



Plagiarism



What Is Plagiarism?

- Use of another's work without giving credit
- "Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise"



Discussion Question

- Why should we be concerned about it?





Because...

- If you plagiarize, you are **cheating** yourself.
 - You don't learn to write out your thoughts in your own words, and you don't get specific feedback geared to your individual needs and skills.
 - Plagiarizing a paper is like sending a friend to basketball practice for you – you'll never get the benefit of the practice yourself.
- Plagiarism is **dishonest** because it misrepresents the work of another as your own.
- Plagiarism **devalues** others' original work.
 - Submitting another writer's work as yours is taking an unfair advantage over students who do their own work.



Because...

- It is **wrong** to take or use property (an author's work) without giving the owner the value or credit due.
- Copyright violations can result in **finances or legal damages**.
- Plagiarism **violation** can result in suspension or expulsion.



Discussion Questions

- Why do people plagiarize?
- What can we do to prevent it?



Types of Plagiarism

- **Intentional plagiarism:**

deliberate copying or use of another's work without credit.

- **Unintentional plagiarism** can result from:

- *not knowing citation standards*
(e.g., "I thought the Internet was free!")
- *sloppy research and poor note-taking habits, or*
- *careless "copying and pasting" of electronic sources.*

- **Both types are subject to disciplinary action**

The Spectrum of Offenses

**Possibly
Unintentional
Plagiarism**

**Deliberate
Plagiarism**

Using a source
too closely
when
paraphrasing

Building on
someone's
ideas without
citation

Copying from
another source
without citing
(on purpose or
by accident)

Hiring
someone to
write your
paper

Buying,
stealing, or
borrowing a
paper

Types of plagiarism



Global plagiarism

Passing off an entire text by someone else as your own



Verbatim plagiarism

Directly copying parts of someone else's work



Paraphrasing plagiarism

Rephrasing someone else's ideas to present them as yours



Patchwork plagiarism

Stitching together parts of different sources



Self-plagiarism

Recycling your own past work



Global plagiarism: Plagiarizing an entire text

For example, if you get someone else to write an essay or assignment for you, or if you find a text online and submit it as your own work, you are committing global plagiarism.



Verbatim plagiarism: Copying words directly

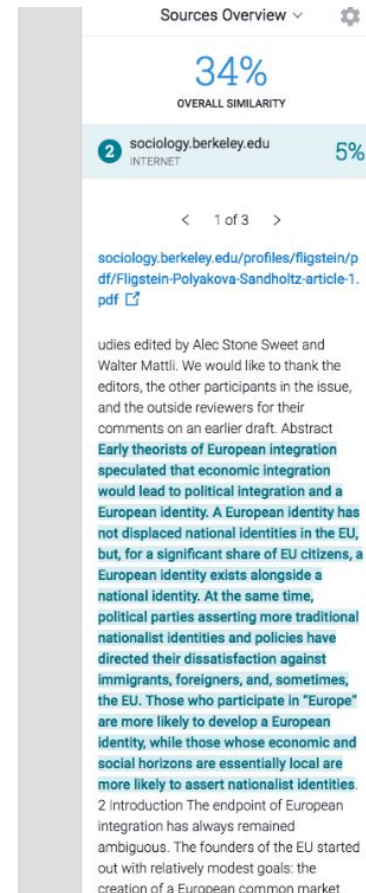
This exact motto explains that even though every country in the European Union might be different they can still be united to serve and help each other. In the recent years the European Union's goal is to unite all the countries in Europe and to create a European identity to which every country could connect in order be United in diversity as the motto suggests. The lack of European identity is the main reason for the European Union to try and reach this goal. The European Union can't seem to create a sense of patriotism towards Europe as a whole like people would have or have for their country.


1.2 Prior studies

2 Early theorists of European integration speculated that economic integration would lead to political integration and a European identity. A European identity has not displaced national identities in the EU, but, for a significant share of EU citizens, a European identity exists alongside a national identity. At the same time, political parties asserting more traditional nationalist identities and policies have directed their dissatisfaction against immigrants, foreigners and, sometimes, the EU. Those who participate in 'Europe' are more likely to develop a European identity, while those whose economic and social horizons are essentially local are more likely to assert nationalist identities.

1.3 Research question

In this study the line of research on what is needed in order to create a European Identity will be continued. The focus of this research lies, on how affiliated Europeans are to the European Union.




Sources Overview 

34%
OVERALL SIMILARITY

2 sociology.berkeley.edu 5%
INTERNET

< 1 of 3 >

sociology.berkeley.edu/profiles/fligstein/pdf/Fligstein-Polyakova-Sandholtz-article-1.pdf 

udies edited by Alec Stone Sweet and Walter Mattli. We would like to thank the editors, the other participants in the issue, and the outside reviewers for their comments on an earlier draft. Abstract
Early theorists of European integration speculated that economic integration would lead to political integration and a European identity. A European identity has not displaced national identities in the EU, but, for a significant share of EU citizens, a European identity exists alongside a national identity. At the same time, political parties asserting more traditional nationalist identities and policies have directed their dissatisfaction against immigrants, foreigners, and, sometimes, the EU. Those who participate in "Europe" are more likely to develop a European identity, while those whose economic and social horizons are essentially local are more likely to assert nationalist identities.
2 Introduction The endpoint of European integration has always remained ambiguous. The founders of the EU started out with relatively modest goals: the creation of a European common market



Paraphrasing plagiarism: Rephrasing ideas

For e.g. Paraphrasing without citation is the most common type of plagiarism.

Original (Doorman, 2003)

“Thus the past came to occupy a prominent place in Romanticism. The Romantic thinkers, however, had little affinity with historical schemes such as Condorcet’s. A linear and rational progression in history was the last thing they considered important. For them, the richness of the past lay in its otherness and strangeness rather than in what predictably preceded the here and now, in a distant era like the Middle Ages or antiquity rather than in the cursed, prosaic Enlightenment that preceded it. Such remote, distinct periods were usually manifestations of a golden age that had ended, but to which one could return with the aid of the imagination ...”

✓ **Correct**

Romantic thinkers were fascinated with the past, but they rarely adopted a linear viewpoint on historical progress. Rather than the rational Enlightenment period, Romanticism is imaginatively preoccupied with the more distant and thus more enchantingly alien past: the Middle Ages and the ancient world (Doorman, 2003, p. 45).

Patchwork plagiarism: Stitching together sources

3. Data and Operationalization

3.1 Data

In order to test the hypotheses formulated in the previous chapter and eventually give a proper answer to the research question the data set that will be used is the European Value Study (2008),⁷ the European Values Study is a large-scale, time-intensive survey on basic human values. It provides insights into the values, beliefs and preferences³ of citizens all over Europe. It is a unique research project on how Europeans think about life, family, work, religion, politics and society. The European Values Study was launched in 1981, when a couple of hundred citizens in the European Member States were interviewed using standardized questionnaires. Every nine years, the survey is repeated in an increasing number of countries.

Not all the respondents of the original data sample are included in the analysis. People who did not answer one or more of the questions included, are filtered out of the dataset. The final number of respondent has been brought down to a sample analysis of 60077 respondents.

3.2 operationalization

34%

OVERALL SIMILARITY

2	sociology.berkeley.edu INTERNET	5%
3	www.besis.org INTERNET	2%

< 1 of 1 >

www.besis.org/SeriesDescription

alues Study is a large-scale, cross-national, and longitudinal survey research program on basic human values. It provides insights into the ideas, beliefs, preferences, attitudes, values and opinions of citizens all over Europe. It is a unique research project on how Europeans think about life, family, work, religion, politics and society. The European Values Study started in 1981, when a thousand citizens in the European Member States of that time were interviewed using standardized questionnaires. Every nine years, the survey is repeated in an increasing number of countries. The fourth wave in 2008 covers no less than 47 European countries/regions, from Iceland to Azerbaijan and from Portugal to Norway. In total, about 70,000 people in Europe are interviewed. International S

[View Full Text](#)



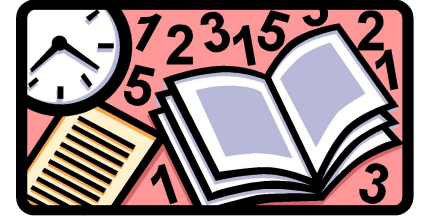
Self-plagiarism: Plagiarizing your own work

Self-plagiarism Self-plagiarism means reusing work that you've previously submitted or published. It amounts to academic dishonesty to present a paper or a piece of data as brand new when you've already gotten credit for the work.

The most serious form of self-plagiarism is to turn in a paper you already submitted for a grade to another class. Unless you have explicit permission to do so, this is always considered self-plagiarism.



Avoiding Plagiarism



- Manage your time
- Keep track of your sources
- Distinguish your ideas from the ideas in other sources
- Be careful when working with others
- Think of the consequences



Proper Citation

- Know what to cite
 - Keep track of original sources
 - Be careful of “cut and paste” online research
 - There are “no freebies”
 - Beware of “common knowledge”
- Know how to cite
 - Provide enough information so we can find the original source
 - Use an accepted standard such as APA or MLA
 - Use your own words and ideas
 - If you repeat another’s exact words, you must use quotation marks and cite the source.
 - Avoid using others’ work with minor cosmetic changes.



Proper Citation – cont'd

- Know when to cite
 - Direct quotations
 - Paraphrased ideas
 - Facts or information that isn't common knowledge
 - When in doubt, you must cite