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Ron Morgan

"What did you put down for the definition of plagiarism?"

Summarize Paraphrase without Plagiarism

Copy & Paste
Paraphrase
Summarize
Abstract

Definition: Summary

sum·ma·ry 🔊

[**suhm**-_uh_-ree] ⍰ Show IPA
noun, plural -ries, *adjective*

−noun
1. a comprehensive and usually brief abstract, recapitulation, or compendium of previously stated facts or statements.

−adjective
2. brief and comprehensive; concise.
3. direct and prompt; unceremoniously fast: *to treat someone with summary dispatch.*
4. (of legal proceedings, jurisdiction, etc.) conducted without, or exempt from, the various steps and delays of a formal trial.

See images of **summary**

Origin:
1400–50; late Middle English < Latin *summārium,* equivalent to *summ* (*a*) sum + *-ārium* -ary

Nine Guidelines for Good Summary Writing
Guidelines 1 - 3

1). A summary *presupposes absence*. The writer of a summary should assume his or her audience does not have access to the thing being summarized, and so should try to be as clear as possible in communicating the information contained in the text being summarized. For example, when you summarize something for me, you should force yourself to think that I have not read the text you're summarizing, even though you know I've read it.

2). A summary should have a clear statement of the main idea of the text being summarized. This is very similar to having a thesis in an interpretive essay. For example, "Professor Smith is concerned primarily with the tense relationship between bus drivers and passengers in suburban Cleveland in his book Precious Cargo."

3). A good summary organizes its information from most important to least important, begins with judgements about what is important (and what is not) about a text being summarized. A good summary requires careful planning, just like any other kind of writing. Spend some time figuring out what to say and the best way to say it before you begin drafting a summary. An outline can help, as can freewriting.

Nine Guidelines for Good Summary Writing
Guidelines 4 - 6

4). A summary should acknowledge its source material, making mention of the author and the title of the work being summarized. For example: "In chapter four of Jack Finney's novel <u>Time and Again</u>. . ." A summary should be clear about the important details about the thing its taking the place of, the who, what where and how of the text. For example "In chapter four of Jack Finney's novel, Si Morley, an artist who travels back in time, . . ."

5). A good summary contains no expression of its author's opinion. Summary is supposed to be objective, and thus the author of a summary tries to keep him or herself out of the summary. What the summary writer is trying to communicate are the ideas contained in the text being summarized, so adding additional information is usually a distraction. For example, a good summary writer would try to refrain from using phrases like "I think. . . " or "I believe. . . " in their summary.

6). A good summary is economical; it delivers its ideas quickly and clearly. A good summary writer tries to eliminate all extraneous detail from their representation of the ideas being summarized. For example, a literary character's hair color, their favorite color or what kind of car they drive is probably not that important when describing the character's adventure climbing Mount Everest.

Nine Guidelines for Good Summary Writing
Guidelines 6 - 9

7). A good summary writer provides background information where appropriate as briefly as possible. A good summary writer will also define terms specific to the thing they're writing about. For example, if you're trying to write a summary of chapter six of your Biology textbook, which deals with different cells undergoing meiosis, you may need to define meiosis for your reader, even though this information is contained in chapter three of the textbook.

8). The central purpose of writing a summary is to condense things judiciously. That is, what you're doing is trimming fat and making the most important ideas the most prominent. To do this, you must re-author the text at hand--create a new sequence for its ideas that makes sense. Rarely does a summary follow the same order of ideas that the original chapter does.

9). Summary writing is an act of translation. Quotation is generally out of place in summary writing, but quotation may appear in limited ways on occasion. The important thing is that summary is a translation of the text into your own words which helps to abbreviate and clarify the important ideas in a text being summarized.

Definition: Plagiarism

pla·gia·rism 🔊

[**pley**-juh-riz-*uh*m, -jee-*uh*-riz-] ? Show IPA

–noun

1. the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

2. something used and represented in this manner.

See images of **plagiarism**

Origin:
1615–25; plagiar(y) + -ism

—Related forms
pla·gia·rist, *noun*
pla·gia·ris·tic, *adjective*

pla·gia·rism

noun \\'plā-jə-ˌri-zəm *also* -jē-ə-\\

Definition of PLAGIARISM

1 : an act or instance of plagiarizing

2 : something plagiarized

— **pla·gia·rist** *noun*
— **pla·gia·ris·tic** *adjective*

 See plagiarism defined for English-language learners »

Examples of PLAGIARISM

The student has been accused of *plagiarism*.

First Known Use of PLAGIARISM

1621

Rhymes with PLAGIARISM

absurdism, activism, Adventism, alarmism, albinism, alpinism, anarchism, aneurysm, anglicism, animism, aphorism, Arabism, archaism, asteri...

[+] more

Definition from UNC

At UNC, plagiarism is defined as "the deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise." (*Instrument of Student Judicial Governance, Section II.B.1.*)

Because it is considered a form of cheating, the Office of the Dean of Students can punish students who plagiarize with course failure and suspension. Full information can be found on the UNC Honor System page.

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"It's not the same. I was caught stealing office supplies. You, on the other hand, got caught stealing ideas."

Plagiarism is too often treated as "stealing" or as an issue of such monumental importance that opportunities to concentrate on skillful writing and thinking disappear from class or workshop time. Sean Zwagerman points out how that many institutional practices designed to "catch" cheating are often unethical and counter-productive. In turn, educators miss valuable opportunities to teach the complexity of citation. Stanley Fish argues that plagiarism is not a moral issue; it is a disciplinary issue. By that, Fish means that giving recognition, using citation formatting, and performing related acts in writing are based on professional needs, nor moral ones. To know those needs, one has to first learn them.

The Campus Writing Program
The University of Missouri

➤ Students "plagiarize" for many reasons other than because they are lazy or dishonest. A few of these include:

➤ In some cultures, borrowing someone else's words and thoughts is considered a high form of flattery and "giving credit" is not a familiar concept.

➤ Many forms of popular culture, literature, the arts, journalism and other areas of expression borrow ideas and work without giving credit.

➤ "Intellectual Property" is not valued by most undergraduate students because they usually do not know what it really means. And the definition of the phrase is rarely given. Teachers take too much for granted when it comes to plagiarism fiascos.

➤ Plagiarism is often confused with incorrect citation, so the tendency is often to give too much weight to whether a particular citation style is used correctly.

The Campus Writing Program
The University of Missouri

Make certain students know WHY they must cite:

1. To enhance the ethos of student writers by showing they have grounded their argument, by framing the points they're making, and by demonstrating their overall "message" with solid, researched evidence.

2. To give "credit where credit is due."

3. To perform a service; citations make it possible for readers to find the source and read further on points being made, if they desire.

4. To show the overall conversation or discussion regarding various writers speaking to the same subject. Ideas are part of larger conversations, and citations help show readers those conversations.

The Campus Writing Program
The University of Missouri

Design assignments specific to the course that cannot be found elsewhere in reproducible form.

1. Are your assignments rehashed "topics"?

2. Are your assignments unique to your course?

3. Do they teach critical thinking or merely repeat known information?

4. Do they allow students to actually use citation as not an after thought or a rephrasing of someone else's work, but as a way to build a piece of writing out of ideas? Citations, after all, are the writing itself, not add-ons.

Notorious Examples: Guttenberg

Notorious Examples: Guttenberg

Anzahl Seiten, auf denen bisher Plagiate gefunden wurden: 300, d.h. 76.34 %

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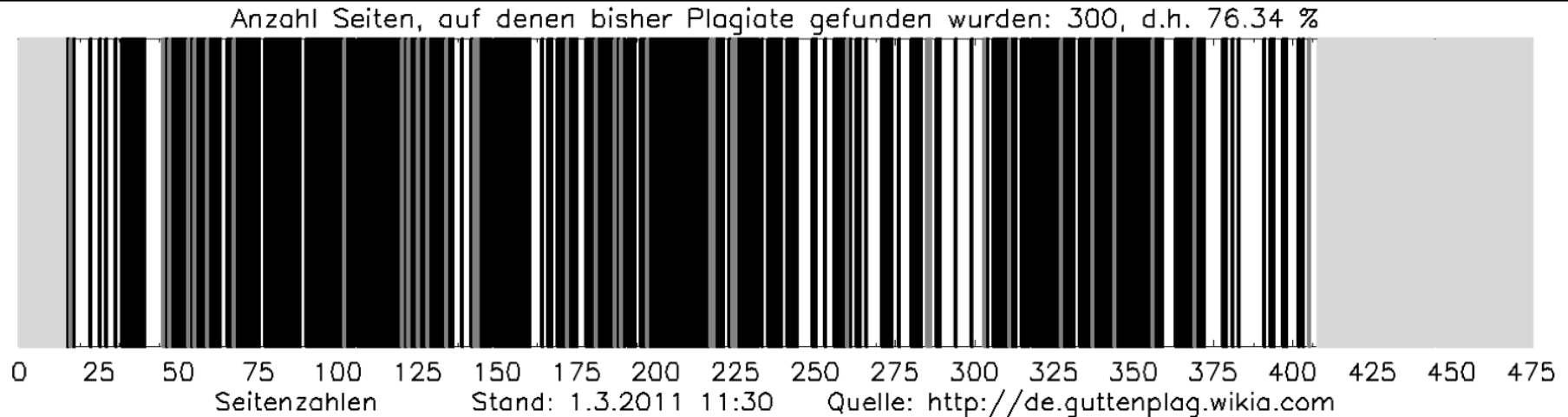
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Seiten mit Plagiaten aus mehreren Quellen

Seiten, auf denen bisher keine Plagiate gefunden wurden

Das Inhaltsverzeichnis (Seiten 1-14) und die Anhänge (ab Seite 408) wurden nicht bei der Berechnung des Prozentualwertes mit einbezogen

Definition: Paraphrase

par·a·phrase (păr′ə-frāz′)

n.

    1. A restatement of a text or passage in another form or other words, often to clarify meaning.

    2. The restatement of texts in other words as a studying or teaching device.

v. **par·a·phrased, par·a·phras·ing, par·a·phras·es**

v.tr.

    To restate in a paraphrase.

v.intr.

    To compose a paraphrase.

[French, from Latin paraphrasis, from Greek, from paraphrazein, *to paraphrase* : para–, *alongside*; see **para-**[1] + phrazein, *to show, explain*; see gʷhren– in Indo-European roots.]

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    par′a·phras′a·ble *adj.*

    par′a·phras′er *n.*

¹para·phrase

noun \'per-ə-ˌfrāz;'pa-rə-\

1 : a restatement of a text, passage, or work giving the meaning in another form

2 : the use or process of paraphrasing in studying or teaching composition

  See paraphrase defined for English-language learners »

This is just a *paraphrase* of what he said, not an <u>exact</u> quote.

<your essays on human rights should have some original thought and not be simply a *paraphrase* of what's in the textbook>

Middle French, from Latin *paraphrasis,* from Greek, from *paraphrazein* to paraphrase, from *para-* + *phrazein* to point out

First Known Use: 1548

Synonyms: rephrasing, restatement, restating, rewording, translating, translation

Antonyms: quotation, quote

Purdue Online Writing Lab

Search the OWL   GO

Research and Citation

Using Research

Writing with Statistics

Strategies for Fair Use

Quoting, Paraphrasing, and Summarizing

Paraphrase Exercises

Paraphrasing

Paraphrasing Exercise

Paraphrasing Exercise Answers

Documenting Electronic Sources

Avoiding Plagiarism

Writing Scientific Abstracts Presentation

Formatting in Sociology (ASA Style)

Resources for Documenting Sources in the Disciplines

Giving to the OWL

Paraphrase: Write it in Your Own Words

Summary: This resources discusses how to paraphrase correctly and accurately.

Contributors: Purdue OWL
Last Edited: 2010-04-21 07:48:25

Learn to borrow from a source without plagiarizing. For more information on paraphrasing, as well as other ways to integrate sources into your paper, see the Purdue OWL handout Quoting Paraphrasing, and Summarizing. For more information about writing research papers, see our resource on this subject. Purdue students will want to make sure that they are familiar with Purdue's official academic dishonesty policy as well as any additional policies that their instructor has implemented. Another good resource for understanding plagiarism is the Statement on Plagiarism from the Council of Writing Program Administrators.

A paraphrase is...

- your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- one legitimate way (when accompanied by accurate documentation) to borrow from a source.
- a more detailed restatement than a summary, which focuses concisely on a single main idea.

Paraphrasing is a valuable skill because...

- it is better than quoting information from an undistinguished passage.
- it helps you control the temptation to quote too much.
- the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

Suggested Resources

–2009 MLA Guide

–2009 APA Guide

6 Steps to Effective Paraphrasing

1. Reread the original passage until you understand its full meaning.

2. Set the original aside, and write your paraphrase on a note card.

3. Jot down a few words below your paraphrase to remind you later how you envision using this material.

4. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.

5. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.

6. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

Purdue Online Writing Lab

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

A legitimate paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

An acceptable summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

A plagiarized version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

None of this is really useful and/or necessary.