SPH WRITING SUPPORT SERVICES

SPH Writing Support Services
at the SPH Library
RAS E-125
713-500-9121
SPHWritingHub@uth.tmc.edu
https://go.uth.edu/SPHWritingSupport
Real-Life Case

source: https://www.youtube.com/watch?v=oSJv7PdQMS0
Scenarios

1. John found that Dr. Smith just assigned a writing assignment that was similar to the one he had completed last semester for another course taught by Dr. Williams, so John made a few changes to that paper and turned it in to Dr. Smith.

2. Mary wrote a paper on the Civil War for her American History class. In the paper, she mentioned that Abraham Lincoln was assassinated on April 14, 1865, but she did not provide a citation for this historical fact.

3. George could not locate the page number of a direct quote he included in his paper, so he made up a page number for the in-text citation and turned in the paper to his teacher.

4. At a conference in May, Dr. Jones attended a presentation on the impact of violent video games on youth. When she gave a talk on a related topic at her college in August, Dr. Jones used some of the ideas presented at the conference without giving credit to the original presenter.
Definition & Importance

• “Borrowing or copying another person’s ideas or words, even accidentally, and presenting it as one’s own work is plagiarism” (SPH Student Guide on Plagiarism, 2013, p.1).

source: https://sph.uth.edu/content/uploads/2013/08/UTSPH-Student-Guide-on-Plagiarism_2013_0812_EB.pdf

• Intellectual property
  o “[C]reations of the mind: inventions; literary and artistic works; and symbols, names and images used in commerce” (WIPO, 2004, p. 2)
  o Two categories: industrial property & copyright

source: http://www.wipo.int/about-ip/en
7 Myths about Plagiarism

1. Plagiarism is not a rising problem.
2. Plagiarism is mostly a problem among students and not professionals.
3. The plagiarism issue is blown out of proportion.
4. Plagiarism is harmless.
5. Plagiarism is primarily a problem in non-English-speaking countries.
6. Almost all plagiarists get caught.
7. There is nothing wrong with self-plagiarism.

source: http://www.ithenticate.com/resources/webcasts/7-plagiarism-myths-debunked
Top 10 Reasons that Students Plagiarize

10. They are lazy.

9. They panic.

8. They lack confidence.

7. They are giving you the facts, the truth or the answer – static knowledge that belongs to everyone.

6. They have difficulty integrating source material into their own exposition or argument.

source: https://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/Documents/Top%20Ten%20Reasons%20Students%20Plagiarize%202012.pdf
Top 10 Reasons that Students Plagiarize

5. They do not understand why sources are so important and what all the fuss is about.

4. They are sloppy.

3. They do not understand that they need citations not just for direct quotes, but also for facts, figures and ideas from a source.

2. They are learning.

1. They are used to a collaborative model of knowledge production.

source: https://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/Documents/Top%20Ten%20Reasons%20Students%20Plagiarize%202012.pdf
Penalty for Plagiarism

According to the UTHealth SPH 2016-2018 Catalog, plagiarism is a serious breach of ethical standards and is grounds for disciplinary action, up to and including dismissal from the school!
Plagiarism Types & Examples

• The Plagiarism Spectrum (2012)
  Turnitin surveyed 879 educators (28% secondary, 51% undergraduate, and 20% graduate level)

• 10 Types of Unoriginal Work:

<table>
<thead>
<tr>
<th>#1 Clone</th>
<th>#6 Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 CTRL-C</td>
<td>#7 Mashup</td>
</tr>
<tr>
<td>#3 Find – Replace</td>
<td>#8 404 Error</td>
</tr>
<tr>
<td>#4 Remix</td>
<td>#9 Aggregator</td>
</tr>
<tr>
<td>#5 Recycle</td>
<td>#10 Re-tweet</td>
</tr>
</tbody>
</table>

[https://sph.uth.edu/content/uploads/2010/05/UTSPH-Student-Guide-on-Plagiarism-NEW-FORMAT.pdf](https://sph.uth.edu/content/uploads/2010/05/UTSPH-Student-Guide-on-Plagiarism-NEW-FORMAT.pdf)
How to Avoid Plagiarism

• Quote Properly
• Paraphrase Appropriately
• Summarize Appropriately
• Cite Accurately
• Synthesize Effectively
How to Quote Properly: APA Format

• Use direct quotations sparingly
• (Author, Year, Page number[s])
• Short quotations (< 40 words) “incorporate it into text and enclose the quotation with double quotation marks” (American Psychological Association, 2010, p. 170).

1. Booth, Colomb, and Williams (2008) pointed out that “a research argument doesn’t force a claim on readers” (p. 106).

2. Some writers suggest that “a research argument doesn’t force a claim on readers” (Booth, Colomb, & Williams, 2008, p. 106).
How to Quote Properly: APA Format

- Block quotations (≥ 40 words) “display it in a freestanding block of text and omit the quotation marks” (American Psychological Association, 2010, p. 171).

Booth, Colomb, and Williams (2008) stated that

a research argument doesn’t force a claim on readers. Instead,
you start where your readers do, with their predictable questions
about why they should accept your claims, questions they ask
not to sabotage your argument but to test it, to help both of you
find and understand a truth worth sharing. (p. 106)
Paraphrasing & Summarizing

• The goal of both is to reproduce in one’s own words the meaning of the original text. The new text is usually shorter than the original.

• A summary is substantially shorter than the original text, but a paraphrase is more detailed and could be as long as the original text.

• Inappropriate paraphrasing or summarizing could still be considered plagiarism!
How to Paraphrase Appropriately

- Understand fully the text to be paraphrased
- Maintain the same meaning
- Change not only the wording but also the sentence structures
Paraphrasing Examples

• Original sentence:
  PayLess is closed because of the bad weather conditions.

  × Inappropriate paraphrase:
  PayLess is closed because of the bad weather.

  ✓ Appropriate paraphrase:
  Since the weather is terrible, the grocery store is not open.

source: https://owl.english.purdue.edu/exercises/32/41
• Original text:
  Some argue that the approximately 11 million undocumented immigrants in the United States ought to receive a path to US citizenship, while others claim that these immigrants need to be deported back to their home countries.

× Inappropriate paraphrase:
  Some say that the 11 million undocumented immigrants in the United States ought to receive a way for citizenship, while other people say that the immigrants should go back to their countries.

✓ Appropriate paraphrase:
  Although some individuals maintain that undocumented immigrants should go back to their countries, others defend these immigrants’ right for a path to citizenship.

source: https://owl.english.purdue.edu/exercises/32/41
How to Summarize Appropriately

• Understand fully the text to be summarized
• Leave out supporting details
• Condense the original text in your own words into a much shorter version that often just captures the main idea of the original text
Summarizing Example

Original sentence:
“The movement toward education by computer is developing fast. Massive Open Online Courses, called MOOCs, are changing how people learn in many places. For years, people could receive study materials from colleges or universities and take part in online classes. But such classes were not designed for many thousands of students at one time, as MOOCs are.” (MOOCS Are Moving Forward, Voice of America, learningenglish.voanews.com).

× Inappropriate summary:
Voice of America website: “Computer education is growing fast. MOOCs are influencing how we study. People received materials from universities for a long time to be able to take classes online. MOOCs are the only ones thousands can take at a time.”

✓ Appropriate summary:
According to a Voice of America article, a fast-growing MOOCs movement allows thousands to take online classes at once, changing how we learn.

source: https://owl.english.purdue.edu/exercises/32/41
Paraphrasing and Summarizing Examples

• 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.

✓ 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).

✓ 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).

× 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.

source: https://owl.english.purdue.edu/owl/owlprint/619/
Paraphrasing and Summarizing Exercises

- Purdue OWL provides a section with exercises, at various proficiency levels, to practice with paraphrase and summary writing:

  - Exercises: [https://owl.english.purdue.edu/exercises/32/41/77](https://owl.english.purdue.edu/exercises/32/41/77)

  - Answers: [https://owl.english.purdue.edu/exercises/32/41/77/answer](https://owl.english.purdue.edu/exercises/32/41/77/answer)
How to Cite Accurately

• **APA**

  source: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

  Note: Be sure to match up all in-text citations with the references.

• **Refworks** (an online bibliographic management program, free for all SPH students and alumni)

  source: [http://libguides.sph.uth.tmc.edu/guides-handouts-library-resources/refworks-handouts](http://libguides.sph.uth.tmc.edu/guides-handouts-library-resources/refworks-handouts)

• **Turnitin** via Canvas can help you check your work for plagiarism before submitting it
How to Synthesize Effectively

• Build an evidence table!
  Provides critical information about study characteristics and study findings

• Example:

<table>
<thead>
<tr>
<th>Author/Year</th>
<th>Study Objectives</th>
<th>Level/Design/Subjects</th>
<th>Intervention and Outcome Measures</th>
<th>Results</th>
<th>Study Limitations</th>
<th>Implications for OT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aubin, G., Hachey, R., &amp; Mercher, C. (1999)</td>
<td>This study investigated the relationship between the meaning of daily activities and the subjective quality of life of people with severe and persistent mental illness. The purpose of this study was to describe the use of time as distributed in domains.</td>
<td>Level: II Design: convenience sample, correlation study Participants: 45 clients at a psychiatric outpatient clinic in downtown Montreal aged between 18 and 60 years, with a diagnosis of schizophrenia according to DSM IV, living in the</td>
<td>Intervention: participants completed French version of Occupational Questionnaire and French-Canadian edition of the Wisconsin Quality of Life Index, client version; participated in a structured interview with researchers and then answered to outcome measures were classified into domains and analyzed by SPSS</td>
<td>More time was spent on sleep and leisure than on work and daily tasks. Participants had varying definitions of work for instance making cigarettes, cooking, and cleaning were included in this domain by some. Participants reported being the most competent.</td>
<td>Some participants may have over or underestimated elements of meaning. Participants may have embellished or omitted certain activities. Results cannot be generalized due to small convenience sample in Canada.</td>
<td>Individuals with mental illness spend a significant amount of time sleeping and participating in leisure activities instead of productive work and activities of daily living although they reported a higher quality of life when feeling productive through work. Feeling competent in</td>
</tr>
</tbody>
</table>

source: [http://researchguides.ebling.library.wisc.edu/c.php?g=293229&p=1953450](http://researchguides.ebling.library.wisc.edu/c.php?g=293229&p=1953450)
SPH Resources

• The University of Texas School of Public Health Student Guide on Plagiarism:
  https://sph.uth.edu/content/uploads/2010/05/UTSPH-Student-Guide-on-Plagiarism-NEW-FORMAT.pdf

• The SPH Writing Support Services “Getting Started” LibGuide:
  http://libguides.sph.uth.tmc.edu/c.php?g=572647&p=3948969%22P
Other Resources


- Academic Integrity Tutorial with Quiz: [http://www.umuc.edu/students/academic-integrity/ai-tutorial/academic-integrity-tutorial.html](http://www.umuc.edu/students/academic-integrity/ai-tutorial/academic-integrity-tutorial.html)


- Plagiarism.org by WriteCheck: [http://www.plagiarism.org/](http://www.plagiarism.org/)

Closing Thoughts

• It is better to be **safe** and cite your sources than to be **sorry** for being punished for plagiarism later!

• If you are not sure, provide a citation!
Scenarios Revisited

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Thank You!