This webinar is being recorded for future use and display.

Welcome to our workshop on avoiding plagiarism through proper in-text citation! My name is Chrissine, and I am a writing tutor at the KU Writing Center. I’m pleased to be able to present on this important topic and address any questions you have.

To view the recorded workshop, click this link: http://khe2.adobeconnect.com/p1upo26xc3/
Agenda

- Definition and examples of plagiarism
- Notes on citation information
- How to paraphrase and cite paraphrases
- How to quote and cite quotations
- How to match in-text and reference citations
- KUWC resources and services

Agenda
This workshop will cover the definition of plagiarism, and we will look at how to quote and paraphrase and cite both in APA style. Before concluding, I’ll also show you how to access the writing resources and services available to you at the KU Writing Center.
Definition of Plagiarism

The Plagiarism Clarification section of the KU Academic Integrity Policy defines plagiarism as the theft and use of another’s words, ideas, results, or images without giving appropriate credit to that person, therefore giving the impression that it is your own work. Access the KU Academic Integrity Policy here: http://catalog.kaplanuniversity.edu/Academic_Integrity_Policy.aspx.
Examples of Plagiarism

Some common examples of plagiarism are when a writer quilts a paper together from multiple webpages without citation, having a references page but no in-text citations, or changing two words in a passage and citing it as a paraphrase. Additionally, recycling a paper from a previous class without both permission and revision to make it a new paper is also plagiarism.
To avoid plagiarism, you need to cite all the sources of information that you use. In addition to using visuals such as images or tables, “using” information, also called “borrowing” information, means you are quoting, paraphrasing, or summarizing the words or ideas of other authors.

Whenever you borrow what someone else wrote, said, or created, you must cite it, which means you must attribute that information to the originator of it. You must cite when you use someone’s exact wording (quotations), someone’s ideas (paraphrases and summaries), and illustrations of ideas (graphics or artwork).
You begin plagiarism prevention by first taking careful notes. When you are conducting research on a topic that you will be writing about, whether you are Googling general background information or conducting academic research in the library, as soon as you start jotting down notes, you will also want to jot down the bibliographic (citation) information: the author of the information, the year it was published, the title, and the publishing information according to the type of source it is. If it’s a website, you’ll need the web address. If it’s an article in an online journal, you’ll need the journal title, volume, issue, and page numbers. If it’s a book, include the chapter title and page numbers….

Also, if you copy and paste or write down any excerpts from a source word-for-word, put quotation marks around them. I cannot emphasize this step enough because adding quotation marks as soon as you note the quote will help prevent any accidental plagiarism if you use that content in your writing.

Also, since one form of plagiarism is simply using too much source material—paraphrases and quotes—without any of your own discussion about the topic and research, you’ll want to spend time reading and thinking about what you’re reading, analyzing and questioning it and taking notes on your thoughts and questions such as why the information is important or interesting or who it would matter to, so when it comes time to draft your paper, you’ve already thought critically about your topic, the research on it, and what you have to say about it. You don’t want your paper to be a string of quotes and paraphrases in other words. Your paper is to be a discussion where you make the main points, and the quoted and paraphrased information serves as supporting details.
Unintentional plagiarism often occurs when writers don’t paraphrase adequately. Paraphrasing is a skill you have to develop with practice. To paraphrase, you take something another author wrote and rewrite it in your own style taking your own audience into consideration. This involves interpreting what the other author meant so you can express the same idea in your own words.

Just replacing the words with synonyms is not enough; in fact, that is plagiarism. You have to use your own sentence structure too. Your paraphrase will usually be longer than the original since you had to unpack the original wording to get to its meaning.

In academic writing, paraphrasing is more common than quoting and more important because it shows your understanding of what you’ve read. It takes critical thinking to paraphrase. Since you are still borrowing someone’s idea, however, you have to let your readers know where that idea came from by citing it.
In your paper, you have to document each paraphrase with a citation. Specifically, when paraphrasing or summarizing, you have to identify the author’s last name and the publication year in the sentence. You can do this a couple ways: Write the paraphrase and put the author and year in a parenthetical citation at the end of it, or you can make the author’s name part of the sentence structure either in a signal phrase such as “according to Author,” or as a sentence subject as in the example: McCarty (2007) posits... When you make the author’s name part of the sentence grammar, you still have to put the publication year in parentheses directly after it.
Paraphrase Practice

Original Passage
“Every day, children listen to complex texts that their teacher reads aloud to increase their oral language comprehension, vocabulary, and knowledge” (Dubin, 2012, p. 35)

Incorrect paraphrase
Every day, children listen to difficult texts that their teacher reads out loud to better their oral language comprehension, vocabulary, and knowledge.

Correct Paraphrase
Dubin (2012) explains that in this program, teachers regularly read challenging pieces of fiction and nonfiction to their K-2 classes to help the students improve their literacy skills.

Short demonstration found here
An important concept of citation is that readers must be able to easily distinguish your words and ideas from your sources’ words and ideas. If you present multiple ideas from a source in a row, however, in consecutive sentences or even have a whole paragraph that is made completely of paraphrased information from a source, how would you cite it?
On the APA Style Blog, McAdoo (2011) illustrated multiple ideas paraphrased within the following (adapted) paragraph:

The cross-pollination and fusion of musical genres over the last 2 decades has exposed children to a diversity of musical styles. Technology has also made possible the distribution and sharing of music in exciting new ways. Music is shared through social media sites, analyzed and tailored for the individual listener via sites like Pandora, and simply given away by musicians on their websites. As a result, in the future, children will likely develop eclectic musical tastes early and expect a diversity of musical styles at younger and younger ages (Viglione, 2010).
In this version of the paragraph, McAdoo (2011) cites each paraphrase, but warns that this approach interferes with easy and interesting reading:

The cross-pollination and fusion of musical genres over the last 2 decades has exposed children to a diversity of musical styles (Viglione, 2010). Technology has also made possible the distribution and sharing of music in exciting new ways (Viglione, 2010). Music is shared through social media sites, analyzed and tailored for the individual listener via sites like Pandora, and simply given away by musicians on their websites (Viglione, 2010). As a result, in the future, children will likely develop eclectic musical tastes early and expect a diversity of musical styles at younger and younger ages (Viglione, 2010).

In this version of the paragraph, McAdoo (2011) cites each paraphrase, but warns that this approach interferes with easy and interesting reading. Putting a parenthetical citation at the end of each paraphrase clearly indicates the information comes from a source, but citing every sentence also creates repetition and can slow down the reading because the citations interfere with the overall cohesion of the paragraph.
McAdoo (2011) asked the readers of the APA Style Blog to come up with their own version of citation for the paragraph. Here’s mine:

Vigilone (2010) said the cross-pollination and fusion of musical genres over the last two decades has exposed children to a diversity of musical styles. He additionally explained that technology has also made possible the distribution and sharing of music in exciting new ways. Music is shared through social media sites, analyzed and tailored for the individual listener via sites like Pandora, and simply given away by musicians on their websites (Vigilone, 2010). As a result, said Vigilone, in the future, children will likely develop eclectic musical tastes early and expect a diversity of musical styles at younger and younger ages.

There are other ways to do it, but the goal, again, is to make it perfectly clear to the reader what ideas originated from another author while also keeping your writing interesting and easy to read.
Clearly cite multi-sentence paraphrases.

- Do not cite multiple paraphrases with one citation at the end.
- Vary signal phrases and parenthetical citations.
- Only use “he” or “she” when you know the author’s gender.
- Parenthetical citations must include the year: (Author, Year).
- After naming the author in a sentence with the year parentheses, subsequent non-parenthetical citations will not need the year.

Although I would discourage you from creating full paragraphs of source information, in real long papers or reports, you may have to. Or you may just have two sentences in a row that are paraphrases. When this happens, just remember not to merely put a single citation at the end of the paragraph, for it will apply to that last sentence only.

To cite multiple-sentence paraphrases, alternate signal phrases with parenthetical citations to maintain a clear writing style while attributing the information to the source. To avoid repetition, you can also use “he” or “she” if you know the author’s gender, but don’t use first names ever.

Whenever you do use a parenthetical citation with the author’s name in it, always include the year too. However, after the first time you use the author’s name in the sentence followed by the year in parentheses, if you paraphrase that same author again in a consecutive sentence in the same paragraph, to avoid redundancy, you don’t have to put the year again.
Like paraphrasing, quoting is another way to support your points with authority, evidence, and examples; however, too much quoting can overshadow your ideas since by quoting, you are letting your source speak for you. Quotes also require more work on the part of the reader to understand what’s being said, which will slow reading down.
It’s best to paraphrase your sources unless you are presenting a dialogue, critiquing someone’s exact words, or if you cannot paraphrase accurately or adequately enough to avoid plagiarizing or avoid changing the meaning of the original.
When quoting, you have to put quotation marks around the borrowed text and cite it with the author’s name and year in addition to the page or paragraph number. Like citing a paraphrase, you can either make the author’s name part of the sentence structure, putting the year and page in parenthetical citations, or you can follow the quoted text with a parenthetical citation having all three required elements.

In the example, the author’s name is part of the sentence structure. The year follows the author’s name in parentheses, and the page number follows the quote in parentheses. Notice that there are quotation marks around the borrowed text and that the quote is part of a longer sentence; it’s not just dropped into the paragraph; it’s synthesized. The period goes after the parenthetical citation at the end of the sentence, enclosing the citation in the sentence.
In-text citation is essential, but it’s only half of the APA two-part citation style. Each source cited in text also needs a corresponding reference citation. In-text citations go in the body of the paper as we have been discussing. Full reference citations go at the end of the document on a reference list. Each includes enough information to lead the reader to the source and follows a standard structure regarding how it’s formatted. You can see a short demonstration here.
The slide shows a full reference citation in APA format.

- Begin with author (individual or corporate).
- If no author is provided,
  1. Check source for credibility
  2. If credible, begin with title instead
- Follow pattern above

See samples of citations [here](#).
Unintentional plagiarism often happens when the in-text citations don’t match with the full citations on the reference list. The full citation is missing; the in-text citation is missing; or incorrect formatting prevents the reader from knowing what reference citation goes with what in-text citations. In-text citations and reference list citations must match.

First, every source used in text must have a corresponding citation on the reference list, and every source listed on the reference list must be cited at least once in the text. The name given in the in-text citation should be the same name that is flush with the margin of the full citation. Since the full reference citations are alphabetized according to that name and the citations use hanging indentations, when readers want more information about a source in the paper, they can flip to the reference list and easily scan down the margin of author names and see the full bibliographic information that would lead a reader to the actual source.
Two resources I recommend every academic writer at Kaplan have handy when writing an APA paper is Basic Citation Guidelines and Common Citations in APA Format. These resources cover all the basics of how to quote, paraphrase, and summarize, how to cite, and how to format APA citations.

Citation Resources:

Basic Citation Guidelines

Common Citations in Format: APA, 6th Edition
References


For more writing support, connect with the KUWC's new public webpage. You can actually Google and find this page. This is also a great way for you to stay connected to the KUWC through Facebook and Twitter. Many of our resources are here as well.
The best time to do a paper review in the Kaplan University Writing Center is after you have written your first draft. When you come to us early, we can help you the most by helping you with the structure of your paper. Many students send papers at the last minute because they want us to simply proofread their paper. However, KUWC writing tutors do not simply proofread the paper for you; we want to help you learn to write and proofread your own papers. You can submit a first draft, and then submit a later draft if you need further help on an assignment.

If you need help before you write the first draft, you can use live tutoring. During live tutoring, you can ask questions and brainstorm with a tutor. Live tutors can help you with other stages in the paper writing process as well. Come visit us. We can be found under the My Studies tab, then under Academic Support Center.
On the main Academic Support Center page, you will see the Writing Center links. These include Live Tutoring, Paper Review Service, the Writing Reference Library, Citation Guidelines, Workshops, English Language Learner, and Fundamental writing help. Notice, you can access the Kaplan Guide to Successful Writing on the right hand side in both print and audio form. Come visit us.
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- Paper Review and Q&A Services
- Writing Reference Library
- Citation Guidelines (APA & more)
- Writing Workshops
- Graduate Student Resources
- English Language Learners
- Writing Fundamentals Program
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Workshops are recorded and recording links, with an accompanying PowerPoint, are posted on the Writing Center Workshop page after the workshop.

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