

PTS COLLEGE AND ADVANCED STUDIES

Research - Related Skills Session 1

Plagiarism and Book Review



I. Plagiarism : What (Definition)

According to the *Merriam-Webster OnLine Dictionary*, to “plagiarize” means :

- A. to steal and pass off (the ideas or words of another) as one's own
- B. to use (another's production) without crediting the source
- C. to commit literary theft
- D. to present as new and original an idea or product derived from an existing source.

“ In other words, plagiarism is an act of *fraud*. It involves both stealing someone else's work and lying about it afterward.

It is intellectual theft and a clear violation of the code of ethics and behavior that most academic institutions have established to regulate the scholastic conduct of their members.”

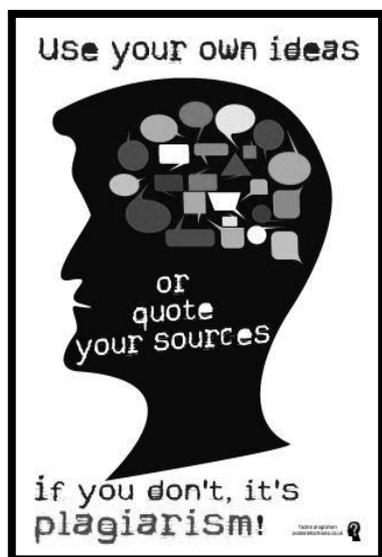
According to the Council of Writing Program Administrators, plagiarism applies to texts published in print or on-line, to manuscripts and research materials as well as to the work of other student writers.

II. Plagiarism : How Part 1 (Common Plagiarism Practices)

According to Turnitin.com and Research Resources (2017), these are the most common types of plagiarism :

A. SOURCES NOT CITED

1. “The Ghost Writer” - the writer uses another person's work and claims ownership of it
2. “The Photocopy” -- the writer copies significant portions of text straight from a single source, without alteration.
3. “The Potluck Paper” -- the writer copies from several different sources
4. “The Poor Disguise” -- the writer changes the paper's appearance slightly by using different key words and phrases.



5. "The Self-Stealer" -- the writer uses a previously submitted output

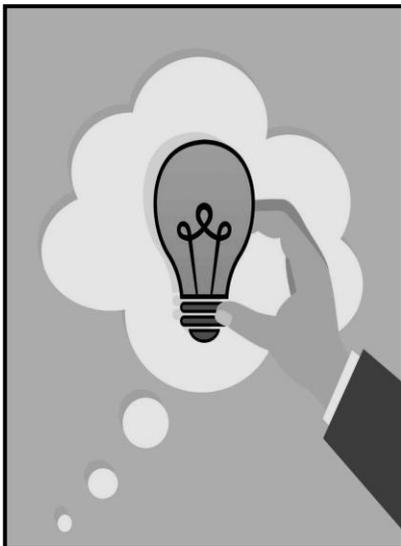
B. SOURCES CITED (but still plagiarized!)

1. "The Forgotten Footnote" -- the writer mentions an author's name for a source, but neglects to include specific information on the location of the material referenced.
2. "The Misinformer" -- the writer provides inaccurate information regarding the sources, making it impossible to find them.
3. "The Too-Perfect Paraphrase" -- the writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it.
4. "The Resourceful Citer" -- the writer properly cites all sources, paraphrasing and using quotations appropriately. The problem? The paper contains almost no original work!

III. Plagiarism : How Part 2 (Prevention Strategies)

Furthermore, the same source also specified how plagiarism can be prevented. Here's how:

- A. Consult with your instructor -- ask questions when unsure about plagiarism guidelines
- B. Plan your paper -- before starting the paper, make a plan. Work out a balance between the ideas you have taken from other sources and your own, original ideas.
- C. Take effective notes -- make sure that you record bibliographic information or web addresses for every source; take thorough notes from each source; try using different-colored fonts, pens, or pencils for each one and make sure you clearly distinguish your own ideas from those you found elsewhere



D. Make it clear who said what -- make sure when you mix your own ideas with those of your sources that you always clearly distinguish them, if you are discussing the ideas of more than one person, watch out for confusing pronouns

E. Know how to paraphrase -- a paraphrase is a restatement in your own words of someone else's idea, both the words and the sentence structure of the original should be changed without changing the content

- F. Know how to summarize -- include only the most salient points
- G. Evaluate your sources -- determine how credible a source is
- H. Use citations -- citations are used to tell readers that a certain material in your work came from another source. It also gives your readers the information necessary to find that source again, including: information about the author, the title of the work, the name and location of the company that published your copy of the source, the date your copy was published, the page numbers of the material you are borrowing.

Q1 : Why should sources have citations?

Giving credit to the original author by citing sources is the only way to use other people's work without plagiarizing. But there are a number of other reasons to cite sources:

1. Citations are extremely helpful to anyone who wants to find out more about your ideas and where they came from.
2. Citing sources shows the amount of research you've done.
3. Citing sources strengthens your work by lending outside support to your ideas.

Q2 : When do I need to cite?

Whenever you borrow words or ideas, acknowledge their source.

Q3 : How do I cite sources?

Generally, parenthetical citations include the last name of the author and year of publication. Page numbers are also included when citing a direct quote.

example 1 : author/s not mentioned in text

Harlem had many artists and musicians in the late 1920's (Belafonte, 2008).

Rallying to restore sanity was a revolutionary undertaking (Stewart & Colbert, 2010).

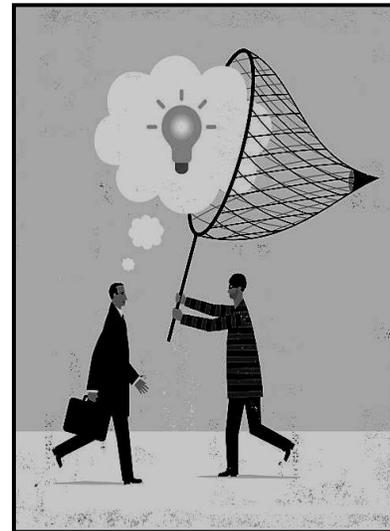
example 2 : author/s mentioned in text

According to Belafonte, Harlem was full of artists and musicians in the late 1920's (2008).

example 3 : with direct quotation

One of the most memorable quotes is when he says, "You are going to live a good and long life filled with great and terrible moments that you cannot even imagine yet!" (Green, 2012, p. 272).

Q4 : How do make entries in the References?



All APA citations should use hanging indents, that is, the first line of an entry should be flush left, and the second and subsequent lines should be indented 1/2".

The APA guidelines specify using sentence-style capitalization for the titles of books or articles, so you should capitalize only the first word of a title and subtitle.

Place the date of publication in parentheses immediately after the name of the author. Place a period after the closing parenthesis. Publication names should be in italics.

Required Format :

Author's last name, first initial. (Publication date). *Book title*. Additional information. City of publication: Publishing company.

Sample :

Nicol, A. M., & Pexman, P. M. (2009). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association.

BOOK REVIEW

I. Book Review : What (Definition)

According to Cogdill & Kilborn (2004), a book review not only identifies what a book is about, but also how successful it is at what it is trying to do (to inform, to persuade, to entertain etc.).

However, a book review is very different from a book report. A book report focuses on the summary of the story plot. A book review, includes the summary but focuses on the analysis of the content.

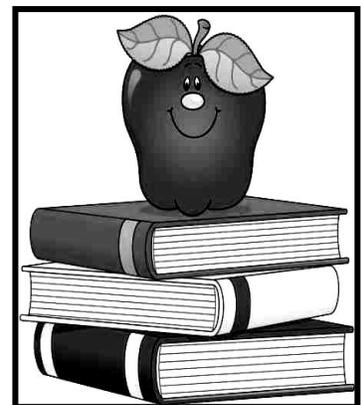
A review is not a judgment on a book or author. It is an evaluation of an author's work, which should be educated, thoughtful, and supported by evidence and explanations. Professors often assign book reviews as practice in careful analytical reading.

II. Book Review : Why (Goals and Objectives)

Book reviews are required outputs in any academic institution due to the following reasons :

- A. Students experience the following as they go through the book review process : improvement in decoding, comprehension and fluency skills; expansion of prior knowledge; and increase level of internal motivation as well as longer focus and attention span .

- B. Teachers can help motivate students by providing authentic learning experiences. An authentic "literacy event" is one that offers students an opportunity to experience reading and writing in a situation that they might encounter in society, such as reading or writing a book review.



- C. Teachers can also include in the discussion an opportunity for students to verbalize personal responses to text thus, teaching students how to evaluate and critique texts so that they will grow to be critical readers and writers.
- D. Another important aspect in fostering comprehension is making a connection between reading and writing. When teachers make an effort to help students see the parallel processes in reading and writing, students begin to understand that reading and writing are meaning-making activities.



III. Book Review : How (Process Involved)

As students do their book review, they bring together two strands : 1) accurate, analytical reading and 2) strong, personal response when they indicate what the book is about and what it might mean to a reader (by explaining what it meant to them). In other words, reviewers answer not only the WHAT but the SO WHAT question about a book. Thus, in writing a review, students combine the skills of **describing** what is on the page, **analyzing** how the book tried to achieve its purpose, and **expressing** their own reactions to the book.

Let us follow these book review steps :

STEP A : Read the book!

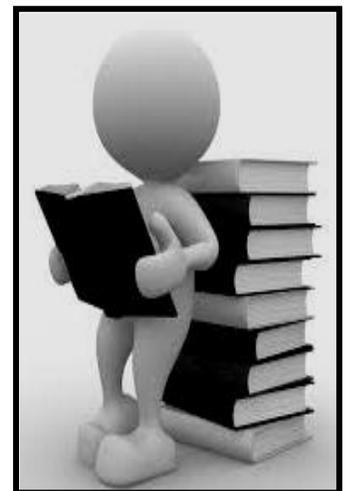
STEP B : Ask the following questions while reading or before writing the review :

1. What are the author's viewpoint and purpose?
2. What are the author's main points?
3. What kind of evidence does the author use to prove his or her points? Is the evidence convincing?
4. How does this book relate to other books on the same topic?
5. Does the author have the necessary expertise to write the book?
6. What are the most appropriate criteria by which to judge the book? How successful do you think the author was in carrying out the overall purposes of the book?

STEP C : Start writing!

A general rule of thumb is that the first one-half to two-thirds of the review should summarize the author's main ideas and at least one-third should evaluate the book. Follow this list of review content :

Introduction to the subject, scope and the type of book

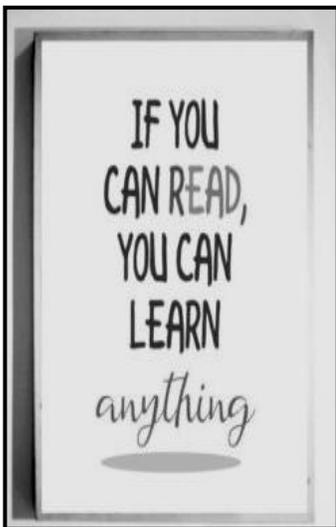


1. Identify the book by author, title, and sometimes publishing information.
2. Specify the type of book (for example, fiction, nonfiction, biography, autobiography).
3. Mention the book's theme.
4. Include background if necessary to enable reader(s) to place the book into a specific context. For example, you might want to describe the general problem the book addresses.

Brief summary/overview of the content

1. For a nonfiction book, provide an overview, including paraphrases and quotations, of the book's thesis and primary supporting points.
2. For a work of fiction, briefly review the story line for readers, being careful not to give away anything that would lessen the suspense for readers.
3. Provide your reactions to the book
4. Describe the book: Is it interesting, memorable, entertaining, instructive? Why?
5. Respond to the author's opinions: What do you agree with? And why? What do you disagree with? And why?
6. Explore issues the book raises: What possibilities does the book suggest? Explain. What matters does the book leave out? Explain.

Conclusion



1. Relate your argument to other books or authors: Support your argument for or against the author's opinions by bringing in other authors you agree with.
2. Relate the book to larger issues: How did the book affect you? How have your opinions about the topic changed? How is the book related to your own course or personal agenda.
3. Briefly restate your main points and your thesis statement if your teacher requires it.
4. Also, if required, indicate how well the book has achieved its goal, what possibilities are suggested by the book, what the book has left out, how the book compares to others on the subject, what specific points are not convincing, and what personal experiences you've had related to the subject.

Council of Writing Program Administrators, www.wpacouncil.org (2003) Knoxville, Texas

Turnitin- Technology to Improve Student Writing and Research Resources, Turnitin.com (2017) Oakland, California

Cogdill, Sharon & Kilbom, Judith (2007) Write Place, St. Cloud State University, Minnesota retrieved from URL: <http://leo.stcloudstate.edu/index.html>