AVOIDING PLAGIARISM

HOW TO AVOID PLAGIARISM

1.Conscious plagiarism.

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Explanation: (when & how)
+
the citations + examples.

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Explanation: (when & how) + the citations + example.

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General introduction

In academic research, studies are carried out to fill a gap in existing knowledge. In order to highlight this gap, researchers refer to previous studies in order to clarify what is established knowledge. Lack of time and difficulty with the English language could result in unintended instances of plagiarism in manuscripts. These instances are viewed by journals as a violation of ethical publication standards and often lead to rejection. They also damage an author's reputation and credibility as a researcher.

1) Conscious plagiarism

1.1. Plagiarize others' work

Quote, Paraphrase and Summarize: They are all different ways of including the ideas of others into your assignments. Quoting passages allows you to share the specific words and phrases of another author, while paraphrasing and summarizing allow you to show your understanding and interpretation of a text. Either way, referring to outside sources makes your own ideas and your paper more credible.

Cite Sources: As noted previously, you can paraphrase, summarize and quote pieces of evidence to include information from outside sources. But, all of that information must be cited within your paper using in-text citations and a separate references list. All APA in-text citations require the same basic information: Author's last name (no first names or initials).Year of publication (or "n.d." if there is "no date":(LastName, n.d., p.#)).Page number, paragraph number, chapter, section, or time stamp where the information can be located within the source (only required for direct quotes).

Quoting

Quoting is when you repeat an author's work word-for-word. Direct quotes are placed within quotation marks (" ") and are cited using an in-text citation using the expected formatting style (APA).

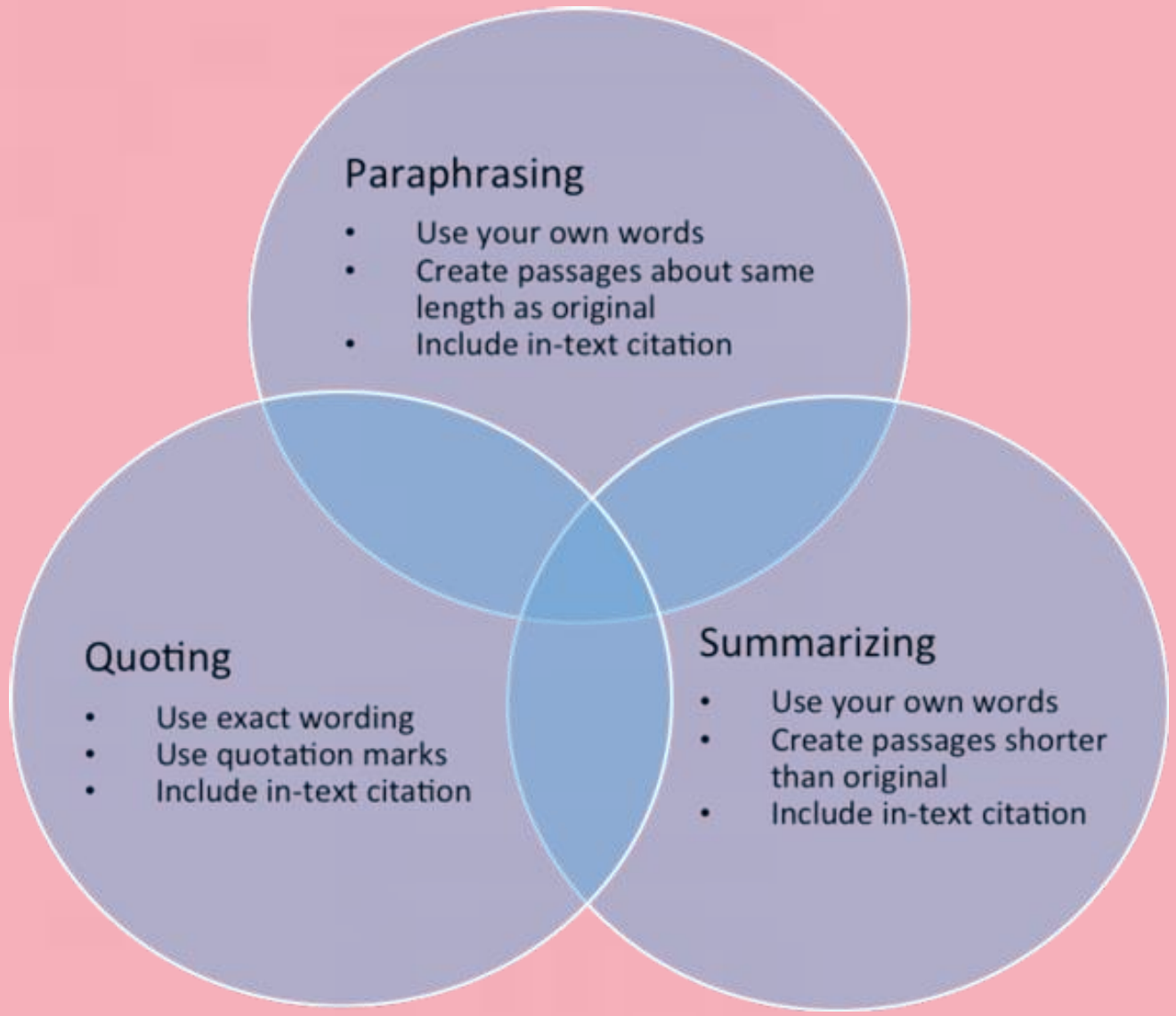
Paraphrasing

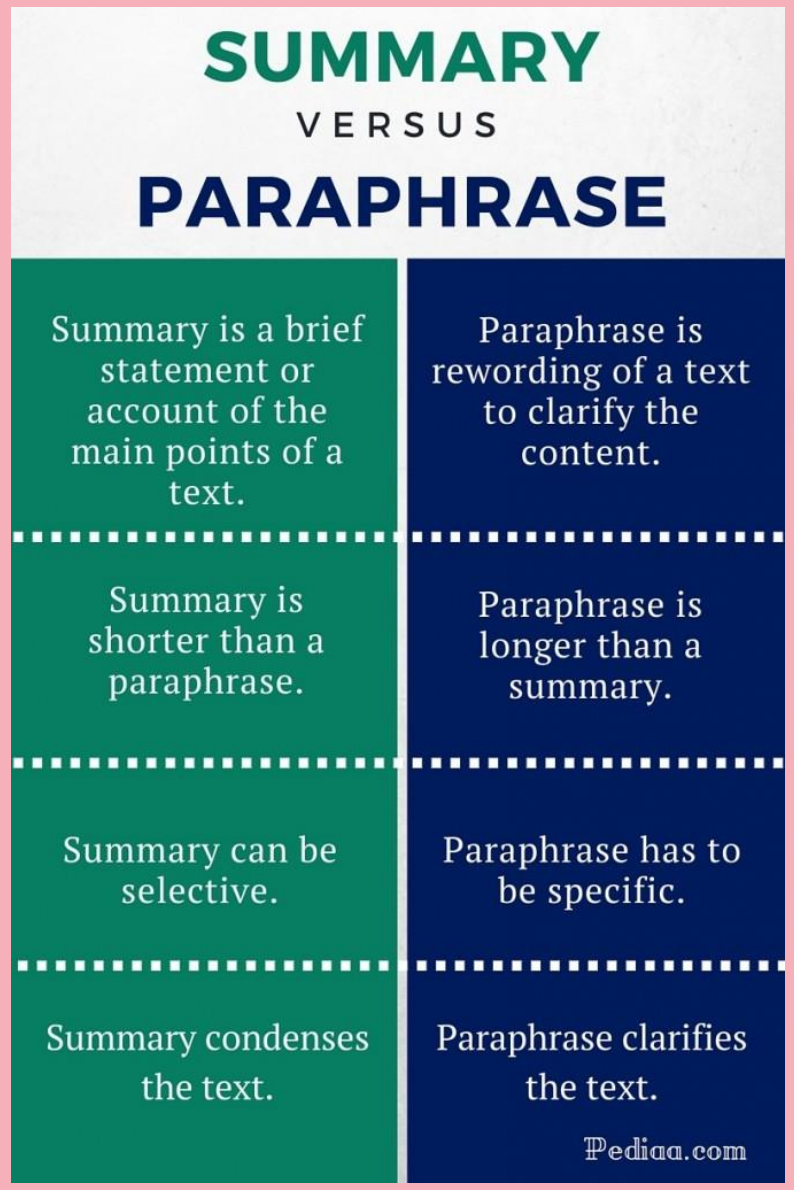
Paraphrasing is when you use your own words to express someone else's message or ideas. When you paraphrase, you keep the same meaning of the original text, but you use different words and phrasing to convey that meaning, and you cite the information using an in-text citation in the expected formatting style (APA).

Summarizing

A summary is shortened version of a larger reading. In your summary, you state the main idea in your own words, but specific examples and details are left out, and you cite the information using an in-text citation in the expected formatting style (APA).

The difference between paraphrasing, summarizing, and quoting





WHEN?

When should I paraphrase, summarize and quote ?

Use a Quote…

- When the author's words convey a powerful meaning.
- When you cannot possibly say the information any better.
- To introduce an author's position that you want to discuss.
- You want to disagree with an author's argument.
- To support claims in your writing or provide evidence for the points you are making.

Use Paraphrasing…

- You want to clarify a short passage from a text.
- To rewrite someone else's ideas without changing the meaning.
- To express someone else's ideas in your own words.
- To support claims in your writing.
- You want to avoid overusing quotations.
- You want to explain a point when exact wording isn't important.

Use a Summary…

- When a passage from a source is too long to quote or paraphrase.
- When only the main ideas of a source are relevant to your paper.
- When the details in a text might distract, overwhelm, or confuse readers.

HOW ?

How to Quote

- If you want to include a quotation into your writing, make sure to **introduce, cite, and explain** the quotation. This technique is known as the ICE method.
- **INTRODUCE:**

Introduce your quotes by stating the author's last name, any necessary background information, and a **signal verb**. According to APA guidelines, signal verbs should be written in the past tense.

- **EXPLAIN:**

Make sure to explain your quotations. Provide explanation or insight as to why this quotation is important, or comment on the importance of the quotation. To help with your explanation, ask yourself the following questions:

- What is this quote saying?
- How does this information add to what I am trying to prove in this paragraph?
- Why is it important to what I am saying? What is its significance?
- What am I trying to show or prove with this information?

❖ Never leave any room for interpretation. It is your responsibility as the writer to explain the quoted information for your reader.

How to Paraphrase

- Read the text carefully. Be sure you understand the text fully.
- Put the original text aside and write your paraphrase in your own words. Consider each point of the original text, how could you rephrase it? Do not simply replace every third or fourth word of the original passage.
- Review your paraphrase. Does it reflect the original text but is in your own words and style? Did you include all the main points and essential information?
- Include an in-text citation in the expected formatting style (APA)
- Explain why the paraphrased information is important.

❑ To do so, ask yourself the following questions:

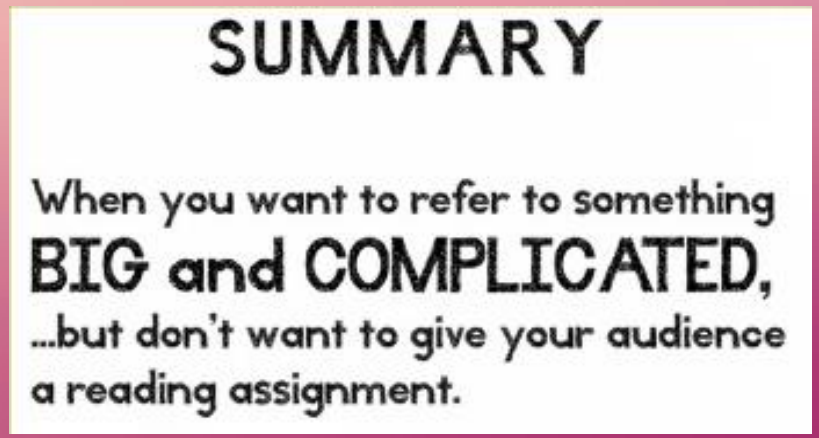
➢ What am I trying to show or prove with this information?

➢ Why is it important to what I am saying? What is its significance?

➢How does this information add to what I am trying to prove in this paragraph?

How to Summarize

- Summary moves much further than paraphrase from point-by-point translation. When you summarize a passage, you need first to absorb the meaning and then to capture in your own words the most important elements from the original passage. A summary is necessarily shorter than a paraphrase.
- Start by reading the text and highlighting the main points as you read.
- Reread the text and make notes of the main points, leaving out examples, evidence, etc.
- Without the text, rewrite your notes in your own words. Restate the main idea at the beginning of your summary plus all major points. Include the conclusion or the final findings of the work.
- Include an in-text citation in the expected formatting style (APA).



CITATION

How do I cite a quote in-text in APA style (6th edition)

Short quotations

Provide in-text citations in the expected formatting style for all quotes. Place every quotation between quotation marks (" ") and copy the text word-for-word, including the text's original punctuation and capital letters. If you are quoting from a source, include the author's last name, year of publication, and the page number (or the location of where the quote can be found within the source if a page number is not present)

➢ for example:

• page number(s): (p. 3)or(pp. 3-4)

• paragraph number(s): (para. 3)or(paras. 3-4)

• paragraph within a chapter or section: (Chapter 3, para. 3)or (Plant-Based Foods section, para. 3)

• slide or table number: (Slide 3) or (Table 3)

• time stamp: (1:03:03)

Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

➢ For example:

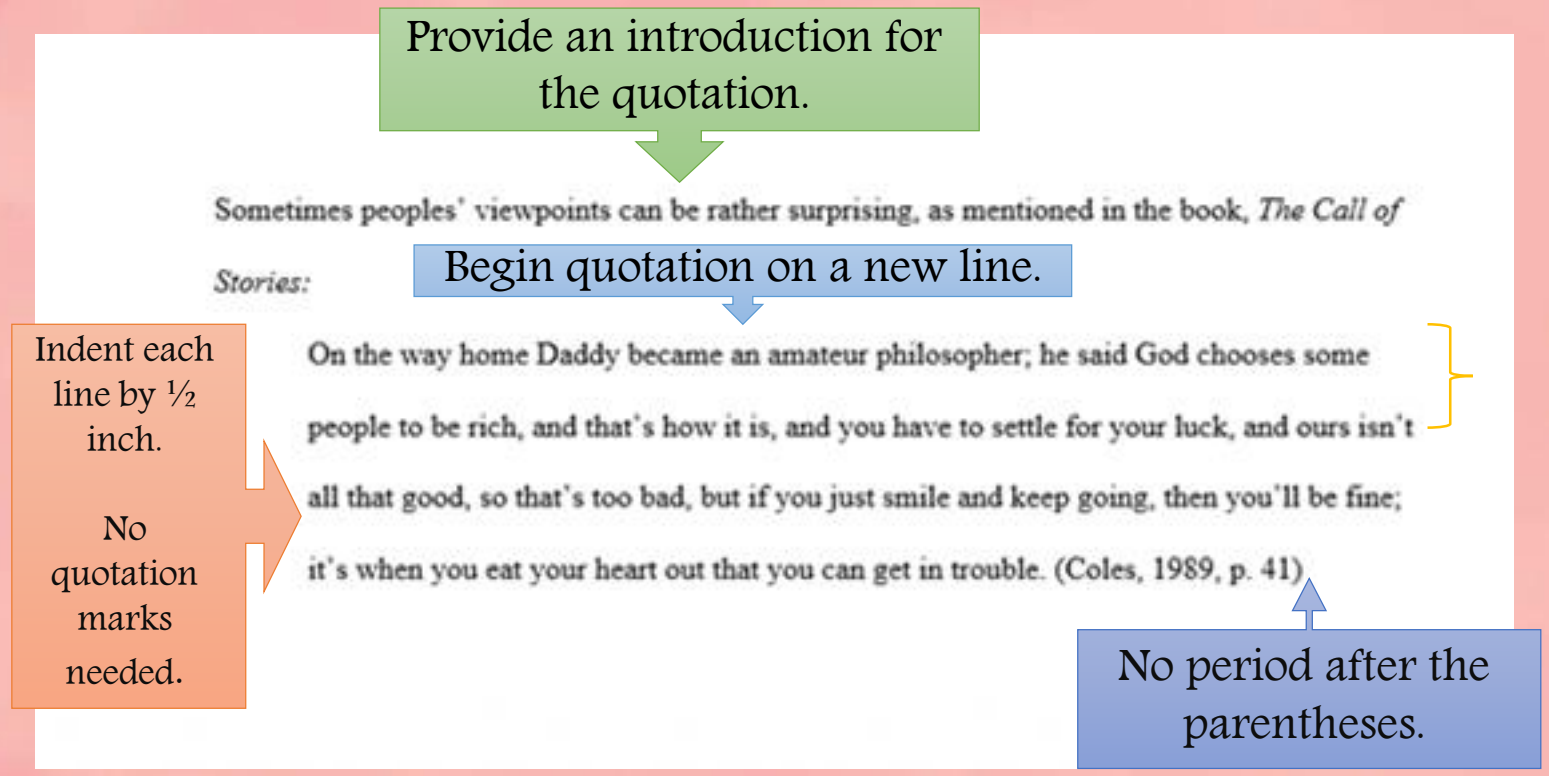
According to Cook-Gumperz (1986), "The systematic development of literacy and schooling meant a new division in society, between the educated and the uneducated" (p. 27).

Long quotations

- If you are quoting longer passages (more than 40 words), Block quotations are used.

❖How do I format a Block Quote in APA ?

- Provide an introduction to the quote.
- Begin the block quote on a new line.
- Do not enclose the direct quote in quotation marks.
- Indent each line of the block quote by ½ inch.
- Double-space the block quote.
- Punctuate the quoted material with a period before the parenthetical citation – with no ending punctuation after the parentheses.



Summary or paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required).

- According to Jones (1998), APA style is a difficult citation format for first-time learners.
- APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

EXAMPLES

Example of a block quote

language. The English language can be taught either to adults or children. This language is learned for specific or academic purposes. EFL teachers can be native or non-native speakers of the English language. Technology has influenced the methods of EFL teaching and learning. It makes learning interesting and teaching more productive (Solanki & Phil , 2012). Moreover, Graddol (1997: 16) states that:

> Technology lies at the heart of the globalization process; affecting education work and culture. The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, socio-cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education.

Educational technology supports EFL teaching by presenting real situations and contexts. Thus, technological materials like computers, language labs and audio-visual aids are useful for EFL teaching and learning. Technology helps the teacher to assist his teaching. Also, its use can lead the students to be more motivated. The

- ✓ Indented ½ inch
- ✓ new line
- ✓ Double-spaced
- ✓ No quotation marks

Introduce

Block quote

Explain

Example of a paraphrase

The original text:

There are really no models of e-learning per se – only e-enhancements of models oflearning1. That is to say, using technology to achieve better learning outcomes, or a moreeffective assessment of these outcomes, or a more cost-efficient way of bringing thelearning environment to the learners. It is all the more important, when implementing elearning approaches, to be clear about the underlying assumptions. A model of e-learningwould need to demonstrate on what pedagogic principles the added value of the ‘e’ wasoperating. Where, for example, the ‘e’ allows remote learners to interact with each otherand with the representations of the subject matter in a form that could simply not beachieved for those learners without the technology then we have a genuine example ofadded value. However, the role of the technology here is primarily to get remote learnersinto a position to learn as favourably as though they were campus-based, rather thanoffering a new teaching method. In such a case the enhancement should be seen aspragmatic rather than pedagogic.

Paraphrase:

Mayes and Freitas (2004) in their review of e-learning theories, frameworks and models stated that there were not in fact e-learning models but there were improvements of learning models through the integration of technology. Whether to reach satisfactory learning outcomes, to make assessment efficient or to make learning environments at the students reach with the least costs. The role of e-learning pedagogy principles is to lay down what the ‘e’ will add as a value to learning and it is necessary to make clear the underlying principles when executing e-learning approaches. An example of an added value is when the ‘e’ for example helps learners interact and presents the learning content in a form that cannot be fulfilled without the use of technology. This shows that technology here is to make the learning experience favorable and not to suggest a new teaching method; this can be regarded as a pragmatic contribution rather than pedagogic.

Example of summary (article)

Three Epistemological Foundations for e-Learning Model

by : Bernard Fallery, Florence Rodhain.

[1] evokes the metaphor of « container » and for which Paavola and al. [16] use the metaphor of « acquisition » ;

- **cognitive pedagogies,** with the metaphor of « participation » : individuals in situations develop new structured knowledge (Piaget [18]);

- **pedagogies through work,** that focus on the social creation of knowledge. Freinet [5] [6] has suggested three basic principles: free expression, experimental trial and error, cooperation : the student as well the group build their knowledge.

But upstream of the different approaches of organizations and the different educational approaches, we develop here the idea that education is fundamentally a process of **Communication.** And then we can find here the three major epistemological perspectives:

- the instrumental perspective, behaviorist and positivist (that of **Transmission,** for which the channel is important);

- the relational perspective, connectionist and constructivist (that of **Exchange,** for which the key is the relationship with the environment);

- and finally the socio-constructivist and collective perspective (that of the **negotiation of Meaning,** for which social action organizes the roles and rules of behavior).

We will see that this research on epistemological foundations is fruitful to understand important issues related to e-Learning today : effective vs digital divide, individualism vs autonomy, education vs tutoring, course vs monitoring, standardization vs cultural diversity ...

II. The Instrumental and Behaviorist Prespective : Education is a Transmission

In the instrumental perspective (behaviorist and positivist), learning is primarily a **"Transmission"** by stimulus/response and reinforcement. Skinner (citation in Smith,[21]) is often presented as the most illustrious representative of the behaviorist view of learning: *"It is possible to teach the high jump by raising the bar just a millimeter after each successful jump"*. From an epistemological point of view, the assumption is made here that the meaning is set before transmission and that knowledge is considered to be transferable.

In communication sciences, this approach is clearly founded on the Shannon model [20], where the concept of "quantity of information" appears for the first time: if the quantity of information (coding problem: number of signs, appearance probability...) remains below the channel capacity (bandwidth problem), then the losses tend to zero. This channel model, often regarded as "simplistic", is however at the origin of all encryption algorithms and data protocols on the Internet.

In organizational sciences, the media richness theory (MRT, Daft and Lengel [4]) expands the Shannon model of the quantity to the ambiguity of the message: the different media are classified along a continuum, from "rich" to "poor", and the "rational" manager will choose the good medium which best corresponds to the ambiguity of the message to be transmitted.

In educational sciences, the pattern of transmission is for example the basis of famous methods for CALS (Computer Aided Learning Software) to learn languages: learners are receivers that decode and reconstruct, trainers are mediators who provide and facilitate. The advantage is that the purpose of learning, the steps of the process and the evaluation process are clear to everyone. The disadvantage is obviously that if the "correct" stimulus is not given, the student can not answer, nor therefore learn.

For e-Learning, this behaviorist and positivist vision of the transmission channel then produces a systematic enhancement of the **"Access"**, which can be seen in two directions:

- the enhancement of access by the network is embodied in a kind of **"just in time" e-learning model**, where the positive keywords have become hypertext, navigation, accessibility, transparency... One can speak of a « right-click » syndrome (just sufficient knowledge, in any place and at any time). But if a book is a kind of author dictatorship, hypertext and the dictatorship of the navigation are soon faced with a problem of credibility of the source: Who wrote this web page, a philosopher, a scientist or a student ? With whom am I talking through this "pedagogical call-center", with a tutor, a teacher, an author or an expert? There is a big difference between "navigate in knowledge" and "access to knowledge";

- this enhancement of the access and the network is also reflected in a march towards the **standardization and the certification** of educational resources (DC, *Dublin Core* used by libraries since 1995, or LOM, *Learning Object Model* adopted by ISO): with the concept of learning object (described by 9 elements and 71 fields *(Typical Learning Time, Level of interactivity ..)* LOM assumes that knowledge is predefined and transferred, without depending on the interaction. In addition to cataloging the objects, standards are also needed for students/LMS communications and LMS/servers communications. Here SCORM *(Sharable Content Object Reference Model)* is the reference: not only does it manage lessons *(Activity)* composed of basic *units* (the reusable *SCO)* themselves composed of simple resources *(Assit),* but it also specifies the form of communications that can be exchanged (sessions, identification, messages, quiz, answer tracing …). These behaviorist teaching models, originally designed for the validation of pilots and engineers in aeronautics, are now involved in the creation of a real LMS market.

III. The Relational and Constructivist Prespective : Education is an Exchange

In the relational and constructivist perspective, learning is primarily an **«Exchange»**, fundamentally based on the feed-back concept : the message is structured in the interaction. From an epistemological point of view, the assumption is made here that the meaning is defined in the exchange and that experience is the source of knowledge.

In communication sciences, this approach is fundamentally based on the concept of **feed-back.** For Wiener [24] and cybernetics (literally the science of "rudder") the circular process of information on the current action achieves the objective. The Palo Alto Group shows the centrality of this concept of feedback (positive or negative) in behavior between individuals: the message is structured in the interaction, it includes all types of messages exchanged (verbal/non-verbal, ritual/spontaneous ...) and the role of meta-communication is to talk about the meaning of these signs.

In organizational sciences, the construction of meaning in the exchange is a cornerstone of **systemic** approaches (Le Moigne [12]: *"Understanding (instead of explaining) the behavior of a system ... Developing intelligible representations of dissonance/consonance phenomena")*. While proponents of the « variance theory » see organizational phenomena as linear relationships between dependent and independent variables, the proponents of the *process theory* prefer to speak of events rather than variables, which means to delve into the complexity and temporality of the process.

In educational sciences, Piaget [18] is the most illustrious representative of the pedagogy of action: individuals in situations develop new knowledge structured through **Assimilation and/or Accommodation.** The advantage is to foster an ability to interpret multiple realities with possible transfers to new situations, the disadvantage is the possible conflict between divergent thinking and a situation of compliance. The typology proposed by Moore [15] separates the *learner-content* interaction (active process of cognition), the *learner-learner* interaction (in addition to individuals, the community also learn) and *learner-instructor* interaction (didactic contracts or slightly didactic contracts, according Brousseau [2]).

For e-Learning this connectionist and constructivist vision of exchange and feedback then produces a systematic enhancement of the **"Interaction"** in two direction:

- the enhancement of the interaction is embodied in a kind of **"self-service" e-learning model** where the positive keywords have become autonomy, individualized courses, tutorials, customization, training project... The learner becomes a consumer of training services that have been customized, the master of his choices, responsible and autonomous through the co-production of his training project. But autonomy is here an attribute of a supposed modern and motivated user, it is no longer a goal of education. It is here a prerequisite assumed, which then becomes a factor that strengthens inequality for those whose background does not exactly give such autonomy: isn't the "digital divide" primarily a social divide?

- the enhancement of the interaction is also reflected in the march to the modeling of educational **activities**, following criticism of a simple transmission of contents : *"Activities are central, but resources are not... The content is more difficult to reuse than the scenarios ... "* (Koper [10]). Educational Modeling Languages characterize this approach, although new divisions of labor have not yet been clarified between developers and educators. For example IMS-Learning Design describes *unit-of-learning,* a real scenario "structured and reusable" giving all the details : the file *Method* describes the order of intervention of the components (which are *activities, roles, environments* running in parallel in each *act,* as well as *properties* or *outcomes* of *activity-structure). Method* contains also the *objectives* and *prerequisites,* and starts one or several *plays* decomposed into *acts* and *role-parts* (as in the theater) with *conditions* and *notifications.*

IV. The Collective and Socio-constructivist Prespective : Education is a Negotiation of Meaning

In the socio-constructivist perspective, learning is primarily a collective **"negotiation of meaning"** and the social interaction is the source of knowledge : cognition is socially mediated (culturally produced and performed in a zone of proximal development) and activities are socially relatable (we only know what we can tell).

In communication sciences, this approach is primarily **integrative**. It rests on three basic elements: the context determines the positions (relations student/teacher, client/vendor, patient/doctor ... or protector/protected, victim/savior ...), interactional dynamics is based on symbolic and operational issues (look good, get information ...) and finally the co-construction of meaning is an inference process consisting in co-selecting, among the possible implications of an explicit statement, those relevant to the context.

In organizational sciences, one speaks of a theory of **"conceivable collective action"**. The action involves a process of subjectivation by mutual collective conditioning, where the subject restricts, bounds, landmark what he will consider to form and transform a "management object". Habermas [8] speaks about "communicative action", where players seek agreement on an action situation, to coordinate their actions by consensus if certain guarantees of validity are met: understanding, sincerity, trust and legitimacy. The community itself learns, with the idea of socially distributed cognition: knowledge, tacit and explicit, is important if it helps the innovation process of the community (spiral of knowledge, communities of practice ...).

In educational sciences, the emphasis is here on **"mediator artifacts"** : practices, real objects or symbols that are developed collaboratively during a long-term process. It would be less important to link schools to the Internet, than to link schools with each other through the Internet. Vygotsky [22] is the most illustrious representative of the socio-constructionist view, with the concepts of "socially mediated cognition" in a zone of proximal development and "social activities relatable". There are many advantages (tasks in authentic contexts, reflective practice by metacognition, multiple representations of reality ...) but also disadvantages (more facilitators than prescriptive models, and especially great difficulty in defining outputs to achieve).

For e-Learning, the socio-constructivist vision produces a systematic utilization of **Collaboration** in two directions:

- The value of collaboration can be grasped in a kind of **« industrial reuse » e-learning model**, where the positive keywords have become: collective labor, fixed costs, modularization, editorial board, certification, quality... The teacher still thinks like a craftsman, but education entered the computerizing process of the entire society. Industrialization and liberalization thus become major elements of an education policy: partnerships with industries of communication, national or even international fundraising and competition;

- The value of collaboration is also reflected in the move towards open **collaborative environments**: small flexible community portals (where the teacher can provide the orchestration scenarios), peer-to-peer to co-publish papers, cooperative learning object warehouse (with annotation process and peer review), an e-Campus that provides a single point of access to a set of resources and services ... The interfaces for collaborative tools are now open and standardized: XML (to structure the documents regardless of the form), SOAP (Simple Object Access Protocol to define the structure of messages exchanged), WSDL (Web Services Description Language to provide a standardized description of the features of an application), AJAX (asynchronous JavaScript and XML to create interactive web applications on the client-side)... These standards already allow the integration of heterogeneous environments in an e-Campus and may be considered as an educational portal like a kind of "glue" which assembles innovative and interoperable components with standard interfaces.

V. Conclusion

These considerations lead us to say that educational models and thus e-Learning models are bound by their epistemological presuppositions, and they reflect one of three visions of communication:

- in the behaviorist model of transmission, one highlights access and a "just in time » learning model. E-Learning provides here most of the specific material and suitable exercises: it is an approach **by content**, typical of new

Summary :

Fallery and Rodhain (2011) came to conclude that education is a process of communication and within this prospect they summarized three epistemological foundations for e-learning based on a concept of “enhancement” that each view offers. The instrumental behaviorist positivist perspective, it views learning as a process of transmission through stimulus and response. This perspective’s take on e-learning sees that the principle of “Access” requires a methodological enhancement which can take two directions. First, improving access by the network where keywords like accessibility, transparency, hypertext and navigation make up “just in time” e-learning model of adequate knowledge obtainable at any time or place. This is often faced with the issue of sources credibility in which the two concepts of navigating the knowledge and access to knowledge must be differentiated. Second, enhancing “access” and “network” through the standardization and certification of instructional resources. This does not require a typical learning time or certain interactivity levels which is found in the Learning Object Model (LOM), this model maintains that “knowledge is predefined and transferred without depending on the interaction”. Communication is also a standard which SCORM (Sharable Content Reference Model) fulfills, it manages content which is composed of fundamental units and it determines the kind of communication to take place such as sessions, messages or quizzes. The relational constructivist perspective, this view considers learning to be a process of exchange and it is based on the concept of feedback. In e-learning, exchange and feedback ought to create a systematic improvement of “interaction” which can take two different directions. The first being an enhancement as a kind of “self-service” model within which keywords like autonomy, individualized courses, tutorials and customization exist. Moreover, the learner consumes the pre-customized training services but he is also an autonomous responsible about his choices regarding the co-production of the training project; however, autonomy is regarded as an already existent characteristic in learners and no longer as a goal to be achieved through education. This may in a way or another lead to an inequality against those whose background does not supply them with such autonomy. The second direction is the enhancement of interaction through modeling instructional activities. For instance, a unit of learning is described by providing details about the method which gives an account of intervention order of components like roles, environments and activity structure properties or outcomes and an account of objectives and perquisites as well. The collective and socio-constructive perspective, here learning is a collective negotiation of meaning and the source of knowledge is the social interaction. For e-learning, this view presents a systematic use of collaboration in two directions. Collaboration is valued in an “industrial reuse” learning model; the keywords are costs, collective labor, modularization, certification, editorial board and quality. Education within this direction is computerized and the teacher must behave like a craftsman. Industrialization and liberalization are vital for the educational policy that partnerships with communication industries are a necessity. The second direction is where collaboration is reflected in “open collaborative environments”, this refers to online community portals where teachers can publish papers, cooperative learning warehouse, e-campus with resources and services in a singles point of access.

1.2. Self plagiarism

2. Self plagiarism

- **what is self plagiarism ?**

"Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (selfplagiarism)." (American Psychological Association, 2010, p.16) Self plagiarism may seem to look like a weird concept to those who have no experience with it. "Self-plagiarism is the practice of presenting one's own previously published work as though it were new." (The APA Publication Manual, 6th ed., p. 170). A major example of such an act might be someone who writes an essay that is published. Later, that same individual writes his dissertation and uses parts of the essay in their writing without indicating that the text had been previously used.

- **why we should avoid it ?**

Teachers have been comparing compositions for years trying to make sure that self plagiarism was detected, but until recently it was often difficult to discover. As a means of discouraging self plagiarism many institutions utilize programs such as plagramme.com. Teachers can upload your paper into the system to see if it is like any other paper ever entered into that program or other similar ones as well as if the information can be found on the internet or in any publications. The system will flag your paper even when it is your paper that exists in the system.

- **how to avoid it ?**

the answer to that is simple – just don't use your previous works without citing them.

To avoid self-plagiarism, you should request approval from your instructor to use portions of your prior work, and you also need to provide a proper citation within your paper. If you are citing your own writing from a paper submitted for a previous course, then you would generally cite it as an unpublished manuscript.

How to cite yourself

- If you cite or quote your previous work, treat yourself as the author and your own previous course work as an unpublished paper, as shown in the APA publication manual. For example, if Marie Briggs wanted to cite a paper she wrote at Walden in 2012, her citation might look like this:

Briggs (2012) asserted that previous literature on the psychology of tightrope walkers was faulty in that it "presumed that risk-taking behaviors align neatly with certain personality traits or disorders" (p. 4).

And in the reference list:

Briggs, M. (2012). An analysis of personality theory. Unpublished manuscript, Walden University.

- If your original work contained citations from other sources, you will need to include those same citations in the new work as well, per APA. If Marie Briggs's earlier paper had cited Presley and Johnson, for example, it would look like this:

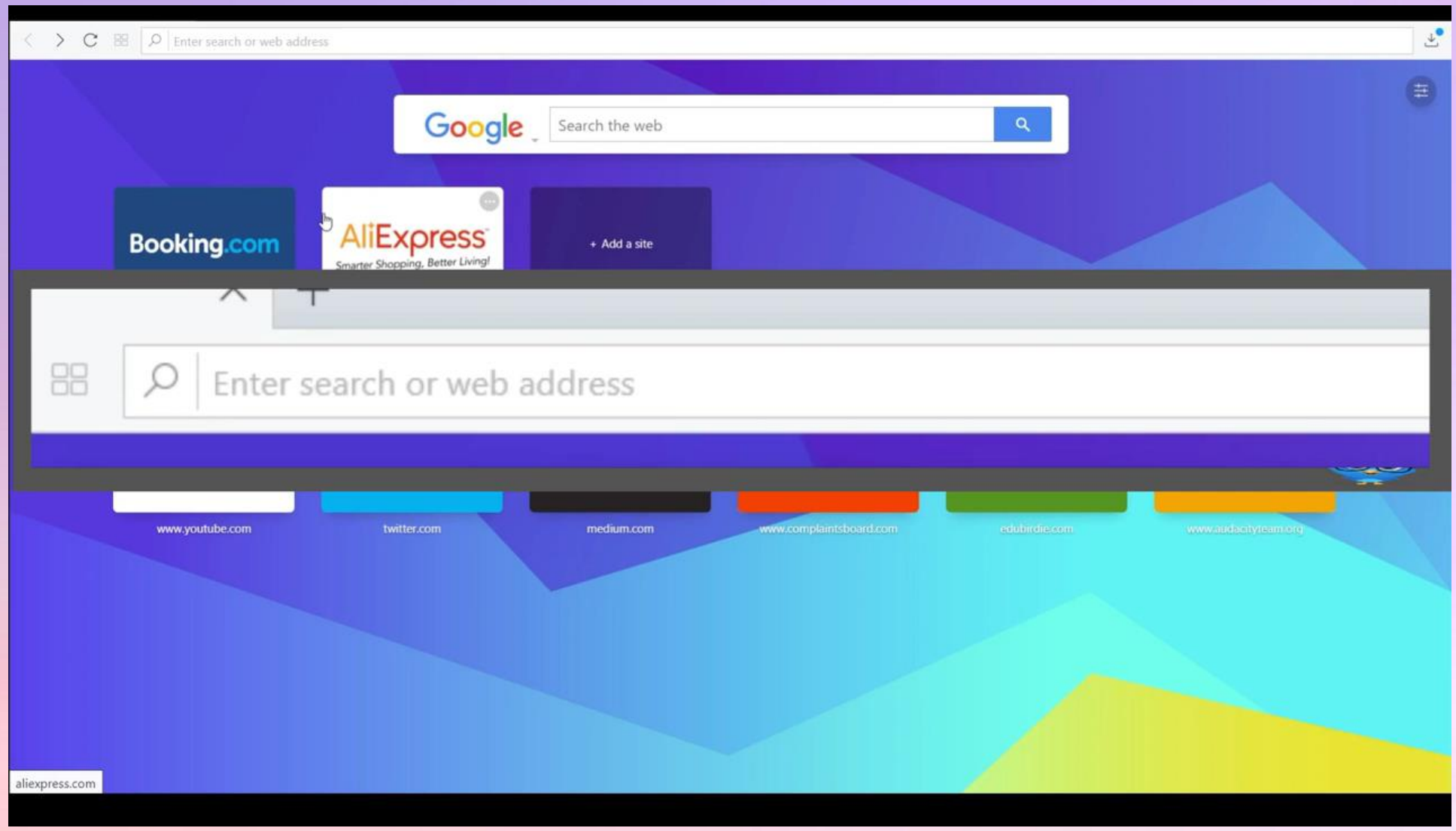
According to Briggs (2012), recent psychologists such as "Presley and Johnson (2009) too quickly attributed risk-taking to genetic factors, ignoring the social family issues that often influence the decision to explore pursuits such as tightrope walking" (p. 5)

2). Subconscious plagiarism

Plagiarism checker

Plagiarism checkers are an effective way to inspect your papers for any red flags that may suggest plagiarism. One tool you can use to help you with this is Turnitin (in addition to PlagScan and iThenticate) as an example. Plagiarism detection software gives percentages of similarity. Many universities use plagiarism software like Turnitin to check papers for plagiarism. When students and instructors use this software to check papers, a similarity percentage is given. A university will have a standard percentage rate that is acceptable to them. Students must remain at that percentage rate or lower for their papers to be satisfactory in regard to similarity.

This video is going to show you how plagiarism checker work:



TIPS

Tips

Guard yourself against plagiarism, however accidental it may be. Here are some guidelines to avoid plagiarism:

1. Understand the context:

- ✓ Do not copy–paste the text verbatim from the reference paper. Instead, restate the idea in your own words.
- ✓ Understand the idea(s) of the reference source well in order to paraphrase correctly.

2. Quote:

- ✓ Use quotes to indicate that the text has been taken from another paper. The quotes should be exactly the way they appear in the paper you take them from.

3. Identify what does and does not need to be cited:

- ✓ Any words or ideas that are not your own but taken from another paper need to be cited.
- ✓ Cite Your Own Material—If you are using content from your previous paper, you must cite yourself. Using material you have published before without citation is called self-plagiarism.
- ✓ The scientific evidence you gathered after performing your tests should not be cited.
- ✓ Facts or common knowledge need not be cited. If unsure, include a reference.

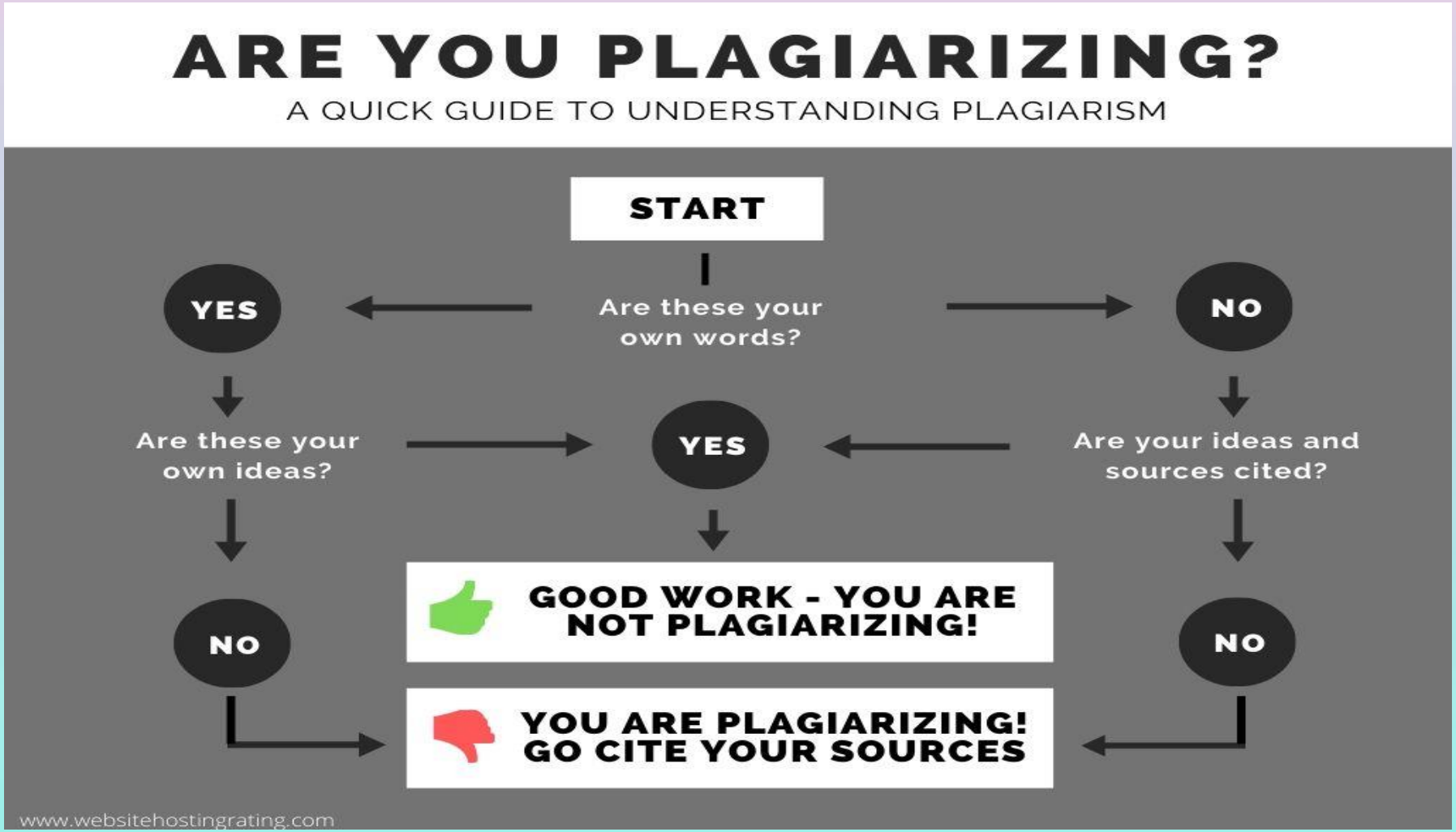
4. Manage your citations:

- ✓ Maintain records of the sources you refer to. Use citation software like EndNote or Reference Manager to manage the citations used for the paper.
- ✓ Use multiple references for the background information/literature survey. For example, rather than referencing a review, the individual papers should be referred to and cited.

5. Use plagiarism checkers:

- ✓ You can use various plagiarism detection tools such as iThenticate or eTBLAST to see how much of your paper is plagiarized.

6.



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