

PLAGIARISM

I. 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

- to steal and pass off (the ideas or words of another) as one’s own
- to use (another’s production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source [including your own material previously written and submitted].

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

But can words and ideas really be stolen? According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

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.”

Note that these examples apply equally to print and online sources.

[This information is from <http://www.plagiarism.org/plag_article_what_is_plagiarism.html> (accessed 11 October 2012), reprinted by permission.]

II. How does Garrett-Evangelical respond to plagiarism and other forms of academic dishonesty?

All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism.

First incident: Faculty responses to clear incidents of plagiarism or academic dishonesty should begin by notifying the student of the problem by email, providing evidence of the problem (such as a Turnitin report or a copy of the material in question), and requesting a meeting with the student to review the material. The registrar's office must be copied on this email, as it will record such incidents in students' files. If the registrar's office determines that this is the first incident for a student, the professor will meet with the student to review the problem and its remedies. The student's advisor and/or the academic dean may be invited to join the meeting at the discretion of the faculty member. Assignments in which plagiarism or other forms of academic dishonesty are discovered receive an automatic grade of F.

In the case of Master's students, faculty have the discretion to permit students to revise and resubmit the assignment for regrading. During this meeting, the professor will also communicate to the student the need to know and apply consistently our policies for writing academic papers, refer them to the Writing Center for assistance if deemed necessary, and alert the student that a second incident will start a formal process administered by the Academic Dean that could lead to their dismissal.

In the case of DMin and PhD students, the faculty member must notify the academic dean's office, which initiates a conference with the student, advisor, and the dean. On the basis of the conference the academic dean will write a letter to the student reporting the content of the conference, including any decisions made. A copy goes to the student's file and is destroyed at the time of graduation. DMin or PhD students may be dismissed on a first case, and a second instance of documented academic dishonesty is cause for the student's automatic dismissal from the degree program.

Second incident: If the registrar's office determines that this is a second incident for a student, then, in addition to notifying the student and providing evidence to the student of the problem, the professor must report the case to the Academic Dean. The Academic Dean will schedule a conference with the student, the student's academic advisor, the reporting faculty member, and, if necessary, the appropriate program director. On the basis of the conference, the Academic Dean will write a letter to the student reporting the content of the conference, indicating in the letter any decisions made and actions to be taken. Dismissal from the degree program is one possible action following the second incident. A copy of this letter will be placed in the student's file and will remain there until the time of graduation, after which the letter will be destroyed.

Third incident: A third instance of documented academic dishonesty or plagiarism will result in the student's automatic dismissal from the degree program.

Reuse of the student's own work—"self-plagiarism"

While presenting as new and original one's own material previously written and submitted is technically a form of plagiarism, in many cases our courses assume the progressive development of a larger work—term papers that become theses or dissertation chapters, case studies that are incorporated into Final Integrative Projects, etc. Such reuse in larger work is both expected and permitted when it conforms to guidelines provided in the program handbook or the course syllabus.

Where such reuse is not expected, students who incorporate previously submitted material into new papers must acknowledge the original source and context with appropriate citations. In cases where a student fails to cite such modest uses of their own prior writing (that is, no more than 10% of the new paper), the instructor may reduce the grade for the assignment.

Students may not submit the same paper to different professors for different courses (seeking a kind of "two-for-one" arrangement) without prior permission from both professors. When such permission has not been granted, the student will receive a failing grade on the paper that is submitted to the second professor.

III. How to avoid plagiarism

"Most cases of plagiarism can be avoided...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." [From plagiarism.org, as cited earlier.] *This basic rule applies to both print and online sources.*

"A simple principle can be helpful when one is trying to determine whether in a specific case acknowledgment is necessary:

If you knew it or held it as your own opinion before you began preparing your paper, it need not be acknowledged (unless you had recently acquired it from your reading). If you got it from some outside source [whether print or online] after beginning preparations, it must be acknowledged. Sometimes the materials from an outside source are extremely broad and contribute only to your general understanding of the subject. If so, acknowledgment by means of a bibliographical note at the end is sufficient. But wherever they are specific facts, explanations, judgments, opinions, or hypotheses, their exact source must be given in a footnote. *Such acknowledgement is required even when you present this specific material entirely in your own words.*

Though this discussion is concerned with acknowledging the source of material taken from books and articles, whether in print or online, one has exactly the same obligation to cite any indebtedness to class or public lectures, student papers, and even discussions with friends and roommates. If two students writing on the same subject talk it over together, they should take special care to acknowledge any exchange of facts or opinions.

Even where acknowledgment is faithfully included, there are right and wrong ways of incorporating material from outside sources, and the right ones must be used lest the true nature of indebtedness be obscured.” [From plagiarism.org, as cited earlier.] Manuals of proper footnote form are listed below under Resources. They are also available from the United Library at <<http://www.garrett.edu/library/citation.htm>>. The United Library site also provides a summary of the information contained here.

“One general principle can be asserted: *Any direct quotation must be placed in quotation marks* (or otherwise designated as a direct quotation, such as a block quote if the quoted material exceeds four lines in your paper) *and the source immediately cited in a footnote*. Some students have the odd notion that quotation marks are needed only when the quotation is at least a complete sentence and that phrases can be transcribed without quotation marks or acknowledgment. But any phrase so appropriate and effective as to be taken over from the original,” including especially apt epithets [unique words or phrases], should be treated according to the principle asserted here. [The preceding paragraphs and the examples included below are adapted from *Sources: Their Use and Acknowledgement* (Dartmouth College, 1964) for the use of its students. A revised document is available at <<http://www.dartmouth.edu/~writing/sources/sources-citation.html>>]

IV. Examples

The following are examples “in which sources have been misused and where, had these passages been submitted as a student’s work, the ‘author’ would have been guilty of academic dishonesty. These examples hardly exhaust the possible kinds of misuse of sources. But they do offer the conscientious student some idea as to the kinds of acts that are not tolerated.” *Note again that these examples apply equally to print or online source material.*

a) Direct Plagiarism

1) Source Material (Psychology source)

The human face—in repose and in movement, at the moment of death as in life, in silence and in speech, when alone and with others, when seen or sensed from within, in actuality or as represented in art or recorded by the camera—is a commanding, complicated, and at times confusing source of information. The face is commanding because of its very visibility and omnipresence. While sounds and speech are intermittent, the face even in repose can be informative. And, except by veils or masks, the face cannot be hidden from view. There is no facial maneuver equivalent to putting one’s hands in one’s pockets. Further, the face is the location for sensory inputs, life-necessary intake, and communicative output. The face is the site for the sense receptors of taste, smell, sight, and hearing, the intake organs for food, water, and air, and the output location for speech. The face is also commanding because of its role in early development; it is prior to language in the communication between parent and child. [From: Paul Ekman, Wallace V. Friesen, and Phoebe Ellsworth, *Emotion in the Human Face: Guidelines for Research and an Integration of Findings* (New York: Pergamon Press, 1972), 1.]

2) Use of Source (*italics* indicates direct plagiarism)

Many experts agree that *the human face, whether in repose or in movement, is a commanding, complicated, and sometimes confusing source of information. The face is commanding because it's visible and omnipresent. Although sounds and speech may be intermittent, the face even in repose may give information. And, except by veils or masks, the face cannot be hidden. Also, the face is the location for sensory inputs, life-supporting intake, and communication.*

3) Comment

The plagiarized passage is an almost verbatim copy of the original source. The student has compressed the book's opinions into fewer sentences by omitting several phrases and sentences. But this compression does not disguise the student's reliance on this text for the concepts he passes off as his own. The writer tries to disguise his indebtedness by beginning with the phrase "Many experts agree that..." This reference to 'many experts' makes it appear that the student's work is a summary of generally held opinions, and it could seem that the student was somehow acknowledging the work of scholars 'too numerous to mention.' The plagiarized passage makes several subtle changes in language (e.g., it changes 'visibility and omnipresence' to 'it's visible and omnipresent'). The student has made the language seem more informal in keeping with his/her own writing style. He ignores any embellishments or additional information given in the source passage. He contents himself with borrowing the sentence about how only masks and veils can hide the face, without using the follow up elaboration about there not being a 'facial equivalent to putting one's hands in one's pockets.' He also reduces the source's list of the face's diverse activities at the end of the paragraph. Had the student credited the authors of the *Emotions* book in his text or in a footnote, and enclosed the borrowed material in quotation marks, this would have been a legitimate use of the source.

b) *The Mosaic*

1) Source Material (Linguistics source)

In a relatively open and fluid society there will be few characteristics of lower class speech that are not also present (albeit to a lesser extent) in the speech of the working and lower middle classes. Whether we look to phonological features such as those examined by Labov or to morphological units such as those reported by Fischer (1958) (Fischer studied the variation between -in' and -ing for the present participle ending, i.e. runnin' vs. running—and found that the former realization was more common when children were talking to each other than when they were talking to him, more common among boys than among girls, and more common among "typical boys" than among "model boys"), we find not a clear-cut cleavage between the social classes but a difference in rate of realization of particular variants of particular variables for particular context. Even the widely publicized distinction between the "restricted code" of lower-class speakers and the "elaborate code" of middle-class speakers (Bernstein 1964, 1966) is of this type, since Bernstein includes the cocktail party and the religious service among the social situations in which restricted codes are realized. Thus, even in the somewhat more stratified British setting the middle class is found to share some of the features of what is considered to be "typically" lower-class speech. Obviously then, "typicality", if it has any meaning at all in relatively open societies, must refer largely to repertoire range rather than to unique

features of the repertoire. [Joshua Fishman, *Language in Sociocultural Change* (Stanford University Press, 1972), 67.]

2) Use of Source (*italics* indicates plagiarism)

In a relatively fluid society many characteristics of lower-class speech will also be found among the working and lower middle classes. Labov's and Fischer's studies show that *there is not a clear-cut cleavage between social classes but only a difference* in the frequency of certain speech modes. All classes share certain speech patterns. The difference among classes would only be apparent by the frequency with which speech expressions or patterns appeared. By this standard, then, Bernstein's distinction between the "restricted code" of lower-class speakers and the "elaborated code" of middle-class speakers is useful only up to a point, since Bernstein mentions cocktail parties and religious services as examples of "restricted speech" groupings. "Typicality" *refers more to speech "range" than to particular speech features.*

3) Comment

While this passage contains relatively few direct borrowings from the original source, all its ideas and opinions are lifted from it. The student hides her dependency on the source by translating its academic terms into more credible language for a novice sociology. For example, the plagiarist steers clear of sophisticated terms like "phonological features," "morphological units," and "repertoire range." However, her substitutions are in themselves clues to her plagiarism, since they over-generalize the source's meaning. The writer seems to acknowledge secondary sources when she refers to Labov's and Fischer's studies, but she obviously has no first-hand knowledge of their research. If she had consulted these studies, she should have footnoted them rather than pretending that both she and her audience would be completely familiar with them. She intertwines her own opinions with the source and forms a confused, plagiarized mass. The student should have acknowledged her indebtedness to her source by eliminating borrowed phrases and crediting her paragraph as a paraphrase of the original material.

c) Paraphrase

1) Source Material

The Discipline of the Code Hero: If the old traditional values are no good anymore, if they will not serve man, what values then will serve man? Hemingway rejects things of abstract qualities-- courage, loyalty, honesty, bravery. These are all just words. What Hemingway would prefer to have are concrete things. For Hemingway a man can be courageous in battle on Tuesday morning at 10 o'clock. But this does not mean that he will be courageous on Wednesday morning at 9 o'clock. A single act of courage does not mean that a man is by nature courageous. Or a man who has been courageous in war might not be courageous in some civil affair or in some other human endeavor. What Hemingway is searching for are absolute values, which will be the same, which will be constant at every moment of every day of every week.... Ultimately, therefore, for Hemingway the only value that will serve man is an innate faculty of self-discipline. This is a value that grows out of man's essential being, in his inner nature. If a man has discipline to face one thing on one day he will still possess that same degree of discipline

on another day and in another situation. Thus Francis Macomber in the short story “The Short, Happy life of Francis Macomber,” has faced a charging animal, and once he has had the resolution to stand and confront this charging beast, he has developed within himself a discipline that will serve him in all situations. This control can function in almost any way in a Hemingway work. [Gary Cary, *Cliff's Notes on Hemingway's The Sun Also Rises* (Cliff's Notes, 1964).]

2) Use of Source

Hemingway tries to discover the values in life that will best serve man. Since Hemingway has rejected traditional values, he himself establishes a kind of “code” for his heroes. This code is better seen than spoken of. The Hemingway hero doesn't speak of abstract qualities like courage or honesty. He lives them. But this living of values entails continual performance – the Hemingway hero is always having his values put to the test.

How can the hero be up to this continual test? Hemingway stresses the faculty of self-discipline as the backbone of other virtues. Self-discipline places man's good qualities on a continuum. The dramatic change in Francis Macomber in “The Short, Happy Life of Francis Macomber” stems more from his now-found self-control than from any accidental combination of traits.

3) Comment

This illustrates plagiarism since the author has used the notion of the “Hemingway code hero” presented in *Cliff's Notes* as the sole basis for his own essay. He has absorbed his source's concept re-phrased them, and, perhaps, made them seem simpler. But there is a one-to-one relationship between the development of ideas in the *Cliff's Notes* and the plagiarist's rendition. The first two sentences of the plagiarist's are directly borrowed from his source; the remaining sentences are more artfully disguised. The worst features of this idea-copying is that it seems to be the end-product of a close reading of Hemingway, rather than the stealing of a source. By citing Hemingway's “Short, Happy Life,” the student makes it appear that his comments are based on this short story. The writing here would be acceptable if he had written the same paraphrase with the proper acknowledgment of his source.

d) *Insufficient Acknowledgement*

1) Source Material

The tenacious particularism of the Italian states gave rise to a wide variety of constitutional solutions and class structures throughout Italy. Even conquered territories and those swallowed up by bigger neighboring powers often managed to retain much of their internal organization as it had been. If power changed hands, the instruments and forms of power usually remained the same. Since the economic needs of such territories did not suddenly alter with a change of government or master, those classes which had been important before the change tended to continue to be important afterwards as well. Only when the nature of the change was economic and social might there have been a reversal in the relationships of classes; but even in this there was no sudden revolution in the structure of classes. [Peter Laven, *Renaissance Italy: 1464-1534* (New York: Capricorn Books, 1964), 130-1.]

2) Use of Source

In his comprehensive study, *Renaissance Italy*, Peter Laven discusses the peculiar organization of Renaissance city-states:

The tenacious particularism of the Italian states gave rise to a wide variety of constitutional solutions and class structures throughout Italy. Even conquered territories and those swallowed up by bigger neighboring powers often managed to retain much of their internal organization as it had been.

This means that if power changed hands, the instruments and forms of power usually remained the same. Since the economic needs of such territories did not suddenly alter with a change of government or master, those classes which had been important before the change tended to continue to be important afterwards as well. Only when the nature of the change was economic and social might there have been a reversal in the relationships of classes; but even in this there was no sudden revolution in the structure of classes.

3) Comment

This half-crediting of a source is a common form of plagiarism. It stems either from a desire to credit one's source and copy it too or from ignorance as to where to footnote. The general rule is to footnote after rather than before your source material. In this case, the plagiarist credits historian Peter Laven with two sentences and then continues using the author without giving acknowledgment. The student disguises the direct plagiarism as a paraphrase by using the falsely-explanatory phrase "This means that..." in the third sentence. This example of plagiarism is especially reprehensible because the student seemingly acknowledges her source—but not enough.

V. Resources: The following manuals address the primary citation and style formats used at Garrett-Evangelical Theological Seminary.

The Garrett-Evangelical faculty have determined that Turabian's Manual for Writers and the Chicago Manual of Style are the standard formats for all introductory courses. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). Students are expected to use the latest versions of the appropriate style guide. Samples below were current at time of this document.

Turabian, Kate L., Booth, Wayne C., Colomb, Gregory G. and Williams, Joseph M. A *Manual for Writers of Term Papers, Theses, and Dissertations*. 8th ed. Chicago: University of Chicago Press, 2013.

Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010. For a quick guide see http://www.chicagomanualofstyle.org/tools_citationguide.html. This guide provides examples of citations from online/electronic sources, such as ebooks, Kindle, and online journals.

Web resources for both *A Manual for Writers of Term Papers, Theses, and Dissertations* and *Chicago Manual of Style* are available at
<<http://www.wisc.edu/writing/Handbook/DocChicago.html>>.

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.) Washington, D.C. An online tutorial is available at
<<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>>. An online guide is also available at <http://owl.english.purdue.edu/owl/section/2/10/> (accessed 11 October 2012).