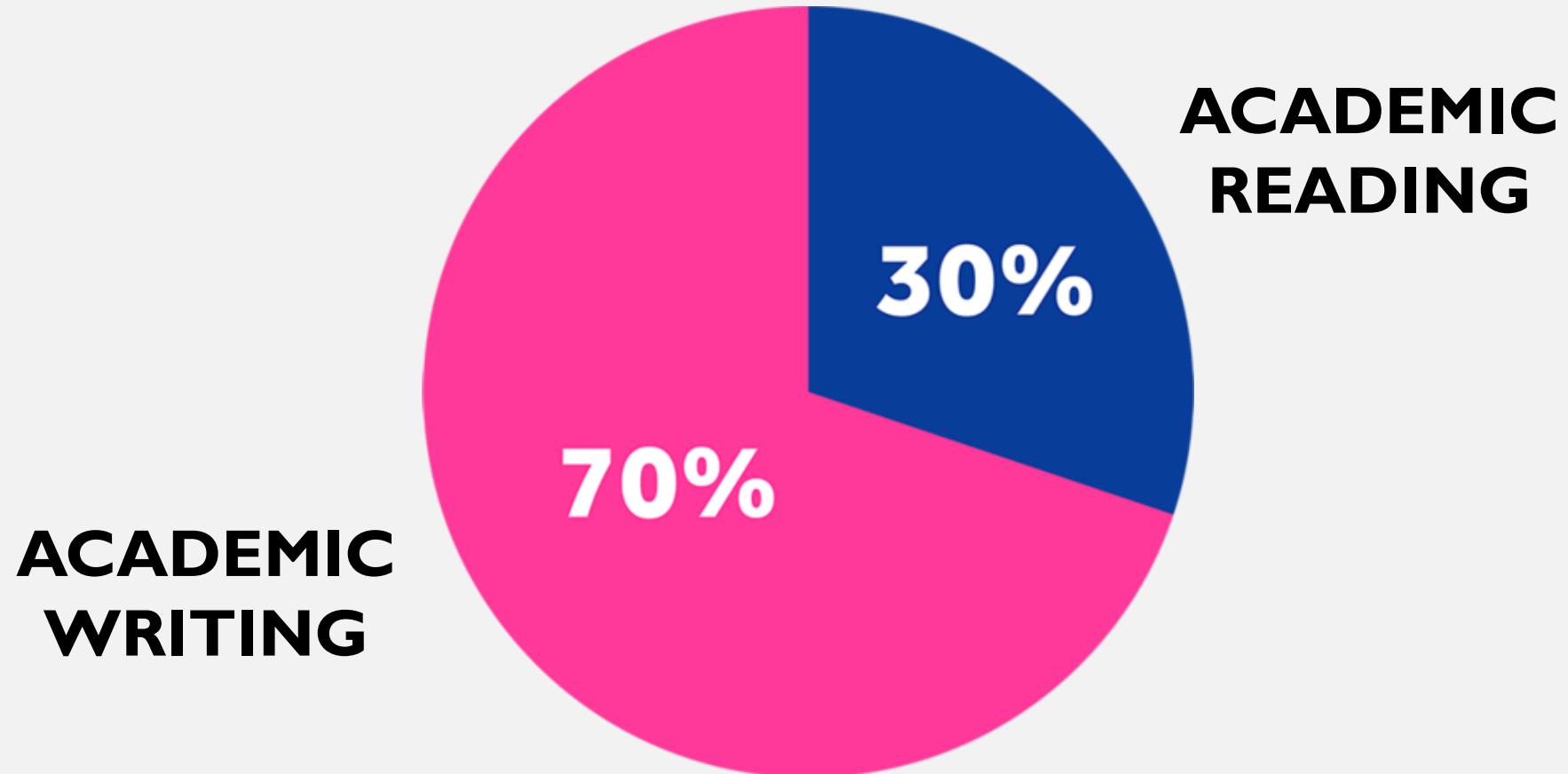


# ACADEMIC READING AND WRITING

# ACADEMIC READING AND WRITING



# ACADEMIC WRITING

Plagiarism

Paraphrasing

Referencing



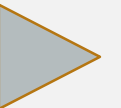
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(Pirillo & Fitz, 2015)



# WHAT IS PLAGIARISM?

- Plagiarism is when you take another writer's words and present them as your own (Blass *et al.*, 2013).
- Plagiarism is not acceptable and students who plagiarize can face serious consequences.
- Universities use special software that can immediately detect any signs of plagiarism. This software is also used by examination bodies when marking coursework.
  - e.g. Turnitin



# Plagiarism Types



Mosaic



Hybrid



Accidental



Copy & Paste



Paraphrasing



Find & Replace



Duplicate



Mixed



Self

# PLAGIARISM



image from flickr user chrisjfry

## WHAT WILL GET YOU IN TROUBLE?

**There are many types of plagiarism. Some of them are deliberate, while others might be unintentional. Just so we're clear, here are a whole bunch of things you should know:**

### things you need to cite:

- direct quotes
- ideas or concepts that you put into your own words
- information you used from any medium: books, magazines, blogs, web sites, emails, songs, movies... *any medium at all*
- an interview or personal conversation you had with someone
- any images, graphics, charts, illustrations, or other visual addition to your work
- songs or videos that you used to jazz up your presentation

### things that are not cool:

- buying a paper off the Internet: even if you use the web to hire someone to write your paper, you are still billing someone else's work as your own. that, my friends, is a compromise of academic integrity.
- copying and pasting portions (big or small) from a web site, blog, magazine, or anything else: even if you change a few key words, you're taking someone's intellectual property.
- resubmitting work you did for a similar assignment in another class: yes, self-plagiarizing is a real thing!
- sharing homework answers among friends: it's the same as cheating on a test (which you shouldn't do, either).

**if you're not sure if something needs attribution, CITE IT.**

(you know, better safe than sorry.)

### why attribution matters

- if you do plagiarize, you will probably get caught: teachers are eerily good at spotting words and ideas that aren't yours.
- you'll end up looking pretty silly if the content you borrowed (or improperly cited) is wrong.
- if your integrity does come into question, you need to be able to locate the original source.

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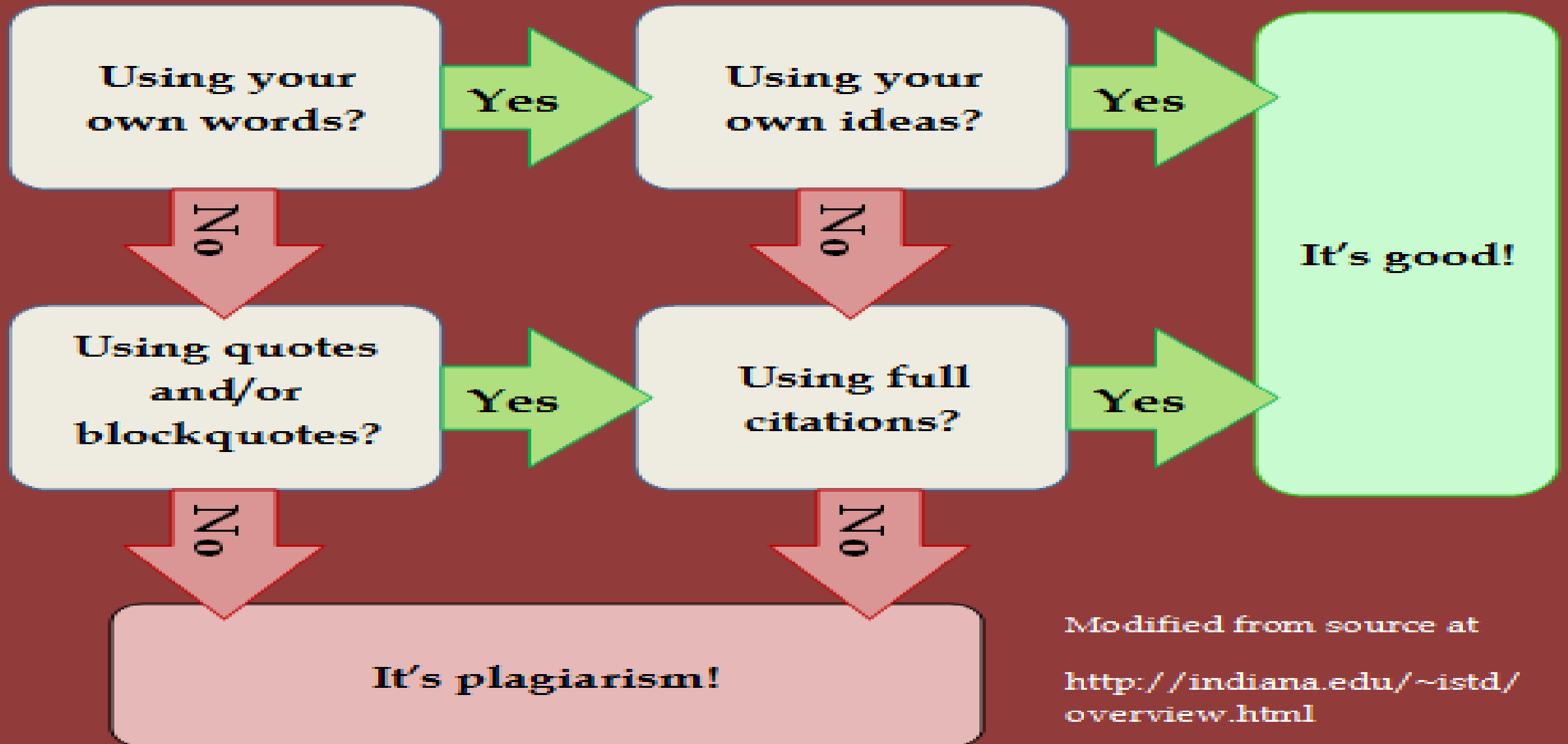
sites like these can help you plagiarize  
image from flickr user wfryer

### what the heck is "common knowledge"?

common knowledge refers to facts and ideas that are generally accepted to be true. according to the OWL at Purdue, "you can regard something as common knowledge if you find the same information undocumented in at least five credible sources" (2009).

\*This flowchart is more than acceptable at this stage of your academic careers.

# Is it Plagiarism?



Modified from source at <http://indiana.edu/~istd/overview.html>

\* Make use of this flowchart for Postgraduate level.

## START:

### PATCHWRITING

If a journalist has mirrored the language of another author save for a few word substitutions, they may be guilty of patchwriting. This is a lesser charge than plagiarism if the original author is credited.

### SELF-PLAGIARISM

Submitting a stale article in the guise of a new work is a form of plagiarism called self-plagiarism. This is a lesser crime than cribbing from another writer.

Is some of the language in the article copied from another source?

NO

YES

YES

Did the author write about this subject before and submit another article as completely original work?

NO

Is the journalism in question published on an aggregated blog?

Is the language identical to wording in another article, save a few jumbled-up words?

NO

Is the article a complete retread of another story, with little new insight?

NO

Is it  
**PLAGIARISM?**  
(a flowchart)

Is the language attributed to the original source?

YES

YES

NO

YES

NO

Is the string of unattributed language more than 7-10 words in one sentence?

NO

### NOT PLAGIARISM

If what you've found is a small, isolated similarity that runs less than seven words in a single sentence, don't sweat it — the copying was probably incidental. Just to make sure, run some other sentences through a search engine.

### NOT PLAGIARISM

If the language and the central ideas in the articles are original, it's not plagiarism.

### EXCESSIVE AGGREGATION

If the article is a total rewrite of someone else's story, it's not plagiarism, but it's still a form of theft — even if the original author is credited.

### PLAGIARISM

If the unattributed language runs longer than seven words in multiple sentences, you've probably caught someone trying to pass their work off as someone else's. Check their work for previous examples of theft — there might be more cribbing lurking in the archives.

### IDEA THEFT

If the journalism in question is merely a retread of someone else's work using the same sources and concepts, it's not plagiarism — but it's not original work, either.

### SOURCES:

Kelly McBride  
Plagiarism.org

Infographic by Benjamin Mullin

# EXAMPLES OF PLAGIARISM

## ORIGINAL TEXT

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. It was written out of the conviction that it should be possible to discover the hidden mechanics by which all traditional elements of our political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value, and has become unrecognizable for human comprehension, unusable for human purpose. Hannah Arendt, *The Origins of Totalitarianism* (New York: Harcourt Brace Jovanovich, Inc., 1973 ed.), p.vii, Preface to the First Edition.

## WORD-FOR-WORD PLAGIARISM

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. Interestingly enough, Arendt avoids much of the debates found in some of the less philosophical literature about totalitarianism.

*When material is taken directly from a book, article, speech, statement, remarks, the Internet, or some other source, the writer must provide proper attribution. In this example, no credit is given to the author.*

# EXAMPLES OF PLAGIARISM

## ORIGINAL TEXT

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. It was written out of the conviction that it should be possible to discover the hidden mechanics by which all traditional elements of our political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value, and has become unrecognizable for human comprehension, unusable for human purpose. Hannah Arendt, *The Origins of Totalitarianism* (New York: Harcourt Brace Jovanovich, Inc., 1973 ed.), p.vii, Preface to the First Edition.

## THE FOOTNOTE WITHOUT QUOTATION MARKS

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith.<sup>1</sup> Interestingly enough, Arendt avoids much of the debates found in some of the less philosophical literature about totalitarianism.

<sup>1</sup> Hannah Arendt, *The Origins of Totalitarianism* (New York: Harcourt Brace Jovanovich, Inc., 1973 ed.), p.vii, Preface to the First Edition.

When material is quoted word-for-word, a footnote alone is insufficient. The material that represents a direct quotation must either be put within quotation marks or indented:

# EXAMPLES OF PLAGIARISM

## ORIGINAL TEXT

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. It was written out of the conviction that it should be possible to discover the hidden mechanics by which all traditional elements of our political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value, and has become unrecognizable for human comprehension, unusable for human purpose. Hannah Arendt, *The Origins of Totalitarianism* (New York: Harcourt Brace Jovanovich, Inc., 1973 ed.), p.vii, Preface to the First Edition.

## THE MOSAIC

The first edition of *The Origins of Totalitarianism* was written in 1950. Soon after the Second World War, this was a time of both reckless optimism and reckless despair. During this time, Dr. Arendt argues, the traditional elements of the political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value. In particular, the separation between the State and Society seems to have been destroyed. In this book, she seeks to disclose the hidden mechanics by which this transformation occurred.

Even though this example includes some original material, selected phrases of the original are woven throughout the passage - a. reckless optimism and reckless despair, b. traditional elements of the {our in original} political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value, and c. hidden mechanics.

# EXAMPLES OF PLAGIARISM

## ORIGINAL TEXT

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. It was written out of the conviction that it should be possible to discover the hidden mechanics by which all traditional elements of our political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value, and has become unrecognizable for human comprehension, unusable for human purpose. Hannah Arendt, *The Origins of Totalitarianism* (New York: Harcourt Brace Jovanovich, Inc., 1973 ed.), p.vii, Preface to the First Edition.

## THE PARAPHRASE WITHOUT CITATION

Hannah Arendt's book, *The Origins of Totalitarianism*, was written in the light of both excessive hope and excessive pessimism. Her thesis is that both Advancement and Ruin are merely different sides of the same coin. Her book was produced out of a belief that one can understand the method in which the more conventional aspects of politics and philosophy were mixed together so that they lose their distinctiveness and become worthless for human uses.

Even if the author's exact language is not used, a footnote or citation is required for material that is paraphrased.

## SO HOW DO YOU AVOID PLAGIARISM?

When dealing with academic writing, these two methods must be used to avoid plagiarism:

- 1) Paraphrasing
- 2) Referencing



# ACADEMIC WRITING

Plagiarism

Paraphrasing

Referencing

# HOW TO AVOID PLAGIARISM

- The first step to avoiding plagiarism is to use paraphrasing.
- **Paraphrasing** allows you to incorporate another writer's ideas in your own writing.
- In this technique, you take the information you have read from somewhere and you express it using your own words.

## Paraphrasing Example

5

### Original Text

Willy Wonka was famous for his delicious candy. Children and adults loved to eat it.

### Paraphrase

Willy Wonka was known throughout the world because people enjoyed eating the tasty candy he made.

## LET'S PRACTICE TOGETHER:



- Look at the following passage and then let's try and paraphrase it together:

*Many people, when driving their cars, go over the speed limit in city centers. As a way of solving this, the government should put more speed cameras on major streets to put people off speeding. If this is done, more people who speed will be caught and this problem will eventually be solved.*

## LET'S PRACTICE TOGETHER:



*Many people, when driving their cars, go over the speed limit in city centers. As a way of solving this, the government should put more speed cameras on major streets to put people off speeding. If this is done, more people who speed will be caught and this problem will eventually be solved.*

- Now let's try and think of some words that could replace some of the key words from the passage. Jot them down in the space below:

## LET'S PRACTICE TOGETHER:



- So what words did you come up with? Did you think of any of these?

town      an answer      the law      install      motorway  
stop      humans      put away      authorities      exceed  
deter from      directly      riding      ought to      key      by  
doing this      arrested      vehicles      resolved      citizens  
large      caught red handed      speed prevention  
increasing      urban

## LET'S PRACTICE TOGETHER:



*Many people, when driving their cars, go over the speed limit in city centers. As a way of solving this, the government should put more speed cameras on major streets to put people off speeding. If this is done, more people who speed will be caught and this problem will eventually be solved.*

town    an answer    the law    install    motorway  
stop    humans    put away    authorities    exceed  
deter from    directly    riding    ought to    key    by  
doing this    arrested    vehicles    resolved    citizens  
large    caught red handed    speed prevention  
increasing    urban

- So now let's use some of the words we came up with, along with the passage to paraphrase it properly.

## LET'S PRACTICE TOGETHER:



- Let's have a look at the following paraphrase answer. Compare it with the original:

### Original:

*Many people, when driving their cars, go over the speed limit in city centers. As a way of solving this, the government should put more speed cameras on major streets to put people off speeding. If this is done, more people who speed will be caught and this problem will eventually be solved.*

### Paraphrased Answer:

*Many people, when driving their cars, exceed the speed limit in urban centers. As a way of solving this, the authorities ought to install more speed cameras on major streets to deter people from speeding. By doing this, more people who speed will be caught and this problem will eventually be resolved.*

## LET'S PRACTICE TOGETHER: AVOID THESE MISTAKES



1. Collocation: drive a car, not ride a car. We use the verb “ride” with bicycles.
2. A town is not a city. You can write “city center” or “urban center”. A town is much smaller and this essay is not about small towns and villages.
3. The government can usually be paraphrased with the word “authorities”.
4. The word “should” can be paraphrased as “ought to”. This is a common paraphrase.
5. If you are writing about setting up or putting up equipment, you can use the word “install”.
6. “to deter” is used to put people off committing a crime or an offence. It is actually a better word to use than “put off” for formal essay writing.
7. “By doing this” and “As a way of solving this” both have the same meaning in this context. You can’t write “As an answer for solving this” – it isn’t correct English even though the meaning is the same.
8. “people” are people. We rarely use the word “citizen” in an essay about transport. However, it would be acceptable to use it in the second sentence which refers to the government.
9. “people” cannot be paraphrased as “humans” except in one context

## LET'S PRACTICE TOGETHER. AVOID THESE MISTAKES



10. “caught red handed” must be written as it is shown. You can never write “caught red”. There are three words in this idiom. However, this expression is mainly for theft or other crimes in which a person is caught face to face by the police. It can’t be used for speed offences caught by camera.
11. “vehicles” is used when we don’t know what type of transport is being written about or when we refer to different types. This essay is about cars only which means you can’t use the word “vehicle”.
12. This paragraph is about “streets”. This is not the same as a “motorway”. A motorway is a very large road outside a city which contains two or three lines in both directions for heavy traffic.

# EFFECTIVE PARAPHRASING STRATEGIES

- If you're having trouble paraphrasing a text effectively, try following these strategies:
  1. Reread the original passage you wish to paraphrase, looking up any words you do not recognize, until you think you understand the full meaning of and intention behind the author's words.
  2. Next, cover or hide the passage. Once the passage is hidden from view, write out the author's idea, in your own words, as if you were explaining it to your instructor or classmates.
  3. After you have finished writing, check your account of the author's idea against the original. While comparing the two, ask yourself the following questions:
    - Have I accurately addressed the author's ideas in a new way that is unique to my writing style and scholarly voice?*
    - Have I tried to replicate the author's idea or have I simply changed words around in his/her original sentence(s)?*
  4. Last, include an in-text citation, which should contain the author's name, the year, and the page or paragraph number (if available), directly following your paraphrase.

# EFFECTIVE PARAPHRASING STRATEGIES

- Once you have applied those strategies remember to do the following steps:
  1. Substitute synonyms for key words and phrases.
  2. Change the order of the words in a piece of writing you are paraphrasing.
  3. Do not include new information and do not leave out information.
  4. Include the in-text citation (This is part of referencing – we shall discuss this later).

## Paraphrasing

It is a passage

Borrowed from a source

And rewritten in your own words.

A paraphrase should be true to the original author's idea, but is rewritten in your own words and sentence structure.

## EXAMPLES OF PARAPHRASING

- **Original:** These pipes transfer excess body heat from one building to another.
- **Paraphrase:** Additional body heat is moved from building to building by these pipes.

Let's try:

- **Original:** An inexpensive and renewable source of energy is wind power. It is an excellent alternative to fossil fuels. It is clean and will not harm our planet.
- **Paraphrase:** A suitable substitute to fossil fuels, is wind energy. It is both cheap and replaceable, with the added advantage of not negatively impacting our Earth.

## EXAMPLES OF PARAPHRASING

Read the following and decide on which of the two is the best paraphrase:

1) “EV” is the abbreviation for “electric vehicle.”

- a. A shorter way to write or say “electric vehicle” is “EV.”
- b. Electric vehicles can be called “EV” in certain situations.

2) Energy comes from the sun as both light and heat.

- a. The sun provides power in the forms of both warmth and light.
- b. Sunlight is a good alternative energy source and is also renewable.

## EXAMPLES OF PARAPHRASING

3) Riding a bike is one way to avoid contributing to pollution, and it can be healthy.

- a. One way to avoid polluting the air is to ride a bike, and it may also help improve a person's health.
- b. Bike riding is better than driving a car because it is a healthy way to lose weight.

4) The use of renewable energy is becoming more common worldwide.

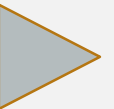
- a. More countries are using renewable energy, but there is still not enough global participation
- b. All around the world, it is increasingly common to use energy that is renewable.

5) Water is a frequently used resource that provides energy to 28 million people.

- a. Water is often used as a source of energy and gives power to almost 30 million consumers.
- b. People do not appreciate water as an energy source because so many consumers use it.

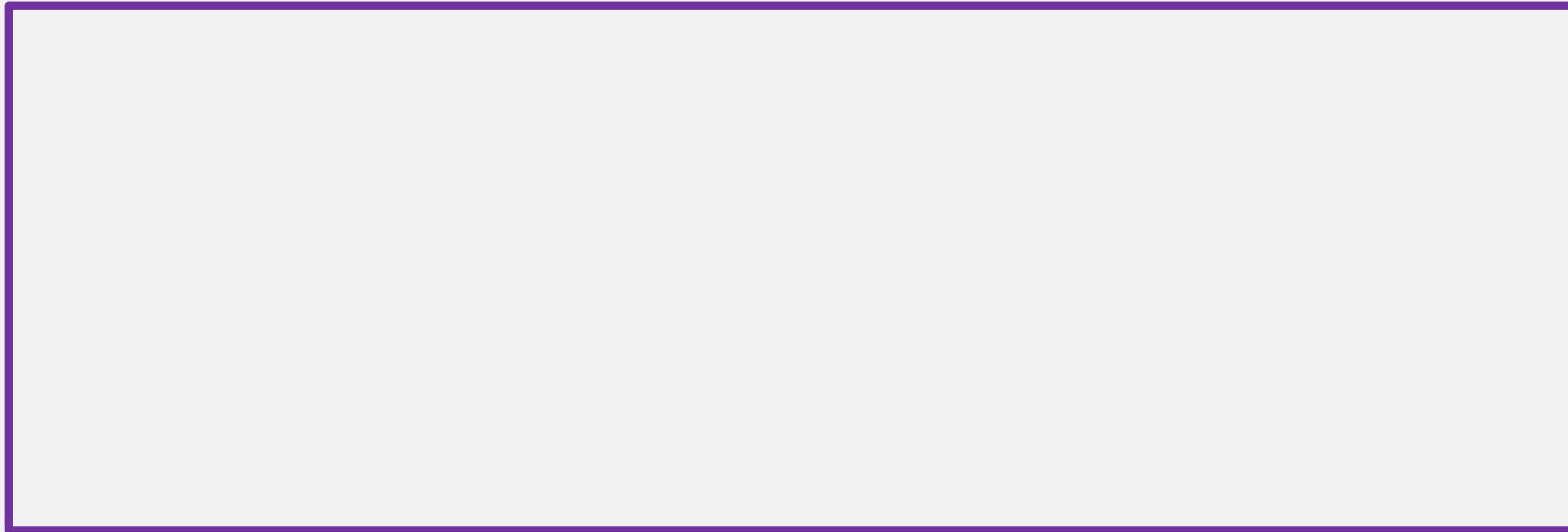
# PARAPHRASING PARAGRAPHS

- Paraphrasing a longer passage can take a little more effort, as you have to ensure it is different enough from the original to be classed as your own work.
- Please not a in-text citation must always be included. We shall discuss how to do this later.



## PARAPHRASING PARAGRAPHS: LET'S PRACTICE – EXERCISE A

Dogs can provide great assistance to both children and elderly people in their daily activities. Since dogs are active pets, they can also prove to be the perfect buddies during exercise. There are different types of dogs that you can choose from to make as pets.



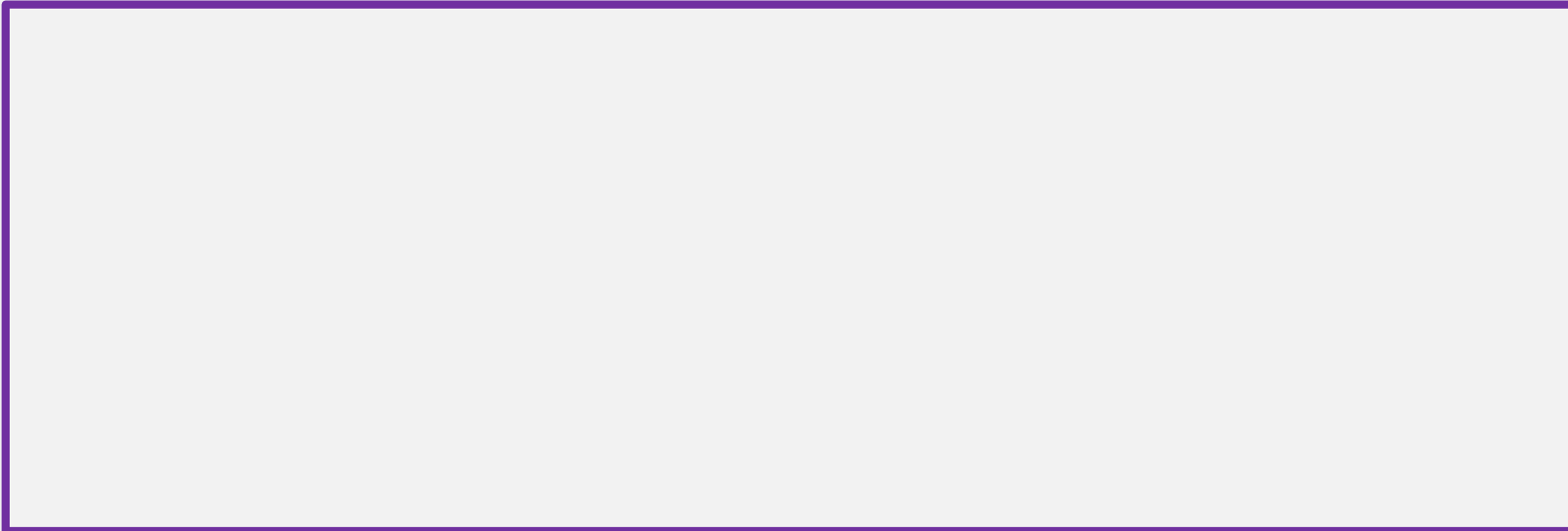
## PARAPHRASING PARAGRAPHS: LET'S PRACTICE – EXERCISE A

Dogs can provide great assistance to both children and elderly people in their daily activities. Since dogs are active pets, they can also prove to be the perfect buddies during exercise. There are different types of dogs that you can choose from to make as pets.

*Dogs offer help to the elderly and children in their daily life. Dogs are active pets, providing to be great exercise buddies. There are various breeds of dogs that you can select from for your pets.*

## PARAPHRASING PARAGRAPHS: LET'S PRACTICE – EXERCISE B

Exercise can help a lot in alleviating stress – that is a known fact. Exercise is a good way of reducing stress, and cardiovascular exercise is recommended for about 15 to 30 minutes, thrice or four times a week. Several studies have indicated the effects of exercise in handling stress. The activity can release endorphins to the bloodstream.



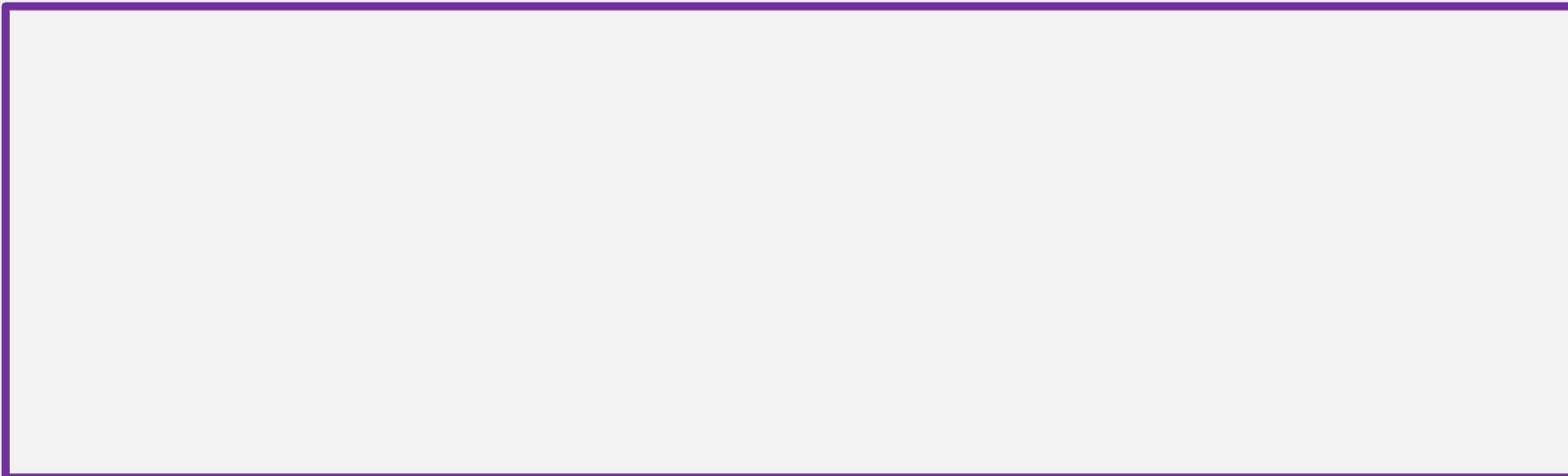
## PARAPHRASING PARAGRAPHS: LET'S PRACTICE – EXERCISE B

Exercise can help a lot in alleviating stress – that is a known fact. Exercise is a good way of reducing stress, and cardiovascular exercise is recommended for about 15 to 30 minutes, thrice or four times a week. Several studies have indicated the effects of exercise in handling stress. The activity can release endorphins to the bloodstream.

*Exercise is a good way to get rid of stress. It is also a perfect way of lowering stress levels, while cardiovascular exercises that can be done three or four times a week for about 15 to 30 minutes is highly suggested. Research shows that there are positive effects of exercise in dealing with stress. It can help in releasing endorphins in the body.*

## PARAPHRASING PARAGRAPHS: LET'S PRACTICE – EXERCISE C

William Shakespeare was born in Stratford-on-Avon in April (probably April 23), 1564. His father was a citizen of some prominence who became an alderman and bailiff, but who later suffered financial reverses. Shakespeare presumably attended the Stratford grammar school, where he could have acquired a respectable knowledge of Latin, but he did not proceed to Oxford or Cambridge. There are legends about Shakespeare's youth but no documented facts.



## PARAPHRASING PARAGRAPHS: LET'S PRACTICE – EXERCISE C

William Shakespeare was born in Stratford-on-Avon in April (probably April 23), 1564. His father was a citizen of some prominence who became an alderman and bailiff, but who later suffered financial reverses. Shakespeare presumably attended the Stratford grammar school, where he could have acquired a respectable knowledge of Latin, but he did not proceed to Oxford or Cambridge. There are legends about Shakespeare's youth but no documented facts.

*William Shakespeare was born in 1564 in Stratford-on-Avon. His father, a respected alderman, and bailiff was an affluent community member but later lost his financial security. Experts suspect that Shakespeare went to the Stratford grammar school where he probably obtained a command of the Latin language, however, since there are no documented facts about his childhood, scholars rely on rumors and stories believed to be historically accurate. They do know that he did not continue his education at Oxford or Cambridge.*

SO NOW THAT YOU HAVE A BETTER IDEA  
OF WHAT PHRASING IS: LOOK AT THIS  
EXAMPLE-

ORIGINAL TEXT

Differentiation as an instructional approach promotes a balance between a student's style and a student's ability. Differentiated instruction provides the student with options for processing and internalizing the content, and for constructing new learning in order to progress academically.

PARAPHRASING?

Differentiation is a way to encourage equality between the approach and talent of the student (Thompson, 2009). This type of instruction gives students different ways to deal with and grasp information, and for establishing new learning to move on in education (Thompson, 2009).

## THIS WAS NOT A GOOD EXAMPLE BECAUSE:

- Even though the student is citing correctly, underlined words are simply synonyms of words used in the original source.
- You can also see how the sentence structure is the same for both the original source and this paraphrase.



## LET'S TRY AGAIN

### ORIGINAL TEXT

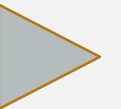
Differentiation as an instructional approach promotes a balance between a student's style and a student's ability. Differentiated instruction provides the student with options for processing and internalizing the content, and for constructing new learning in order to progress academically.

### PARAPHRASING

Teachers use differentiated instruction to help students learn, allowing the teacher to cater lessons to the way each student learns and each student's skill (Thompson, 2009).

## THIS WAS BETTER AS:

- In this example, the author has taken the essential ideas and information from the original source, but has worded it in their own way, using unique word choice and sentence structure.
- The author has condensed Thompson's (2009) information, including what is relevant to their paper, but leaving out extra details that is not needed.



## WHAT'S THE TAKEAWAY?

- Remember these three tips to paraphrase properly:
  - 1) Include key points and sub-points from the original source.
  - 2) Write a paraphrase in your own words and use your own sentence structure.
  - 3) Always include the in-text citation to your paraphrased sentence or passage.



# ACADEMIC WRITING

Plagiarism

Paraphrasing

Referencing

## REFERENCES

- Video on the perils of plagiarism: <https://youtu.be/PzZsButRaHs>
- Video on how to effectively paraphrase: <https://youtu.be/x9uS8M2QziU>
- Video on The Art of Paraphrasing: Avoiding Plagiarism: <https://youtu.be/HlqoI0dG5Gw>