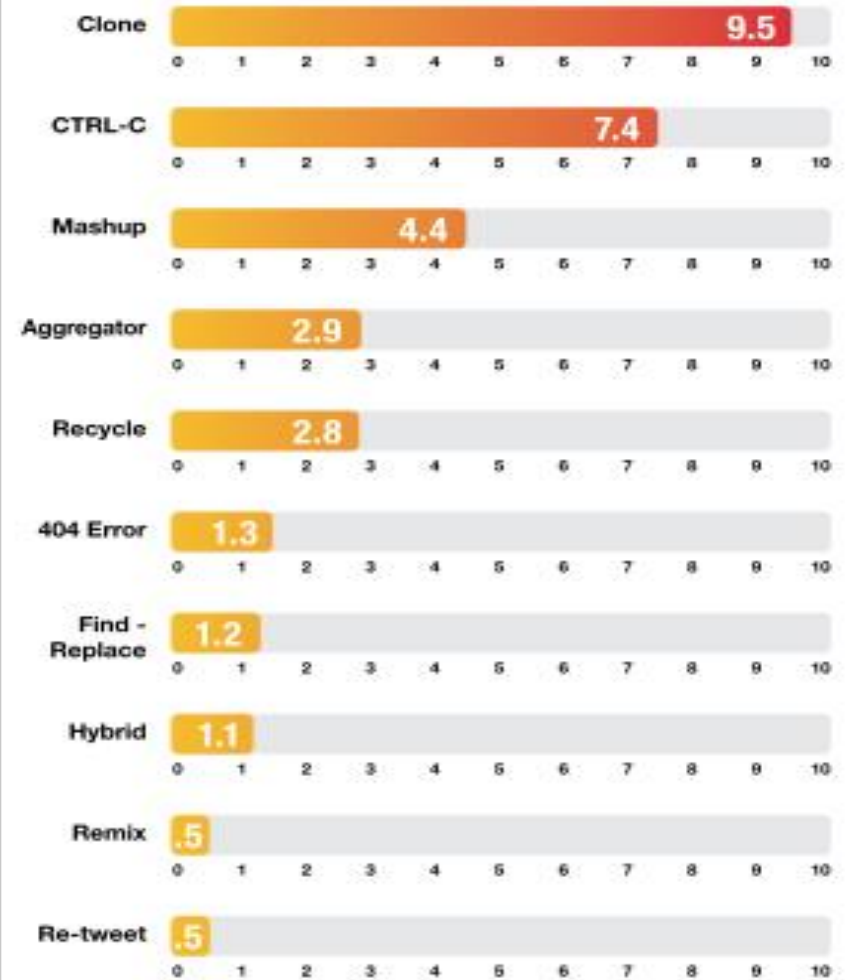


FIGURE 2 | Problematic Scores

## MORE INFO

- VIEW INFOGRAPHIC:  
<http://bit.ly/plagiarismspectrum>
- READ WHITE PAPER:  
<http://bit.ly/plagiarismspectrumwp>
- PLAGIARISM.ORG: <http://www.plagiarism.org>



# **Referencing: Forms and Types How to Cite?**

## **DISCUSSION**

THE *WHY* OF REFERENCING – THE ACADEMIC RATIONALE FOR ALL STYLES OF REFERENCING AND THE PRINCIPLES UNDERPINNING THE PRACTICE

THE *WHEN* OF REFERENCING – WHEN TO REFERENCE AND WHEN IT IS NOT NECESSARY

THE *HOW* OF REFERENCING. THE MAIN DIFFERENCES BETWEEN REFERENCING STYLES IN ACADEMIC WILL BE DESCRIBED, AND ILLUSTRATED WITH EXAMPLES OF THE TYPES OF SOURCES THAT YOU WILL UNDOUBTEDLY WANT TO REFER TO IN YOUR ASSIGNMENTS.



## THE PRINCIPLES OF REFERENCING

---

THE PRINCIPLES OF INTELLECTUAL PROPERTY  
PRINCIPLE OF ACCESS  
PRINCIPLE OF ECONOMY  
PRINCIPLE OF STANDARDIZATION  
PRINCIPLE OF TRANSPARENCY



## **GOLDEN RULE OF REFERENCING**

---

IS TO GIVE THE READER ENOUGH INFORMATION TO HELP THEM EASILY AND QUICKLY FIND THE SOURCE YOU HAVE CITED. IF THEY WANT TO LOOK AT YOUR SOURCE AND CHECK IT FOR THEMSELVES, COULD THEY FIND IT EASILY WITH THE INFORMATION YOU HAVE SUPPLIED?





## **WHY THE REFERENCING IS IMPORTANT**

TRACING THE ORIGIN OF IDEAS  
BUILDING A WEB OF IDEAS  
FINDING YOUR OWN VOICE  
VALIDITY OF ARGUMENTS  
SPREADING KNOWLEDGE  
AN APPRECIATION  
INFLUENCES  
MARKING CRITERIA  
AVOID PLAGIARISM

## CHART

stating your point of view early in the assignment and presenting a clear and consistent rationale to support it.



offering reliable evidence, or illustrative examples, to support your argument. this is evidence that you have read in reputable and authoritative texts, articles, newspapers, internet sites and so on.



showing where this evidence has come from: by citing your sources and listing all your sources in the reference or bibliography section at the end of your assignment




showing that you are aware of, and have considered, arguments that are counter to your own. You will need to summarize counter-arguments in a clear, accurate and undistorted way.



Being able to show why you have decided that the arguments you have chosen to advance are more convincing for you than others.

source: Colin (2007)



## **FOUR MAIN SETS OF QUESTIONS CONCERNING REFERENCES**

- RELEVANCE AND BIAS
- CURRENCY
- ACCURACY
- COVERAGE

## **WHEN YOU DO NOT NEED TO REFERENCE**

- PRESENTING HISTORICAL VIEWS
- OWN EXPERIENCE
- IN CONCLUSION WHILE YOU REPEAT IDEAS
- SUMMARIZING WHAT IS REGARDED AS COMMON KNOWLEDGE

## HOW TO PREVENT PLAGIARISM

- APPLYING ANALYZING CRITICIZING OR QUOTING OTHER PEOPLE'S WORK IS PERFECTLY REASONABLE AND ACCEPTABLE PROVIDING YOU ALWAYS...
  - ATTEMPT TO SUMMARIZE OR RESTATE ANOTHER PERSON'S WORK, THEORIES OR IDEAS AND GIVE ACKNOWLEDGEMENT TO THAT PERSON. THIS IS USUALLY DONE BY CITING YOUR SOURCES AND PRESENTING A LIST OF REFERENCES
  - BY ALWAYS USING QUOTATION MARKS (OR INDENTING LENGTHY QUOTATIONS IN YOUR TEXT) TO DISTINGUISH BETWEEN THE ACTUAL WORDS OF THE WRITER AND YOUR OWN WORDS. ONCE AGAIN, YOU SHOULD CITE ALL SOURCES AND PRESENT FULL DETAILS OF THESE IN YOUR LIST OF REFERENCES.
- SUMMARIZING AND PARAPHRASING
- EXERCISE

Source: Colin Neville. (2007). *The Complete guide to referencing and avoiding plagiarism*, United Kingdom: Open university press.



# Examples



## HOW TO RECOGNIZE PLAGIARISM FOR WORD-FOR-WORD?

### 1. PLAGIARISM IN WORD FOR WORD

A WORD-FOR-WORD EXAMPLE OF PLAGIARISM IS ONE IN WHICH THE WRITER DIRECTLY QUOTES A PASSAGE OR PASSAGES FROM AN AUTHOR'S WORK WITHOUT THE USE OF PROPER QUOTATION MARKS



## EXAMPLE 1

**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.

| Plagiarized Version                                                                                                                                                                                                                                                                       | Correct Version                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p>                         | <p>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).</p> <p>References: Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p> |
| <p><b>Explanation:</b> 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.</p> | <p>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.</p>                                                                                                                                                                                                                                |

## EXAMPLE 2

| Plagiarized Version                                                                                                                                                                                                                                                                                                                                                       | Correct Version                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists extends beyond the beliefs of the cognitivist.</b></p> <p><b>References: Heinich, R., Molenda, M., Russell, J. D., &amp; Smaldino, S. E. (1999). Instructional media and technologies for learning. Upper Saddle River, NJ: Prentice-Hall.</b></p> | <p>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, &amp; Smaldino, 1999, p. 17).</p> <p>References: Heinich, R., Molenda, M., Russell, J. D., &amp; Smaldino, S. E. (1999). Instructional media and technologies for learning. Upper Saddle River, NJ: Prentice-Hall.</p> |
| <p><b>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.</b></p>                          | <p>Explanation: Quotation marks are used to indicate that this passage is a word-for-word citation from the original document.</p>                                                                                                                                                                                                                                                                                         |

### EXAMPLE 3

| <b>Original Source Material:</b> 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.                                         |                                                                                                                                                                                                                                                                                                                                                       | <b>Source:</b> Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Plagiarized Version                                                                                                                                                                                                                                                                                                 | Correct Version                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                       |
| <p>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).</p> <p>References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p> | <p>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).</p> <p>References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p> |                                                                                                                                       |
| <p><b>Explanation:</b> 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.</p>                                                                       | <p>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.</p>                                                                             |                                                                                                                                       |

## EXAMPLE 4

**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.

### Plagiarized 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.

**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

### Correct Version

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:** 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

**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.

| Plagiarized Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Correct Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> <p>References: Reigeluth, C.M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), <i>Instructional-design theories and models volume II: A new paradigm of instructional theory</i>, (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.</p> | <p>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).</p> <p>References: Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), <i>Instructional-design theories and models volume II: A new paradigm of instructional theory</i>, (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.</p> |
| <p><b>Explanation:</b> 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.</p>                                                                                                                                                                                                          | <p><b>Explanation:</b> 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.</p>                                                                                                                                                                                                                                                                                                                                                                                            |



## **HOW TO RECOGNIZE PLAGIARISM FOR PARAPHRASING?**

### **2. PLAGIARISM IN PARAPHRASING**

PARAPHRASING IS A CONDENSED VERSION OF ANOTHER AUTHOR'S WORK,  
OR PUTTING THE AUTHOR'S WORDS INTO YOUR OWN WORDS.



## EXAMPLE 1

| <b>Original Source Material:</b> Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behavior, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforcers can maintain their behavior. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Source:</b> Gredler, M. E. (2001). <b>Learning and instruction: Theory into practice</b> (4th ed.). Upper Saddle River, NJ: Prentice-Hall. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Plagiarized Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Correct Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                               |
| <b>Inducing a response, providing for the transfer of stimulus control by gradually withdrawing prompts or cues, reinforcing subtle improvements in the behavior, and scheduling reinforcements so that natural reinforcers can maintain their behavior are the key ingredients identified both in teaching pigeons to play ping-pong and in developing complex skills in the classroom.</b><br><br><b>References: Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th ed.). Upper Saddle, NJ: Prentice-Hall.</b>                  | According to Gredler (2001), the same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained.<br><br>References: Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th ed.). Upper Saddle River, NJ: Prentice-Hall. |                                                                                                                                               |
| <b>Explanation: This example has been plagiarized. The student has only moved the original author's words around, inserting and deleting small portions as needed. The student has not used quotation marks for the portions that are still identical to the original, and has not credited the original author.</b>                                                                                                                                                                                                                                      | Explanation: This example has been paraphrased and is not considered plagiarized. The author was cited at the end of the passage as well as in the bibliographic section. Since paraphrasing occurred, quotation marks are not used. Nothing was directly quoted.                                                                                                                                                                                                                                                                          |                                                                                                                                               |

## EXAMPLE 2

| <p><b>Original Source Material:</b> During the last decade, there has been a shift from "instructivist" approaches towards "constructivist" approaches in the field of instructional design. Instructivist approaches reflect the belief that the role of knowledge is basically to represent the real world. Meaning is eventually determined by this real world and [is] thus external to the understander.</p>                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Source:</b> Merriënboer, J. J. van. (1997). Training complex cognitive skills. Englewood Cliffs, NJ: Educational Technology Publications.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Plagiarized Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Correct Version                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                     |
| <p>Over the last ten years, there has been a marked change from "instructivist" points of view to "constructivist" points of view among instructional designers. Instructivist points of view hold the belief that the role of knowledge is fundamentally to represent the real world. In this view, meaning is determined by the real world and is therefore external to the learner.</p> <p>References: Merriënboer, J. J. van. (1997). Training complex cognitive skills. Englewood Cliffs, NJ: Educational Technology Publications.</p> | <p>Instructivists hold that the "real world," external to individuals, can be represented as knowledge and determines what will be understood by individuals. This view has been shifting to a constructivist view over the past decade (Merriënboer, 1997).</p> <p>References: Merriënboer, J. J. van. (1997). Training complex cognitive skills. Englewood Cliffs, NJ: Educational Technology Publications.</p> |                                                                                                                                                     |
| <p><b>Explanation:</b> This example has been plagiarized. The student has substituted synonyms for many words in the passage, but has not changed the structure of the text and has used another person's ideas without crediting that person for them.</p>                                                                                                                                                                                                                                                                                 | <p>Explanation: This example has been paraphrased and the original author has been credited for those ideas. The student has cited the source of the ideas appropriately, and included the source in the reference list</p>                                                                                                                                                                                       |                                                                                                                                                     |

### EXAMPLE 3

#### **original Source Material:**

**Assess:** determine the value of one or more properties of some entity.

**Cognitive Assessment:** the entity is a person's state of mind, and the property concerns what he or she does or does not know.

Since mental states cannot be directly observed, we need to plan stimulus situations and observe responses of persons (i.e., test them).

#### **Plan stimulus situations:**

- Does the assessment match the the learning objective? (See Mager book, Measuring Instructional Results.)
- Is it safe to infer from the behaviors observed, and in the context observed, that the learner does or does not have the cognitive property?
  - Is it possible that the learner could have this property and not be able to perform successfully?
  - Is it possible that the learner could not have this property and yet be able to perform successfully?
  - In other words, is the assessment valid in terms of its congruence with the property under consideration?

**Source:** Frick, T. (1997). **Assessment.** Bloomington, IN: Indiana University School of Education, unpublished lecture notes.

### EXAMPLE 3

| Plagiarized Version                                                                                                                                                                                                                                                                                                                                                | Correct Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>In order to do cognitive assessment, we need to create observable situations in which we can infer learning achievement. This is necessary since we cannot read people's minds directly. The observable situations need to be congruent with instructional objectives, such that valid inferences can be made concerning learning achievement.</p>              | <p>Frick (1997) explains that in order to do cognitive assessment, we need to create observable situations in which we can infer learning achievement. This is necessary since we cannot read people's minds directly. The observable situations need to be congruent with instructional objectives, such that valid inferences can be made concerning learning achievement, according to Frick.</p> <p>References: Frick, T. (1997). <i>Assessment</i>. Bloomington, IN: Indiana University School of Education, unpublished lecture notes.</p>                                                      |
| <p><b>Explanation:</b> This example has been plagiarized. Although the student has paraphrased correctly, no credit has been given to the original author of the ideas. Although the ideas were presented in lecture format and the student's own words are being used to express them, the student is still obligated to credit the original author for them.</p> | <p><b>Explanation:</b> This example has been paraphrased and is not considered plagiarized. The student credits the original author at the beginning of the paraphrased passage and again at the end to indicate that the ideas continue to be drawn from this author's work. The original material in this case was from a presentation delivered in a guest lecture at Indiana University - the student may have worked from a reproduction of an overhead, as shown above, or from the notes taken during the presentation. In either case, the original author of the ideas must be credited.</p> |

## EXAMPLE 4

| <b>Original Source Material:</b> 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. |                                                                                                                                                                                                                                                                                                                                                                                  | <b>Source:</b> Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Plagiarized Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Correct Version                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                       |
| History has demonstrated that technology affects education profoundly. Considering the definition of technology broadly, one may say that prehistoric people used primitive technologies to teach skills to their young (Frick, 1991).                                                                                                                                                                                                                                                                                                                                                                                       | History has demonstrated that technology affects education profoundly. Considering the definition of technology broadly, one may say that prehistoric people used primitive technologies to teach skills to their young (Frick, 1991).<br><br>References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation. |                                                                                                                                       |
| <b>Explanation:</b> This example has been plagiarized. Although the student has paraphrased the original material and included a citation for the original author, no reference is provided in the reference list.                                                                                                                                                                                                                                                                                                                                                                                                           | Explanation: This example has been paraphrased and is not considered plagiarized. The student has cited the original author and included an appropriate entry in the reference list                                                                                                                                                                                              |                                                                                                                                       |

## EXAMPLE 5

**Original Source Material:** ... constructivist theory rests on the assumption that knowledge is constructed by learners as they attempt to make sense of their experiences. Learners, therefore, are not empty vessels waiting to be filled, but rather active organisms seeking meaning.

Instead, knowledge must develop and continue to change with the activity of the learner.

It seems clear from remarks of constructivist researchers that constructivist learning goals are best met through a variety of instructional conditions that differ from any proposed by theorists like Gagné.

**Source:** Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

| Plagiarized Version                                                                                                                                                                                                                                                                                                                                                                                                      | Correct Version                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The basic tenet of constructivism holds that learners themselves construct knowledge, rather than receive it from outside themselves. The instructional conditions for learning proposed by Gagne do not support the kind of learning assumed by the constructivists.</p> <p>References: Driscoll, M. P. (2000). <i>Psychology of learning for instruction</i> (2nd ed.). Needham Heights, MA: Allyn &amp; Bacon.</p> | <p>The basic tenet of constructivism holds that learners themselves construct knowledge, rather than receive it from outside themselves. The instructional conditions for learning proposed by Gagne do not support the kind of learning assumed by the constructivists (Driscoll, 2000).</p> <p>References: Driscoll, M. P. (2000). <i>Psychology of learning for instruction</i> (2nd ed.). Needham Heights, MA: Allyn &amp; Bacon.</p> |
| <p><b>Explanation:</b> This example has been plagiarized. Although the student has paraphrased the original material and included a reference for the original author, the ideas are not attributed to the original author in the body of the paper.</p>                                                                                                                                                                 | <p><b>Explanation:</b> This example has been paraphrased and is not considered plagiarized. The student has cited the original author and included an appropriate entry in the reference list.</p>                                                                                                                                                                                                                                        |



- <https://www.indiana.edu/~istd/example5paraphrasing.html> (Accessed June 16, 2011).
- **\*Permission to disseminate this information for educational purposes is granted by the school of education, instructional systems technology, Indiana university.**

**SOURCE**



**Thank You  
Wassalam**