Understanding Plagiarism And Referencing

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Variety is the Spice of Life!

Different Schools…

…Different Rules

– Can you use ‘I’ in an academic text?
– Should an essay have section headings?
– How long is a report?
– Do you use primary or secondary research?
– Footnotes, endnotes or no notes?
– Harvard style referencing or MLA? What about APA?

Which school are you in? What is acceptable and what is unacceptable in your field?

Always check in your module handbooks or with your tutor if you are concerned about appropriacy.
Understanding Plagiarism And Referencing Aims

— To look at what Plagiarism is
— To understand why Plagiarism is so important
— To learn how to avoid Plagiarism
— To review using TurnItIn
Introduction

Below are some common concerns related to Plagiarism. Do you share any of these worries? Can you think of any others? Discuss with your partner.

I’m scared. It’s easier just to avoid using any sources at all.

If I give references for every single thing I read and write, will there be any room for me and my own ideas?

I hate the way people just go on and on about plagiarism but they don’t tell me how to do it properly!

Why does Turnitin give me a score for plagiarism even when I’ve referenced properly?!
Task

Why do you think referencing is so important in academic writing? Here’s a clue, plagiarism is only one of the possible answers!

— To give yourself **credibility**
  • This establishes your right to participate in the field (ethos)
— To make yourself more **persuasive**
  • Giving evidence in your arguments (logos)
— To give **credit to the original author**
  • This shows professionalism and respect
— To give your readers **clear and sufficient** detail
  • This allows your readers to locate ideas for themselves
Entering The Conversation

Intellectual (*logos*):

— Location of your question / problem within its wider academic / professional context
— Position of your research within the discipline; its meaning, significance, relevance and purpose

Social (*ethos*):

— Establishing your right to speak
— Establishing why someone should read your work

Rhetorical:

— General → specific pattern of information
— The creation of the thread
Task

Which of the following do you consider to be Plagiarism?

— Using language exactly as it is used by someone else in books, articles etc?
— Using other people’s ideas or theories or “facts” or “knowledge” without referencing?
— Paraphrasing / summarising what you read without stating the source?
— ‘Close’ paraphrasing?
— Buying an essay from an essay-writing service?
— Using a friend’s essay with his/her permission?
— Writing an assignment in collaboration with a friend/s?
— Submitting writing from a previous assignment for a new assignment?
Avoiding Plagiarism

Write notes in your own words

Be **fanatical** about keeping notes of where you get your information from when making notes

In your own writing, use a clear and consistent system of referencing

Always provide a full list of references in your bibliography

When in doubt – give a reference!
Research

In order to use sources, you first need to find them! Academic reading can be like a jigsaw puzzle. Why do you think this is?

— Piecing it together
— Pieces of jigsaw are the notes you make from the literature you read [paraphrases, summaries, quotations, extracts, words, data etc]
— A haphazard pile to start with
— Tracking down the information
— One article may only have one tiny relevant thing in it e.g. half a sentence in 30 pages
— Sometimes you know exactly what piece/s you’re looking for
— Sometimes there will be ‘natural’ fits between pieces. Sometimes not!
Research

There are a number of things you need to consider when researching:

— How do the pieces fit together?
  • You need to show the relevance and worth of your research – using your own criteria
  • Those criteria are not always pre-determined – frequently they are created by you, your needs, your argument, your direction/s

— *Do* all the pieces fit together?
  • Sometimes there are gaps in the literature (a missing piece of the puzzle) – how will you deal with this?
  • The same thing may appear different from different perspectives / in different paradigms / industries / settings / contexts / roles
Referencing

Of course, the essential way to avoid plagiarism is to reference your work correctly. But what should you reference?

— Distinctive ideas ‘belonging’ to someone who originally proposed the idea as ‘fact’ / ‘knowledge’

— Information/data from a particular source (e.g. statistical info, case studies, reports)

— Verbatim phrases / chunks (i.e. quotes / quotations)

— Non-common knowledge (BEWARE! What qualifies as “common” / “non-common” knowledge …?)

— Paraphrases and Summaries

— Images and graphs

— … Anything that isn’t ‘yours’…
Grey Areas

They are some grey areas. “Patchwriting”, i.e. joining together sentences from various different sources to form a paragraph, will still be understood as plagiarism - unless detailed references are provided at every stage and for each sentence / extract. This may produce a paragraph like this:

According to Smith (2003) there are a number of reasons why children should be discouraged from watching too much television. Jones (2010) suggests the most serious of these is because too much television can lead to a lack of concentration, although Smith (2003) also includes a decrease in imagination as a serious negative. Harper (2007) conducted a study of fifty 13 year olds’ television viewing habits and found that those who watched more than 7 hours per week showed a marked decrease in achievement at school. However, Bryant (2000) also mentions that there are other factors to consider, such as socio-economic status and peer group influence.

What are the advantages / disadvantages of this paragraph?
Difficult Sources

Some sources are harder to reference than others. What do you do in these situations?

— You cannot find the original source (but you can find a quote)

— You’re not convinced about the authority of the text
  • This is trickier. If you are in doubt, check with your tutor or, failing that, do not include the source.

— You’re not sure how to reference different text types (websites, journals, books etc)
  • Look in your handbook, or check www.citethemrightonline.com

— The author may not be writing about your field
  • This doesn’t necessarily matter – as long as you can show the relevance of the source. This is classed as inter-disciplinary research.

— You remember reading something about it, but you can’t remember where
  • Bad luck. If you can’t reference it, you can’t use it.
How To Reference

— Which system of referencing does your school use?

— Can you use footnotes?

— How many references should you use?

— What’s the difference between:
  • A quote?
  • A paraphrase?
  • A summary?
Citing

In terms of mechanical citation, you have two choices:

— Removed from grammar of sentence
  • “Codes fix relationships between concepts and signs” (Hall, 1998: 32).

— As grammatical part of sentence:
  • According to Hall (1998: 32), “codes fix…”
  • As stated by Hall (1998: 32), “codes fix …”
  • Hall (1998: 32) states that “codes fix …”

Both are allowable in Academia, and each has its advantages and disadvantages. What do you think?
Paraphrasing & Summarising

In order to paraphrase or summarise correctly you need to have a deep understand of the original:

— Understanding vs. remembering and repeating
— What
— Why
— How
— Connections between ideas / authors
— Similarities ≠ differences
— Underpinnings

Paraphrasing and summarising are a reading skill as much as a writing skill. If you’re feeling unsure, try our How To Read Journal Articles AWL Open Workshop!
Paraphrasing

Change the syntax
— i.e., the word order

Change the word class
— i.e., a noun → verb; verb → adjective; verb → noun

Use synonyms
— i.e., happy, delighted, pleased...
Task

“I really like you, and you’re a great friend, but...”

“I think we’re going to have to let you go...”
Paraphrasing & Summarising

When you are paraphrasing and summarising, it’s good to also consider these points:

— What’s your purpose?
— What are you trying to do?
— Why are you using the material?
— How does it fit into your writing?
— How can you use it?
— How will you use it in your writing?

Paraphrase and summarise accordingly!
Language to Summarise

There are many different ways to summarise your sources, for example:

*Essence*

— The essence of the argument is that .... (Emslie and Hunt, 2009).
— In essence, Emslie and Hunt’s (2009) argument is that...
— Essentially, what Emslie and Hunt (2009) argue is that...
— At its heart, Emslie and Hunt (2009) are arguing that..

Other common verbs are:

Argue  Claim  Suggest  Show  Demonstrate
You In Your Writing

Sometimes it can feel like ‘you’ are getting lost in your writing. This doesn’t have to be the case. Consider this paragraph:

Doctors advise us to eat at least five pieces of fruit and/or vegetables a day (NICE, 2001). Until recently it was erroneously felt that oranges were the best source of vitamin C. Vitamin C is extremely important as a lack of vitamin C can result in illness, such as scurvy (Wells, 1991). For years, people have been suffering sticky fingers and expensive fruit bills as a result of eating oranges. However, recent research by Gordon (2012) has shown that apples not only contain an equal amount of vitamin C as oranges, but are easier to digest, thus ensuring a greater absorption of the vitamin, and are also easier and faster to grow, meaning they are cheaper and more readily available. Not only this, but apples are also easier to eat and have a longer shelf life than oranges. Therefore, although oranges are a good source of vitamin C, apples may well have many more advantages.

What is the writer’s opinion on the importance of vitamin C?

What is the writer’s opinion of apples and oranges?

How often does the writer say ‘I believe’, ‘I think’ or ‘I feel’?
You In Your Writing

— You create different relationships between yourself and the person who you report
— You create different relationships between yourself and the ‘knowledge’ / ‘fact’ / claim which you report
— Show degrees of proximity ≠ distance
— Use humour / sarcasm / irony / criticism
— Show respect / harmony / allegiance
— You can create a very strong manifestation of “I” in language [but without using the word “I”]

The AWL Open Workshop Critical Thinking could also help you to develop your voice and criticality.
Thinking...

- Finding things out
- Working things out
- Deciding
- Solving
- Justifying
- Remembering
- Planning
- Arguing
- Identifying
- Speculating
- Calculating
- Comparing
- Deducing
- Realising

- Implications
- Analysing
- Summarising
- Hypothesising
- Evaluating
- Sequencing
- Ordering
- Sorting
- Classifying
- Grouping
- Predicting
- Concluding
- Distinguishing
- Noticing exceptions

- Noticing connections
- Realising underpinnings
- Noticing assumptions
- Testing

(Adapted from McGuinness, 1999)

Did you know that in an LDU Tutorial we can help you to highlight areas that may require more critical analysis?
TurnItIn

TurnItIn allows you to submit written coursework online and to check the originality of that work. It can prevent you from unintentionally plagiarising others’ work and can help you develop your academic writing skills by identifying improper citation or even where you have not used enough original thought.

It can also allow you to receive feedback online from your tutor on your assignments.
Click on the link to your assignment drop box from myUniHub > My Study > My Learning > Modules.

Details will be provided in your module handbook or by your module tutor.

Make sure you submit to the correct Turnitin assignment drop box, never submit work on behalf of someone else or to another module assignment drop box.
Submitting

About this page
This is your class homepage. If an assignment is available to receive submissions, a "Submit" button will appear to the right of the assignment. If resubmissions are allowed, the button text will read "Resubmit" after your first submission. To view more information about an assignment, view your submission, view your Originality Report (if allowed by the class instructor), or view your marked paper (if available), click on the show details link to the right of the assignment.

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**Assignment instructions**:  
**Search criteria**: internet, TurnitinUK student paper database, periodicals, journals, & publications  
**Allow late submissions**: yes

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The assertion put forward is open to interpretation, as every system, contains its respective advantages and flaws. Therefore, rigidity versus flexibility in the doctrine of precedent also includes factors which can be observed as strengths and weaknesses of the system. Under typical circumstances, inferior courts under the Court of Appeal and House of Lords (now Supreme Court under Constitutional Reform Act 2005) are bound to follow previous decisions, especially if higher in standing; known as 'stare decisis'. The 'Ratio Decidendi' is the core reasoning, whereby the judge is subsequently bound by previous decisions. In *Donoghue v Stevenson*¹, the court was conflicted by whether a duty of care was owed by a third party to a consumer. The House of Lords departed from previous rules and created the 'tort of negligence' according to the 'neighbour rule'². Consequently, this case highlighted flexibility as a strength in judicial precedent.

Moreover, the House of Lords possess the most flexibility in departing from previous binding precedent (e.g. *London Street Tramways v London C.C.*⁴, the House of Lords found it was bound by its previous decisions) due to the *Practice Statement*⁴:

"their Lordships regard the use of precedent as an indispensable foundation upon which to decide what is the law and its' application to individual cases. It provides some degree of certainty upon which individuals can rely in the conduct of their affairs...a basis for orderly development of legal rules..."

Their Lordships nevertheless recognize that too rigid adherence to precedent may lead to injustice...restricts proper development of the law.³⁵

The first case whereby the *Practice Statement* was used by the House of Lords was that of *British Railways Board v Herrington*⁶. This case concerned a child who was gravely injured after passing through a gap in the fence onto electric rail lines. The Board argued no duty of care was owed present, however, attitudes had changed by this period and the Lords overruled the standing binding precedent; *Addie v Dumbreck*. This presents the notion that in exceptional circumstances, rigid precedents are inapplicable to new situations and may lead to injustices although similar in principle, which purports rigidity as a weakness in this light. This was also the case in *Spectrum Ltd*⁷, yet whether rigidity is viewed as a weakness is dependent on one's perspective. Notions of rigidity provide strength in certainty and predictability to the result of previous real life scenarios similar to...
TurnItIn Tips

— Only submit to the appropriate Turnitin assignment drop box, never submit on behalf of friend or to another module

— Read your Module handbooks for assessment guidelines/criteria

— Don’t rely on the overall % look in detail at the report

— Make sure you are referencing and citing correctly, don’t rely on Turnitin for original sources.

— Make good use of Feedback you receive

— Don’t panic! Use Turnitin as a opportunity to develop
TurnItIn Help

— Library Guides
  • http://libguides.mdx.ac.uk/plagiarismreferencing

— LDU Online Materials
  • http://unihub.mdx.ac.uk/study/ldu/onlineresources/index.aspx

— Webhelpdesk

— By phone +44 (0)20 8411 6060 (8am - 9pm Monday to Friday and between 9am - 9pm Saturday and Sunday)

— By email webhelpdesk@live.mdx.ac.uk
Where now?

— Need more detailed assistance? Book a tutorial!
— Want feedback on a specific section? Drop in to Getting Your Assignment Ready!
— Want somewhere quiet to write, and get on the spot assistance? Try The Writing Space!
— Got a few quick questions? AWL Office Hours at [The Study Hub] are for you!
— AWL Open Workshops can be booked here!

• Suggestions:
  – Integrating Sources Into Your Writing
  – How To Read Journal Articles
  – Critical Thinking
  – Book a Tutorial
Understanding Plagiarism And Referencing

It's QUESTION TIME!!