



• What is plagiarism and how to avoid it

« According to the Merriam-Webster online dictionary, to "plagiarize" means:

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

« All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not »²

⇒ Watch the following video about the use and abuse of wikipedia : « Student online research and critical thinking » By Toni Sant, June 26, 2017

<https://www.plagiarism.org/video/student-online-research-and-critical>

• How to introduce a quote

There are four ways of introducing a quote:

- The quote is embedded in the text: Inverted commas, text, inverted commas, name of author and page number in brackets. Often preceded by the mention « As John Doe explains in his article » (and many others!)
- Synthesizing the idea of the author and adding the name and page number in brackets. Never forget to tell that it's his/her idea thanks to which you can develop your own opinion.
- Footnote: a way to smooth your text/writing without digressing too much or avoiding to quote several times the same author if the whole paragraph or subpart comes from his/her work. « See John Doe for further information / This point is further discussed in the second part / the following information is provided by Doe in his article xxxx ».
- If the quote amounts to more than three lines : the quote should be a new paragraph, no inverted commas, the size one point lower than the rest of the text, the space between two lines is zero/simple.

¹ See the following website: <https://www.plagiarism.org/>

² *Id.*

Annexe 4

- ⇒ By using the definition of plagiarism and the four different ways of introducing a quote, please introduce your sources in four different ways, based on how you want them presented in your dissertation.

• Providing context/background

See the following definition from the website <https://histropolis.com/contextualization-synthesis/>

« Contextualization

Think of contextualization as providing the setting of the main topic in question. It is the people, places, events, actions, and ideas that provide a richer understanding of what is going on inside a time period.

By providing context, we are able to differentiate the details within a time period that influence and relate to the main topic in an essay question. When we consider multiple details, this paints a fuller understanding for us the writer and also for the reader. »

The following website adds further explanation: <http://www.juxtasoftware.org/how-to-contextualize-in-an-essay/>:

“Contextualizing in an essay simple means placing a statement, idea or event within its larger setting or background to enable it to acquire its true or ideal and full meaning. The relevance or importance of contextualizing in an essay is to aid in comprehension or interpretation. »

- ⇒ Try to further contextualize your introduction thanks to these definitions.

• Writing with an academic register

Here is a definition of writing with an academic register, from York University:

“Introduction to academic register

This learning object will explain some of the features of academic register and its importance in academic language in general.

The term 'academic register' is used to describe the characteristics of language that make it 'academic'. In particular, the features of vocabulary and grammar that help to create the academic 'feel' of the language.

Vocabulary

In general, we can say that writers choose more formal words when writing academic texts.

Example: The following pairs of words that are similar in meaning. Which word from would you expect a writer of an academic text to use in each case?

- i) examine/look at
- ii) make/cause

Annexe 4

Grammar

More formal grammatical structures are another feature of academic register.

For example, which of the following would you consider more 'academic', and why?

- i) 'You form compounds by combining two or three words.'
- ii) 'Compounds are formed by combining two or three words.'

Academic Phrases

This is another way of thinking about how an academic register is created, and refers to expressions that are typically used to perform a particular function in an academic context. For example, different expressions may be used if an author wants to say that other writers do not agree with a point of view, or are critical about something:

'Many analysts now argue that the strategy of X has not been successful.'
'Smith's analysis has been criticised by a number of writers.'
'The most important of these criticisms is that Smith failed to note that'

Many more examples of expressions like these can be found at the 'Academic phrasebank' from the weblinks page.

Summary

In general terms, we can say that formal language used in academic register includes the following characteristics:

- it tends to be impersonal and precise,
- the sentences are often long and carefully constructed
- you will not find contractions (it's / they're) or abbreviations (short forms of words e.g. abbrev.= abbreviation)
- the vocabulary used is more specialized and complex than you expect to find in everyday speech. »

⇒ Do the activities from their website:

<https://www.york.ac.uk/res/elanguages/index/Modulecd/cu4s4/cu4s40501.htm>

• Putting clear words on an issue / Raising a clear question

It consists in a clear sentence that may come as a question. It brings coherence to your synthesis as it reveals the contradiction / tension raised and the various points you aim at exploring.

• Conclusions – not just restating a thesis

See the following explanation from the Schwartzcenter blog³

³ <http://www.theschwartzcenterblog.com/the-most-effective-way-to-conclude-a-synthesis-essay.html>

“How To Conclude A Synthesis Essay: Recommendations For Beginners

Surprisingly, writing the conclusion for a paper can be one of the more difficult parts of the writing process. Most students get the end of their body paragraphs then feel lost because they have already said everything that they have to say. That is okay though, because the first thing you should know about a conclusion is that it shouldn't present any new information—it should only reiterate information that you have already presented earlier in your paper.

Use these simple tips to learn to conclude a synthesis essay:

- Reiterate your thesis statement

Your paper should have started with a strong thesis statement that summed up your basic argument in one or two sentences. Once you have a good thesis statement, you should restate it in your conclusion. This can either be toward the beginning or the ending of your conclusion, depending on how you structure it.

- Try to show your synthesis in a slightly different way.

While it is true that you shouldn't introduce any new ideas or information in your conclusion, you also don't want to restate everything in the exact same way you did earlier in your paper. Try to show your ideas in a slightly different way. In particular, you should try to reiterate them in a way that brings out the most important parts or points of them. Because the point of your synthesis paper is to show how several different points or ideas fit together, you should make your synthesis the focus of your conclusion.

- Show your reader why your topics and your synthesis are important

One of the best strategies for concluding a synthesis paper is to try to show your reader why your topics and your synthesis are important. Assuming that they have been able to follow your clearly organized and articulated argument, the major task that will be left is to make them care and make them feel like their time reading your paper was well spent. One strategy for this is to explain how the synthesis you presented can help us to see the topics involved differently. Essentially this is a “the sum is greater than its parts” argument. Another way is show why the topics themselves are very important. »