

ACADEMIC INTEGRITY AND PLAGIARISM

Introduction

This handout is designed to help you understand information ethics, which includes academic integrity, plagiarism, and related issues.

Topics to be covered include:

- Intellectual Property and Fair Use
- What is Plagiarism?
- Avoiding Plagiarism
- Why Citing Properly is Important
- Guidelines on Plagiarism
- Definitions of Academic Dishonesty
- Consequences of Plagiarism and Academic Dishonesty
- Examples and Cases of Plagiarism
- References on Academic Integrity and Plagiarism

Plagiarism and academic dishonesty can take different forms. Here are a few examples:

- Buying a term paper from a paper mill or research service.
- Copying, in whole or in part, from a free term paper site or other web site.
- Copying from a fellow student, with or without his/her knowledge.
- Having a fellow student write a paper for you.
- Copying information from a source without acknowledgement.
- Copying exactly from a text, citing that text but neglecting to put it in quotation marks.
- Paraphrasing without documenting a source.
- Using information generated by a tutoring service for exercises or exams.

Intellectual Property

Some Definitions

All creative works are entitled to intellectual property protection. What kind of protection it qualifies for depends on the kind of creative work developed.

Copyright is one form of intellectual property protection for creative works. Once an original work is created in a fixed form, such as being written down, recorded as audio or video, or saved to a computer, it is automatically considered in the United States, and in other nations that are members of the Berne Convention, to be protected by copyright. In order to legally enforce these rights however, a person must register the creative work with the [United States Copyright Office](#).

Trademark protection involves registering the work with the [United States Patent and Trademark Office](#). It protects names, phrases and slogans associated with a good or service.

Patents grant protection to inventions [plant, animal, chemical, mechanical, electrical], unique designs and business methods. They are protected by registering these works with the United States Patent and Trademark Office.

Declaring **trade secrets** and setting up legal agreements to establish that fact can also protect a creative work.

All of these forms of protection relate to property. As defined in legal terms, property can be registered for protection, bought, sold, or held solely by the owner. With the exception of trade secrets, the basic idea behind all forms of intellectual property protection is to allow the creator of a work to have exclusive rights over, and to benefit from, their creation for a limited amount of time. After that limited time period has expired, the work passes into the public domain, so that society can benefit from and expand upon that creative work.

*Additional restrictions on the use of a work or a resource may be imposed by license or contract.

Key point: Intellectual property is the law that protects the owner or creator of a work or idea, so that the benefit they derive from it is not diminished by others' use.

Fair Use

In academia, certain exemptions are allowed when dealing with intellectual property for scholarly research and personal use. Under Fair Use, small portions of protected intellectual property works can be used to support or refute personal research claims, as well as support or rebut already published research. Such scholarly exemptions are allowed provided proper credit is given using established citation formats such as Turabian, APA, MLA, etc.

Fair Use, as defined in Title 17, Section 107 of the United States Code, states that:

“fair use of a copyrighted work...for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright.”

Title 17, Section 107 of the Code also outlines the factors to be considered when determining if a particular use is fair. These factors "shall include:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors."

Key point: Fair use allows the duplication of "small portions" of a work for education purposes that would be otherwise restricted under intellectual property law.

Academic Integrity & Copyright

Academic integrity and copyright are the ethical and legal sides of the same coin; they both address how intellectual property can be employed in a research environment. Even those making use of a work under the Fair Use guidelines must give credit to those who originally created a work. Omission of credit is tantamount to plagiarism or stealing. Giving proper credit can easily establish that the works that were used were not stolen.

When protected intellectual property works are used for personal use, it is with the understanding that the person using the works will not earn money from this use, nor will they abuse the exemption rights granted under current Federal statutes. When individuals use the copyrighted materials of others for personal gain, they may well lose any fair use exemptions and be required to obtain specific permission from the copyright holder.

Key point: Plagiarism is a separate concept from intellectual property, but acts of plagiarism or academic dishonesty might also infringe on copyright.

Databases and Electronic Journals

Intellectual property law does not explicitly prescribe limitations regarding the downloading and printing of electronic resources. However, the publishers of electronic resources are usually **very explicit** regarding such limitations and ultimately less tolerant in their definition of acceptable practices. As a result, the electronic resource licenses to which the Texas A&M University Libraries subscribe are much more restrictive than copyright law and therefore, **any perceived abuse of activity in using an electronic resource can result in the temporary or permanent termination of access by a database publisher.**

The University has access to the content of these databases and electronic journals because of a negotiated license or a contract. Should the terms of a license be violated, the publisher then has a cause for cutting off access to its property for the entire University. So far the identified instances of abuse of our database licenses have not resulted in such an action, but clearly publishers are watching for abuses, and they are calling such instances to our attention for corrective action. The instances in which we have been notified by vendors

of abusive behavior have involved the downloading of hundreds of pages of content, including entire issues of journals, in the span of a very few hours.

While the wording may vary from license to license, the following terminology (taken from the JSTOR license) is typical of the conditions the University accepts in order to gain access to an electronic resource:

- a. "User Rules" means those terms and conditions for use of the Database that appear on certain screen displays in the Database, and/or on the first page of printouts of Materials, as such may be amended from time to time, or that are otherwise provided to Licensee or to Authorized Users by JSTOR. The User Rules shall include, but not be limited to, the right to make one printed copy, and one electronic copy for storage purposes, of an article or articles from the Database, solely for an Authorized User's personal, noncommercial use.
- b. No use that exceeds the User Rules may be made of the Database other than as provided herein. It is understood that the purpose of JSTOR is to provide effective preservation of scholarly journals, and facilitate access to such journals by Authorized Users. Accordingly, Licensee may not utilize the Database for commercial purposes, including but not limited to sale of Materials, fee-for-service use of the Database, or bulk reproduction or distribution of Materials in any form; nor may Licensee impose special charges on Authorized Users for use of the Database beyond reasonable printing or administrative costs. Furthermore, under no circumstances may Licensee: remove, obscure or modify any copyright or other notices included in the materials; use Materials in a manner that would infringe the copyright therein; or copy, download, or attempt to download an entire issue or issues of a journal from the Database.

Fair use guidelines that have been used by libraries and educational institutions since the mid-1990s have held that a "safe harbor" position in regard to copying published works is the copying at one time of one article out of a single issue of a journal for personal research purposes. So far, this guideline has not been widely challenged by publishers. In part, this lack of a challenge may be more a reflection of the difficulty of monitoring photocopying. In an electronic environment, we can be assured that the kinds of monitoring that have prompted complaints from publishers will continue. One article out of one issue at a time may not be an appropriate safe harbor in the electronic environment, reasoning that users may choose to print out more material rather than read many pages on a computer screen. It is equally clear that the downloading of scores of articles, including entire issues of journals, in a very short period of time can be expected to be viewed as abuse of license terms.

Key point: While there are no specific guidelines for how much it is permitted to download or print out, downloading or printing out large amounts, such as entire books or journal issues is most likely not supported by fair use and is an infringement of intellectual property law and in violation of license agreements, which could result in termination of access.

Additional Resources

Association of College and Research Libraries. Copyright and Intellectual Property.
<http://www.arl.org/info/frn/copy/copytoc.html>

Harper, Georgia. "Fair Use of Copyrighted Materials."
<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

National Initiative for a Networked Cultural Heritage. Copyright, Fair Use & Licensing in a Digital World. <http://www.ninch.org/ISSUES/COPYRIGHT.html>

Okerson, Ann. Copyright Resources Online.
<http://www.library.yale.edu/~okerson/copyproj.html>

United States Copyright Office. <http://www.copyright.gov>

Plagiarism

According to the [Aggie Honor System Office](#), Plagiarism is "The appropriation of another person's ideas, processes, results, or words without giving appropriate credit." Plagiarism is just one form of academic misconduct; plagiarism and cheating are perhaps the most commonly practiced.

The most prevalent form of plagiarism occurs when a writer neglects to credit the author textual sources in a term paper or writing assignment. Plagiarism applies to written or electronic text found in books, journals, magazines, newspapers, web sites, etc. However, it also pertains to visual documents such as photographs, charts, graphs, drawings, statistics and material taken from lectures, interviews or television programs. In other words, it covers all created sources.

Avoiding Plagiarism

Less experienced writers may commit plagiarism as a result of an incomplete or poor knowledge of citation and documentation standards or because they are incorporating standards from one field or culture inappropriately into another. Inexperienced writers may also be unsure of the difference between direct quotation, paraphrasing, and summary. Poor notetaking habits may also lead to plagiarism.

It is your responsibility as an author, and yours alone, to acknowledge and document your sources. In other words, if you use another person's ideas or words, you must tell the reader which words or ideas you borrowed, from whom, and where he or she might find the text you used.

Plagiarism Guidelines

Any time you use ideas or words that appear in a document written by someone else, you must formally reference that work (document), even if it is not something that has been published. Whether the ideas were written about by a recognized expert in your field, or by a person who is "unknown" (for example, another student whose paper is unpublished), you must cite any words or ideas that did not originate with you.

If you paraphrase (put into your own words) another person's ideas, you must still provide a reference citation. Be careful that your paraphrasing is not so close to the original that it would be better to simply use a direct quotation with quotation marks. (Leaving off quotation marks is a large error, even if you have made a parenthetical reference at the end of the sentence or passage; you could face a charge of plagiarism for such an omission.)

If you are given an example or model of the work (such as a lab report) that you are going to produce, you may use the format to guide your own work, but you should not use any portion of the text or ideas in your own work (except for well-known and accepted phrases

and terms used in your field), unless you cite the example in your own written report. If you plan to quote or paraphrase an example or model provided for you by your instructor, make sure that they will allow you to use the example in this way. (Typically, they will want you to write it in your own words and using your own ideas.)

Researchers should cite themselves when they are building upon previous research. This clarifies what information is new and where the previous information is published. While students need not cite their own previously written papers, standards of academic honesty would indicate that they should refrain from submitting the same paper in another course, without the permission of the instructor.

Common Knowledge

Citing information that is common knowledge is generally not required UNLESS 1) you intend to discuss the information at length, 2) an individual is credited with the discovery (i.e., Einstein's Theory of Relativity), 3) you are uncertain whether your audience may be familiar with the information or 4) you think that the particular piece of information is in question or might be debatable.

Examples of common knowledge include:

- The Declaration of Independence was signed on July 4, 1776.
- The Earth is the third planet from the Sun.
- The chemical formula for water is H₂O.
- Robert Louis Stevenson wrote Treasure Island.

Citation Styles

Every field of study has its own preferred style for citing and referencing. The humanities (such as the study of English Literature) normally use MLA style; social sciences (like Psychology) use APA style; CBE is preferred by Biology, Chemistry, Physics, Mathematics and Geology; while history and other natural sciences use Chicago Style.

Consult with your instructor or other scholars in your field of study to determine which style you should use. Then either purchase a guide or use an online guide that will help you in using that style consistently. Keep in mind that instructors of the various classes that you take may ask you to use styles that are different from each other (depending on the instructors' preferences), so you may need to be able to switch between styles for projects in different classes.

Information on citation styles is also available from the [Library](#) and the [University Writing Center](#).

If you ever have questions about how to cite something properly, always consult with the faculty member who gave you the assignment BEFORE you turn it in. It is important that the faculty member know you are struggling with the citations and are trying to do it correctly before the project is submitted. Once submitted, an assignment is considered finished, and if the instructor discovers referencing errors or omissions, you could be accused of plagiarizing and subject to sanctions.

Avoiding Plagiarism

Some ways to avoid plagiarism:

- Keep detailed records of your research; document your sources as you do your research.
- Keep thorough documentation of your writing; outlines and drafts of your paper represent your effort as the paper evolves.
- Cite all quotations.
- Cite all sources you have either summarized or paraphrased.
- Cite ideas that you have employed.
- Cite information from sources such as speeches, interviews, photographs, films, laboratory procedures, software programs, musical or dramatic compositions, audio or visual media, works of art or architecture, maps, statistical tables, Web pages, electronic databases or any other source that was created by someone else.

As a writer, you plagiarize when you use the work of others without giving them appropriate credit. You also plagiarize when you don't give complete citation of a source. Incorrect formatting of a citation is quite often just a stylistic error and not necessarily plagiarism, but an erroneous or incomplete citation is still incorrect.

While acts of plagiarism may also be an infringement of copyright, plagiarism and copyright are not synonymous. Plagiarism is the act of presenting someone else's work as your own (by neglecting to give attribution), whereas copyright is the law that protects ownership of the work.

Key point: Plagiarism applies to all information regardless of format; photographs, charts, graphs, drawings, statistics, verbal exchanges such as interviews or lectures, performances on television or live, and texts whether in print or on the web must all be documented appropriately.

Getting Help

Lack of knowledge of academic honesty standards is analogous to ignorance of the law: it is no excuse and the repercussions can be severe.

If you are unsure or confused about documenting an assignment, it is your responsibility to ask your instructor for clarification or assistance. In addition, Librarians, Reference Desk Staff and Writing Center Consultants can offer additional help in documenting in your research and writing.

Why Citing Properly Is Important

Citing properly is important for several reasons:

- It indicates scholarly support of your own arguments.

- It differentiates between someone else's ideas and your own.
- Intellectual property standards indicate that attribution be given when using someone else's material.
- The correct citation may be needed by a reader to verify or find more material on the topic.

Acknowledgement and Citation of Sources

There are a number of acceptable ways to acknowledge a source, thereby avoiding plagiarism, but without interrupting the flow of your own writing.

1. **Use an attribution tag.** Introduce a direct quote or a paraphrase with a tag that lets the reader know you are using someone else's words or ideas. You don't have to use an attribution tag. Do so when it helps add credibility to your argument. Attribution is particularly helpful when quoting a source that is quoting someone else.

For example, the Aggie Daily for April 10, 2003 provides an attribution tag that identifies the credentials of the source:

Mary Ciani Saslow, who specializes in teaching color and creativity in the Visualization Program at Texas A&M's College of Architecture, initially began studying children's foods for their aesthetic qualities, but soon found that when it comes to nutrition all that glitters is clearly not gold. "It's hard to separate the seductive beauty of these packages from the manufactured products they contain," explains Saslow. "Once children and parents figure out the difference between outside and inside they will be armed to know what is real and what isn't, what is nutritious and what causes obesity and diabetes".

This sample text (written by Ryan Garcia and taken verbatim from the Aggie Daily article) illustrates the use of an attribution tag within the text.

2. Use quotation marks (") every time you use words or phrases from the original source. This is called a direct quote, and it is used in the attribution tag example, above. For more details on direct quoting (and attribution tags), see the information on the University Writing Center website.
3. Use of Paraphrasing. If you don't use quotation marks, you may still be citing someone else by means of paraphrase. (See the University Writing Center website for more details). For example, we might paraphrase Dr. Saslow's comments (from the attribution tag example above) as follows:

According to one expert on color and creativity, parents should be educated to read food packages so that their purchases of children's food is based on nutritional content rather than on pleasing design and packaging (Garcia).

4. Always use parenthetical in-text citation or footnotes/endnotes (depending on the style preferred by your instructor). The use of parenthetical in-text citation (referring to a bibliography at the end of the paper), footnotes or endnotes lead your reader to a list of the works you used in your research. The two examples above

both include parenthetical in-text citation with the employment of (Garcia) after the quoted or paraphrased information.

In addition, be sure to include the complete citation of the work in your Bibliography or Works Cited. The source listed in the examples above would appear as:

Garcia, Ryan. "With Children's Nutrition, All That Glitters Is Not Gold." *Aggie Daily* 20 April 2003. <<http://www.tamu.edu/aggiedaily/4.html>>.

5. Always include a list of the works you used to prepare your document. In some styles this is done with a Bibliography and footnotes. Other styles use internal citation and Works Cited, Works Consulted, or References.

You may find that you don't cite every source you consult during your research. This is often the case with reference works such as encyclopedias. Some writers prefer to list all works they consulted. (Thus, in some styles they use the "Works Consulted" title). Others prefer to list only those works they have actually cited, directly or through paraphrase, in which case they may use the "Works Cited" title. Likewise, some lists of "References" will include only works cited, and others will also include works consulted but not cited. Both approaches are acceptable. As long as the reader can trace any significant influences from the sources you used, and any direct or indirect uses of other's ideas or words, you have not plagiarized.

Listing items that you did not use is considered 'padding' a bibliography and should be avoided as it is looked upon with the same disapproval as plagiarism. However, if you have consulted some valuable sources that you may not have quoted, paraphrased or otherwise used in your paper, they may be included under the heading of Works Consulted. The challenge, however, is that the ideas you use in your paper should not reflect the content of these works. If what you write mirrors the perspectives, ideas, or conclusions of a work you have consulted, you should cite the source.

Referencing Electronic Resources

Electronic information has created a dilemma with research and attribution. Just like any other authored text or creation, web pages are copyrighted and need to be cited. To go one step further, it is also necessary to cite the format of an item – for example, if an article is available in a print journal and in a database, the citation must indicate which version was used.

For example:

Citation of information from a Web page:

Washington State. Dept. of Health. Hanford Health Information Network. Radiation Health Effects: A Monograph Study of the Health Effects of Radiation and Information Concerning Radioactive Releases from the Hanford Site: 1944-1972. Sept. 1996. 22 Apr. 1999
<http://www.doh.wa.gov/hanford/publications/health/rad-home.htm>

For example:

Citation of an article in an electronic journal or full-text database:

Schneider, Wolfgang, et al. "Kindergarten Prevention of Dyslexia: Does Training in Phonological Awareness Work for Everybody?" *Journal of Learning Disabilities* (Sep/Oct 1999): 429-36. WilsonWeb. Education Full-Text. Texas A&M University General Libraries, College Station, TX. 27 Apr. 2000 <<http://wilsonweb3.hwwilson.com/>>.

Additional Help with Citing Sources

The Texas A&M University Libraries have created several [Citation Guides](#) to various citation styles (APA, MLA, CMOS, etc.) commonly required for papers as well as providing some helpful information with citing electronic resources.

The University Writing Center has also compiled a weblibliography of helpful sites with information on the [Research & Documentation](#), including information on citation styles.

It is important for international students to be aware that the rules regarding the use and acknowledgment of other people's work may be different than those in their native culture. While in many cultures the use and repetition of an expert's words is considered to be a way of honoring and valuing that individual's work, in the United States, any unacknowledged use of another person's ideas, words, data, or graphics (i.e. lacking an internal citation and bibliographical reference) is plagiarism.

Academic Misconduct

Plagiarism is just one example of academic misconduct. The Aggie Honor System Office provides the following definitions of academic misconduct and acts that are characterized as scholastically dishonest:

Cheating

Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.

Fabrication

Making up data or results, and recording or reporting them; submitting fabricated documents.

Falsification

Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

Multiple Submissions

Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.

Plagiarism

The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

Complicity

Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.

Abuse and Misuse of Computer Access

Students may not misuse computer access or gain unauthorized access to information in any academic exercise. See [student rule 22](#).

Violation of Departmental or College Rules

Students may not violate any announced departmental or college rule relating to academic matters.

Violation of University Rules on Research

Students involved in conducting research and/or scholarly activities at Texas A&M University must also adhere to standards set forth in [University Rule 15.99.03.M1 - Responsible Conduct in Research and Scholarship](#).

Additional information can be found at the [Aggie Honor System website](#).

Reasons for Academic Honesty

There is no end of opportunities to plagiarize or commit acts of academic dishonesty. Here are few reasons why you shouldn't:

Individual reputation: While acquiring a reputation for academic dishonesty can ruin your reputation with the faculty of the institution, it can also have detrimental effect on your status with your acquaintances and friends.

Personal integrity: The reality that you may have completed a degree program may be tarnished by the knowledge that you did so fraudulently.

Professional competence: You may be called upon to use the specific skills or knowledge that you were supposed to have acquired, but you plagiarized instead.

Intrinsic quality of degree: You, as a student, are here to learn – how to research, how to write, how to think – and you are paying for the privilege. By plagiarizing, you are, in a very real sense, shortchanging yourself.

Status or standing of the institution: Ultimately, the awareness of academic dishonesty, either acknowledged or uncertain, finds its way outside of the University, to other institutions, employers, former students and the world-at-large, affecting the perceived value of the degree and the integrity of the University.

Consequences of Plagiarism and Academic Dishonesty

Plagiarism and academic dishonesty can have some severe penalties and repercussions. Instructors may recommend:

- Redoing the assignment
- Failing the assignment

- Receiving a reduced grade in the course
- Failing the course with a grade of XF (indicates that course was failed due to academic dishonesty and student cannot graduate until they have it removed by going through remediation)
- Counseling or recommending remediation for the student
- Dismissing the student from the University
- Having a record that indicates you committed an act of academic dishonesty

Student Rule 20.2: Procedures in Scholastic Dishonesty Cases

20.2.1 . . . The instructor shall inform the student of the alleged scholastic dishonesty, what sanction(s) he/she can recommend . . . and the procedures the department head will follow If, after hearing the student's version of the events, the instructor judges the student to be guilty of scholastic dishonesty, he/she will make a written report to the head of the department offering the course, with a copy to the student, giving the outline of the incident and including a recommendation of sanction(s) to be imposed. The instructor also must inform the student of his/her right to appeal to the head of the department offering the course regarding either the question of guilt or the sanction(s).

20.2.2 The instructor's recommendation may be dismissed, reduced, upheld or increased by the department head.

See the Aggie Honor System website (<http://aggiehonor.tamu.edu>) for more information about:

[Reporting and Adjudication](#)

[Academic Integrity Sanctions](#)

Examples and Cases of Plagiarism

The following examples and cases are presented in various stylistic formats (APA, MLA, etc.) for purposes of providing context. The emphasis is on illustrating the correct vs. incorrect use of paraphrase or quotation rather than on the precision of the stylistic format.

1. Cowley, Geoffrey. "Getting the Lead Out." Newsweek 17 February 2003: 54-56.

Excerpt from original, page 54: Childhood lead poisoning has declined steadily since the 1970s, when cars stopped spewing leaded exhaust into the environment and lead paint was formally banned. Yet 40 percent of the nation's homes still contain lead paint from the first half of the 20th century, and 25 percent still pose significant health hazards.

Paraphrase (CORRECT): Even though, according to Cowley, there has been a decline in lead poisoning in children since 1970, dangers remain. Twenty-five percent of American homes still could cause health problems from lead exposure (54).

Direct quotation (CORRECT): Cowley points out that declining lead levels since 1970 are no reason for optimism: "40 percent of the nations homes still contain lead

paint from the first half of the 20th century, and 25 percent still pose significant health hazards" (54).

Paraphrase (INCORRECT*): Lead poisoning in children has been in decline since 1970 because cars stopped using leaded gas, and lead paint was no longer allowed; still, 40 percent of American homes still contain lead and 25 percent are still dangerous (Cowley 54).

***Explanation:** This is plagiarism because the paraphrase is too similar to the original in sentence structure and word choice; note how the "correct" paraphrase uses statistics and information from the original but does so in a more original manner

2. Dickey, Christopher. "The Banality of Fear." Newsweek. 10 March 2003: 34-36.

Excerpt from original, page 35: The Bush administration is pulling together a computerized database with the names of hundreds of Iraq's civilian and military officials. Both the Defense Intelligence Agency and the CIA have "teams of leadership analysts" who follow the careers of important figures. In consultation with the State Department and the Justice Department, the pentagon is trying to determine which Iraqis might be put on trial for war crimes; which might be sympathetic to the American mission or even collaborate with an invasion, and which are, perhaps not, certifiable villains, but not trustworthy allies either. The last category is certainly the largest.

Direct quotation (CORRECT): The U.S. government faces an immense task in "trying to determine which Iraqis might be put on trial for war crimes; which might be sympathetic to the American mission or even collaborate with an invasion, and which are, perhaps not, certifiable villains, but not trustworthy allies either" (Dickey 35).

Paraphrase (CORRECT): Through the use of electronic databases, U. S. government agencies are working together to ascertain who among the Iraqi citizenry might actually welcome a military intervention in their country, and therefore work to support it, and who is not to be trusted (Dickey 35).

Quotation (INCORRECT*): The CIA has "teams of leadership analysts" to follow the careers of important figures (Dickey 35).

***Explanation:** There are two problems with this quotation. First, the phrase quoted is a quotation within the source material; it is a quotation within a quotation. The author of the source material does not attribute the quotation to a person, but it is clear he is quoting someone, which leads to the second problem. The way the writer uses the source, the reader is erroneously led to believe these were Dickey's words. The example that follows represents one way to correct this problem.

Quotation (CORRECT): There are ways we can find war criminals. For example, Dickey reports that: "The Bush administration is pulling together a computerized database with the names of hundreds of Iraq's civilian and military officials. Both the Defense Intelligence Agency and the CIA have 'teams of leadership analysts' who follow the careers of important figures" (35).

3. Barker, Michael, et al. "School-Age Lung Function and Exercise Capacity in Former Very Low Birth Weight Infants." Pediatric: Exercise Science 15.1 (2003): 44-66.

Excerpt from original, page 44: Survivors of BPD [bronchiopulmonary dysplasia] suffer from an increased incidence of respiratory infections, cough, and wheeze in their first decade. Follow-up studies described mild abnormalities of pulmonary function with airway obstruction, hyperinflation, and bronchial hyperactivity in children born and treated in the 1980s and the early 1990s.

Direct quotation (CORRECT): Research shows that children who survive BPD may suffer long-term effects such as "mild abnormalities of pulmonary function with airway obstruction, hyperinflation, and bronchial hyperactivity" (Barker, et al. 44).

Paraphrase (CORRECT): Research that followed children who survive BPD over the last two decades showed they tend to experience a higher number of respiratory illnesses in their first ten years of life and that they suffered from slight respiratory irregularities (Barker, et al. 44).

Plagiarized version (INCORRECT*): Research shows that children who survive BPD may suffer long-term effects such as mild abnormalities of pulmonary function with airway obstruction, hyperinflation, and bronchial hyperactivity (Barker, et al. 44).

***Explanation:** The writer cites the source, but neglects to use quotation marks inferring that the sentence is a summary or a paraphrase; it is neither since starting with the word "mild" and continuing to the end of the sentence it is lifted directly from the original source material.

4. Spencer, Peter. Marketing to Kids. Consumers' Research Magazine 2000 Oct. 83: 6. In: Business Source Premier [database on the Internet]. EBSCO; [cited 9 April 2003]. [about 700 words]. Available from: <http://search.epnet.com/direct.asp?an=3738823&db=buh>.

Excerpt from original, paragraph 1: Entertainment companies routinely advertise to children under 17 violent entertainment products the companies' own rating systems deem unsuitable for children in this age group, the Federal Trade Commission (FTC) reported in a study released in September.

Direct quotation (CORRECT): Consumers' Research Magazine (1) reports that the FTC released a study in September of 2002 which found that "[e]ntertainment companies routinely advertise to children under 17 violent entertainment products the companies' own rating systems deem unsuitable for children in this age group."

Paraphrase (CORRECT): The entertainment industry does not follow its own advice; they commonly market products to young children which their own ratings systems would rate as inappropriate for them (1).

Plagiarized version (INCORRECT*): The Federal Trade Commission (FTC) reported in a study released in September that entertainment companies routinely market their products to children when their own ratings systems deem them unsuitable for children in this age group.

***Explanation:** The writer is referring to a specific government report he or she read

about in a magazine so the source must be cited. Also, though a few words were changed, this attempt at a paraphrase is too close to the original; several exact phrases from the original should be surrounded by quotation marks.

5. Black, S. (2003). Harry Potter: a magical prescription for just about anyone [Electronic version]. *Journal of Adolescent & Adult Literacy* 46.7, 540-45. (This is the citation for the entire article, if only the electronic version was viewed and it is believed that it does not read differently from the original print version.)

If, however, you suspect that the electronic version reflects changes from the original print version, then the citation would read:

Black, S. (2003). Harry Potter: a magical prescription for just about anyone. *Journal of Adolescent & Adult Literacy* 46.7, 540-45. Retrieved April 15, 2003, from Academic Search Premier database.

Excerpt from original, page 62: Is it good to get so imaginatively involved with magic--at age 8 or 48? Some parents and fundamentalist religious groups have denounced the Harry Potter books, claiming that they will make children want to become wizards and witches--that author J.K. Rowling must be a witch herself. Rowling has responded that she is not a witch, has no desire to become one, and has never heard of a child wanting to be a witch after reading her books. Children can tell the difference between imagination and reality, Rowling explained (cited in Schafer, 2000). *The Uses of Enchantment*, by psychoanalyst Bruno Bettelheim, is a classic in the area of children's responses to fantasy. Bettelheim affirmed that a child understands instinctively that fantasies "speak to him in the language of symbols and not that of everyday reality."

Direct quotation (CORRECT): J. K. Rowling's answer to cries that her Harry Potter series will attract children to witchcraft is straightforward: "[S]he is not a witch, has no desire to become one, and has never heard of a child wanting to be a witch after reading her books." Rowling adds that "[c]hildren can tell the difference between imagination and reality" (qtd. in Black 2003, p. 540).

Paraphrase (CORRECT): Children are unlikely to be lured by the Harry Potter books into the practice of wizardry, according to J. K. Rowling, the series author (Black 2003, p. 540).

Plagiarized version (INCORRECT*): J. K. Rowling's answer to cries that her Harry Potter series will attract children to witchcraft is straightforward. Rowling says that she is not a witch, has no desire to become one, and has never heard of a child wanting to be a witch after reading her books. Children can tell the difference between imagination and reality (Black 2003, p. 540).

***Explanation:** This student appears to have begun a paraphrase, then slipped into quotation, but did not give credit. Black should be credited for the word "straightforward" in the first sentence by the use of quotation marks, and then from the third word on in the second sentence, quotation marks should be used.

Question: Is this the correct way to cite someone cited in another source?

Psychoanalyst Bruno Bettelheim claims that children have a basic understanding about the symbolism of fantasy. Children don't need to be told to fantasies and fairy

tales "speak to [them] in the language of symbols and not that of everyday reality" (qtd. in Black 2003, p.62).

Quoted in References were:

Schafer, E.D. (2000). Exploring Harry Potter. Osprey, FL: Beacham Publishing.
Bettelheim, B. (1976). The uses of enchantment. New York: Knopf.

6. Kazemi, Elham. 1998. "Discourse that promotes conceptual understanding." Teaching Children Mathematics Mar 88 Vol 1 Issue 7 pp. 410-15 from Academic Search Premier
<http://ezproxy.tamu.edu:2048/login?url=http://search.epnet.com/login.aspx?direct=true&AuthType=ip,uid&db=aph&an=298732&scope=site>.

Excerpt from original, page 410: This article presents highlights from a study that demonstrates what it means to "press" students to think conceptually about mathematics (Kazemi and Stipek 1997), that is, to require reasoning that justifies procedures rather than statements of the procedures themselves. This study assessed the extent to which twenty-three upper elementary teachers supported learning and understanding during whole-class and small-group discussions. "Press for learning" was measured by the degree to which teachers (1) emphasized students' effort, (2) focused on learning and understanding, (3) supported students' autonomy, and (4) emphasized reasoning more than producing correct answers. Quantitative analyses indicated that the higher the press in the classroom, the more the students learned.

Direct quotation (CORRECT): A 1997 study by Kazemi and Stipek found that "the higher the press in the classroom, the more the students learned" (Kazemi 1998, p. 410).

Paraphrase (CORRECT): Kazemi (1998) summarizes a study done with Stipek in 1997 which found that students can be "pressed" by teachers into conceptual reasoning about mathematics in very specific ways and that student learning increases when teachers increase the "press for learning."

Plagiarized version (INCORRECT*): In 1997, Kazemi and Stipek did a study of how teachers can enhance conceptual learning in mathematics. This study assessed the extent to which twenty-three upper elementary teachers supported learning and understanding during whole-class and small-group discussions. They measured "Press for learning" by the degree to which teachers (1) emphasized students' effort, (2) focused on learning and understanding, (3) supported students' autonomy, and (4) emphasized reasoning more than producing correct answers.

***Explanation:** A large part of this is direct quotation, so therefore, quotation marks should be placed in the appropriate places and the source should be cited parenthetically. The parenthetical citation is required for two reasons: one, the reader needs the page number to find the portion directly quoted, and two, Kazemi wrote the article alone without the benefit of his partner from the study; the audience needs to know from whose perspective they are receiving the information.

Question: Why do you need a page number in the direct quotation but not in the summary?

Answer: The direct quotation is taken directly from page 410, while the summary

encapsulates the entire article.

Direct quotation (CORRECT): A 1997 study by Kazemi and Stipek found that “the higher the press in the classroom, the more the students learned” (Kazemi 1998, p. 410).

Paraphrase (CORRECT): Kazemi (1998) summarizes a study done with Stipek in 1997 which found that students can be “pressed” by teachers into conceptual reasoning about mathematics in very specific ways and that student learning increases when teachers increase the “press for learning.”

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