



**MONTCLAIR STATE**

UNIVERSITY

# Pitfalls of Plagiarism: Writing at the Graduate Level and with Academic Integrity

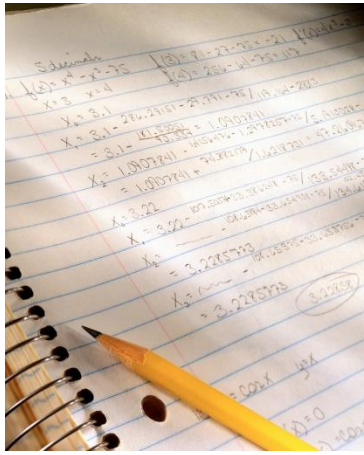
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[presentation adapted from Koehnke, J. (2010) *How to write successfully at the graduate level*. Presentation at the 2010 GDC, Montclair State University.]



*"If you want to be a writer, write."*

*Epictetus*



# Let's get started...

- ✍ In two or three sentences state what you hope to take away from this workshop
- ✍ Then describe the one thing you would most like to change in your writing and explain why



# Today's Agenda



## Academic integrity

 What is plagiarism & how to avoid it


## Preparing to write

 Planning, finding sources, critical reading, notetaking, documenting sources

## The writing process

 Keys to effective writing

## The editing process

 The Five R's - a motto to write by!



# Academic Integrity

## MSU Code of Conduct

-  Understand the rules (violations)

-  Understand the consequences (adjudication)

## Pitfalls of Plagiarism


-  What is plagiarism?

-  Why shouldn't you do it?

-  How to avoid it!



# Plagiarism: What is it?

 Using someone else's words or ideas as your own without giving the author credit

**According to the Merriam-Webster Online Dictionary, to "plagiarize" means**

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source.



# Plagiarism: What is it?

## Types of plagiarism

 "Uncited data or information;

 Uncited idea, specific or general;

 Unquoted but verbatim phrase or passage;

 Uncited structure or organizing strategy"

[from <http://www.plagiarism.org>]


 Self-plagiarism

## Intentional OR unintentional

 Ignorance is never an excuse

# Plagiarism:

## Why shouldn't you do it?

 "...plagiarism is an act of fraud. It involves both stealing another's intellectual property, and lying about it afterwards, claiming the paper as one's own. This undermines the principles of trust and respect that make education possible."

[from [http://www.turnitin.com/research\\_site/e\\_home.html](http://www.turnitin.com/research_site/e_home.html)]

 Consequences are serious

# Plagiarism: How to avoid it

 Don't procrastinate

 Careful record-keeping

 Save publication info for all sources read, including URLs

 Careful note-taking






 Understand difference between:

 Quotation

 Paraphrase

 Summary

# Plagiarism: How to avoid it

-  **Quotation:** Identical to the original
  -  Use quotes even when using only a short verbatim phrase (4 or more consecutive words)
-  **Paraphrase:** Condensing/rephrasing a passage *into your own words & phrasing*
  -  More than substituting several words!
-  **Summary:** Putting main idea *into your own words & phrasing*, including only the main point. Much shorter than original.

 **All of the above require a citation!**

# Intellectual Property



✍ Something we create in our mind for which property rights are recognized

✍ Categories

✍ Trademarks

✍ Patents

✍ Copyright

✍ Particularly confusing with regard to material on the WWW




# Intellectual Property

 Material found on the WWW is a fuzzy area



 When in doubt, cite!

 Better to give credit than to take someone else's idea as your own

 Make sure website is reliable and retrievable



# Plagiarism: How to avoid it


 Avoid doing all your work on-screen

 Too much action and too many distractions, not enough thought

 Too easy to cut & paste into your document

 Separate files for:

 Sources - reference lists & original documents

 Notes - summaries, paraphrases, quotes, original commentaries (Identify CAREFULLY!)


 Drafts

 Understand citation guidelines (i.e., APA,

MLA, CSE, Chicago) 13

# Plagiarism: How to avoid it

## What if you are not sure?

 "A good rule-of-thumb is to always give credit for any ideas that aren't yours by citing your sources. Different disciplines, publications, and professors have different standards for citation."

[from <http://www.collegeboard.com/article/0,3868,2-10-0-10314,00.html>]

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.plagiarism.org>

[Safeassign](#)





# Getting Started!


*"Writing is easy. All you do is stare at a blank sheet of paper until drops of blood form on your forehead."*

Gene Fowler




# Preparing to Write

## Planning & organization





-  Understand the assignment

-  Narrow scope of essay/research paper  
BEFORE doing broad internet searches

-  Allow time for reading, assimilating new ideas/research with initial thoughts - don't rely only on strong interest in the topic

# Preparing to Write

## Finding Sources

-  Search for key terms: Know what you are looking for to avoid being overwhelmed and paralyzed by excess information
-  Use search engines and databases specific to your subject instead of 'google' or 'yahoo'
-  Use reliable, legitimate, citable sources
-  Keep a detailed record of sites you visit, sites you use (including URLs), and any print document you use



# Preparing to Write

## Critical Reading

 **Skim** to determine applicability (abstract, intro, conclusion)

 **Read** entire article/paper

 **Read again**, highlighting key points, important details, information

 **Read AGAIN**, looking for "*ways of thinking about the subject matter*"; use the margins

[from <http://writing.utoronto.ca>]



# Preparing to Write

## Effective Note-taking

 Know what ideas you need to record

- Understand the assignment
- Review common facts & opinions about the topic
- Make list of subtopics you are looking for
- Choose 'angle' or 'argument' that interests you

 Don't write down too much

- Avoid copying exact words
- Compress ideas - no word by word paraphrasing
- Don't **DEPEND** on highlighting - find your own words & note them in margins




# Preparing to Write

 Effective Note-taking: Passive vs Active

 Passive: summarizing, copying

 Beware of 'loose' copying

 Either summarize *radically* or use "quotes"

 Active: "record your reactions, reflections, questions, hunches as you go"

 "Note where you resist, doubt, puzzle over something"

 "Jot down arguments"

[from Harvey (2008). *Writing with sources: A guide for students.*]

# Preparing to Write

 Avoiding plagiarism: LABEL your notes and document sources!

 Mark in margins of your notes:

➤ **QUOTE** - use BIG quotation marks and include author's name, year, page #

➤ **PARAPHRASE/SUMMARY** - must be in YOUR OWN WORDS and include author's name, year, page #

➤ **ME** - your own ideas, commentary

 Save publication info for ALL sources read

➤ Paste URL to any internet source copied



# The Writing Process

 Keys to effective writing style

 **Organization**

 Simplicity

 Clarity

 Effective word choices

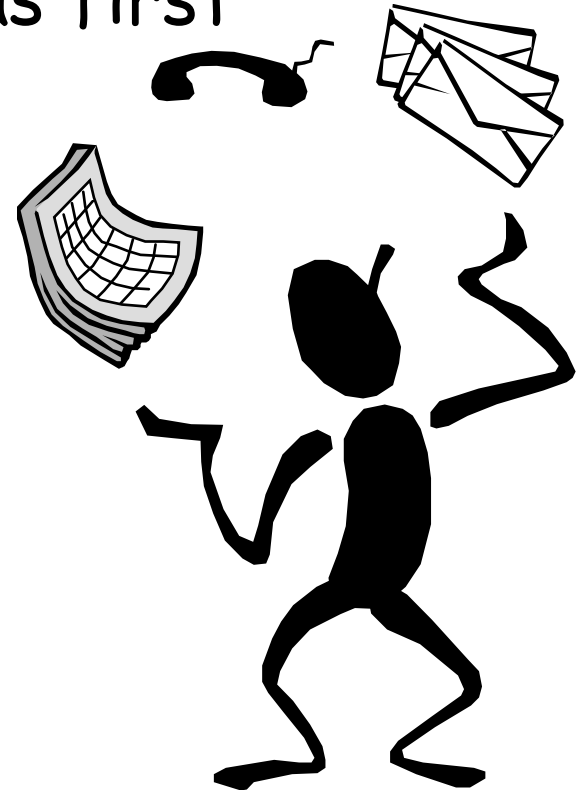


# Organization

 Create a logical sequence of ideas




 Organize thoughts & ideas first

 Use an outline



# To Outline or Not to Outline?

## Why use an outline?

-  Organize your thoughts & ideas
-  Prepare to write a paper
-  Be sure you have a beginning, a middle, & an end

## Developing an Outline

 An outline is:

- A logical, general description
- A schematic summary
- An organizational pattern
- A visual and conceptual design of your writing

 An outline reflects logical thinking and clear classification.

[From: [http://owl.english.purdue.edu/handouts/general/g\\_outline.html](http://owl.english.purdue.edu/handouts/general/g_outline.html)]

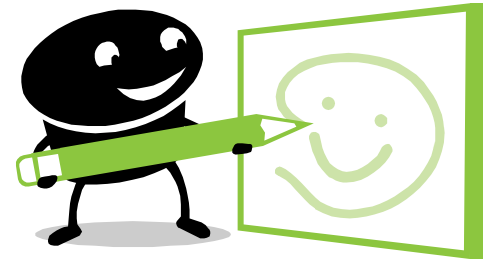


# Outlining cont.

- ✍ Can be formal or informal
- ✍ Provides a framework to be filled in
- ✍ Includes an indication of:
  - ✍ Primary sections
  - ✍ Primary ideas
  - ✍ Secondary ideas
- ✍ *Defines the boundaries of the paper*
- ✍ Keeps you, the writer, focused when writing a paper



# Outlining cont.



- ✍ This will create the framework of the paper
- ✍ A research paper is not a report!
- ✍ The outline should not just be a list
  - ✎ Include summary statements
  - ✎ Include transition ideas
  - ✎ Use as much detail as necessary so when you start to write the paper the basic material is prepared



# Outlining cont.

## Anatomy of an Outline

### Introduction

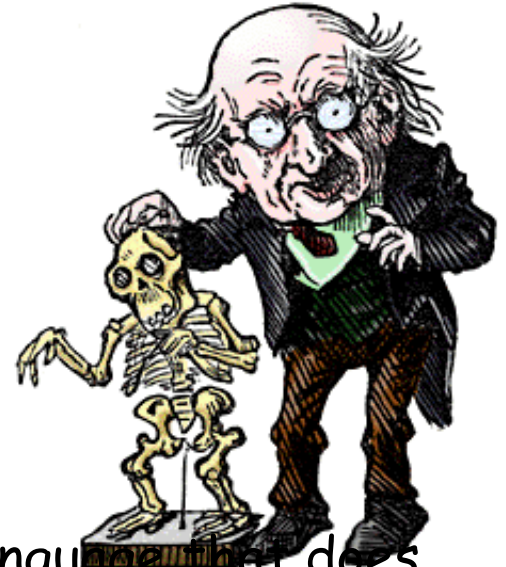
- Tell the reader the topic & scope of the paper
- Why is it interesting & important
- How your paper is organized

### Body

- Evidence/information about the topic
- Develop the argument
- Include relevant literature


### Conclusion

- Summarize what the paper was about in language that does not simply repeat your thesis statement
- Remind the reader of the importance of the topic
- Convey thoughts about larger implications/future research

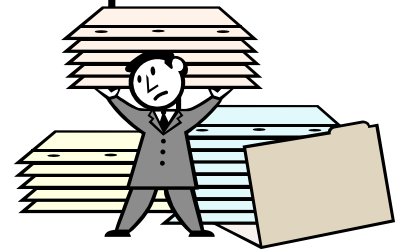


# Tips to Make Outlining Easier


## Complete article summaries

 Before you outline your paper, collect your sources


 For each paper or chapter or book, prepare a summary



## Why

 Condense into 1-2 pgs (or on note cards) the important information from each of your sources

 Put information in your own words

 Makes outlining and writing easier



# What to put in a Summary

- ✍ Citation of reference in format of your field - APA, MLA, etc.
- ✍ Purpose/goal
- ✍ Relevance/significance/importance
- ✍ Overview of procedures or format
- ✍ Summary of key results or information relevant to paper you are writing
- ✍ Conclusions



# The Writing Process

 Keys to effective writing style

 Organization

 **Simplicity**

 **Clarity**

 **Effective word choices**



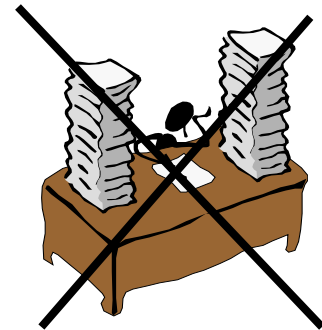
# Simplicity

"But the secret of good writing is to strip every sentence to its cleanest component."

Zinsser, W. (1990). *On writing well* (4<sup>th</sup> ed.). New York: Harper Perennial.

~~✍~~ Cut clutter...use as few words as possible

~~✍~~ 1 sentence per idea





# Clarity

An English professor wrote the words:

"A woman without her man is nothing"  
on the chalkboard and asked his students  
to punctuate it correctly.

✍ All of the **men** in the class wrote:

*"A woman, without her man, is nothing."*

✍ All the **women** in the class wrote:

*"A woman: without her, man is nothing."*

Punctuation is powerful...



# Effective Word Choices

## Powerful verbs

Use the active voice whenever possible

Active - The dog ate the bone.

Passive - The bone was eaten by the dog.

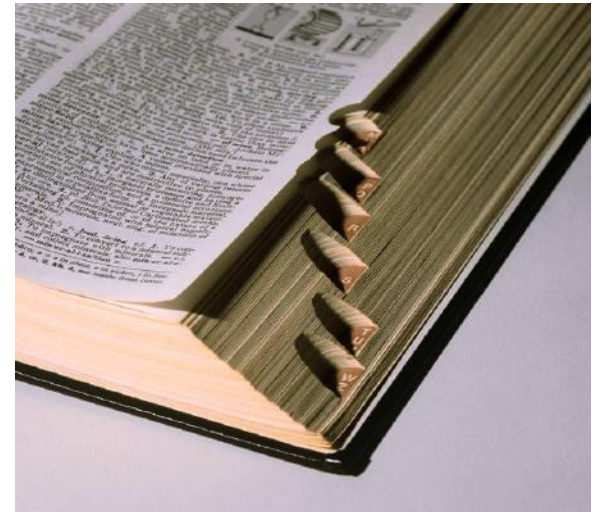
## Accurate terminology

## Be specific

## Thoughtful word choices


➤ Consult a dictionary


➤ Use a thesaurus



# Writing a Great Paper

 **Be enthusiastic!**

 Engage the reader

 Make it clear to the reader why he/she should want to continue reading your paper



# Writing a Great Paper

- ✍️ Make your reader happy!
- ✍️ Grab her/his attention
- ✍️ Be concise
- ✍️ Get to the point(s) and make it (them) clearly
- ✍️ Remind them why the topic you are writing about is important
- ✍️ Summarize your ideas
- ✍️ \*\*\*Use subheadings\*\*\*



# Anatomy of a Research Paper

 **FOUR** essential parts:

## Introduction

- A description of the message of the paper and what the paper will be about

## Body

- Tell the story
- Summarize pertinent literature

## Summary/Conclusions

- Remind the reader of the message and summarize what you told them

## Reference List



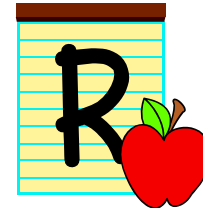
# The Editing Process

## Self-editing with the 5 Rs

 Revise



 Rest



 Rewrite

 Reflect



 Return



# The Editing Process

Before you submit a paper, avoid plagiarism:

- ✍️ Confirm that words, phrases, and ideas are correctly quoted, paraphrased, or summarized - and cited according to style required by the professor (i.e., APA, MLA)
  - ✍️ Can check via search engines that check for plagiarism (i.e., SafeAssign)
- ✍️ Double check in-text citations against your reference (works cited) list

# The Editing Process

## "HIT PARADE OF ERRORS IN GRAMMAR, PUNCTUATION, AND STYLE"

Refer to handout in your binder: Prepared by Dena Taylor, Health Sciences Writing Centre, and Margaret Procter, Writing Support, University of Toronto. Retrieved from

<http://www.writing.utoronto.ca>

 Use the FIVE R's, peer reviewers, and spell/grammar check to help catch errors

# The Editing Process

 Before you submit an important paper to a professor or a boss

 Get a naive reader to edit for you

- They can often point out where you have omitted information or are not clear in your writing



 Get a colleague or peer to edit for you

- They can often identify where you have too much detail or not enough detail

 DO NOT SUBMIT YOUR FIRST DRAFT

 Use the 5 Rs



# Self Editing

 Go back to what you wrote at the beginning

 Consider what we've discussed

 Reread

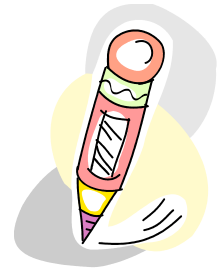
 Revise

 Return

*and remember...*



# Writing is Hard Work...



“Writing is hard work. A clear sentence is no accident. Very few sentences come out right the first time, or even the third time. Remember this as a consolation in moments of despair. If you find that writing is hard, it’s because it *is* hard. It’s one of the hardest things that people do.”

Zinsser, W. (1990). *On writing well* (4<sup>th</sup> ed.). New York: Harper Perennial.



# The End!



*QUESTIONS???*

# Useful Web Sites

 Basic writing

<http://www.bartleby.com/141/index.html>

 APA Style Manual

<http://www.apastyle.org/pubmanual.html>

<http://www.apastyle.org>


 Writing assistance

<http://owl.english.purdue.edu/handouts/index.html>

<http://www.writing.utoronto.ca>

 Merriam-Webster On-line Dictionary/Thesaurus

<http://www.m-w.com/>

 Plagiarism & how to avoid it

<http://www.plagiarism.org/>



# Suggested Reading

- ✍ American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: (ISBN: 1-4338-0559-2).
- ✍ American Psychological Association (2010). *Concise rules of APA style: The official pocket style guide from the American Psychological Association*. Washington, DC: (ISBN: 1-4338-0560-8).
- ✍ Rosnow, R. L., & Rosnow, M. (2006). *Writing papers in psychology* (7th ed.). Belmont, CA: Thomson Learning. (ISBN: 0-534-53331-0)
- ✍ Harvey, G. (2008). *Writing with sources: A guide for students* (2<sup>nd</sup> ed.). Indianapolis: Hackett Publishing. (ISBN: 0-87220-944-2)
- ✍ Harvey, M. (2003). *The nuts and bolts of college writing*. Cambridge, MA: Hackett Publishing . (ISBN: 0-87220-573-8).
- ✍ Strunk, W. Jr. & White, E.B. (2000). *The elements of style* (4th ed.). Needham Heights, MA: Allyn & Bacon. (ISBN: 0-205-30902-x).
- ✍ Szuchman, L. T. (2002). *Writing with style: APA style made easy* (3rd ed.). Belmont, CA: Wadsworth/Thomson Learning. (ISBN: 0-534-63432-X)
- ✍ Zinsser, W., (2001). *On writing well, 25th anniversary: The classic guide to writing nonfiction*, New York: Harper-Collins. (ISBN: 0060006641)

