

Quoting, Plagiarism and Paraphrasing



Dr Martin Davies
<wmdavies@unimelb.edu.au>



Outline

- What is Quoting and when do you do it?
- What is Plagiarism?
- How to Paraphrase effectively

Quoting

- One use of referencing is to quote others (use exact words)
- Another use is to use the information of others (use your words– paraphrasing)
- In BOTH CASES in-text and bibliographic references are required

Key Terms

- A *quotation* is a word for word transcription of text originally published elsewhere.
- A *paraphrase* is a re-written extract from another source.
- *Direct quotations* must appear in *single* inverted commas ('...') and end with a citation or reference. No inverted commas are used with paraphrases, but the citation at the end is still necessary.

When to Quote

There are three AND ONLY THREE main reasons for quoting something:

1. When you want to agree with someone and you need to prove that they did say what you are agreeing with
2. When you want to disagree with someone and you need to prove that they said what you are disagreeing with
3. When you can't say something better in your own words.

Agreeing with Someone

This helps you demonstrate that the person did in fact say what you are agreeing with.

EXAMPLE:

- Smith has argued that ‘ ...’ (1997, p. 12.) His argument is that ... I think that this is an accurate analysis of this situation because, in my view ...
- NB: Always make the point in your own words in the context of your argument.

Disagreeing with Someone

In this case, quoting helps you demonstrate that they did, in fact, say what you are criticising.

EXAMPLE:

- Jones claims that ‘ ...’ (1998, p. 17.) His point is that ... However, I do not think that this point follows from his argument because...
- Again, always make the point in your own words in the context of your argument.

When You Can't Say it Better (1)

NOT AN EXCUSE FOR LAZINESS. This must ONLY be done when:

- 1. The original is very succinct (no further words are necessary)

EXAMPLE:

Sartre once said that: 'Man is a useless passion' (1957, p. 4.) By this he meant...

When You Can't Say it Better (2)

OR:

- 2. The original uses *technical expression* which you want to capture in your analysis

EXAMPLE:

- Porter claims that: 'The five forces are ...' (1796, p. 103). Porter's notion of "force", means...

When You Can't Say it Better (3)

OR:

- 3. The original is a very *famous* statement which is widely known.

EXAMPLE:

- Chief Seattle once said that: 'Man does not weave the web of life, he is part of it. And what he does to the web he does to himself.'
- President J. F. Kennedy once said: 'Ask not what your country can do for you, ask what you can do for your country'.

When You Can't Say it Better (4)

4. For epigraphs (heading a chapter, section or book). This occurs when a very powerful and appropriate passage is given at the start of a chapter, section or book which *sums up the whole point of the writing that follows*.
 - An epigraph encourages the reader to keep reading and has the effect of transmitting a sense of excitement or anticipation of what follows.

How much can I quote?

- A writer that quotes too much is a poor writer
- The rule of thumb is around 3 lines ONLY (for a short essay). Paraphrase by preference!
- For quotations of less than three lines the convention is *to integrate the quote into the text*:
 - Smith has argued that ‘ ...’ (1997, p. 12.) His argument is that ... I think that this is an accurate analysis of this situation because, in my view ...
- When the quote is longer (and there has to be good reasons for this!) the convention is to indent the quotation from the left margin. Inverted commas are not used in this case.

When the quote is longer ...

There is another view regarding the need for accountability. The question of protective elements has been raised by Hague et al., (1991, p. 50):

All liberal democracies have some protective elements. Majority rule is balanced by constraints upon the exercise of power; by the rule of law; by respect for the rights of individuals and minorities; and by the many interest groups which are consulted about government proposals.

This view is acknowledged by other theorists such as Jones (1999), Harris (2000) and Shankey (2001). Many of the ...

Using Ellipses

- You are expected to use only around 3 lines or less of quoted information.
- However sometimes the source is too long. What do you do?
- Ellipses (...) allow you to shorten the original material so you can use it
- Be very careful that you do not change the meaning!!!!!!

Example of Ellipses

- All liberal democracies have some protective elements. Majority rule is balanced by constraints upon the exercise of power; by the rule of law; by respect for the rights of individuals and minorities; and by the many interest groups which are consulted about government proposals. Hague *et al.*, (1991, p. 50)
- There is another view regarding the need for accountability. The question of protective elements has been raised by Hague when he says: ‘Majority rule is balanced by constraints upon the exercise of power; ... and by the many interest groups which are consulted about government proposals’. (Hague *et al.*, 1991, p. 50)

What is Referencing?

References (or “citations”) show that your writing is NOT based entirely on your own ideas and that it is *based in part on the ideas, information and evidence of others*

A reference is a *direct* or *indirect* acknowledgement of others' words OR IDEAS in a suitable format:

(Jones, 1999, p. 56) or (*BHP Company Report*, 2001, p. 7)

When you reference you:

- Show your debt to others
- Acknowledge that you are part of scholarly community

Why Reference?

- No one is expected to 're-invent the wheel'
- If someone else has done valuable research or thinking, you should use it
- allows readers to check the same source for themselves to confirm (Lecturers do this!)
- Careful citation avoids plagiarism
- Maintains academic values
- Respects scholarship of others
- Demonstrates that work is based on solid evidence

What is Plagiarism? (1)

- *Plagiarism is the intentional use of the words or ideas of someone else.*
- This is a serious offence in western universities and, if you do it, you can be asked to leave the country and have your degree taken away!
- However sometimes it is hard to say what is plagiarism and what isn't.

What is Plagiarism? (2)

- Universities are generally large organizations that run courses at a number of different campuses.
- From Teresa De Fazio, *Studying in Australia: A Guide for International Students*, Allen and Unwin: St Leonards, 1999, p. 3.
- If you were to use this passage like this in an essay, it would be clear plagiarism and you could fail the essay:
- Universities are generally large organizations that run courses at a number of different campuses.

What is Plagiarism (3)

- If you were to do this, it would *still* be plagiarism:
- Universities are generally large organizations that run courses at a number of different campuses (De Fazio, 1999, p. 3).
- Why?

What is Plagiarism? (4)

- To use these words correctly, and to avoid plagiarism, you would have to do this:
- ‘Universities are generally large organizations that run courses at a number of different campuses’ (De Fazio, 1999, p. 3).

What is Plagiarism (5)

- What if you used just a *part* of the quotation without acknowledgement?, like this:
- Universities are generally large organizations. They have millions of students and offer many courses. According to one writer, universities are organizations ‘that run courses at a number of different campuses’ (De Fazio, 1999, p. 3).
- ORIGINAL: Universities are generally large organizations that run courses at a number of different campuses.

What is Plagiarism? (6)

- This is a tricky issue
- On the one hand, you have stolen De Fazio's *exact* words: 'Universities are generally large organizations'.
- You have *intentionally* stolen these words. You have not made it clear where it comes from.
- On the other hand, this information is true and everyone knows it to be true.
- Therefore, can't one just use it?

What is Plagiarism? (7)

- It is safer to paraphrase:
- Tertiary institutions like universities are big in size. Many are bigger than large companies. They have millions of students and offer many courses. According to one writer, universities are organizations 'that run courses at a number of different campuses' (De Fazio, 1999, p. 3).

What is Plagiarism (8)

- This would NOT be plagiarism.
- 1) you used your own words,
- 2) the information is widely known anyway,
- 3) you have quoted your source where necessary.
- 4) You have identified where you obtained this information after the quotation, just in case.

What is Plagiarism? (9)

- What is you *think* something is your idea but you *don't know* someone else said it or published it?
- *Unconscious plagiarism like this is not really plagiarism: it is ignorance!*
- Academics who do this—it is rare— acknowledge in later publications that the earlier idea was taken from someone else.

How to Paraphrase

- There are a number of strategies to write the same information in your own words.
- Use as many strategies as you can simultaneously.
- Vary the strategies
- The ability to paraphrase well is the mark of a good writer

How to Paraphrase (1)

- Use Synonyms
- Use varied sentence patterns
- Change the order of ideas
- Break long sentences into short sentences
- Make abstract ideas more concrete (simplify)

How to Paraphrase (2)

Using synonyms

- In the previous example I used: “Big in size” instead of “very large”.
- I used: “Tertiary institutions like universities”, instead of just “universities”.
- Use “approximately five hundred” instead of “It is estimated that no fewer than five hundred”, and so on
- Use a good Thesaurus or Dictionary

How to Paraphrase (3)

Vary the sentence Patterns

Original:

- Technology can cause disasters

Change to:

- Technological disasters are possible

Better:

- Technological misfortunes/accidents are possible

How to Paraphrase (4)

Change the order of ideas

- Technology can improve the quality of life if we plan carefully for the future
- If we plan carefully for the future, technology can improve the quality of life (still plagiarism)

Better:

- Carefully forward planning can ensure that technology will meet our future needs.

How to Paraphrase (5)

Break long sentences into short sentences

- This model provides a microeconomic theoretic rationale for why researchers have failed to find consistent evidence of the superiority of one teaching technique over another in the production of learning in economics. (Becker, 1997, p. 9).

One sentence

How to Paraphrase (6)

- This model provides a microeconomic theoretic rationale. It explains why researchers have failed to find consistent evidence. They have not found the superiority of one teaching technique over another. These techniques have not led to better production of learning in economics. (Becker, 1997, p. 9).

(Better but still plagiarism)

How to Paraphrase (7)

- This model provides a microeconomic theoretic rationale. It explains why researchers have failed to find consistent evidence. They have not found the superiority of one teaching technique over another. These techniques have not led to better production of learning in economics (Becker, 1997, p. 9).
- This framework has a clear basis in microeconomic theory. The explanation accounts for why people working in the area have not proven their initial assumption. Their assumption was that one pedagogical technique has clear advantages over the others. However, the evidence was not conclusive. It did not show that one pedagogical style led to a better understanding of economics (Becker, 1997, p. 9).

How to Paraphrase (8)

- This framework has a clear basis in terms of microeconomic theory. The explanation accounts for why people working in the area have not proven their initial assumption. Their assumption was that one pedagogical technique has clear advantages over the others. However, the evidence was not conclusive. It did not show that one pedagogical style led to a better understanding of economics (Becker, 1997, p. 9).
- The evidence did not show that one pedagogical style led to a better understanding of economics. The initial assumption was that one pedagogical technique has clear advantages over the others. However, the evidence was not conclusive. People working in the area have not proven their initial assumption. This framework has a clear basis in microeconomic theory (Becker, 1997, p. 9).

How to Paraphrase (9)

Make abstract ideas concrete

- This model provides a microeconomic theoretic rationale for why researchers have failed to find consistent evidence of the superiority of one teaching technique over another in the production of learning in economics. (Becker, 1997, p. 9).

How to Paraphrase (10)

- This model provides a microeconomic theoretic rationale for why researchers have failed to find consistent evidence of the superiority of one teaching technique over another in the production of learning in economics. (Becker, 1997, p. 9).
- This accounts for why theorists working in the area found the following: a student that is taught with Method A is no better prepared than if he is taught with Method B. The evidence does not show that either A or B is better in terms of learning outcomes (Becker, 1997, p. 9).

Three Citation Methods

<i>Information prominent</i>	Information This aspect of the tax system <u>is/was</u> ...		Reference (Larson, 1971)
<i>Author prominent</i>	Last name of author Larson	Reference (1971) <u>suggests/suggested</u> that ...	Information this aspect of the tax system was ...
<i>Weak author prominent</i>	Authors Many researchers <u>have shown that</u>	Topic this aspect of the taxation system <u>is/was</u> ...	Reference (Larson, 1971; Higgins, 1990)

How to Paraphrase (11)

- 1. Use the following:
 - Use Synonyms
 - Use varied sentence patterns
 - Change the order of ideas
 - Break long sentences into short sentences
 - Make abstract ideas more concrete (simplify)
- 2. Use a mixture of information prominent, author prominent and weak author methods

How to Paraphrase (12)

- 3. Use “Critical Review Language” (See TLU Helpsheet) e.g., phrases like:
 - According to Becker (1997, p. 9)
 - In Beckers view ... (Becker, 1997, p. 9)
 - Becker’s point seems to be that ... (Becker, 1997, p. 9)
- There are thousands of alternatives here!

A Word of Warning!

- ⑩ Plagiarism is easily identified (especially in work by overseas students). Native speakers can easily recognise “perfect” English amongst “imperfect” English.
- ⑩ Specialist lecturers will often know all the books/article in a particular area and can identify stolen passages easily (even the page number!)
- ⑩ Students CAN be asked to leave the university if found guilty of plagiarism and degrees CAN be withheld or withdrawn.

Accuracy and Care

- Check and double check citation sources
- Ensure paraphrased information is true to the original
- If ellipses are used to truncate source material, ensure it is true to original
- Ensure that you integrate quoted information into text

In Summary

- Always paraphrase by preference
- Quotations can be used effectively if used very occasionally
- Use a variety of techniques to paraphrase
- Integrate source material into the flow of your argument