

# CCS1090d

## Academic English Skills

### Week 2 Session 2

Dr Vicky Papachristou



## Aims of today's session

- ✓ Avoiding plagiarism in written and oral work: paraphrasing & direct quotation
- ✓ Incorporating sources

**Which is which?**

- a) In-text citation
- b) Reference list
- c) Quotation
- d) Summary
- e) Independent commentary
- f) Paraphrase

**Practice plagiarism**

- 1) A restatement of somebody else's words in your own words by extracting only the essential points, without including your own opinion or any supporting detail.
- 2) The element of your written work which expresses your thoughts, beliefs or conclusions regarding the data you have read, collected or gathered.
- 3) A list of books and/or articles that have been used by somebody writing an essay/research paper etc.
- 4) A restatement of a thought, expressed by someone else that is written in your own style and needs to be documented.
- 5) Words or lines taken directly from a source, not changed in anyway and acknowledged with speech marks.
- 6) The act of mentioning someone else's ideas or research which may be included in your writing – can follow various formats including brackets on numbers.

a- 6  
b- 3  
c- 5  
d- 1  
e- 2  
f- 4

**Identifying plagiarism**

A student uses an internet article in researching her paper. She finds several of the ideas in the article useful, and develops them in her own paper. Since she does not quote from the text, she does not cite it in her paper, but she does put the reference in the bibliography.



**This is plagiarism.** Although the student was correct to cite the article in her bibliography, this is not enough. If she uses the ideas in her paper, she needs to acknowledge the source of those ideas in the paper itself. One way to do this is to acknowledge the source of the idea directly (i.e., "As Jones has pointed out, . . .") Even with this reference, the paper should also include an in-text citation.

In researching a paper on Mary Kingsley, a student discovers that Kingsley was born in Islington in 1862. She didn't know this fact previously. However, every article she reads on Kingsley reports the same fact. She does not acknowledge the source of this information with a citation.



**This is not plagiarism.** Although the student didn't know this fact before, it is an easily established fact that is well known to anyone who has written on Kingsley. Since it is undisputed and well known, it would fall into the category of "common knowledge," and does not need to be cited.

Source: Trinity Washington University Web site URL: <http://www.trinitydc.edu/policies/plagiarism/#honor>

## Identifying plagiarism

You are taking a class that a friend has already taken. She lets you read her paper in order to get some ideas, and tells you to use any parts of the paper you find useful. You incorporate some of her paragraphs into your paper without citation.



**This is plagiarism.** The fact that your friend has given you permission to use her paper is not relevant; if you are presenting work that someone else has done as your own, it is still plagiarism. Your friend would also be guilty of violating the Honor Code by helping you to plagiarize.

A friend offers to let you read his paper in order to get some ideas, and tells you to use any parts of the paper you find useful. You incorporate one of his paragraphs into your paper, and you are careful to include all of the citations from his paper in your footnotes, so that the reader will be able to find the original source of the information.



This example is trickier – but **it's still plagiarism**. Even if you include the citations, presenting someone else's work as your own is plagiarism. Once again, your friend would be also in violation of the Honor Code.

Source: Trinity Washington University Web site URL: <http://www.trinitydc.edu/policies/plagiarism/#honor>

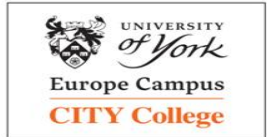
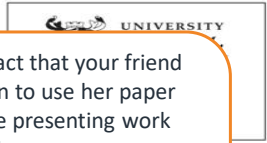
A student finds a picture on the web that perfectly illustrates a point she wants to make in her paper. She downloads the picture, but does not use the website's analysis; in addition, she writes her own caption for the picture. Since the analysis and caption are her own, she does not include a citation for the picture.

It depends. If the image is well-known (i.e., a picture of the Mona Lisa), it can be considered common knowledge, and therefore would not need a citation. However, if the image is the product of another individual's artistic or intellectual work (i.e., a personal photograph, even of a well-known artifact, like Chartres Cathedral; or a graph or chart that forms part of another person's paper or research) it would be considered plagiarism. In general, if the image represents the artistic or intellectual work of another person, it should be cited.

A student uses a data set collected by his professor in his analysis of economic trends. Since he develops his own analysis, and since his professor has not published the data, he does not include a citation for the data set.

**This is plagiarism.** Even though the student did his own analysis, the material he is working with was generated by someone else, and that work should be acknowledged. The fact that the data have not been published is irrelevant; it is still someone else's work, and needs to be cited. Nor does it matter that the data set was developed by the student's professor; professional norms require that all sources be acknowledged.

Source: Trinity Washington University Web site URL: <http://www.trinitydc.edu/policies/plagiarism/#honor>



## Identifying plagiarism

You find an interesting analysis of Kant's categorical imperative in a book on 18th century philosophers. You do not quote directly from the text, but you mention the author of the book as the source for this idea, and include a citation at the end of the paragraph.

This is the appropriate way to avoid plagiarism. Even though you have not quoted directly from the text, you should mention the source of the idea in the body of your paper, and cite the source.

A student finds some interesting information on a website that is not under copyright. She downloads several paragraphs and incorporates them into her paper, but doesn't cite them, because they are in the public domain.

**This is plagiarism.** It is irrelevant that the material you are using is in the public domain, or that it is not protected by copyright. If it is not your work, you must acknowledge its source.

You are discussing your term paper with your professor. She gives you an interesting idea about how you might interpret some of the material you have been studying. Since the discussion was informal, and does not pertain to an area in which your professor intends you publish, you incorporate her suggestions without attribution.

**It is important to recognize the intellectual work of others.** Your professor's ideas should be acknowledged, even if she has not written on the subject, and does not intend to do so. The same would hold true if the idea came from a fellow student or friend.

You find a very interesting quote from Gregor Mendel's "Experimentation in Plant Hybridization" in a book about Mendel's life. In your paper, you include the quote, and cite Mendel's paper as the source.

**This is plagiarism.** Even though you are acknowledging the source of the quotation, you have failed to acknowledge the source of your own information – the biography of Mendel. Citing only Mendel's paper would indicate to your reader that you had read the paper itself, whereas you have, in fact, been relying on someone else's research. The correct way to avoid plagiarism in this instance would be to cite the original source of the quote (Mendel's "Experiments in Plant Hybridization") and your source for the quote ("quoted in . . .").

## Identifying plagiarism

7

Source: Trinity Washington University Web site URL: <http://www.trinitydc.edu/policies/plagiarism/#honor>

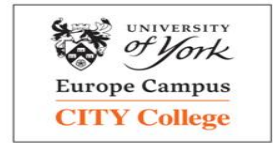
## Successful integration of sources

Introduce the quotation or paraphrase

Integrate it smoothly within your own sentence or paragraph

Comment on it immediately afterwards

## Further suggestions about sources



Integrate them **smoothly** into your essay

Make sure they support **your own argument**

Make sure that they are **up-to-date**

Be certain about their **relevance** to your topic

Provide evidence of **independent** research

**Evaluate** the secondary sources

Develop a **critical** stance towards your material

## Useful phrases for integrating sources...



According to Watson [1], “....”

Watson [1] argues/notes/suggests/

advocates/stresses/highlights/remarks/pinpoints/support  
s/claims/attests that...

Recent research shows/indicates/reveals that...

Several studies [1], [2], show that...



# Academic phrasebank



Academic Phrasebank

Introducing Work Referring to Sources Describing Methods Reporting Results Discussing Findings Writing Conclusions



## Home Page

### GENERAL LANGUAGE FUNCTIONS

Being Cautious
Being Critical
Classifying and Listing
Compare and Contrast
Defining Terms
Describing Trends
Describing Quantities
Explaining Causality
Giving Examples
Signalling Transition
Writing about the Past

The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological 'nuts and bolts' of writing organised according to the main sections of a research paper or dissertation (see the top menu ). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work. The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used. The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people's ideas and this does not constitute plagiarism. For some of the entries, specific content words have been included for illustrative purposes, and these should be substituted when the phrases are used. The resource was designed primarily for academic and scientific writers who are non-native speakers of English. However, native speaker writers may still find much of the material helpful. In fact, recent data suggest that the majority of users are native speakers of English. More about Academic Phrasebank.

This site was created by John Morley. If you could spare just two or three minutes of your time, I would be extremely grateful for any feedback on Academic Phrasebank: Please click here to access a very short questionnaire. Thank you.

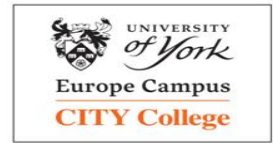
Link: <http://www.phrasebank.manchester.ac.uk/>

## *Let's practice!*



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## Source 1

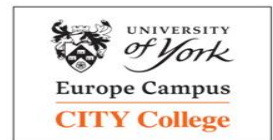


# “Humans have an innate predisposition to acquire language”

Chomsky, N., (1959). A Review of B.F. Skinner’s Verbal Behaviour. *Language*, 35(1), 26-58.

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## Indicative integration



In this essay, it will be argued that the “innate predisposition” or the capacity of humans that Chomsky [1] points out, does not constitute a means to “acquire” language as he suggests, but rather to *develop* it.

Locating your  
work within the  
already existing  
literature

Critical  
engagement  
with sources

# What is synthesising?



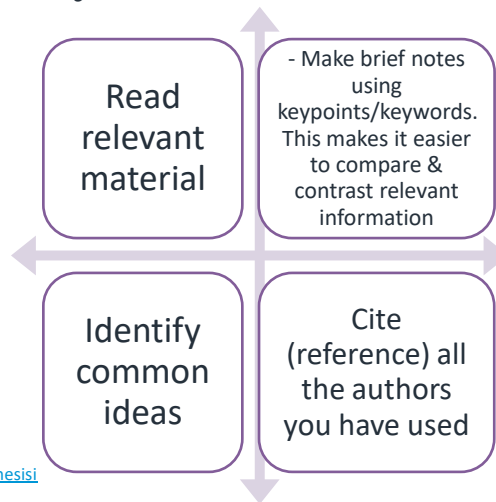
Synthesising is an important and complex skill required in academic writing. Synthesising involves combining ideas from a range of sources in order to group and present common ideas or arguments. It is a necessary skill used in essays, literature reviews and other forms of academic writing.

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## How to synthesise



Use the following steps to synthesise information from different sources.



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# Note-taking for synthesising

Topic: English is the global world language



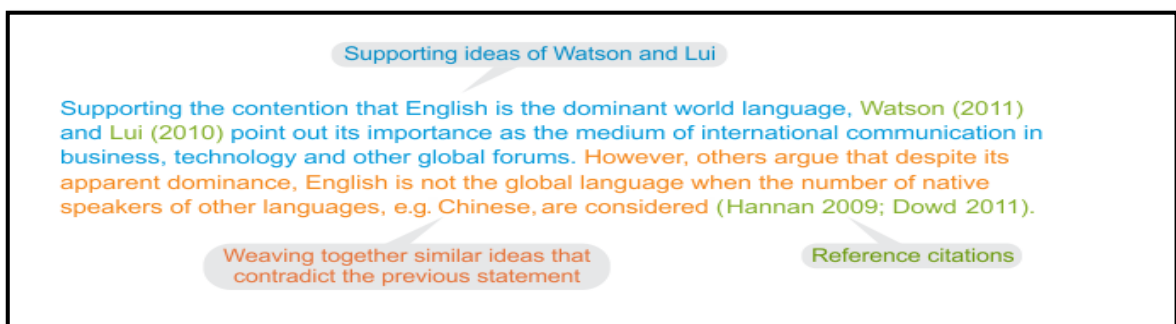
<p><b>Text 1 (Watson 2011)</b></p> <ul style="list-style-type: none"> <li>• international language for business</li> <li>• used for international forums (e.g. UN)</li> <li>• second language in many countries</li> </ul>	<p><b>Text 2 (Lui 2010)</b></p> <ul style="list-style-type: none"> <li>• used in worldwide technology</li> <li>• computers key factor in spread of English</li> <li>• internationalisation of education</li> </ul>
<p><b>Text 3 (Hannan 2009)</b></p> <ul style="list-style-type: none"> <li>• small number of speakers worldwide</li> <li>• importance of English linked to US power, i.e. 'Political'</li> <li>• more people speak Chinese worldwide</li> </ul>	<p><b>Text 4 (Dowd 2011)</b></p> <ul style="list-style-type: none"> <li>• minority of speakers in world</li> <li>• Chinese dominant especially in future</li> <li>• English will decline in future</li> </ul>

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## Writing a synthesis from notes



Look at your notes and identify **similar** and **contradictory arguments**. Group these together to develop/support your arguments. Cite references appropriately.



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# Practice synthesising



## Now read these definitions of management

management (noun)

1 [uncountable] the activity of controlling and organizing the work that a company or organization does

[1] "management". In *Longman English Dictionary Online*. Retrieved June 8 2009 from <http://www.ldoceonline.com/dictionary/management>

management (noun)

1 : the art or act of managing: the conducting or supervising of something (as a business)

2 : judicious use of means to accomplish an end

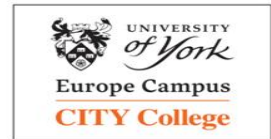
[2] "management". In *Merriam-Webster Online Dictionary*. Retrieved June 8 2009 from <http://www.merriam-webster.com/dictionary/management>

We define management as the process of designing and maintaining an environment in which individuals, working together in groups, accomplish efficiently selected aims.

[3] H. Koontz and H. Weirich, *Management*. 9th international ed. Singapore: McGraw-Hill. 1988, p.4

Retrieved from: <http://aeo.sllf.qmul.ac.uk/Files/ParaSynthRef/Paraphrasing%20and%20Synthesising.html>

# Practice synthesising



## Now read these definitions of management.

Management is tasks. Management is a discipline. But management is also people. Every achievement of management is the achievement of a manager. Every failure is a failure of a manager. People manage rather than "forces" or "facts". The vision, dedication and integrity of managers determine whether there is management or mismanagement.

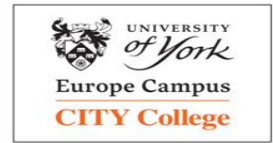
[4] P.F. Drucker, *Management: Tasks, Responsibilities, Practices*. Transaction Publishers. 2007, p. xiii

Management is a process that is used to accomplish organizational goals; that is, a process that is used to achieve what an organization wants to achieve. An organization could be a business, a school, a city, a group of volunteers, or any governmental entity. Managers are the people to whom this management task is assigned, and it is generally thought that they achieve the desired goals through the key functions of (1) planning, (2) organizing, (3) directing, and (4) controlling.

[5] R. L. Luft, Entry on "Management", in *Encyclopedia of Business*. 2nd. ed. Detroit: Gale Group, 2000.

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# Practice synthesising



You might like to begin with:

**'Both the Longman [1] and Merriam-Webster [2] online dictionaries define management as...'**

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# Practice synthesising



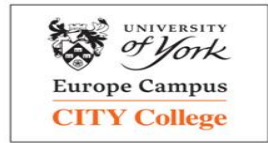
Two suggested syntheses of these various sources are given below:

## **Number one:**

Both the Longman [1] and Merriam-Webster [2] online dictionaries define management as the act (or art) of 'controlling', 'supervising' and 'organising' the work undertaken by a company or organisation. However, Koontz and Weirich [3, p. 4] make reference to the environment in which those working together achieve their 'efficiently selected' aims and emphasise the maintenance and design of this environment. Luft [5], having noted that the way a group achieves their aims is through management, divides managers' responsibilities into four key roles: 'planning', 'organising', 'directing' and 'controlling'. Finally, Drucker [4, p. xiii] maintains that the human element of management is paramount. Therefore, the human qualities of 'vision', 'dedication' and 'integrity' are more crucial for success or failure of allotted tasks than other factors.

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# Practice synthesising



## Number two:

The concept of "management" is complex, and is defined as "controlling and organizing" [1] or, "conducting or supervising" [2]. Koontz and Weirich [3, p. 4] define management as the act of creating and controlling the place where individuals, who effectively combine their efforts and skills, achieve objectively chosen goals. However, in contrast, Drucker [4, p. xiii] writes that management can be defined as activities, a school of learning and furthermore, as human beings themselves. He asserts that each accomplishment of 'management' is, in actual fact, the accomplishment of the person who has done the managing. Each inability to reach a goal is, in reality, the inability of the person in charge to reach that goal. Drucker [4] concludes by stating that the clarity of sight, commitment and honesty that people in positions of responsibility possess, determines whether or not there is good or bad management. The final proposed definition of management is proffered by Luft [5]. He claims that management is the act of achieving institutional targets; more specifically, the act of attaining company defined goals. Managers attain their clearly defined targets through the primary factors of preparation, organisation, direction and control [5].

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