

## TSF 504 Student Plagiarism Information

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### 1. Plagiarism Student Guidelines

To plagiarise is to take and use the thoughts, ideas, inventions, music etc. of another person(s) and present it/these as one's own.

Plagiarism occurs when you use someone else's words or ideas without correctly noting your source or without noting your source at all. Plagiarism is obvious and intentional when a student purposely copies material directly, but you are also guilty of plagiarism if you have not cited the source of the material, whether it is a verbatim quote or whether the ideas have been paraphrased into your own words.

You should be aware that plagiarism is a serious academic offence and can result in a complete loss of credits/results among other penalties. Plagiarism is a type of stealing—taking something that does not belong to you. If you have any doubts about the need to acknowledge information you have researched, the safest course is to acknowledge the source in your assignment or written work.

For more information on how to cite your sources speak directly with your trainer and read the 'Citing Sources: What and When to Cite' information.

While some students intentionally plagiarise the work of others by copying directly, others may plagiarise through carelessness or lack of clear understanding about what constitutes plagiarism.

Refer to **3. Plagiarism Examples** (below) for specific instances / examples of plagiarism

#### General Requirements for Referencing / Citing

Please be aware of the following points when considering referencing/citing information used in work:

Citing Sources, what and when to Cite -

Be sure to cite:

- every quotation
- every paraphrase
- every reference you make (e.g., Smith notes that . . .)

Be sure to quote (to cite the exact wording) -

- when giving the wording of laws, official rulings, and important edicts.
- when citing mathematical, scientific, and other formulae.
- when a statement is hypothetical, i.e., subject to confirmation or refutation.
- when the exact words of the writer seem to be absolutely essential.
- when a significant thought has been particularly well expressed.

Be sure to paraphrase (to restate something in your own words) -

- lengthy discussions. Be careful in doing this. The idea is to reduce the discussion to its main ideas, but you have to be careful not to distort the original emphasis.
- large bodies of factual data.

Do not quote or paraphrase -

- general knowledge (information found in three or more sources, although it may have been new to you)

Remember your audience -

- What is common knowledge among brain surgeons may not be common knowledge among English or history teachers. You must decide what is "news" to your audience. If in doubt, cite the source.

## 2. Cheating

In line with all other educational and training bodies cheating is not acceptable and Westvic Staffing Solutions has a policy and procedure in place to deal with any cases which occur. Cheating is the actual or attempted practice of seeking to obtain an unfair advantage in an examination assessment or in other written or practical work required to be submitted or completed by a student for assessment.

This includes:

- Submitting an assignment or other piece of assessable work which was written in conjunction with another student and without the prior permission of the trainer.
- Submitting work that has been stolen, purchased, borrowed or has fabricated data or that has been fabricated from other students without their knowledge.
- Copying assignments from other students.
- Changing assessment sheets to suit the students own advantage.

## 2. Plagiarism Examples

### Identifying and Avoiding Plagiarism:

The following excerpt is from *The Fatal Shore* by Robert Hughes. It is followed by student examples which illustrate problems with plagiarism. This material was taken from *A Guide to MLA Documentation* by Joseph Trimmer (Fourth Edition: 1996).

**Original Version** - Transportation did not deter crime in England or even slow it down. The "criminal class" was not eliminated by transportation, and could not be, because transportation did not deal with the causes of crime.

**Student Version A** - *Transportation did not stop crime in England or even slow it down. Criminals were not eliminated by transportation because transportation did not deal with the causes of crime.*

**RESULT** - Version A is **plagiarism**, because the writer of Version A does not indicate in the text or a parenthetical citation that the words and ideas belong to Hughes, the reader will believe the words belong to the student. The student has stolen the words and attempted to cover it up by changing or omitting an occasional word.

**Student Version B** - *One source points out that transportation did not deter crime in England or even slow it down. The criminal element was not eliminated by transportation, and could not be because transportation did not deal with the causes of crime (Hughes 168).*

**RESULT** - Version B is **also plagiarism**, even though parenthetical citation has been included. The writer has essentially copied Hughes' words but has not quoted passages that were taken directly from the text. There is no sense that Version B is written in the student's own words. As a result, it is difficult to determine whether or not the writer actually understands the material.

**Student Version C** - *Robert Hughes argues that transporting criminals from England to Australia "did not stop crime." How could it? Simply moving the criminals from one place to another would not rehabilitate them or change their behaviour in any positive way (168).*

**RESULT** - Version C is **not plagiarism**, as it contains a parenthetical citation that gives credit to the source. In addition, instead of altering a word here and there, the student was able to translate the material into his or her own words.

## 2. Plagiarism Examples (cont.)

### Using Quoted Material

A quotation can be anything from a single word to an entire paragraph. As a writer, you must keep quotations in perspective. Choose quotations carefully; keep them as brief as possible; and use them only when they are interesting, revealing, or necessary in the development of your text. A paper that is quote-heavy usually means a writer has done little independent thinking. A good rule of thumb is to make sure that no more than 20% of your paper uses quotations. Note the guidelines for quoted material which follow:

**Short quotations** – If a quotation runs four or fewer typed lines, work it in to the text of your paper. Put the quoted material within quotation marks.

**Long quotations** – Quotations of more than four typed lines should be set off from the rest of the text. Indent each line ten spaces and double-space the material without quotation marks. Close punctuation at the end of the quotation, add two spaces then cite the source in parenthesis only. Double space between your text and the quoted material.

**Partial quotations** – If you want to omit part of the original material, use an ellipsis to signify the omission. An ellipsis ( . . . ) is three periods with a space before and after each one. If an ellipsis is at the end of a sentence, add a fourth period with no space before the first one.

**Tags or Lead-ins** – Always be sure to introduce your quotes and paraphrases so that your reader knows where your cited material begins.