GOALS OF THIS WORKSHOP

• Define plagiarism and its different types.
• Identify what and when to cite information and how.
• Learn strategies for incorporating sources
  ▪ How to summarize and paraphrase
  ▪ How to quote, respond to, and challenge/disagree with sources
PLAGIARISM

What is it?

- Plagiarism is the act (intentional or not) of misrepresenting information from a source as your own.

How to avoid it:

- Give appropriate credit for someone else's words or ideas. This includes paragraphs, sentences or special terms, spoken material, statistics, spreadsheets, artwork, interviews, lectures, and electronic material.

Types:

- **Direct Plagiarism**: Borrowing, purchasing, or otherwise obtaining work composed by someone else and submitting it under one's own name.

- **Patchwriting or Mosaic Plagiarism**: Passages that are not copied directly but have, instead, been changed with paraphrasing. Even if you cite this, this is still considered plagiarism. This usually results from lack of familiarity with the words and ideas that the writer is discussing.

- **Accidental Plagiarism**: also called as “non-attribution.” This occurs when the writer omits attribution of sources when copying directly from one source to their own paper. This usually results from the writer’s inexperience with citation

- **Self-plagiarism**: Repurposing of work in its entirety or portions of a previously written text in a new work. This is an issue because of copyright laws.
WHY CITE AND WHEN?

Citation and documentation of sources allow your reader to distinguish your ideas from those of others. In academic settings, it also helps to show the “landscape” of scholarship you are seeing and the scholars with whom you are engaging.

WHEN TO CITE?

- Anytime you refer to someone else’s idea or words presented in print or electronic medium
- Information you gain from interviews or conversing with another person face to face, over the phone, or in writing
- Anytime you directly use someone’s exact phrase or unique phrasing
- When you reprint diagrams, illustrations, charts, or any other visual materials
- When you reuse or repost electronically-available media, including images, audio, video or other media.

Adapted from Purdue OWL, “Avoiding Plagiarism,” https://owl.english.purdue.edu/owl/resource/589/02/

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WHY CITE AND WHEN?

WHEN NOT TO CITE?

- Your own experiences, observations, thoughts, insights, and conclusions about a subject
- Results obtained through lab or field experiments that you conducted
- When you use your own artwork, digital photographs, etc.
- Common knowledge such as folklore, common sense observations, myths, urban legends, and historical events (but not historical documents)
- Generally-accepted facts (“pollution is bad for the environment”)

Adapted from Purdue OWL, “Avoiding Plagiarism,” https://owl.english.purdue.edu/owl/resource/589/02/

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MANAGING SOURCES

Keep all your sources organized. It helps to keep a "source notebook" that lists your references.

Use a table format:

- Create columns for: author, date of publication, title of source, place of publication, publisher, quoted material, page range.
- Use this to document your sources and to keep track of what you want to directly quote, summarize, and paraphrase.

FRANCESCA GACHO, GRADUATE WRITING COACH, FGACHO@USC.EDU
<table>
<thead>
<tr>
<th>Author</th>
<th>Date of Publication</th>
<th>Title of Source</th>
<th>Place of Publication (Journal, Book, Periodical)</th>
<th>Issue, Volume</th>
<th>Publisher</th>
<th>Quoted Material + specific page number</th>
<th>Page Range</th>
<th>URL/DOI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig, R. T.</td>
<td>1999</td>
<td>Communication Theory as a Field</td>
<td>Communication Theory</td>
<td>9</td>
<td></td>
<td>“There is, however, an important difference. Whereas Taylor (1992) portrays language theory as a closed, self-referential game, completely divorced from the pragmatic functions that animate practical metadiscourse, I envision communication theory as an open field of discourse engaged with the problems of communication as a social practice, a theoretical metadiscourse that emerges from, extends, and informs practical metadiscourse.” (129)</td>
<td>119-161</td>
<td>doi:10.1111/j.1468-2885.1999.tb00355.x</td>
</tr>
</tbody>
</table>
EVALUATING SOURCES

Use SCAAN Method

- **Source Type:** Ask yourself if this source helps you answer your research question(s), adds something new to your knowledge of the topic, is useful in building your argument or analysis, and meets requirements for the assignment.

- **Currency:** Ask yourself how current this source is. When was it published? Are there newer articles published on your topic? Are there links to other sources updated? Is the information obsolete?

- **Authority:** Is the author/writer credible? Is the author affiliated with an education institutional or a prominent organization? Is the publisher reputable? Do other books and article on the same topic cite this author?

- **Accuracy:** Was it peer-reviewed? Are there statements you KNOW to be wrong? Is there general agreement among subject experts?

- **Neutrality:** Is there obvious bias or prejudice in the text? Are alternative perspectives presented? Does the author use strong emotional language?

NEED MORE HELP WITH SOURCES?

The USC Libraries have quick, interactive guides to Research Concepts & Skills:

- https://libraries.usc.edu/research/reference-tutorials

Communication & Journalism Research Guide:

- http://libguides.usc.edu/CJ

Subject Librarians/Specialists are also a good place to start if you’re having trouble with sources, in addition to your Professors.

- Chimene Tucker (cetucker@usc.edu)
INTEGRATING SOURCES

From They Say, I Say: The Moves that Matter in Academic Writing by Gerald Graff and Cathy Birkenstein

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QUOTING, SUMMARIZING, AND PARAPHRASING

Quoting
- Passage(s) are directly quoted from the source word-for-word.

Summarizing
- Allows the writer to condense lengthy sources into a concise form.
  - Key features: identifies key points in a passage, no direct quotation, concise

Paraphrasing
- Allows the writer to change the wording of a text so that it is significantly different from the original source, without changing the meaning.
  - Key features: has a different structure from the original, has mainly different vocabulary, retains the same meaning, keeps some phrases from the original that are in common use (e.g. “Industrial Revolution” or “eighteenth century”)


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WHEN TO

Quote?
- When the original words express an idea in a distinctive way
- When the original is more concise than your summary could be
- When the original version is well known

Summarize?
- When you want to reduce information to a suitable length
- When the original passage is too long to quote

Paraphrase?
- When you want to restate relevant information
- When the particular wording of the idea isn’t particularly distinctive
- When the original passage is too long to quote

All three techniques are used in academic writing and all are needed to help avoid the risk of plagiarism.


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HOW TO QUOTE

• Choose relevant passages
• Frame every quotation
• Quotations need to be presented in order for their relevance and meaning to be clear.
• Quotes DO NOT speak for themselves.
• Tell your reader why you think this is worth quoting.

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INTRODUCING QUOTATIONS

• X stated that "__________________."
• As the prominent philosopher X put it, “________.”
• According to X, “___________."
• Writing in the journal Commentary, X complained that “___________."
• X agreed/disagreed when he/she wrote “______.”
What are they?

- Verbs that refer to a source's ideas
- They also help show your attitude about the sourced information and help you voice your opinions or assessment of the quality of what your source has said

Attitudes?

- Positive, negative, neutral
- Stronger, weaker, neutral

THE GRAMMAR OF REPORTING VERBS

Pattern 1 (Indicative): Verb + Noun (noun phrase)
- The authors *showed* the devastating results of this policy (Smith and Jones 2008, p. 12).
- Gillard (2012) *indicated* her negative opinion of Abbott’s proposal.
- Indicative reporting verbs summarize ideas.

Pattern 2 (Informative): Verb + That + clause (i.e. sentence)
- The authors *showed that* this policy had ‘devastating economic results’ (Smith & Jones 2008, p. 12).
- Gillard (2012) *indicated that* Abbott’s proposal was untenable in her opinion.
- Informative reporting verbs highlight something important for the reader.
HOW NOT TO INTRODUCE QUOTATIONS

• Orwell asserted an idea that “__________.”
• A quote by Shakespeare said “__________.”
• According to my source, it said, “__________.”
  ▪ Avoid meta-language (anything that draws attention to you as the writer writing the essay).**
    ▪ Ex. “While I am writing this essay, I found several sources that said ________.”
EXPLAINING QUOTATIONS

• Use language that reflects the “spirit” of the quoted passage.
  ▪ Note the tone of the passage
  ▪ “This means that __________.”

• In other words, X believed __________.

• X warned that _________________.

• In making this comment, X urges us to __________.
Agenda-Setting: Framing

Similar to the selection phase of content decision-making, even once the topic is chosen for coverage, the media are limited by time and space in presenting every aspect of a story. Just as some stories will not be covered at all, the nature of media content production does not permit even the topics that are covered to be done so with the same standard. Therefore, the media function not only includes the topics that receive exposure, but is extended to include the selection of the facts or highlights that will be presented in that particular story—a process referred to as framing. Schudson contended that “the journalist has the opportunity, indeed the professional obligation, to frame the message.”27 Entman explained, “to frame is to select some aspects of a perceived reality and make them more salient in a communicating text, in such a way as to promote a particular problem definition, causal interpretation, moral evaluation, and/or treatment recommendation for the item described.”28 He added that frames “call attention to some aspects of reality while obscuring other elements, which might lead audiences to have different reactions.”29

While the framing of an issue is now recognized in agenda-setting research as a potential influencing factor about how the public thinks about an issue, Ghanem still emphasized exposure, contending that “the frequency with which a topic is mentioned probably has a more powerful influence than any particular framing mechanism, but framing mechanisms could serve as catalysts for frequency in terms of agenda-setting.”33
RESPONDING TO QUOTATIONS

“Yes / no / Ok, but…” + Using evaluative words

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DISAGREE & EXPLAIN WHY

• X is mistaken because she overlooked __________.

• X’s claim that ________ rests upon the questionable assumption that __________.

• I disagree with X’s view that ______ because, as recent research has shown, __________.

• By focusing on ________, X overlooked the deeper problem of __________.
AGREE BUT WITH A DIFFERENCE

• Do more than just echo the views you agree with.

• Even though you’re agreeing, bring something fresh or new to the table.

• Participate, don’t just echo.
  ▪ Point out unnoticed line of argument or evidence
  ▪ Cite other type of evidence that shows your agreement
  ▪ Translate or explain to readers who might not be familiar with a controversial or esoteric argument.

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“There is, however, an important difference. Whereas Taylor (1992) portrays language theory as a closed, self-referential game, completely divorced from the pragmatic functions that animate practical metadiscourse, I envision communication theory as an open field of discourse engaged with the problems of communication as a social practice, a theoretical metadiscourse that emerges from, extends, and informs practical metadiscourse.”
I AGREE!

• X is surely right about _______ because, as she may not be aware, recent studies have shown that ______.

• X’s theory of _______ is extremely useful because it sheds light on the difficult problem of ______.

• Those unfamiliar with this school of thought may be interested to know that this boils down to ______.
I AGREE WITH YOU BUT DISAGREE WITH SOMEONE ELSE

• Agree with one view while challenging another
• If group X is right that ________, as I think they are, then we need to reassess the popular assumption that ________.
“OK, BUT...”

- “Yes and No.”
- Although I agree with X that __________, I cannot accept his assumption that __________.
  - Emphasis on disagreement
- Although I disagree with much of what X says, I fully endorse his final conclusion___________.
  - Emphasis on agreement
“YES, BUT…” & “NO, BUT…”

• X is *right* that _______, but she seems on more *uncertain* ground when she claims that _______.

• Where as X provides *ample* evidence that _____, Y and Z’s research on _____ and _______ convinces me that ________ instead.
MIXED FEELINGS

• X’s claim that ______ presents some challenges. On the one hand, I agree that _______. On the other hand, I’m not sure if ___________.
HOW TO SUMMARIZE

• Include only main points
• Use precise and concise language
• Re-read the original text to ensure your summary is accurate and nothing important has been changed or lost
RATE THE SUMMARIES

Practicing summaries

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HOW TO PARAPHRASE

• Identify the relationship(s) between clauses in the passage

• Correctly and appropriately change vocabulary by using synonyms

• Correctly and appropriately change word class
  ▪ Explanation (noun) → explain (verb)
  ▪ Mechanical (adjective) → mechanize (verb)
  ▪ Profitable (adjective) → profitability (noun)

• Correctly and appropriately change word order
  ▪ ... the best explanation for the British location of the industrial revolution is found by studying demand factors
    ▪ A focus on demand factors may help explain the UK origin of the industrial revolution.
RATE THE PARAPHRASES

Practicing Paraphrases

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PARAPHRASE PRACTICE
PARAGRAPHS THAT INTEGRATE SOURCES

• Effective papers *synthesize* sources—not merely list them.
  • Identify patterns, groupings, categories under which several sources can be put under.
  • Ask yourself: how do these sources “talk” to each other? What are each of them saying in response to each other?

• Effective papers connect *evidence/examples* to *assertions* by *explaining* to the reader their connection to each other.
  • Evidence must be explained and discussed thoroughly.

• See handout (Chin [2013] article).
PRACTICING INTEGRATING SOURCES

Look at the provided article and find a passage to quote

1. Introduce the source using the templates or come up with your own.
2. Integrate the source and respond to it by agreeing.
3. Integrate the same source and respond to it by disagreeing.
4. Integrate the same source and respond to it by using “Yes, but...” or “No, but...”
RESOURCES


OWL Purdue. “Avoiding Plagiarism.”
https://owl.english.purdue.edu/owl/resource/589/02/

----. “Contextualizing Plagiarism.”
https://owl.english.purdue.edu/owl/resource/929/15/


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