

JSGS Workshop: Activities on Avoiding Plagiarism

Activity One: Identifying Plagiarism

This activity asks you to evaluate four paraphrases of an original quotation. Decide if the paraphrases are acceptable or if they are plagiarized.

Original Quotation: “The concept of environment as applied to educational settings refers to the atmosphere, ambiance, tone or climate that pervades the particular setting.”

Source: Aldridge, J.M., Dorman, J.P., & Fraser, B.T. (2004). Use of multitrait-multimethod modelling to validate actual and preferred forms of the technology-rich outcomes focused learning environment inventory (Troflei).” *Australian Journal of Educational and Developmental Psychology* 4, 110.

Paraphrase #1: When we mention the concept of classroom environment, it often represents the atmosphere, ambiance, tone or climate that pervades the particular setting (Aldridge, Dorman, & Fraser, 2000).

Paraphrase #2: The educational environment is the ambiance experienced in the classroom or other school setting (Aldridge, Dorman, & Fraser, 2000, p. 62).

Paraphrase #3: A school’s environment is the atmosphere or tone found in the classroom or other educational milieu (Aldridge, Dorman, & Fraser, 2000, p. 62).

Paraphrase #4: According to Aldridge, Dorman, and Fraser (2000, p. 62), the environment in an educational setting is the ambiance that is present in the classroom or other school setting.

Here is what the student ended up writing? Why do you suppose she chose to quote parts of the original?

The idea of the classroom environment goes beyond the physical appearance and dimensions of the room to include what Aldridge, Dorman, and Fraser (2000, p. 62) refer to as “the atmosphere, ambiance, tone or climate that pervades the particular setting.”

Activity Two: Practice paraphrasing

Below are three quotations. One has been paraphrased as an example. You are going to paraphrase the others. To prepare your paraphrases, answer the following questions:

1. What is the main point, idea, or claim?
2. What relationships are established by the verbs and signal words?
3. Can you think of another structure and order in which to present the ideas?
4. Are there specialized terms that should be retained?
5. If phrases remain from the original, can you think of synonyms?

Hint: Don't look at the quotation when you write the paraphrase.

Quotation #1: "Safe driving practices may be compromised due to the presence of technology in cars that is not directed to vehicle operation. Such devices include cell phones, music players and GPS" (Swales & Feak, 2012, p. 205).

1. Main idea: Non-driving technology in cars may affect safety.
2. Relationships expressed: "due to" expresses cause and effect.
3. Structure/order: Reverse the order of ideas.
4. Specialized terms: GPS
5. Synonyms: compromise = jeopardize/due to = because or cause/car = vehicle

Suggested Paraphrase: The use of non-driving technology such as GPS, music systems and mobile phones in vehicles can jeopardize safety (Swales & Feak, p. 205).

Quotation #2: "Passive safety systems help lessen the impact of driving accidents. However, they do nothing to contribute to preventing drivers from getting into an accident" (Swales & Feak, 2012, p. 205).

1. What is the main point, idea or claim?
2. What relationships are established by the verbs and signal words?
3. Can you think of another structure and order in which to present the ideas?
4. Are there specialized terms that should be retained?
5. If words remain from the original, can you think of synonyms?

Now, write your paraphrase without looking at the original.

Quotation #3: "Norway's economic foundations do not rest solely on its petroleum riches. Historically, Norway was based on a rural economy founded on fisheries and agriculture, both of which remain economically and socially important, although the percentage of its rural population has been declining" (Poelzer, 2013, para. 13).

1. What is the main point, idea or claim?
2. What relationships are established by the verbs and signal words?
3. Can you think of another structure and order in which to present the ideas?
4. Are there specialized terms that should be retained?
5. If words remain from the original, can you think of synonyms?

Now, write your paraphrase without looking at the original.

Activity Three: Practice Summarizing

Write a two-to-four- line summary of the following quotation. To prepare your summary, answer these questions.

1. What is this author’s purpose, main idea or argument?
2. What key question, issue or problem is the author addressing? Why is this important?
3. Is the author presenting a solution to this problem? If so, how does this solution work?

When you have answered these questions, jot down your summary without looking at the original.

Quotation

“As we wrestle with decisions over whether to allow resource extraction in the vulnerable Arctic and to what degree, we need to use all tools at our disposal to ensure we proceed in a sustainable way. In the coming years, opposition to hydrocarbon extraction in the Arctic will likely become more vocal and more organized. Extractive industries are powerful players in the region, and they are there to stay. Ensuring that development takes place in ways that respect these fragile ecosystems and remote communities will require not just an emerging body of laws and regulations, but also a commitment by companies to a standard of social responsibility that is transparent, acceptable and accountable to all” (Koivurova, 2013, p. 24).

Without looking at the original quotation, write your summary.

Sources for Quotations Used in Activity Two

Quotation #1

Swales, J.M. & Feak. C.B. (2012). *Academic writing for graduate students*, 3rd Ed. Ann Arbor, MI: University of Michigan Press, p. 205.

Quotation #2

Swales, J.M. & Feak. C.B. (2012) *Academic writing for graduate students*, 3rd Ed. Ann Arbor, MI: University of Michigan Press, p. 205.

Quotation #3

Poelzer, G. Saskatchewan Vikings. (February-March, 2013). *Policy Options*. Retrieved from <http://policyoptions.irpp.org/issues/living-with-slower-growth/poelzer/>

Sources for the Quotation Used in Activity Three

Quotation

Koivurova, T. Arctic visions: A path to responsible development. (April-may, 2013). *Policy Options*, 22-24. Retrieved from <http://policyoptions.irpp.org/issues/arctic-visions/koivurova/>