Plagiarism

Of copying, reuse, mashups and credit
Plagiarism

If you steal from one author, it's plagiarism; if you steal from many, it's research.

----WILSON MIZNER, attributed
AMERICAN HERITAGE DICTIONARY OF AMERICAN QUOTATIONS (1997)

Maybe it's not Mizner. Maybe he stole it?

It is certainly “quoted” in many forms.
Plagiarism

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Maybe it's not Mizner. Maybe he stole it?

It is certainly “quoted” in many forms.
Whose words are these?
Whose ideas are these?
Where does the credit for ‘stuff’ go?
Here’s a tune. Who gets credit for what?
Here’s a tune. Who gets credit for what?
Here’s a tune. Who gets credit for what?

Electric 6?
The Muppet Show folk?
Phil ‘n’ Dog, who put them together?
If you present material such that:

* There is a significant contribution from others, AND
* The reader might justifiably confuse your contribution with that of others

... then you are probably plagiarizing
It is not always cut and dried!
"If I have seen a little further it is by standing on the shoulders of Giants."
--Isaac Newton
Plagiarism

- Deliberate
- Accidental
Deliberate Plagiarism
UCD Regulations

........the inclusion of another person’s writings or ideas or works, in any formally presented work (including essays, theses, projects, laboratory reports, examinations, oral, poster or slide presentations) which form part of the assessment requirements for a module or programme of study, without due acknowledgement either wholly or in part of the original source of the material through appropriate citation. Plagiarism is a form of academic dishonesty, where ideas are presented falsely, either implicitly or explicitly, as being the original thought of the author’s. The presentation of work, which contains the ideas, or work of others without appropriate attribution and citation, (other than information that can be generally accepted to be common knowledge) is an act of plagiarism.

Does not distinguish between accidental and deliberate plagiarism.
While plagiarism may be easy to commit unintentionally, it is defined by the act not the intention. (UCD regs)
How Does Accidental Plagiarism Arise?

- Borrowing ideas without acknowledgment
- Failure to paraphrase
- Failure to mark quotations
- Failure to cite sources
Original Wording:

"Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

Example from http://www.depts.drew.edu/composition/Avoiding_Plagiarism.htm
"Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

Specifically, story myths are not for entertainment purposes rather they serve as answers to questions people ask about life, about society and about the world in which they live.

Comment:
This is an example of plagiarism. The student copied words and phrases from the original without acknowledging their source. Although the student has rearranged some phrases and made minor stylistic changes, this version still follows the basic wording and structure of the original while the student repeats ideas as if they were his or her own.

Example from http://www.depts.drew.edu/composition/Avoiding_Plagiarism.htm
Original Wording:

"Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

Misuse of Source (2):

Davidson explains that story myths answer questions people ask about life, about society and about the world that we live in (10).

Comment:
Less obviously, this example is also classified as plagiarism. Although the student cites the source of the ideas, he or she presents Davidson's exact words as if he or she authored them. As is often the case in such plagiarism, where the words are changed the changes render the material less clear (shifting from "people" to "we" for example).

Example from http://www.depts.drew.edu/composition/Avoiding_Plagiarism.htm
Patch writing

Original Wording:

"Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

Misuse of Source (2):

Davidson explains that story myths answer questions people ask about life, about society and about the world that we live in (10).

Correctly Rewritten with Quotation Marks and Citation:

Davidson explains that "story myths" answer "questions people ask about life, about society and about the world in which they live" (10).

Comment:

In the rewritten version of the plagiarized sentence, the student has quoted all of the words that came directly from Davidson. Although this is an acceptable use of sources, obviously such extensive quotation would not be acceptable if it occurred throughout a college paper, so the alternative is to paraphrase or summarize sources and only use extensive quotation occasionally.

Fred’s Comment: This person did not understand Davidson. Patch writing makes you look ignorant!

Example from http://www.depts.drew.edu/composition/Avoiding_Plagiarism.htm
"Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

Davidson explains that story myths answer questions people ask about life, about society and about the world that we live in (10).

As Davidson explains, the importance of "story myths" is in their relevance to the everyday lives of their readers (10).

In this sample paraphrase, the writer has maintained and correctly cited the essential idea in Davidson's sentence, but the articulation of that idea is original, very different from the source. This is an example of an appropriate use and citation of source material. Note that the author of the source (Davidson) is introduced at the beginning of the sentence, making it clear to readers exactly where the writer begins using the source. The page reference clearly marks the end of that source material.
"Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

Davidson explains that story myths answer questions people ask about life, about society and about the world that we live in (10).

"Story myths" are powerful because they deal with phenomena that people cannot understand in any other way. As Davidson explains, story myths have direct relevance to the everyday lives of their readers by "provid[ing] answers to questions" (10).

In this final example, the writer has used Davidson's analysis to support a point he or she is making about the role of "story myths," and combined paraphrase and quotation to show how Davidson supports the assertion. This is the most common way to deal with sources in an academic context because it allows the writer to establish a form of dialogue with the source material. Note, again, that the author of the source (Davidson) is introduced at the beginning of the second sentence, making it clear to readers exactly where the writer begins using the source. The page reference clearly marks the end of that source material.

Example from http://www.depts.drew.edu/composition/Avoiding_Plagiarism.htm
2.8. References

The reference format is the standard IEEE one. References should be numbered in order of appearance, for example [1], [2], and [3].

6. References


Synchrony Among Speakers

It has been demonstrated that speakers are readily able to synchronize when reading prepared texts together (Cummins, 2003). The degree of synchrony achieved is remarkable (typically with lags of about 40 ms), and does not improve much with practice. Synchronization in joint activity is, of course,

References


tive control. In contrast, frontal regions located in the lateral prefrontal cortex support conscious cognitive control\textsuperscript{2,3} and language switching\textsuperscript{4,5}, but were not activated by the priming task used in this study.

Keep your writing legible. Citations should not interrupt the flow of reading. Special care required when using the more verbose citation forms (e.g. APA).

(Nature, Science)
Citing URLs

Don’t (where possible).

If you *must*, use a style in keeping with your chosen citation standard.

Consider the use of Digital Object Identifiers

Beware of Wikipedia!
Bibliographies

Good practice: maintain one big bibliography

Use automatic citation tools (EndNote, BibTeX)

Annotate your bibliography (external memory bank)

Firefox users may like to try out Zotero (www.zotero.org)

Consider www.citeulike.org
Emergence of Mirror Neurons in a Model of Gaze Following
Adaptive Behavior, Vol. 15, No. 2. (1 June 2007), pp. 149-165.
by Jochen Treisch, Hector Esca, Gideon O Denk
posted to mirrorsystem connectionism compneuroscience by fcummings on 2008-10-08 10:10:11 as ★★

Religion and science: Buddhism on the brain.
by J Knight
posted to pinkmonkeyfarm buddhism by fcummings on 2008-09-21 09:25:00 as ★★

Buddhism and neuroscience, Studying the well-trained mind.
by M Bertinaga
posted to pinkmonkeyfarm buddhism by fcummings on 2008-09-21 09:24:08 as ★★

"Thinking about not-thinking": neural correlates of conceptual processing during Zen meditation.
by G Pennoni, M Cola, Y Gue
posted to thinking pinkmonkeyfarm mentalpractice meditation defaultnetwork by fcummings on 2008-09-21 09:22:43 as ★★

How we know our own minds: The relationship between mindreading and metacognition
Behavioral and Brain Sciences (2008)
by Peter Carruthers
posted to psychiatry mirrorsystem mindreading introspection freewill agency by fcummings on 2008-09-17 10:05:34 as ★★

Speaker Identification Using Instantaneous Frequencies
by M Girolami, F Cummings
posted to speech cummings by fcummings on 2008-09-08 13:25:13 as ★★

Modeling dopamine activity by Reinforcement Learning methods: implications from two recent models
by Patrick Morgan, Fred Cummings
posted to cummings by fcummings on 2008-09-05 10:03:41 as ★★

Explaining delusions: a cognitive perspective.
by V Bell, PW Halligan, HD Ellis
posted to psychiatry by fcummings on 2008-08-29 10:01:49 as ★★ along with 1 person
A simple visual system without neurons in jellyfish larvae.

by: K Nordström, R Wallén, J Seymour, D Nilsson


Abstract

Earlier detailed studies of cnidarian planula larvae have revealed a simple nervous system but no eyes or identifiable light sensing structures. Here, we describe the planula of a box jellyfish, Tripedalia cystophora, and report that these larvae have an extremely simple organization with no nervous system at all. Their only advanced feature is the presence of 10-15 pigment-cup ocelli, evenly spaced across the posterior half of the larval ectoderm. The ocelli are single cell structures containing a cup of screening pigment filled with presumably photosensory microvilli. These rhabdomeric photoreceptors have no neural connections to any other cells, but each has a well-developed motor-omium, appearing to be the only means by which light can control the behaviour of the larva. The ocelli are thus self-contained sensory-motor entities, making a nervous system superfluous.
The Fair Apportionment of Credit

If you add salt to a can of soup, it’s your soup.
(Fred’s mother, 2005)

If you add a comma to the Principia Mathematica, it is not your Principia Mathematica.
(Fred, 2006)
Original thought is like original sin: both happened before you were born to people you could not have possibly met.
—Fran Lebowitz
Original thought is like original sin: both happened before you were born to people you could not have possibly met.
—Fran Lebowitz

"I am never forget the day I first meet the great Lobachevsky. In one word he told me secret of success in mathematics: Plagiarize!"

Tom Lehrer
Original thought is like original sin: both happened before you were born
to people you could not have possibly met.
—Fran Lebowitz

"I am never forget the day I first meet the great Lobachevsky.
In one word he told me secret of success in mathematics:
Plagiarize!"

Tom Lehrer