**1108 F23 How to Write in Science and Academia (AKA Avoiding Plagiarism)**

1. I believe the first argument is the most applicable to the scientific research community as so much work and effort is put into a person’s research, that the findings of a scientist must feel very important to them. The intellectual property of a person is even more important than material property as it’s something that took time to create and unique to every scientist and their own work.
2. The argument that resonated the most with me was argument five, since it’s such a different way of looking at citation, instead of being something you do for others (the people whose work you’re citing) but instead something for the sake of your own work.
3. The items that surprised me the most was having to cite specific words or terminology special to the authors research or theories and using the authors argument or line of thinking.
4. These strategies help to prevent plagiarism by making sure there’s an easy-to-follow list of important concepts and things to remember to avoid plagiarizing. It covers the basics of what needs to be done to make something original and your own work. A possible pitfall is not paraphrasing enough for it be considered original and the piece of writing being too like the original. A way to avoid this is by not getting lazy and making sure you follow each step outlined here.
5. This research paper explores the way learning objectives is utilized in an undergraduate science course, by both the students and the instructors. The students’ answers were tested through open-ended questions that were utilized when determining how they viewed and utilized the learning objectives of the course material. The results found that students used learning objectives in order to determine and better understand what it is they should study from the material. It also found that there is an understanding of how the course content covered in a lecture may go hand in hand with the learning objectives. (Page 1, How Undergraduate Science Students Use Learning Objectives to Study, Osueke et. al)