



Plagiarism: Paraphrasing and summarising

Week 3

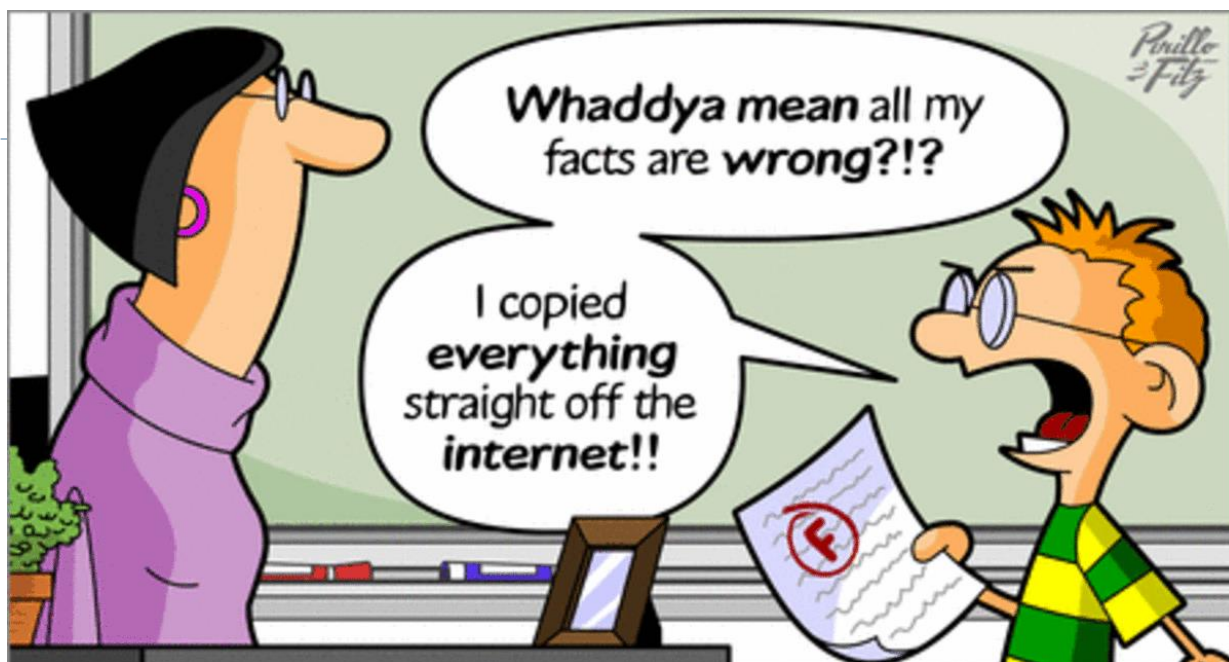
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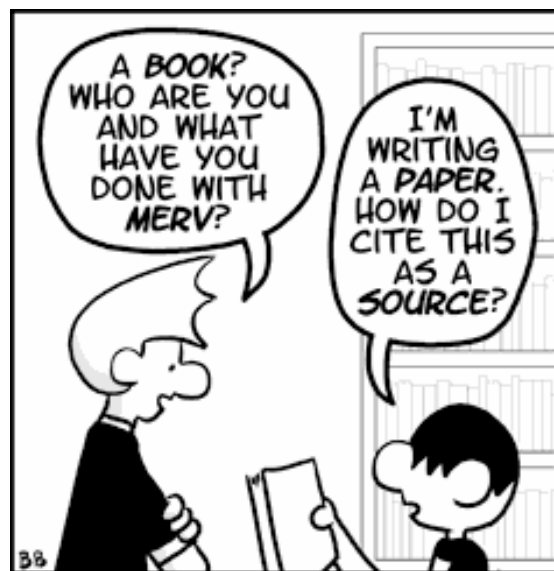
How do you understand plagiarism?

- ▶ Choose one of the quotations below. Imagine you wanted to cite them in your paper, but using your own words (i.e. paraphrasing) – what would you write?
 - ▶ *What science cannot tell us, mankind cannot know.*
 - ▶ Bertrand Russell (British philosopher, mathematician)
 - ▶ *That is the essence of science: ask an impertinent question and you are on the way to a pertinent answer.*
 - ▶ Jacob Bronowski (Polish-born British historian of science)
-

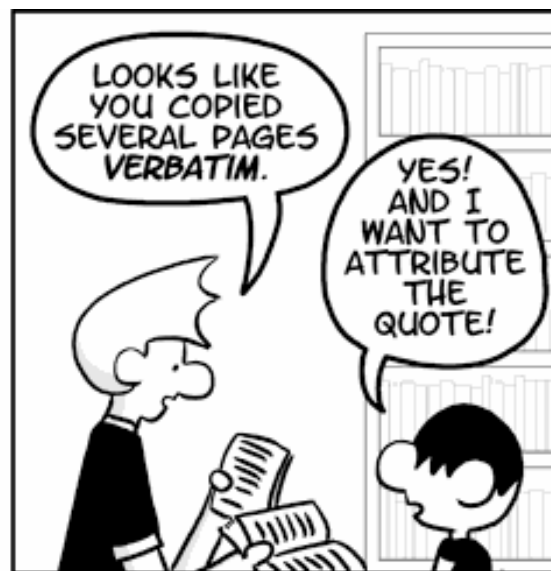
Referring to other people's work

- ▶ You must refer to researchers' work in order to:
 - ▶ Provide background information to your research.
 - ▶ Show that you understand current issues.
 - ▶ Explain and support your argument(s) and findings.
 - ▶ You need to make it clear when you are using your own ideas and when you are making reference to the work of others.
 - ▶ Otherwise, you will commit plagiarism.
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What is plagiarism

- ▶ It means cutting and pasting from other papers and taking credit for the work others have done.
- ▶ Plagiarism means using another writer's idea(s) without acknowledging your source, and can be thought of as a type of “mental stealing”.

Examples of plagiarism-detection software

- ▶ Plagiarism Detector,
 - ▶ iThenticate,
 - ▶ CrossCheck,
 - ▶ Turnitin,
 - ▶ eBlast.
-

What others say about it

- ▶ It is vital that authors ensure that they **credit the originator of any ideas** as well as the **words and figures** that they use to express these ideas. Copying without proper acknowledgement of the origin of text or figures is **strictly forbidden**. Small amounts of text, a line or two, are usually ignored.
- ▶ Robert Adams, Emeritus Professor of Applied Mechanics, University of Bristol (UK), and visiting professor at the Department of Engineering Science, University of Oxford (UK)

-
- ▶ Plagiarism is unacceptable under any circumstances but, despite this universal disapproval, it is **one of the most common faults with student papers**. In some cases, it is a case of downright **dishonesty** brought upon by laziness, but more often it is **lack of experience** as how to properly use material taken from another source.
 - ▶ Plagiarism may result in **dismissal** from an academic position, being barred from publishing in a particular journal or from receiving funds from a particular granting agency, or even a lawsuit and criminal prosecution.
 - ▶ Dr. Ronald K. Gratz, Associate Professor in the Department of Biological Sciences, Michigan Technological University (USA), author of “Using Another’s Words and Ideas”
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- ▶ In my work as a supervisor I occasionally come across cases of plagiarism. When I confront my students with this issue, **most have absolutely no awareness** that they have committed plagiarism, so I work with them to explain what is acceptable and what is not, and get them to make revisions.
 - ▶ James Hitchmough, Professor of Horticultural Ecology, University of Sheffield (UK)

What is acceptable to cut and paste

- ▶ It is perfectly normal to copy phrases from other people's papers. However, these phrases must be generic.
 - ▶ Let's take an example from a book entitled *Fundamentals of Momentum, Heat, and Mass Transfer*, by Welty, Wicks, Wilson, and Rorrer.
 - ▶ The phrases/words in red would be perfectly acceptable to paste into your own paper since they are completely generic.
-

-
- ▶ Most engineering work is concerned with the macroscopic or bulk behavior of a fluid *rather than* with the microscopic or molecular behavior. *In most cases it is convenient to think of* a fluid as a continuous distribution of matter or a continuum. *There are, of course, certain instances in which* the concept of a continuum is not valid. *Consider, for example,* the number of molecules in a small volume of a gas at rest. If the volume were taken small enough, the number of molecules per unit volume would be time-dependent for the microscopic volume *although* the macroscopic volume had a constant number of molecules in it.
-

Which of the words and phrases in bold would you be able to cut and paste into your own work without stating the source because they are sufficiently generic that they could apply to any situation?

- As far as we know, **(1) fluids are aggregations of molecules, widely spaced for a gas, closely spaced for a liquid.** The distance between molecules is **(2) very large compared with** the molecular diameter. The molecules are **(3) not fixed in a lattice but move about freely relative to each other.** Thus, fluid density, or mass per unit volume, **(4) has no precise meaning** because the number of molecules occupying a given volume continually changes. **(5) This effect becomes unimportant** if the unit volume is large compared with, say, the cube of the molecular spacing, when the number of molecules within the volume will remain nearly constant **(6) in spite of the enormous interchange of particles across the boundaries.** **(7) If, however,** the chosen unit volume is too large, **(8) there could be a noticeable** variation in the bulk aggregation of the particles.
-

Which of the words and phrases in bold would you be able to cut and paste into your own work without stating the source because they are sufficiently generic that they could apply to any situation?

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-

How to paraphrase: a simple example

- ▶ Original sentence:

- ▶ The mere physical proximity of one person to another is a potent facilitator of attraction (Martin *et al.*, 2007).
- ▶ To paraphrase: to use the same idea, but expressed in your own words

- ▶ Paraphrase:

- ▶ Attraction between two people is significantly influenced by their physical closeness (Martin *et al.*, 2007).
-

Original

Paraphrase

Physical proximity

Physical closeness

Of one person to another

Between two people

X is a potent facilitator of Y

Y is significantly influenced by X

'Physical proximity' is the subject of the sentence

'Attraction' is the subject of the sentence

Another example

- ▶ Let's imagine you wanted to use the following sentence from a book on Thermodynamics written by Smith & van Ness [1975] :
 - ▶ A hot object brought in contact with a cold object becomes cooler, whereas the cold object becomes warmer.
-

Another example

- ▶ [original sentence]: A hot object brought in contact with a cold object becomes cooler, whereas the cold object becomes warmer.
 - ▶ You have 2 choices:
 - ▶ 1. Paraphrase the original sentence using your own words and then cite the author; please note that without citing the author it could appear as if it were your own idea.
 - ▶ Heat flows from a hotter to a colder object when the two objects are in close proximity [1]. NUMERICAL CITATION
 - ▶ As **noted** by Smith & van Ness [1975], heat flows from a hotter to a colder object when the two objects are in close proximity. ALPHABETICAL CITATION.
-

Another example

- ▶ [original sentence]: A hot object brought in contact with a cold object becomes cooler, whereas the cold object becomes warmer.
 - ▶ You have 2 choices:
 - ▶ 2. Quote the exact sentence by using "" (quotation marks) and giving the page number where the sentence appears in the original.
 - ▶ As noted by Smith & van Ness [1975] "a hot object brought in contact with a cold object becomes cooler, whereas the cold object becomes warmer" (p. 75).
 - ▶ Very rarely done in engineering !!!
 - ▶ More frequent in Humanities.
-

A third example

- ▶ How could you paraphrase Einstein's quotation?
- ▶ *The true sign of intelligence is not knowledge but imagination.* (1935)
- ▶ **Active to passive**
 - ▶ It has been claimed / proposed / suggested / stated that a clear indicator of one's power of intellect is not how much they know but how well their imagination functions [1].
 - ▶ It has been claimed / proposed / suggested / stated that a clear indicator of one's power of intellect is not how much they know but how well their imagination functions (Einstein, 1935).

A third example

- ▶ How could you paraphrase Einstein's quotation?
- ▶ *The true sign of intelligence is not knowledge but imagination.* (1935)
- ▶ **Different word order**
 - ▶ Intelligence should be judged in terms of imagination rather than knowledge [1].
 - ▶ According to (Einstein, 1935), it is imagination rather than knowledge that is the real sign of intelligence.

What to note

- ▶ This quotation contains three key words – *intelligence*, *knowledge* and *imagination* – that have not been paraphrased.
 - ▶ Intelligence > smartness.
 - ▶ Knowledge > knowhow.
 - ▶ Imagination > fantasy.
 - ▶ None of these three words means the same as the original keywords, i.e. they are exact synonyms.
 - ▶ Remember that keywords should remain as they are.
 - ▶ Technical words/phrases also need to remain as they are.
-

Yet another example of paraphrasing

- ▶ Let's say you wanted to paraphrase the following simple sentence:
 - ▶ It is important that you understand the work you are using in your writing (Gratz 2006).
- ▶ The next slide contains examples of possible paraphrased versions, which are in order of increasing difference.

It is important that you understand the work you are using in your writing (Gratz 2006).

- ▶ S2. It is crucial that you completely understand the works you use in your paper (Gratz 2006).
 - ▶ S3. You must have a clear understanding of the reference papers that you quote from in your own manuscript (Gratz 2006).
 - ▶ S4. If you cite any works by other authors in your own paper, it is vital that you really understand the full meaning of what the other authors have written (Gratz 2006).
 - ▶ S5. Researchers should ensure that they fully grasp the meaning of any of the literature that they cite in their papers (Gratz 2006).
-

S2. * It is crucial that you completely understand the works you use in your paper (Gratz 2006).

- ▶ *crucial* is a synonym for *important* ;
 - ▶ *completely* is redundant but is a modification of the original;
 - ▶ *work* (singular) vs *works* (plural);
 - ▶ the present continuous (*are using*) vs present simple (*use*);
 - ▶ *writing* (an – ing form used to indicate an activity) vs *your paper* (a noun).
-
- ▶ S2 is an example of what would be considered as 'unacceptable' because it is essentially identical to the original.
 - ▶ However, the devices used (synonyms, change of tense etc.) are very useful when paraphrasing.
-

S₃. You must have a clear understanding of the reference papers that you quote from in your own manuscript (Gratz 2006).

- ▶ The word *important* (adjective) has been replaced by *must* (a modal verb);
 - ▶ *understand* (verb) vs *understanding* (noun);
 - ▶ work you're using in your writing vs reference papers that you quote from in your own manuscript (three synonyms).
-
- ▶ S₃ is still unacceptable since it alters the meaning of the original sentence.
-

S₄. If you cite any works by other authors in your own paper, it is vital that you really understand the full meaning of what the other authors have written (Gratz 2006).

- ▶ The order in which the information is presented in the original is reversed.
 - ▶ Similar devices to those used in S₃ and S₂ have also been exploited.
 - ▶ *vital* is a synonym for *important* ;
 - ▶ *really* is redundant but is a modification of the original;
 - ▶ *The full meaning of what the other authors have written vs the work you are using in your writing.*
 - ▶ S₃ is a relatively acceptable paraphrase of the original sentence.
-

S5. Researchers should ensure that they fully grasp the meaning of any of the literature that they cite in their papers (Gratz 2006).

- ▶ The major change here is in the way readers are addressed (*you* vs *researchers*).
 - ▶ This factor, along with the other changes, make the sentence almost unrecognisable compared to Gratz's original sentence.
 - ▶ However, Gratz is still referenced at the end of the sentence.
 - ▶ This is because the concept contained in the sentence still 'belongs' to Gratz.
 - ▶ S5 is the most acceptable paraphrase of the original sentence.
-

What to keep in mind when paraphrasing

- ▶ Concentrate on the meaning of the text rather than the actual words used by the original author.
- ▶ Use your own writing style.
- ▶ Keep the length of the paraphrased sentence more or less the same as that of the original.
- ▶ You do *not* need to paraphrase technical terms/phrases.
- ▶ You need to acknowledge your sources (we will discuss this in detail next week in *citing and referencing*).

You can paraphrase by:

- ▶ Using synonyms.

- ▶ Example:

- ▶ She examined the difficulties that ...

- ▶ = *She investigated the problems that ...*

- ▶ Jones (2010) found that the circumstances had...

- ▶ Jones (2010) observed that the situation had...

You can paraphrase by:

- ▶ Changing the verb form (e.g. from active to passive: this can change the focus).
 - ▶ Example:
 - ▶ Smith (2010) analysed substances containing carbon...
 - ▶ = *The substances that consist of carbon were analysed by Smith (2010) and ...*
 - ▶ Using a passive rather than an active verb form here changes the focus from the writer to the research, i.e. the substances containing carbon.
 - ▶ Smith and Collin (2011) observed the problems caused by ...
 - ▶ The issues encountered were examined by Smith and Collin [1] ...
-

You can paraphrase by:

- ▶ Changing the word class (e.g. from verb to noun phrase).
 - ▶ Example:
 - ▶ The reports were completed in April...
 - ▶ = *The completion of the reports in April ensured that ...*
 - ▶ Brown [1] concluded that it is necessary to do more analysis...
 - ▶ The conclusion reached by Brown [1] was that further analysis is important...
-

Paraphrase by changing the parts of speech and/or word order

▶ Example:

- ▶ A summary of the relevant literature is discussed in this survey.

▶ Paraphrase

- ▶ This article focuses on summarising the most pertinent papers in the field.
 - ▶ **See Appendix A for more examples concerning paraphrasing.**
 - ▶ **See Appendix B for some steps you can follow for effective paraphrasing.**
-

Avoid needlessly complex phrases

- ▶ Look at this sentence:
 - ▶ The decision will be based on economical fluid replenishment cost performance.
 - ▶ What exactly does the phrase economical fluid replenishment cost performance mean?
 - ▶ Will the decision be based on the performance of the fluid or on the cost of replacing the fluid? Or on something else?
 - ▶ An alternative:
 - ▶ The decision will depend on the cost of replacing the thermal oil.
-

Summarising

What to consider when summarising

- ▶ A summary contains the main points from the original text (or some of the information from the text).
 - ▶ It is written in your own words.
 - ▶ The original source must be acknowledged.
-

Summarising: example

► **Original version**

- There are a number of ways of expressing the total amount of water in the oceans. Seawater covers 361 million square kilometres ($361 \times 10^6 \text{ km}^2$) which represents 71% of the surface of the globe. The total volume of water is enormous: 1.37 thousand million cubic kilometres ($1.37 \times 10^9 \text{ km}^3$). Most of this water is contained in the three great oceans of the world: the Pacific, Atlantic and Indian Oceans (Holden, 2008: 57).
-

Summary

- ▶ The surface of the earth comprises 71% seawater, most of which can be found in the Indian, Pacific and Atlantic Oceans (Holden, 2008).
 - ▶ In what ways does the summary differ from the original?
-

-
- ▶ Shorter (thank you! It's a summary after all....)
 - ▶ Only includes the most relevant info (not all the numbers are mentioned in the summary)
-

Summarising: another example

- ▶ Summarise in one sentence the main idea of the following paragraph.
 - ▶ **Original Text**
 - ▶ In forming a mental representation of a moving object, a pictorial representation called a *motion diagram* is sometimes useful to describe the velocity and acceleration while an object is in motion. A motion diagram can be formed by imagining a *stroboscopic* photograph of a moving object, which shows several images of the object taken as the strobe light flashes at a constant rate.
-

Summarising: a sample student answer

- ▶ A motion diagram is used to represent the velocity and acceleration of a moving object as a stroboscopic photograph.
-

When summarising, make sure that:

- ▶ Your purpose is clear.
 - ▶ You have not copied any text.
 - ▶ You do not misinterpret the original.
 - ▶ The length of your text is shorter.
 - ▶ The style of writing is your own.
 - ▶ You acknowledge the work.
 - ▶ **See Appendix C for typical phrases we use when summarising.**
-

In summary:

- ▶ To avoid committing plagiarism, it is important to do both of the following:
 - ▶ Paraphrase/summarise.
 - AND
 - ▶ Cite the original source.
 - ▶ Doing one without the other is not enough and will still mean that you've committed plagiarism.
-

Which is the most appropriate?

- ▶ To avoid plagiarism, you can:
 - ▶ Paraphrase a sentence/paragraph.
 - ▶ Summarise one or more paragraphs.
 - ▶ Synthesise from different parts of a text or different texts.
 - ▶ Quote another author's exact words (very rarely done in engineering).
-

In summary:

► In general:

- Paraphrase when the information is important, but the language may be difficult for your readers to understand.
 - Summarise when you need to present the main ideas of an essay/passage/book to support your argument.
 - Synthesise when you want to write a coherent text by using more than one source.
 - Quote when the passage is clear, concise, memorable and you cannot improve it by using your own words.
 - *Quoting is very rarely done in engineering*
-

Suggested sources on academic writing

- ▶ <https://www.eapfoundation.com/writing/what/>
- ▶ <http://www.uefap.com/>
- ▶ Beer, D. & McMurrey, D. (2014). *A Guide to Writing as an Engineer*. New York: Wiley.
- ▶ Gillett, A., Hammond, A. & Martala, M. (2009). *Inside Track to Successful Academic Writing*. Harlow, Essex: Longman Pearson Education.
- ▶ Jordan, R.R. (1999). *Academic Writing Course*. Harlow, Essex: Longman Pearson Education.
- ▶ Murray, R. & Moore, S. (2006). *The Handbook of Academic Writing*. New York: OUP.
- ▶ Ruszkiewicz, J.J. & Dolmage, J. (2010). *How to Write Anything*. Boston: Bedford/St. Martin's.
- ▶ Wallwork, A., 2016, *English for Writing Research Papers*, 2nd.ed., Springer, Heidelberg, pp. 185-196.

Appendix A:

Language and examples for paraphrasing

Paraphrase by finding synonyms (verbs)

► Find synonyms for the expressions in bold below.

1. Last century this procedure **was considered to be** the most ...
 2. Previous work has **only focused on** addressing the symptoms rather than the cause.
 3. Concerns **have arisen** which question the validity of ...
 4. This paper **outlines** a new approach to ...
 5. The aim of our work was to **further** current knowledge of ...
 6. Vitous [2015] **has provided** a new definition, in which ...
 7. A growing body of literature **has examined**.
 8. An increase in the number of cases **was first noted** by ...
 9. Experiments with this system **were conducted** in 2009 by a group of researchers from ...
 10. He **claims** that ...
-

Paraphrase by finding synonyms (verbs)

1. viewed as / seen as
 2. been limited to / failed to address
 3. been raised in relation to
 4. proposes / describes / presents
 5. extend / widen / broaden
 6. put forward / proposed
 7. investigated / studied / analysed / evaluated
 8. reported / found
 9. carried out / performed
 10. argues / maintains / suggests / points out/ underlines
-

Paraphrase by finding synonyms (nouns)

► Find synonyms for the expressions in bold below.

1. This has many **uses** in the field of ...
 2. A major **defect** of this procedure is ...
 3. In this **report** we ...
 4. A recent review of the literature on this **topic** [2012] found that ...
 5. Smith's group calls into question some past **assumptions** about this procedure.
 6. The method is essentially the same as that used by Kirk [2009] with some **changes** .
 7. This component is fully compliant with international **norms** .
 8. The software **application** used to analyze the data was SoftGather (Softsift plc, London).
 9. The main **criteria** for selecting the samples was not mentioned at all.
 10. In all cases **patients'** consent was obtained .
-

Paraphrase by finding synonyms (nouns)

1. roles / applications
 2. difficulty / drawback / disadvantage / flaw
 3. paper / review / study
 4. subject / issue / area
 5. hypotheses / theories
 6. modifications / alterations / adjustments
 7. regulations / standards
 8. programme / package
 9. reasons / rationale
 10. subjects' / participants'
-

Paraphrase by finding synonyms (adjectives)

► Find synonyms for the expressions in bold below.

1. It is **straightforward** to verify that ...
 2. Malaria is the **main** cause of ...
 3. Greening the Internet has become a **central** issue in ...
 4. Many hypotheses regarding this system appear to be **ill-defined**.
 5. In their **seminal** paper of 2001, Peters and Jones ...
 6. Kamos's [2013] assumptions seem to be **realistic** .
 7. Their approach is not **well suited** to ...
 8. The **traditional** approach to sample collection is to ...
 9. Our results were **disappointing** . However, ...
 10. One **possible** application of our technique would be ...
-

Paraphrase by finding synonyms (adjectives)

1. easy / trivial
 2. leading / primary / major
 3. important / critical
 4. unfounded / not well grounded / unsupported / questionable / disputable / debatable
 5. groundbreaking / cutting edge
 6. well-founded / well-grounded / plausible / reasonable / acceptable
 7. appropriate for / suitable for
 8. classical / normal / usual
 9. unsatisfactory / below expectations
 10. potential / promising
-

Paraphrase by finding synonyms (adverbs and prepositions)

► Find synonyms for the expressions in bold below.

1. **Since** the focus of the study was on a new system, we decided to ...
 2. There has been some disagreement **concerning** whether x is equal to y or not.
 3. Several authors have attempted to define emotional intelligence, but **as yet** there is still no accepted definition.
 4. The fonts , ***i.e.*** the form of the characters, are of various types .
 5. **Little** is known about ...
 6. Many experts contend, **however**, that this evidence is not conclusive.
 7. Statistical significance was analyzed **by using** SoftGather.
 8. The aim of this system is to increase performance. **Consequently**, we.
 9. We chose this particular apparatus **because** it is inexpensive.
 10. The samples were prepared **as** described by Jude [2010] .
-

Paraphrase by finding synonyms (adverbs and prepositions)

1. Given that / As
 2. regarding / with regard to
 3. currently / at the time of writing
 4. that is to say
 5. Not much / Very little
 6. instead / on the other hand /
 7. through the use of / via
 8. As a result / Therefore / Thus / Hence
 9. on account of the fact that / since
 10. in accordance with / according to / following / in line with
-

Appendix B: Reading and paraphrasing

- ▶ Take careful notes as you review each article, looking for key ideas and themes that will help you organise your notes into categories. Use your own words while taking notes because this will help you a) understand the ideas better and b) save time when you write your own text.
- ▶ 1. Carefully read the passage that you wish to paraphrase, making sure that you understand what you have read. (This often requires consulting textbooks, reference materials, and other publications cited in the article.)
- ▶ 2. Without looking at the original passage, note the ideas that are most relevant to your study.

Appendix B: Reading and paraphrasing

- ▶ 3. Summarise your notes into a concise, well-worded statement, without looking back at the original.
- ▶ 4. Check your summary against the original to ensure that a) you have not plagiarised, b) you have still captured the ideas most relevant to your study, and c) you have retained the meaning of the original.
- ▶ 5. Add full bibliographical information to the summary using a reference management programme (e.g. Citavi). The names of all authors, article title, journal name, volume number, year, and pages (first and last) will eventually be required when you compile your final reference list.
- ▶ 6. Label your summary with a keyword, creating a master list of keywords as you review the literature. Use these keywords to organise your summaries into categories.
- ▶ 7. Repeat these steps for additional passages in the same article or new passages in other articles.

Appendix C: Reporting verbs

- ▶ Following are examples of reporting verbs commonly used in paraphrases and summaries. The verb tense can vary to suit the nature of your task.

As X	observes points out remarks states
X	affirms argues assumes believes claims concludes explains finds implies maintains suggests	that

Other structures used in reporting

- ▶ As noted by X, ...
 - ▶ According to X ...
 - ▶ It has been argued by X that ...
 - ▶ In X's view ...
-

Your task

- ▶ Complete the paraphrasing and summarising tasks you will find on Helios (or mycourses).
 - ▶ You will find 3 tasks on:
 - ▶ Electric Power Systems.
 - ▶ Fluid Mechanics.
 - ▶ Ionic and Covalent Bonds.
 - ▶ You need to work on 1 task only depending on your School.
-