Overview

- The context:
  - Learning, Academic writing & Assessment, Honesty & Integrity
- The details
  - Plagiarism & other Academic Offences
  - Repercussions
- The solution
  - Learning appropriate referencing & in-text citation
  - Developing an authentic voice
  - Further resources

In Uni...

- What is the point of assessed coursework?
  - Why do your teachers assign you homework, essays, tasks, and conduct exams?
- What are we asking you?
  - We already know (the range) of answers to any given question—we’re teaching you the material!
    - Very occasionally we will see a novel piece of evidence or unique integration of theories/findings
  - We’re asking you to explain X, to link X to Y, to make sense of new data w/ theory Z, to articulate the issues with Z....

Why?

- Our goal in marking & feedback
  - For you to learn through doing: by analyzing real data, you learn how to analyze data
  - For you to demonstrate your ability to analyze data within a framework
  - For us to assess (determine) how well you have acquired the material
  - For us to guide you towards improving your writing or analysis
  - For us to evaluate your current work as a guide to your future work potential (e.g. PG study applications look at UG marks)

- How many of these can be accomplished if...
  - You didn’t write the essay?
  - You copied others’ thoughts or words
  - You don’t learn the rules of academic writing
- You are here to learn. Full stop.
  - Assessment is an integral part of the learning process

Image From: http://lisawhelan.blogspot.co.uk/
Defining Plagiarism: I (an academic offence)

- ‘Misuse of authorship’
  - Aka Failure to attribute ideas to the original author
- How?
- Lack of quotation marks for others’ writing
- Missing or inaccurate referencing for writing, art, videos or images
  - Either in text or in bibliography
  - Can include thesaurus based word replacement of an author’s content

Defining Plagiarism: II (an academic offence)

- Doesn’t matter what the original source
  - Published book or paper
  - Website
  - Other student’s work
  - Other Media: Spoken language (e.g. a speech), video
- Re-expressing an existing idea is fine
  - As long as
    - It’s in your own words, or in quotes
    - It is properly referenced
- we want to see how well you can re-articulate (or better articulate) older ideas, and how you can relate them to data, other ideas, larger theoretical frameworks

What is plagiarism, then?

- text sample, in content or form that a reader shouldn’t assume is yours originally (but can’t distinguish by how you present it)
- Anything in your essay that wasn’t your original thought or writing AND isn’t properly attributed to the original source

But...this (plagiarism practice) was OK in my past Uni

- Doesn’t matter
  - New context, new Uni, new rules
- It’s not ok here, and you need to learn how to NOT do it
- The rules here reflect standard western academic ideas about authorship and originality
  - They’re not special to Essex
  - They also reflect US/EU/UK standards for copyright and inventions, encoded in law

Other Academic Offences

- Falsifying data
- Submitting fraudulent claims of extenuating circumstances
- Helping another student commit an academic offence
- Submitting the same work for multiple modules
- Collaborative work (when you’re told to work alone)
  - This includes not acknowledging an assignment cover sheet when you’ve had proofreading help
- In exams,
  - Copying from another student
  - Bringing forbidden materials (e.g. notes) to an exam

The burden is on you

- Academic Offences don’t have to involve the intent to deceive
  - You can still be found guilty of an AO (and punished) even if you didn’t realize you were doing it
- YOU are responsible for ensuring that you are following academic rules

http://www.essex.ac.uk/academic/docs/regs/offpro.shtm

Repercussions

• What happens if you are found guilty?
• Wide range, depending on severity of AO and whether this is a repeat offence
• From formal written warning to being required to withdraw from Uni
  – For Plagiarism, very common to have to
  • rewrite the coursework with proper referencing
  • AND complete an alternate assignment with capped marking (for credit purposes only)
  – Plus, this goes on your permanent student record
• cheating results in more work for you, not less
• cheating will follow you after school (transcripts)

Referencing: what it involves

• Inside the essay a brief reference called an in-text citation
  – Includes last name & year (and page, for direct quotes)
• Outside (after) the essay the FULL reference so the reader can find it

Proper attribution of authorship

• In-text citation Inside your essay
  – Author’s last name + year of publishing each time you use someone’s ideas
    – Chand (2014)
  – if direct quote, also include page number
    – (Chand 2014:234)
  – if author’s name is in text, just date+pages for direct quotes
    – Chand argued “for a situated linguistic landscape” (2014:343).
    – NOTHING MORE
• Bibliographic citations: Ordered list of references used in your essay, placed after your essay
  – Many styles, just make sure you consistently follow one

Bibliography (aka References)

• Organized list of the works cited in your essay
  – Follows the essay
• Organized?
  – Alphabetically, or by the order of introduction in the essay
• Only works cited?
  – What if I read other things?
  • This is only a list of the full details of the references used in the essay

References (aka bibliography): what to include: journal article

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Publication date</th>
<th>Journal title</th>
<th>Volume number</th>
<th>Issue number</th>
<th>Page numbers</th>
</tr>
</thead>
</table>

Many formats for showing these elements, but they all need to be there

References (aka bibliography): what to include: book

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Place of publication</th>
<th>Publisher</th>
</tr>
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Consulting the actual source

• If you read (and used, either in content or in form) something that was itself cited/used in another text, you need to acknowledge WHAT you read
  - E.g. I read Jones 2014 who said
    - Bones (2013) argued for a distributed approach to verbal particles.
    - I want to report what Bones said in my essay

How?

• Tell us that you found the content in a secondary source → (e.g. XX YEAR cited in YY YEAR)
  - I can say Verbal particles have been analyzed via a distributed approach (Bones 2013, cited in Jones 2014)
• Or, if you cite the original source only, you are explicitly saying that you actually read & consulted the original source (XX Year)
  - If I read Bones 2013, I can say: Verbal particles have been analyzed via a distributed approach (Bones 2013).
• You need to be aware of what your (embedded) citations say to your teacher about what YOU read

Format?

• Reference styles differ in petty things
  - Abbreviations, Full first names or initial?
  - Order, punctuation & formatting (underlines vs. italics vs. bold vs. CAPS) of info
  - Look up, and
  - Make sure you include the important details that allow someone else to find the reference original

Rarer things you may cite...

• Lecture notes from one of your modules
• Websites
• Government documents
  - E.g. constitution, census reports
• Images
• Software
• Corpora or databases
• Unpublished MA/PhD dissertations/theses
  - within your chosen reference style, there is a way to cite all of these
  - Look up, and

Many formats for showing these elements, but they all need to be there

References (aka bibliography): what to include: book chapter

Chapter author(s): Collin, J.
Book title: Shakespeare's blank verse in the Elizabethan drama: a study of Shakespeare as his contemporary
Publisher: Oxford: Clarendon Press
Publication date: 1969
Book edition: 1st
Chapter title: \"the blank verse of Shakespeare\"
Page numbers: \[270-329\]
Place of publication: Oxford

References (aka bibliography): what to include: Online Material

Document author: Gale, C.
Document type: Web
Publication date: 2007
Publisher: Gale
URL: http://www.library.ex.ac.uk/international
Date last accessed: 9 October 2007
What *not* to include

- Web info for resource also available in hard copy
  - E.g. for e-print of journal article, don’t need URL, date of e-access
- DOI
  - Digital object identifier, e.g. doi:10.1037/mh0000005
- For Books:
  - # of pages in whole book (we only want pages for book chapters or journal articles)

Learning to paraphrase: how similar is too similar?

- Original text:
  - “These findings support the claim that register differences are crucially important for understanding grammatical change. In the present article, we argue that such differences are even more important than we had previously recognized—that even specific sub-registers differ in pervasive and systematic ways in their historical development.” (Biber & Gray 2013: 108).
- Is this appropriate to find in an assignment?
  - Register differences are crucially important for understanding grammatical change.
  - No. Complete copy sans quote marks, no referencing.
- Acceptable versions
  - “Register differences are crucially important for understanding grammatical change.” (Biber & Gray 2013: 108).
  - “[R]egister differences are... important”);
  - “specific sub-registers differ in pervasive and systematic ways in their historical development” (Biber & Gray 2013: 108).
  - Sub-registers have different historical development trajectories which can be uncovered (Biber & Gray 2013).
  - Grammatical change links to register differences (Biber & Gray 2013).

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Lessons learned

• If it’s not your idea, reference it
• If you want to use the original wording, reference it AND put it in quotation marks
• How much to put in quotes?
  – A phrase, sentence, or larger unit
  – Single word or term typically just needs referencing

• But what if I need to change the original quote slightly for flow/readability?
  – E.g. change a verb for tense and/or number for grammatical agreement across the sentence, eliminate a word
• → put your change in brackets (inside the text) or start the quoted section after whatever requires changing or use ellipsis (…) to show that you have removed something from the original context

Original: “demonstrates the systematic coupling of sound with meaning for stylistic markers”
Your possibilities:

– Don’t use the word that needs changing: Several resources are available by which speakers use “the systematic coupling of sound with meaning for stylistic markers” (Chand 2014: 235).
– Square brackets: “[D]emonstrating the systematic coupling of sound with meaning for stylistic markers,” this data uncovers TH-fronting as a resource for showing local affiliation (Chand 2014: 235).
– Ellipsis: Several strategies are available by which speakers demonstrate “the… coupling of sound with meaning for stylistic markers” (Chand 2014: 235).

How often to cite

• GRT (general rule of thumb):
• → cite as often as you use others words or ideas
  – This may be every sentence in parts of your essay
• If two people said the same thing, it’s OK to cite them both
  – It shows that this stance/argument has multiple supporters

‘Appropriate’ references

• Wikipedia as an acceptable reference?
  • Why not?
    – Anyone can edit wikipedia—it’s not an authority
    – It shows laziness (you couldn’t explore further than wikipedia??)
    – Colbert’s introduction of term ‘wikiality’
      “Reality is just what the majority agrees upon” (Colbert Report, July 31, 2006)
  • Intro books, books that are really dictionaries for the field?
    – Generally not good (beyond 1st year modules)
  • Why?
    – You are expected to command a certain terminology, range of concepts used in each module
    – Introducing them via intro book quotes or references suggests you DON’T COMMAND THEM

Referencing format

• Depends on your teacher/module
• Generally, linguistics uses in-text citations, not foot/endnotes
• GRT: pick a commonly used format & use it consistently
Developing your authentic voice

• Put the original author down!
  – It’s hard to develop an authentic voice if you constantly are immersed in other voices
  – Take notes as you read things. In these, paraphrase, don’t copy what they say or how they say it.
  – Use your notes first when trying to re-articulate a position/idea for coursework.
• But, sometimes we don’t have notes on a reference...
  – Reasons: Just found it, read it too late, etc. etc. etc.
  – Walk away from the text, and try to articulate, to yourself, in writing or just talking, what they find, how it’s useful and/or problematic.
  – Use this as the basis for your essay
• Both of these techniques still need proper referencing, but the ideas are articulated in your authentic voice

Distinguishing whose idea it was as a learning outcome

• You learn by practicing how to independently articulate various voices and ideas
  – how they relate,
  – why they’re interesting—
    • how they speak to the topic/debate being covered,
    • How they complement other perspectives
  – what’s wrong with them.
• You learn by being clear in your own mind on what ideas are your own vs. what aren’t within your essays
  – And showing that, through appropriate referencing

Improving Your Academic Writing

• Academic writing is a skill that requires development
• Learn effective note-taking strategies
  – They can be the building blocks to your essays AND
  – Help you to avoid inadvertent plagiarism
• Write multiple drafts of each assignment
  – Write for content in beginning, then edit for style, flow & organization in later drafts
  – Doesn’t even have to start w/ full sentences!
  – Keep the essay prompt in mind: don’t loose yourself in a tangent
    • If you MUST keep a tangent, put it in a footnote

Improving Your Academic Writing

• Read your essays aloud to yourself
  – you will catch where things sound funny or you skip an intermediate step in a logical progression
• Listen & try and apply feedback from past work in future coursework
  – Ditto for learning from proofreaders/copyediting changes

Improving Your Academic Writing

• If you like an author’s style, pay attention to how they are good
  – In terms of organization, roadmapping, transitions between topics and paragraphs, varied sentence structures
  – Use the techniques, not their specific sentences, as a guide for what to try in your own writing
• USE your tutors!
  – We all have office hours. Come in, ask for advice, ask to go over a paragraph (not a whole paper) with an eye to improving

Final thoughts

– Remember...
• Academic writing is a learned skill
  – You learn through doing
  – Through reflecting on doing
  – And through doing some more
• Academic writing in your post-Uni career
  – The ability to write (and speak) clearly, in an organized fashion and authentic voice is useful across many career options
Where to learn more

- Essex Plagiarism Tutorial
  - http://www.essex.ac.uk/plagiarism/index.html
- Essex mySkills Writing Skills tutorial
  - http://www.essex.ac.uk/myskills/skills/writing/default.asp
- Useful external book:
- Referencing style guides
  - pick a commonly used style within linguistics and follow it!
- Software (e.g. Endnote, free to students)
  - Referencing can be made easier through bibliographic software that interfaces w/ your .doc

From here, where to go?

- You’re already ahead of the game
  - By coming today, learning about best practices in writing
- My slides (for your review) + other resources/guides available at:
  - http://essex.ac.uk/langling/ >> current students >> information & support >> Plagiarism
- Talk to your tutor about any concerns, or advice on avoiding plagiarism/academic writing & referencing
- Feel free to contact me
  - vineeta@essex.ac.uk or stop by my office