

Plagiarism

How to Avoid It

Md. Mojibur Rahman
mrahmanelt@iitism.ac.in

What's the origin of the word *plagiarism*?

The word *plagiarism* is derived from the Latin word *plagiare*, which means to *kidnap* or *abduct*
(Oxford English Dictionary)

Defining Plagiarism

- **Plagiarism is the act of stealing someone else's work** and attempting to "pass it off" as your own. This can apply to anything, from term papers to photographs to songs, even ideas!
- **Plagiarism** is using another's work without giving credit. If you use others' words, you must put them in quotation marks and cite your source. You must also include citations when using others' ideas, even if you have paraphrased those ideas in your own words. This includes work generated by artificial intelligence (AI).

- “**Work**” includes the words and ideas of others, as well as art, graphics, computer programs, music, and other creative expression. The work may consist of writing, charts, data, graphs, pictures, diagrams, websites, movies, TV broadcasts, or other communication media.
- The term “**source**” includes published works (books, magazines, newspapers, textbooks, websites, movies, photos, paintings, and plays) and unpublished sources (materials from a research service, blogs, class handouts, lectures, speeches, other students’ papers, and content generated by AI). Using words, ideas, computer code, or any work without giving proper credit is plagiarism. Any time you use information from a source, of any kind, you must cite it.

What is Plagiarism?

- Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:
- According to the *Merriam-Webster OnLine Dictionary*, to "plagiarize" means –
 - 1) to steal and pass off (the ideas or words of another) as one's own
 - 2) to use (another's production) without crediting the source
 - 3) to commit literary theft
 - 4) to present as new and original an idea or product derived from an existing source.

- In other words, plagiarism is an act of ***fraud***.
- It involves both **stealing** someone else's work and **lying** about it afterward.

- **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 (see our section on “fair use” rules)

Attention!

- **Changing the words of an original source is *not* sufficient to prevent plagiarism.**
- If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, *you have still plagiarized.*

- Most cases of plagiarism can be avoided, however, by citing sources.
- Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

Types of Plagiarism

- Anyone who has written or graded a paper knows that plagiarism is not always a black-and white issue.
- The boundary between plagiarism and research is often unclear.
- Learning to recognize the various forms of plagiarism, especially the more ambiguous ones, is an important step in the fight to prevent it.
- Plagiarism may be Intentional and Unintentional

Complete Plagiarism

- Complete plagiarism is the most severe form of plagiarism where a researcher takes a manuscript or study that someone else created, and submits it under his or her name. It is tantamount to intellectual theft and stealing.

Source-based Plagiarism

- Plagiarism may occur because of the different types of sources.
- For example, when a researcher references a source that is incorrect or does not exist, it is a misleading citation.
- Plagiarism also occurs when a researcher uses a secondary source of data or information, but only cites the primary source of information.
- Both these types lead to an increase in the number of references sources.
- This, in turn, increases the citation number of the references.

Direct Plagiarism

- Direct or verbatim plagiarism occurs when an author copies the text of another author, word for word, without the use of quotation marks or attribution, thus passing it as his or her own.
- In that way, it is like complete plagiarism, but it refers to sections (rather than all) of another paper.
- This type of plagiarism is considered dishonest and it calls for academic disciplinary actions.
- It is not as common, but it is a serious infraction of academic rules and ethics

Self or Auto Plagiarism

- Auto-plagiarism, also known as self-plagiarism or duplication, happens when an author reuses significant portions of his or her previously published work without attribution.

Paraphrasing plagiarism

- The most common type of plagiarism.
- It involves the use of someone else's writing with some minor changes in the sentences and using it as one's own.
- Even if the words differ, the original idea remains the same and plagiarism occurs.

Inaccurate Authorship

- ***Inaccurate authorship or misleading attribution can happen in two ways:***
- In one form, when an individual contributes to a manuscript but does not get credit for it. The second form is the opposite: when an individual gets credit without contributing to the work. This type of plagiarism, whichever way it occurs, is a violation of the code of conduct in research.
- It is also possible to commit this form of plagiarism when someone else edits a manuscript, leading to substantive changes. In this case, the recommendation is to acknowledge the contributors at the time of publication, even if they are not listed as authors.

Accidental Plagiarism

- Whether intended or unintended, there is no excuse for plagiarism and the consequences are often the same.
- However, plagiarism may be accidental if it occurred because of neglect, mistake, or unintentional paraphrasing.

Mosaic Plagiarism

- Mosaic plagiarism may be more difficult to detect because it interlays someone else's phrases or text within its own research.
- It is also known as patchwork plagiarism and it is intentional and dishonest.

SOURCE NOT CITED

- **The Ghost Writer:** The writer turns in another's work, word-for-word, as his or her own.
- **The Photocopy:** The writer copies significant portions of text straight from a single source, without alteration.
- **The Potluck Paper:** The writer tries to disguise plagiarism by copying from several different sources, tweaking the sentences to make them fit together while retaining most of the original phrasing.
- **The Poor Disguise:** Although the writer has retained the essential content of the source, he or she has altered the paper's appearance slightly by changing key words and phrases.

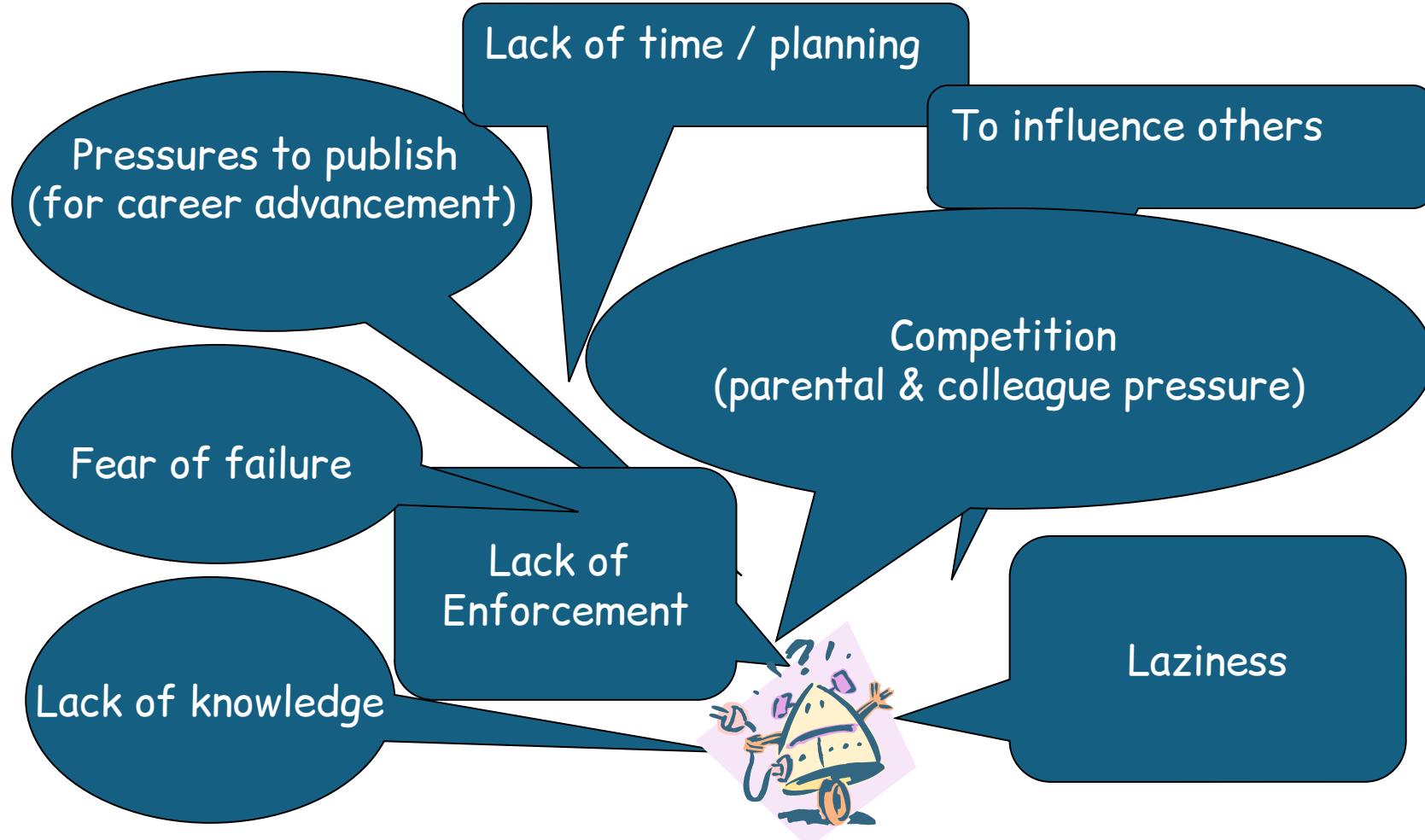
- **The Labour of Laziness:** The writer takes the time to paraphrase most of the paper from other sources and make it all fit together, instead of spending the same effort on original work.
- **The Self Stealer:** The writer “borrows” generously from his or her previous work, violating policies concerning the expectation of originality adopted by most academic institutions.

SOURCES CITED (but still plagiarized!)

- **The Forgotten Footnote:** The writer mentions an author's name for a source, but neglects to include specific information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
- **The Misinformer:** The writer provides inaccurate information regarding the sources, making it impossible to find them.
- **The Too-Perfect Paraphrase:** The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.

- **The Resourceful Citer:** The writer properly cites all sources, paraphrasing and using quotations appropriately. The catch? The paper contains almost no original work! It is sometimes difficult to spot this form of plagiarism because it looks like any other well-researched document.
- **The Perfect Crime:** Well, we all know it doesn't exist. In this case, the writer properly quotes and cites sources in some places, but goes on to paraphrase other arguments from those sources without citation. This way, the writer tries to pass off the paraphrased material as his or her own analysis of the cited material.

Why People Plagiarise?



Stop Plagiarism



Say No to Plagiarism



Say No to Plagiarism



Avoiding Plagiarism

- One way to avoid plagiarism is reading something and putting it into your own words
- Another way is to credit the author of what you read and not taking credit for it
- Using quotations is another way of avoiding plagiarism
- At the beginning of the first sentence in which you quote, paraphrase, or summarize, make it clear that what comes next is someone else's idea

Avoiding Plagiarism

If you are worried about being accused of plagiarism, your best defense is to...

- Do your own work
- Keep careful track of your sources and notes
- Understand everything you have written
- Finally, acknowledge those who contribute to your work

Avoiding Plagiarism

- attribute references
- describe all sources of information
- give acknowledgments
- provide footnotes
- use quotation marks wherever required
- paraphrase the original, attributed work
- for extensive quotations, obtain permission from the publisher of the original work
- avoid self-plagiarism by taking permission from the publisher of the previous article authored by you
- obtain permission for use of published drawings or other illustrations



Avoiding Plagiarism

In order to avoid plagiarism, you must give credit when:

- You use another person's ideas, opinions, or theories.
- You use facts, statistics, graphics, drawings, music, etc., or any other type of information that does not comprise common knowledge.
- You use quotations from another person's spoken or written word.
- You paraphrase another person's spoken or written word.
- You draw from your own previous writing.

Best Practices to Avoid Plagiarism

- Writing Paraphrases and Summaries
- Writing Direct Quotations
- Writing About Another's Ideas
- Revising, Proofreading and Finalizing your Writing

Writing Paraphrases and Summaries

- Use a statement that credits the source somewhere in the paraphrase or summary
- If you're having trouble summarizing, try writing your paraphrase or summary of a text without looking at the original
- Check your paraphrase or summary against the original text
- Check your paraphrase or summary against sentence and paragraph structure
- Put quotation marks around any unique words or phrases that you cannot or do not want to change

Writing Direct Quotations

- Keep the source's name in the same sentence as the quote
- Mark the quote with quotation marks
- Quote no more material than is necessary
- To shorten quotes by removing extra information, use ellipsis to indicate omitted text, but remember that: three ellipsis points indicates an in---sentence ellipsis, and four points for an ellipsis between two sentences
- To add wording to a quote, place added words in brackets; be careful not to alter the original meaning of the quote
- Use quotes that will have the most impact in your paper; too many direct quotes from sources may look like you have nothing to say

Writing About Another's Ideas

- Note the name of the idea's originator in the sentence or throughout a paragraph about the idea
- Use parenthetical citations, footnotes, or endnotes to refer readers to additional sources about the idea
- Be sure to use quotation marks around phrases or words that the idea's originator used to describe the idea

Revising, Proofreading and Finalizing your Writing

- Proofread – check your notes and sources to make sure that anything coming from an outside source is acknowledged in the following ways:
 - ✓ In-text citation
 - ✓ Footnotes or endnotes (if required)
 - ✓ Bibliography, References, or Works Cited page
 - ✓ Quotation marks around short quotes; longer quotes set off by themselves
- If you have any questions about citation, ask your instructor or consult style sheet **BEFORE** your paper is due to avoid having points deducted or rejected

How to Paraphrase

- Paraphrasing is restating someone else's ideas and acknowledging that they aren't your own.
- To paraphrase, read the original text, digest the content, and put it in your own words, using your own writing style.
- A good paraphrase should read completely differently from the original text, while clearly expressing the original content.
 - **You must still cite your source!**

Example 1

<p>Original Source Material: Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behaviour, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforces can maintain their behaviour.</p>	<p>Source: Gredler, M. E. (2001). <i>Learning and instruction: Theory into practice</i> (4th ed.). Upper Saddle River, NJ: Prentice-Hall.</p>
<p>Plagiarised Version</p> <p>Inducing a response, providing for the transfer of stimulus control by gradually withdrawing prompts or cues, reinforcing subtle improvements in the behaviour, and scheduling reinforcements so that natural reinforces can maintain their behaviour are the key ingredients identified both in teaching pigeons to play ping-pong and in developing complex skills in the classroom.</p> <p>References: Gredler, M. E. (2001). <i>Learning and instruction: Theory into practice</i> (4th ed.). Upper Saddle River, NJ: Prentice-Hall.</p> <p>Explanation: This example has been plagiarised. The student has only moved the original author's words around, inserting and deleting small portions as needed. The student has not used quotation marks for the portions that are still identical to the original, and has not credited the original author.</p>	<p>Correct Version</p> <p>According to Gredler (2001), the same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behaviour. Reinforces have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviours can be transferred and maintained.</p> <p>References: Gredler, M. E. (2001). <i>Learning and instruction: Theory into practice</i> (4th ed.). Upper Saddle River, NJ: Prentice-Hall.</p> <p>Explanation: This example has been paraphrased and is not considered plagiarised. The author was cited at the end of the passage as well as in the bibliographic section. Since paraphrasing occurred, quotation marks are not used. Nothing was directly quoted.</p>

Example 2

<p>Original Source Material: During the last decade, there has been a shift from "instructivist" approaches towards "constructivist" approaches in the field of instructional design. Instructivist approaches reflect the belief that the role of knowledge is basically to represent the real world. Meaning is eventually determined by this real world and [is] thus external to the understander.</p>	<p>Source: Merriënboer, J. J. van. (1997). <i>Training complex cognitive skills</i>. Englewood Cliffs, NJ: Educational Technology Publications.</p>
<p>Plagiarized Version</p> <p>Over the last ten years, there has been a marked change from "instructivist" points of view to "constructivist" points of view among instructional designers. Instructivist points of view hold the belief that the role of knowledge is fundamentally to represent the real world. In this view, meaning is determined by the real world and is therefore external to the learner.</p> <p>References: Merriënboer, J. J. van. (1997). <i>Training complex cognitive skills</i>. Englewood Cliffs, NJ: Educational Technology Publications.</p>	<p>Correct Version</p> <p>Instructivists hold that the "real world," external to individuals, can be represented as knowledge and determines what will be understood by individuals. This view has been shifting to a constructivist view over the past decade (Merriënboer, 1997).</p> <p>References: Merriënboer, J. J. van. (1997). <i>Training complex cognitive skills</i>. Englewood Cliffs, NJ: Educational Technology Publications.</p>
<p>Explanation: This example has been plagiarized. The student has substituted synonyms for many words in the passage, but has not changed the structure of the text and has used another person's ideas without crediting that person for them.</p>	<p>Explanation: This example has been paraphrased and the original author has been credited for those ideas. The student has cited the source of the ideas appropriately, and included the source in the reference list.</p>

Word for Word

- A word-for-word example of plagiarism is one in which the writer directly quotes a passage or passages from an author's work without the use of proper quotation marks.

Example

<p>Original Source Material: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.</p>	<p>Source: Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>
<p>Plagiarized Version</p> <p>In examining technology, we have to remember that computers are not the first technology people have had to deal with. The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.</p>	<p>Correct Version</p> <p>In examining technology, we have to remember that computers are not the first technology people have had to deal with. Frick (1991, p.10) believes that "... the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language".</p> <p>References: Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>
<p>Explanation: This example of student written work is plagiarized. The student copied, word-for-word, text from the original source material. No credit was given to the author of the text and quotation marks were not used. Also, the student didn't provide a reference.</p>	<p>Explanation: Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that this passage is a word-for-word citation from the original document.</p>

Quoting a Text

- You should quote a text when the language of the original text is too distinct or important for you to paraphrase.
- When you quote, be sure you copy each word exactly as it was written.
- Put **quotation marks** around the text you are quoting.
 - **Always acknowledge the source.**

Direct Quotations

- Direct quotations stand apart from your own text.
- In general, you directly state your source, quote the text (capitalizing the first word and setting the quotation off with a comma), and cite your source at the end of the sentence (before the final period).

Examples

- According to Horowitz et al., “Sufficient energy is available in fluid/acoustic systems to power elements of active flow control systems. Acoustic energy reclamation has been demonstrated using an electromechanical Helmholtz resonator excited by an incident acoustic field, successfully self-powering an electret microphone” [1].
- Horowitz et al. claim, “Sufficient energy is available in fluid/acoustic systems to power elements of active flow control systems” [1].
- “Sufficient energy is available in fluid/acoustic systems to power elements of active flow control systems. Acoustic energy reclamation has been demonstrated using an electromechanical Helmholtz resonator excited by an incident acoustic field, successfully self-powering an electret microphone,” state Horowitz et al. [1].
- “Sufficient energy is available in fluid/acoustic systems to power elements of active flow control systems,” Horowitz et al. report [1].

Block Quotations

- Block quotations are used when a direct quotation is longer than three or four lines.
- To make a block quotation, introduce the quotation with a complete sentence, followed by a colon.
- Skip a line.
- Type the quotation single-spaced.
- The left side of the whole quotation should be indented (conventionally, this should be about ten spaces or two tabs, although sometimes one tab is acceptable. See the style manual).
 - **Cite your source at the end after the final period.**
 - **You do not put quotation marks around a block quotation.**

Example

- *The area of energy reclamation has continued to grow in the last five years. Studies have primarily focused on optical and thermal sources. Recently however, there has been interest in the area of acoustic sources. Horowitz et al. summarize their findings on acoustic energy reclamation: Sufficient energy is available in fluid/acoustic systems to power elements of active flow control systems. Acoustic energy reclamation has been demonstrated using an electromechanical Helmholtz resonator excited by an incident acoustic field, successfully self-powering an electret microphone. The self-powered microphone calibration shows good agreement with a conventionally powered case. The proof-of-concept demonstration in this paper employed a linear regulator circuit to convert the ac piezoelectric generator voltage into a constant dc voltage. [1]*

Indirect Quotations

- Indirect quotations are used when you want to integrate a quotation smoothly into the flow of your writing.
- Indirect quotations are especially useful when you want to use only a small portion of a text.
- You will insert the text right into your sentence, being sure to surround it with quotation marks.
- Do not capitalize the first word, as it will be in the middle of your sentence.
 - **As always, state and cite your source.**

Example

- As Horowitz et al. have demonstrated, it is possible to convert acoustic energy into electrical energy “using an electromechanical Helmholtz resonator excited by an incident acoustic field” [1].
- When Horowitz et al. concluded their experiment in powering an electret microphone with reclaimed acoustic energy, they found that the results were equivalent to “a conventionally powered case” [1].

Quotations within Quotations

- If you wish to quote a piece of text that already contains a quotation, you use the above rules.
- However, the quotation marks existing in the original text are converted to single quotation marks.

Examples

- *For an example of a direct quotation, the plagiarism worksheet author wrote, "Horowitz et al. claim, 'Sufficient energy is available in fluid/acoustic systems to power elements of active flow control systems'" [9].*

Altering a Quotation

- Occasionally, you might need to alter a quotation slightly (in wording only, not content) for clarity or so an indirect quotation reads smoothly.
- If you must add or alter a word, put the new word in square brackets.
- If you must omit some text (even one word), use an ellipsis.

Example of using square brackets

- You are going to quote a sentence in a text that reads, “*They invented the point contact transistor.*”
- To clarify, you would write, “[Shockley, Bardeen, and Brattain] *invented the point contact transistor*” [3].

Example of using an ellipsis

- You could shorten the Horowitz text by writing, *“Sufficient energy is available in fluid/acoustic systems to power . . . an electret microphone” [1].*

- If you wish to begin a direct quotation partway through a sentence of the original text, you will use an ellipsis to indicate you have omitted words **and** square brackets to capitalize the first word of your quotation.
- “*According to Horowitz et al., “. . . [A]n electromechanical Helmholtz resonator excited by an incident acoustic field, successfully self-power[ed] an electret microphone” [1].*

Summarize without Plagiarism

- To summarize without plagiarizing, thoroughly understand the original text, then rewrite the main ideas and key points in your own words using different sentence structures and vocabulary, while always providing a proper citation.
- Avoid copying phrases verbatim, focus on the purpose of the text, and always compare your summary to the original to ensure it is not too similar.

Steps to Summarize without Plagiarism

- **Understand the Original Text:** Read the source material several times to fully grasp its meaning and main arguments.
- **Identify Key Points:** Break the text into sections and note the most important information and arguments.
- **Rethink and Restructure:** Mentally (or on paper) categorize the information and plan how to present it in your own words.
- **Write in Your Own Words:** Close the original text and write the summary using your own vocabulary and sentence structures.

- **Focus on the Main Idea:** Eliminate unnecessary details, repetitive information, and specific examples, and use general terms instead.
- **Cite Your Source:** Even though you're using your own words, the ideas are not yours, so you must cite the original source.
- **Compare and Refine:** Check your summary against the original text to ensure the language isn't too close, and make revisions as needed.

ORIGINAL TEXT (103 words)	ACCEPTABLE SUMMARISED TEXT (31 words)
<p>“For most people, writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be an agonising experience, which doesn't necessarily get easier with the passage of time and the accumulation of experience. For this reason you need to reflect upon and analyse your own reactions to the task of writing. That is to say, the task will become more manageable if you learn how to cope with your own particular ways avoiding putting off the moment when you must put pen to paper” (Taylor 1989, p. 3)</p>	 <p>Inexperienced and even skilled writers can feel a great deal of anguish when faced with writing tasks; however, this response can be managed by recognising and coping with personal avoidance strategies (Taylor, 1989, p. 3).</p>

Example

What about Common Knowledge?

- You do not have to use quotations or cite sources if you are simply stating common knowledge.
- For example, if you mention gravity in a paper, you do not have to cite Newton.
- Typically, if a college undergraduate in a general engineering course knows the information, it counts as general knowledge.
- Ohm's law is general knowledge; Maxwell's equations need to be cited.

- Be careful with scientific theories, laws, and formulae.
- If you are in doubt whether an idea should be cited, go ahead and cite it.
- When writing a formula, you do not put it in quotation marks, but you should introduce and cite the source.

Example of cited formula

$$S_V = \alpha \frac{V^2}{N} \frac{1}{f}$$



- *The power spectral density of excess noise in semiconductors was observed by Hooge [5] to exhibit an inverse dependence on frequency and is given by the following formula:*

Thank You