TEXAS TECH UNIVERSITY
Ethics Center™

Paraphrasing, Quoting, and Plagiarism Workshops Impact English and Non-English Speakers

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History

- Plagiarism
  - Poor referencing, inadequate paraphrasing, and inaccurate citation
  - Intentional and deliberate, dishonest and deceitful behavior
  - Moral transgression and a reflection of moral decay
  - Described as a sin, vice, disease, cancer, plague, stealing, and a crime
- Source-use Practices
  - Students uncertain about citation conventions
  - Students unsure what constitutes common knowledge
  - Limited referencing skills
  - Patchwriting, language re-use, mediated authorship, textual borrowing

Sources: Howard, R.M. (1992). A plagiarism pentimento. *Journal of Teaching Writing, 11*(3), 233-245.
Pecorari, D., Petrić, B. (2014). Plagiarism in second-language writing. *Language Teaching*. *47*(3).

History

- In recent years, plagiarism is seen as a developmental issue
- TTU Ethics Center in collaboration with University Library began offering "Paraphrasing, Quoting, and Plagiarism" workshops in 2013 to university faculty, staff, and students.
  - Workshop provides participants an opportunity to:
    1. Cultivate skills to restate a narrative in their own words with the same meaning;
    2. Understand when and how to use quotations if they elect not to paraphrase;
    3. Share common best practices to reduce the risk of plagiarism when writing research papers;
    4. Practice topics in the workshop provide correct examples students may reference when drafting their documents;
    5. The program suggests effective use of software as a safe-guard in the writing process;
    6. The workshop builds confidence among attendees that they have a sufficient arsenal of information to manage research citations.

Intent

- To improve research writing skills while building confidence in students' ability to utilize paraphrasing as a research tool
- Domestic students gain from the workshop a greater understanding of paraphrasing, plagiarism, and research citing techniques
- Non-native English speakers advance their knowledge of paraphrasing, plagiarism, and research citations

Workshop Elements

- Presentation outlining what plagiarism is and the ethical reasons plagiarism should be avoided
- Demonstration of iThenticate® and Turnitin® software
- Hands-on paraphrasing practice sessions guided by university faculty and staff

Presentation

- Plagiarism
  - Taking someone's words, thoughts, ideas, or images and presenting them as ones own
  - Not giving credit where credit is due
  - Not citing properly
  - Self Plagiarism – Is that a thing?

- Examples used in practice sessions
  - Literary works
  - Poems
  - Famous quotes
  - Historical Speeches
  - Cinematic Dialog
  - Song Lyrics

Source: Marcelo Schmidt and Kimberly Vardeman. "Paraphrasing, Quoting, and Plagiarism: the DOs and DON'Ts." Workshop presented at TLPDC Ethics Lunch Series, Lubbock, TX, February 2015.

Presentation

- Paraphrasing
  - Read to understand
  - Change word order
  - Use synonyms
  - Change the use of numbers
  - Change sentence structure
  - Do not change key terms
  - Give credit where credit is due (cite)

- Quoting
  - Avoid block quoting
  - Vital phrases or words
  - Give credit where credit is due (cite)

Source: Marcelo Schmidt and Kimberly Vardeman. "Paraphrasing, Quoting, and Plagiarism: the DOs and DON'Ts." Workshop presented at TLPDC Ethics Lunch Series, Lubbock, TX, February 2015.

Paraphrasing Presentation

Software Demonstration

- iThenticate®
  - Scans research manuscripts and grant proposals for possible plagiarism against its database of 44 million academic publications, 56 million web pages, and 98 million news pages, magazines, and books
  - Returns similarity report that highlights excerpts of matching text for the research to review

- Turnitin®
  - Database contains 330+ million previously submitted student papers, 120,000+ scholarly titles (professional, academic and commercial journals and publications), and 45+ billion digital content (current and archived web content)

Source: www.iThenticate.com and www.turnitin.com

Software Demo

Guided Instruction

- Using multiple examples of famous quotes and literary passages
- Guided by experienced university faculty and staff
- Domestic and International students explore alternate means to paraphrasing and citations

Paraphrasing Practice

- I've missed more than 9,000 shots in my career. I've lost almost 300 games. 26 times I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed. ~ Michael Jordan

- If you look at what you have in life, you'll always have more. If you look at what you don't have in life, you'll never have enough. ~ Oprah Winfrey

- When I was 5 years old, my mother always told me that happiness was the key to life. When I went to school, they asked me what I wanted to be when I grew up. I wrote down 'happy'. They told me I didn't understand the assignment, and I told them they didn't understand life. ~ John Lennon

Activity

Paraphrasing Exercise #1

Original quote:

Bourgeault, Benoit, and Davis-Floyd (2004) explained:

Canadian midwives and their supporters are being watched with great interest. Both at home and abroad, midwives, social scientists, health policy analysts, health care advocates, child-bearing women, and their partners are asking how this new conception of the midwifery profession has evolved, how it has become integrated into provincial healthcare systems that have until recently excluded midwifery care, and what integrating midwifery practice will do to help improve maternity care more broadly. (pp. 3-4)

Student's paraphrase:

Bourgeault, Benoit, and Davis-Floyd (2004) mentioned:

Midwives from Canada are being looked at with keen interest. Here and internationally, midwives, health care advocates, health policy analysts, social scientists and families are wondering how this new conception of the midwifery profession has evolved, how-when so recently left out-it became part of health care systems in the provinces, and how midwifery will cultivate better maternal care as a whole. (pp. 3-4)

Source: Schwabl, K., Rossiter, M. J., & Abbott, M. L. (2013). University Students' and Instructors' Paraphrasing and Citation Knowledge and Practices. *Alberta Journal Of Educational Research*, *59*(3), 401-419.

Paraphrasing Exercise #2

Original quote:

Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. (Bike Helmets, 1990, p. 348)

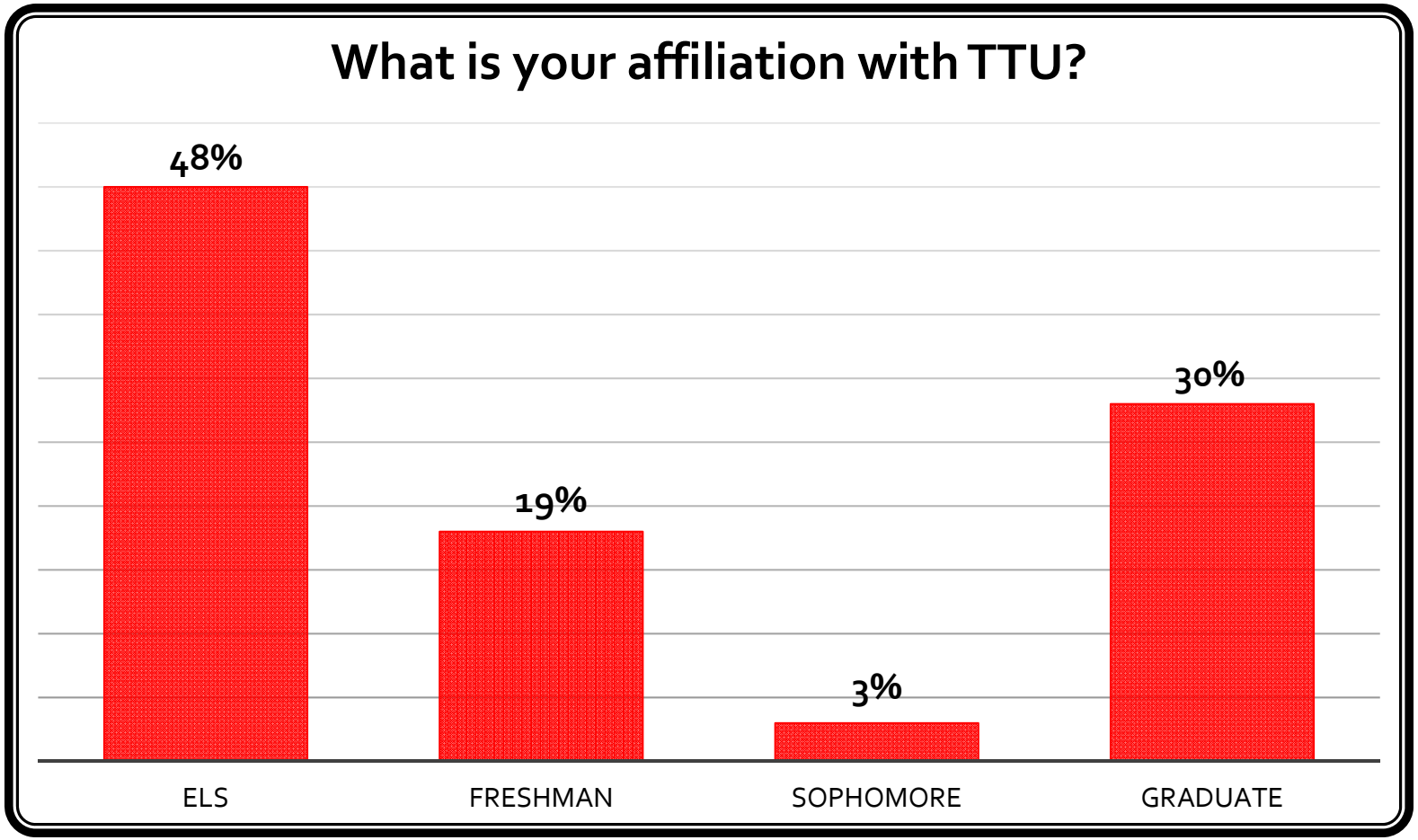
Student's paraphrasing:

The use of a helmet is the key to reducing bicycling fatalities, which are due to head injuries 75% of the time. By cushioning the head upon impact, a helmet can reduce accidental injury by as much as 85%, saving the lives of hundreds of victims annually, half of whom are school children (Bike Helmets, 1990, p. 348).

Source: Schwabl, K., Rossiter, M. J., & Abbott, M. L. (2013). University Students' and Instructors' Paraphrasing and Citation Knowledge and Practices. *Alberta Journal Of Educational Research*, *59*(3), 401-419.

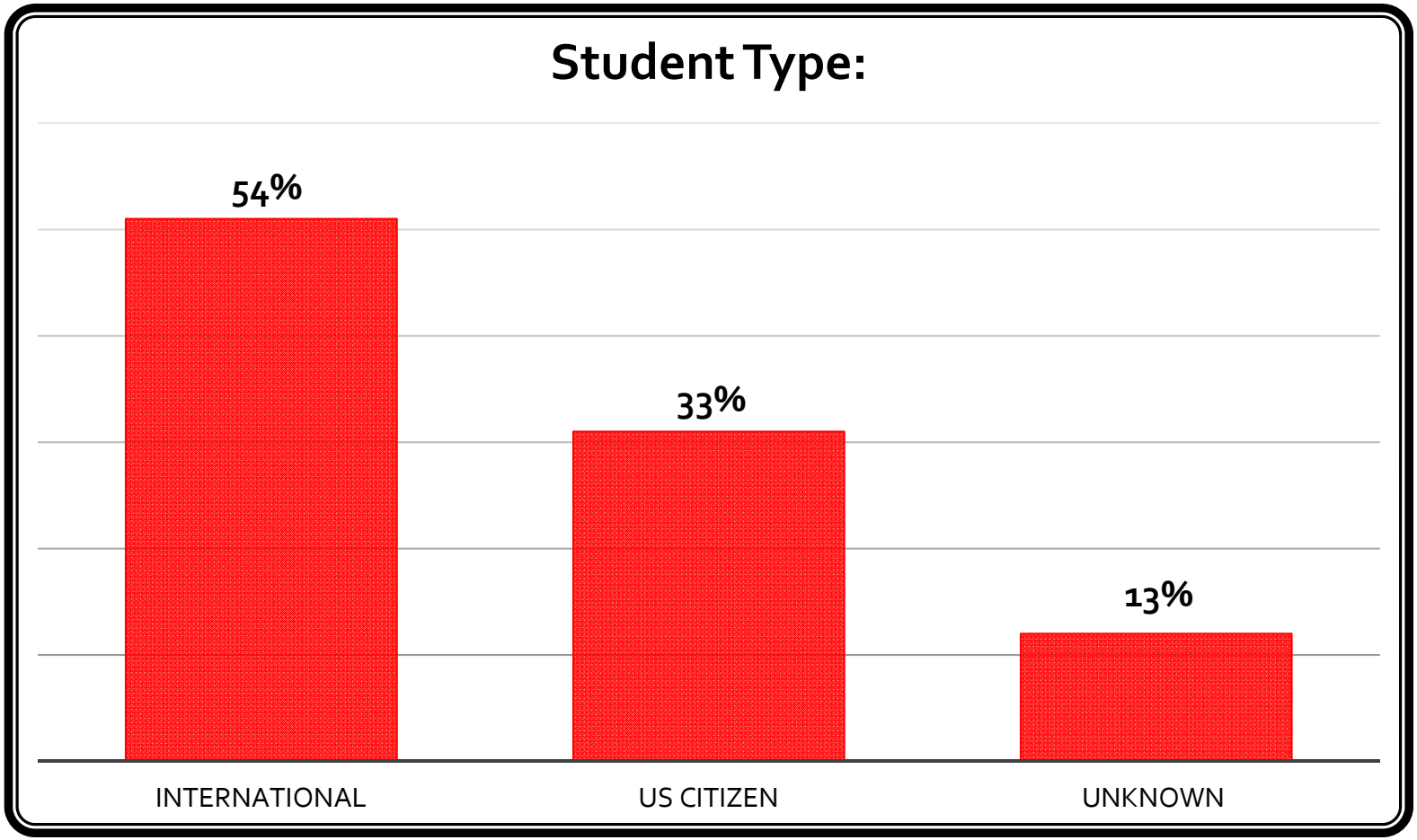
And the survey says…

Workshop Data



Source: FY 2015 TTU library / TTU Ethics Center Paraphrasing Workshop: survey results.

Workshop Data



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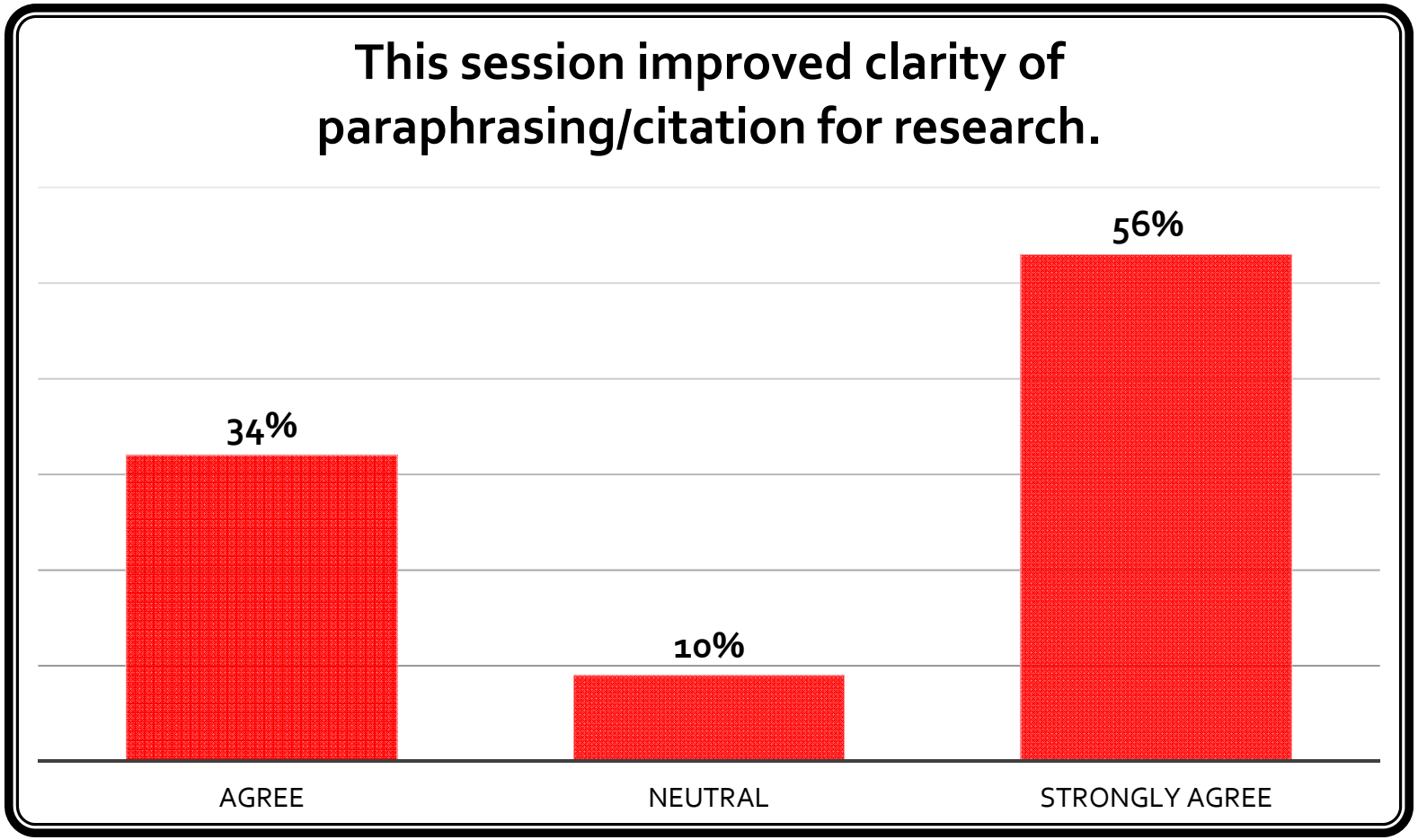

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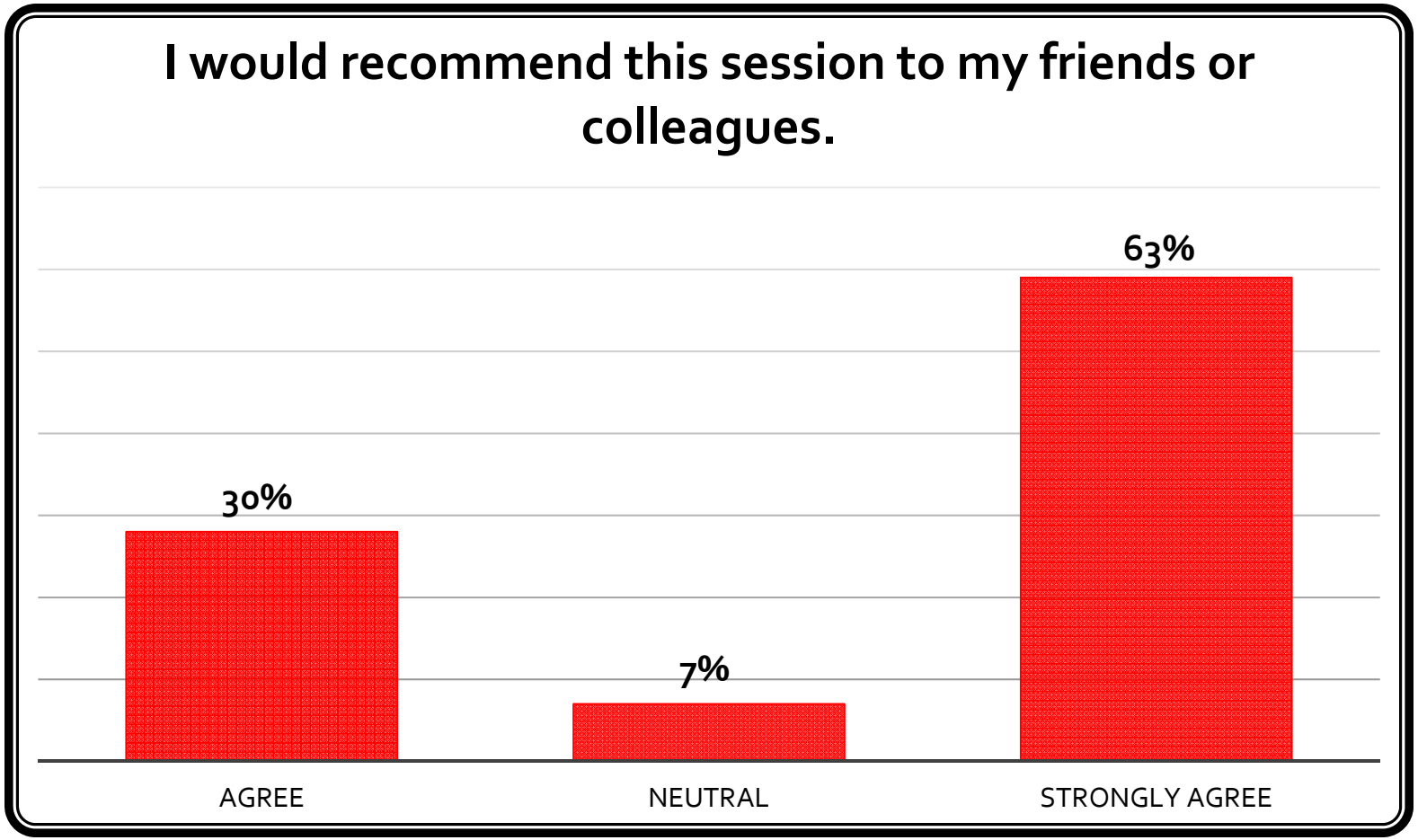

Source: FY 2015 TTU library / TTU Ethics Center Paraphrasing Workshop: survey results.

Summation

- Plagiarism has come to be seen as a development issue.
- Plagiarism may be the result of confusion and inaccuracy while notetaking.
- Students whether undergraduate, graduate, domestic or international struggle with paraphrasing and citing skills.
- Beginning writers struggle to find their own authorship.
- Students fear committing plagiarism, but are unsure where to find help.
- Students appreciate and find value in workshops.
- Workshops, practice sessions, and feedback from faculty show marked improvement in students' writing skills.

Sources: Barry, E.S. (2006). Can Paraphrasing Practice Help students define Plagiarism?. *College Student Journal, 40*(2), 377-384. Lankamp, R. (2009). ESL student plagiarism: Ignorance of the rules or authorial identity problem?. *Journal of Education And Human Development*, *3*(1).

Outcomes

- Research shows:
  - Patchwriting continues in post-secondary students' writing (Harris, 1992) (Schwabl, et. al., 2013).
  - Paraphrasing practice helps students understand some aspects of plagiarism (Chen, Y., Van Ullen, M., 2011).
  - Students want sessions dedicated to practicing writing citations, paraphrasing and summarizing (Chen, Y., Van Ullen, M., 2011).
  - Instructors should teach students proper quotation, citation, and paraphrasing techniques (Chao, C., et. al., 2009).
  - Students should be provided access to software to check their assignment before final submission (Chao, C., et. al., 2009).
  - Instructors must accept the fact that software may produce both false positives and false negatives (Hayes, N., Introna, L.D. 2008) (Pecorari, D., Petrić, B., 2014).
  - Instructor-led practice sessions are found to enhance paraphrasing ability, language use, and proper citation (Choi, Y., 2012).

Paraphrasing Practice Groups

More Workshop Data

Selected Comments:

- The break out groups scared me at first but it was really helpful.
- It was a great presentation. Very insightful. I enjoyed the workshop
- This should kind of be a requirement for all students
- I really found out some new ideas and ways of thinking
- More time should be allowed so that participants can do more exercise
- This session really helps me to understand the ways to avoid plagiarism in the future.
- I have learned a lot! This would help me with my comprehensive exams!
- More time for activities (longer sessions)
- This is my second time and I gained additional insights!

Source: FY 2015 TTU library / TTU Ethics Center Paraphrasing Workshop: survey results.

Questions?

References

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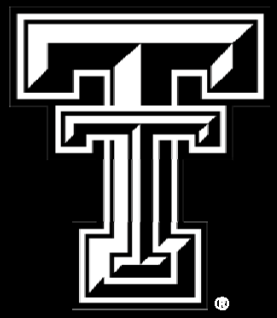

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