

PLAGIARISM

Know the difference!

It can cost you your College Education.

EXPULSED

Created By:

VOID

Mrs. Armas

Re-do or ZERO Credit

Plagiarism Defined:

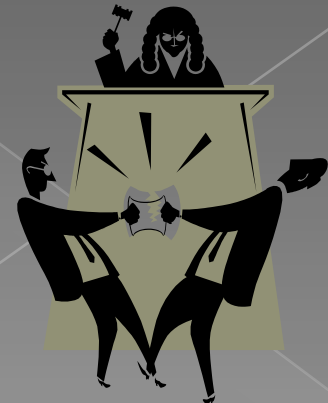
- ◉ **Definition:** “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other material without recognizing its source.”
- ◉ **Plagiarism** is defined in dictionaries as "the wrongful appropriation, close imitation, or publication, of another author's language, thoughts, ideas, or expressions, and the representation of them as one's own original work”
- ◉ This definition applies to texts published in print or online, and to the work of other student writers.
- ◉ In short, people are asked to use the guideline:
“...if **you did not write it yourself, you must give credit.**”
- ◉ **Plagiarism IS theft or stealing !**



Academic Consequences:



- A charge of plagiarism can have severe consequences, including expulsion from a university or loss of a job, not to mention a writer's loss of credibility and professional standing.
- Within academia, plagiarism by students, professors, or researchers is considered academic dishonesty or academic fraud, and offenders are subject to academic censure, up to and including expulsion.
- The increased availability of intellectual property due to a rise in technology has furthered the debate as to whether copyright offences are criminal.

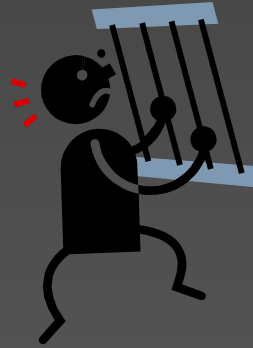


Academic Consequences - CONTINUED...

- ◉ In the academic world, plagiarism by students is a **very serious offense** that can result in punishments such as:
 - **Failing grade** on the particular assignment (HS)
 - **Failing grade** for the course (College level)
- ◉ For cases of **repeated** plagiarism, or for cases in which a student commits severe plagiarism (Ex: submitting a copied piece of writing as original), a student may be suspended or expelled.
- ◉ In many universities, academic **degrees** or awards may be **revoked** as a penalty for plagiarism.



St. Lucie County Schools:



◉ Academic Dishonesty Policy –

“Deliberate unauthorized use of the work of another person for academic purposes, or inappropriate use of notes, or other material in the completion of an academic assignment or test.” (SLCSB, Code of Student Conduct, 2010)

◉ **SLCSB** – Level 1 Referral / “ZERO” Credit

- ◉ Penalties exist to reassure honest students that their efforts are respected and valued, so much so that those who would escape the work by fakery will be punished substantially.

(SLCSB, Code of Student Conduct, 2010)

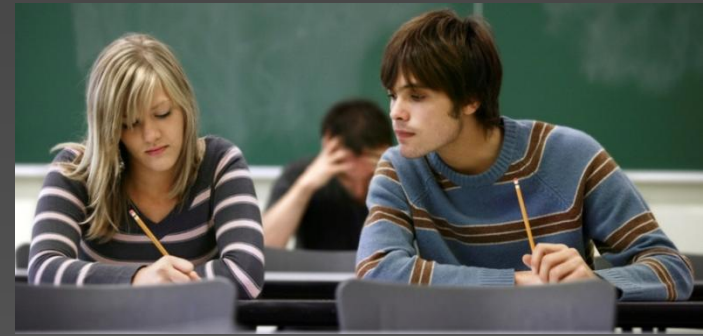
Academic Dishonesty:



Academic dishonesty is any type of cheating that occurs in relation to a formal academic assignment. It can include:

- ◉ **Plagiarism**: The adoption or reproduction of original creations of another author (person, collective, organization, community, or anonymous authors) without due acknowledgment.
- ◉ **Fabrication**: Falsification of data, info, or citations in an assignment.
- ◉ **Deception**: Providing false information to a professor about an assignment —Ex) giving a false excuse for missing a deadline or claiming to have submitted work.
- ◉ **Cheating**: To give/obtain help in an assignment without approval.
- ◉ **Bribery**: or paid services; giving certain test answers for money.
- ◉ **Sabotage**: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the work of others.

Why do students Plagiarize ?



- Students may fear failure or fear taking risks in their own work.
- Students may have poor time-management skills or they may plan poorly for the time and effort required for research-based writing, and believe they have no choice but to plagiarize.
- Students may view the course, the assignment, the conventions of academic documentation, or the consequences of cheating as unimportant.

Why students Plagiarize - Continued...

- ◉ Students may feel pressured to complete papers well and quickly, and with the accessibility of new technology (*Internet*) students can plagiarize by copying and pasting information from other sources.
- ◉ It is often **easily detected** by teachers because:
 - **First**, students' choices of sources are frequently unoriginal; instructors may receive the same passage copied from a popular source from several students.
 - **Second**, it is often easy to tell whether a student used his or her own "voice."
 - **Third**, students may choose sources which are inappropriate, inaccurate, or off-topic.
 - **Fourth**, teachers/professors may require to submit work to an online plagiarism detector.



Copy & Paste

◉ Student's Work:

YORK

Because he spent most of his life as an enslaved man, York was never permitted to tell his own story. Taken together, however, the Expedition journals, William Clark's letters, and other accounts provide a sketch of the man and his importance to the Corps. As the property of William Clark, the choice of joining the Corps was not York's to make. His feelings about leaving his wife behind to begin a journey across a continent were never recorded. His contributions, however, were considerable.

During the 28-month journey, York served the expedition in many ways. Like most members of the Corps, he hunted for game. Although an ordinary and necessary task, York's hunting is noteworthy because, at the time, slaves were not generally permitted to carry firearms. He also served as a scout, joining Clark and others to reconnoiter the trail. York assisted in cooking, carrying supplies during portages, and constructing Forts Mandan and Clatsop. All the while he served the needs of his master, William Clark.

Several of the tribes the Expedition met had never seen a black man. On occasion, Lewis and Clark used this to their advantage. When Lewis hoped to barter for some much needed horses, he stalled the departure of a band

National Park Service
U.S. Department of the Interior

◉ Source:

Lewis & Clark National Historic Trail
York



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Partial Plagiarism is still Plagiarism!

Missouri Compromise

From Wikipedia, the free encyclopedia



This article **needs additional citations for verification**.

Please help improve this article by adding reliable references. Unsourced material may be challenged and removed. (

The **Missouri Compromise** was an agreement passed in 1820 between the [pro-slavery](#) and [anti-slavery](#) factions in the [United States Congress](#), involving primarily the regulation of slavery in the [western territories](#). It prohibited slavery in the former [Louisiana Territory](#) north of the [parallel 36°30' north](#) except within the boundaries of the proposed state of [Missouri](#). Prior to the agreement, the [House of Representatives](#) had refused to accept this compromise and a conference committee was appointed.

A bill to enable the people of the [Missouri Territory](#) to draft a constitution and form a government preliminary to admission into the Union came before the [House of Representatives](#) in [Committee of the Whole](#), on [February 13, 1819](#). An amendment offered by [James Tallmadge](#) of [New York](#) (which was named the **Tallmadge Amendment**), which provided that the further introduction of slaves into Missouri should be forbidden, and that all children of slave parents born in the state after its admission should be free at the age of 25, was adopted by the committee and incorporated in the bill as finally passed on [February 17, 1819](#) by the house. The [United States Senate](#) refused to concur in the amendment, and the whole measure was lost.

During the following session (1819-1820), the House passed a similar bill with an amendment, introduced on January 26, 1820 by [John W. Taylor](#) of [New York](#), allowing Missouri into the union as a slave state. The question had been complicated by the admission in December of [Alabama](#), a [slave state](#), making the number of slave and free states equal. In addition, there was a bill in passage through the House (January 3, 1820) to admit [Maine](#) as a [free state](#).

The Senate decided to connect the two measures. It passed a bill for the admission of Maine with an amendment enabling the people of Missouri to form a state constitution. Before the bill was returned to the House, a second amendment was adopted on the motion of [Jesse B. Thomas](#) of [Illinois](#), excluding slavery from the [Missouri Territory](#) north of the [parallel 36°30' north](#) (the southern boundary of Missouri), except within the limits of the proposed state of Missouri.

**Dishonorable
Do Not Trust
Bad Reputation**

Missouri Compromise 1820

1800's slavery was very profitable because of the use of the cotton gin. Since the price of cotton went up so did the demand for slaves. Slavery took over the South of the United States. The North depended on manufacturing goods. So the United States split in half. Over time Alabama became a slave state and the number of free states equal to the number of slave states.

was made
A bill to enable the people in the Missouri Territory to draft a constitution and form a government on February 17, 1819. An amendment offered by James Tallmadge provided that further introduction of slaves should be forbidden in Missouri. It also said that all children of slave parents born in the Missouri Territory should be free at the age of 25. This was adopted by the committee and the bill was passed on February 17, 1819, but the United States Senate didn't agree with this so the whole thing was lost. *wikipedia*

Then, in 1820, there was a bill that gave admission to Maine to become a state. Since Maine became a free state the Senate decided to make the boundaries of Missouri a slave state. Jesse B. Thomas wanted to exclude slavery from the Missouri Territory north of the Parallel 36°30' north. It didn't exclude slavery from the limits of the proposed state of Missouri. This kept the balance of power in the Senate between the slave states and free states equal.

- Some of this...
- Some of that...
- NONE** of it is yours!

Indian Removal Act of 1830

INTRODUCTION

On May 26, 1830, the Indian Removal Act of 1830 was passed by the Twenty-First Congress of the United States of America. After four months of strong debate, Andrew Jackson signed the bill into law. Land greed was a big reason for the federal government's position on Indian removal. This desire for Indian lands was also abetted by the Indian hating mentality that was peculiar to some American frontiersmen.

This period of forcible removal first started with the Cherokee Indians in the state of Georgia. In 1802, the Georgia legislature signed a compact giving the federal government all of her claims to western lands in exchange for the government's pledge to extinguish all Indian titles to land within the state. But by the mid-1820's Georgians began to doubt that the government would withhold its part of the bargain. The Cherokee Indian tribes had a substantial part of land in Georgia that they had had for many generations though. They were worried about losing their land so they forced the issue by adopting a written constitution. This document proclaimed that the Cherokee nation had complete jurisdiction over its own territory.

But by now Indian removal had become entwined with the state of Georgia's rights and the Cherokee tribes had to make their claims in court. When the Cherokee nation sought aid from newly elected president Andrew Jackson, he informed them that he would not interfere with the lawful prerogatives of the state of Georgia. Jackson saw the solution of the problem with the removal of the Cherokee tribes to lands west. This would keep contact between Indians and colonists rare. He suggested that laws be past so that the Indians would have to move west of the Mississippi river.

Similar incidents happened between the other "civilized" tribes and white men. The Seminole tribe had land disputes with the state of Florida. The Creek Indians fought many battles against the federal army so they could keep their land in the states of Alabama and Georgia. The Chickasaw and Choctaw had disputes with the state of Mississippi. To ensure peace the government forced these five tribes called the Five Civilized Tribes to move out of their lands that they had lived on for generations and to move to land given to them in parts of Oklahoma. Andrew Jackson was quoted as saying that this was a way of protecting them and allowing them time to adjust to the white culture. This land in Oklahoma was thinly settled and was thought to have little value. Within 10 years of the Indian Removal Act, more than 70,000 Indians had moved across the Mississippi. Many Indians died on this journey.

"The Trails of Tears"

The term "Trails of Tears" was given to the period of ten years in which over 70,000 Indians had to give up their homes and move to certain areas assigned to tribes in Oklahoma. The tribes were given a right to all of Oklahoma except the Panhandle. The government promised this land to them "as

Revising is still Plagiarism:

- Student's work follows source's organization
- Minor differences in a few words

It all started out in 1802, when forced movement of the Cherokee tribe was beginning in Georgia. The Georgia legislature signed a compact saying it would give all of its western lands to the government, if in return, all Indian land titles were extinguished. But it so happened that in the mid 1820's, the inhabitants of Georgia began to doubt the government would withhold up there part of the bargain, due to the substantial amount of land that the Cherokee nation owned in Georgia, for many generations. In addition, there was a previous document (the Cherokees adopted constitution), proclaiming that their land was theirs and theirs only. But by the time the governments faults were recognized, Indian Removal had become entwined in Georgia's state Rights. When the Cherokees sought for aid by the newest president, Andrew Jackson, he said he would not interfere with the lawful prerogatives (rights) of Georgia. Though President Jackson did find a solution to this issue. He decided to pass the laws so that the Indians would have to move west of the Mississippi River, so that contact between Indians and colonists would be rare.

Similar situations happened with four other Indian tribes and white men. The Seminoles had issues with Florida, and the Creek had battles with an the federal army for Alabama and Georgia. But the Chickasaw and the Choctaw had disputes over Mississippi. So finally, the President had to do something to make peace with these 5 tribes. So, the government forced these "Five


Civilized Tribes" (as they were called), to move out of there coveted lands that they had lived in for generations, and to move to new land given to them by the government in parts of Oklahoma. This journey is also known as the Trail of Tears.

The Trail of Tears is a very famous journey. It was over a period of 10 years that the five tribes had to move west of the Mississippi River. The amount of Indians moved was over 70,000. They had rights to every part of Oklahoma except the panhandle. The "Trail" were the trails taken by the tribes to get to their new homes. Many Indians died because of famine, disease, and their extremely harsh living conditions. They walked for the majority of the day, and got little rest. All of this unnecessary suffering was because of racial battles, and gold sightings on Indian land. The tribes gave up their land to the white men. This was good in a way. The treaties signed by Indians and Americans stated that this cannot happen again, and that no government other than their own can take away, or give land. All 19,525,966 acres were divided among the tribes. After the Trail of Tears was over, the conversion of Christianity was affected. The Seminoles and Creeks inverted some of their customs into Christianity.

Even a small detail... Voids it all!

Student's Work Above

Website Source Below



Benjamin Banneker was born into a family of free blacks in Maryland; Banneker learned the basics of reading, writing, and arithmetic from his grandmother and a Quaker schoolmaster. Banneker taught himself advanced mathematics and astronomy. He is most known for publishing an almanac based on his astronomical calculations.

Black History Month: African - American Inventors Page

EBulletin

Black History Month: African - American Inventors

Printable View

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Black History Month: African - American Inventors

African American Inventors - Their history

Benjamin Banneker
(1731-1806) Born into a family of free blacks in Maryland, Banneker learned the rudiments of reading, writing, and arithmetic from his grandmother and a Quaker schoolmaster. Later he taught himself advanced mathematics and astronomy. He is best known for publishing an almanac based on his astronomical calculations.

More Examples:

- Their words
- Their ideas
- You've Stolen it
- Not your own work!

On May 26, 1830, the Indian Removal Act of 1830 was passed by the Twenty-First Congress of the United States of America. Land was a big reason for the federal government's position on Indian removal. Forced removal first started with the Cherokee Indians in the state of Georgia. In 1802, the Georgia legislature signed a treaty giving the federal government all of her claims to western lands in exchange for the government's pledge to leave all Indian titles to land within the state. But by the middle of the 1820's Georgians began to believe that the government would not do their part of the deal. The Cherokee Indian tribes had a part of land in Georgia that they had had for many generations. They were worried about losing their land so they approached the issue by adopting a written constitution.

The paper said the the Cherokee nation had complete control over their land. By now the Indian removal had become laced with Georgia's rights, and the Cherokee tribes had to make their claims in court. When the Cherokee nation asked president Andrew Jackson for help, he said that he would not interfere with the law of Georgia. Jackson's saw the solution of the problem with the removal of the Cherokee tribes to lands west. It keep contact between Indians and colonists rare. He also suggested that laws be past the the Indians would move west of the Mississippi river.

"The Trails of Tears"
The "trails of tears" is the period of ten years in which over 70,000 Indians had to give up their homes, and move to certain areas assigned to tribes in Oklahoma. The government promised this land "as long as grass shall grow and rivers shall run". Sadly the land that they were given only lasted till 1906 and then they were forced to move to other reservations. The trails of tears were several trails that the five civilized tribes traveled on their way to their new lands.

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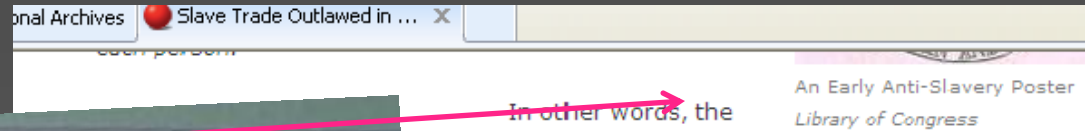
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Stolen-Word for Word



Do you have your OWN thoughts?



The government could not ban the importation of slaves for 20 years after the adoption of the Constitution. And as the designated year 1808 approached, those opposed to slavery began making plans for legislation that would outlaw the slave trade.

A senator from Vermont first introduced a bill to ban the importation of slaves in late 1805, and President Thomas Jefferson recommended the same course of action in his annual address to Congress a year later, in December 1806. The law was finally passed by both houses of Congress on March 2, 1807, and Jefferson signed it into law on March 3, 1807. However, given the restriction imposed by Article I, Section 9 of the Constitution, the law would only become effective on January 1, 1808.

The 1807 law ending the importation of slaves did nothing to stop the buying and selling of slaves within the United States. And, of course, the controversy over slavery would continue for decades, and would not be finally resolved until the end of the Civil War and the passage of the 13th Amendment to the Constitution.

In other words, the government could not ban the importation of slaves for 20 years after the adoption of the Constitution. And as the designated year 1808 approached, those opposed to slavery began making plans for legislation that would outlaw the trans-Atlantic slave trade.

A senator from Vermont first introduced a bill to ban the importation of slaves in late 1805, and President Thomas Jefferson recommended the same course of action in his annual address to Congress a year later, in December 1806.

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In subsequent years the law would have to be enforced, and at times the US Navy dispatched vessels to seize suspected slave ships. An African Squadron patrolled the west coast of Africa, interdicting ships suspected of carrying slaves.

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● Stop stealing others' work!!



Helpful Resources



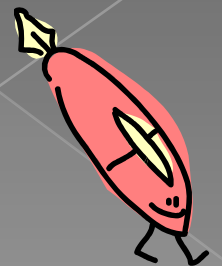
Best Practices for Research & Drafting, Reading & Note-Taking

- ◉ In your notes, always mark someone else's words with a big **Q**, for quote, or use big quotation marks
- ◉ Indicate in your notes which ideas are taken from sources with a big **S**, and which are your own insights (**ME**)
- ◉ When information comes from sources, record relevant documentation in your notes (book & article titles; URLs on Web)



Writing Paraphrases or Summaries:

- Use a statement that **credits** the source somewhere in the paraphrase or summary (Ex: According to Mrs. Armas, ...)
- If you're having trouble summarizing, try writing your paraphrase or summary of a text without looking at the original, relying only on your memory and notes
- Check your paraphrase against the original text; correct any errors in content accuracy & be sure to use **quotation marks** show exact phrases from original text
- Check your paraphrase for **sentence & paragraph structure**, as copying those is also plagiarism.
- Put **quotation marks** around any unique words or phrases that you cannot or do not want to change -
 - **Ex:** "savage inequalities" exist throughout our educational system (Armas)



Writing Direct Quotations:



- Keep the source author's name in the same sentence as the quote
- Mark the quote with quotation marks, or set it off from your text in its own block, per the style guide your paper follows
- Quote no more material than is necessary; if a short phrase from a source will suffice, don't quote an entire paragraph
- To shorten quotes by removing extra information, use ellipsis points (...) to indicate omitted text, keeping in mind that:
 - Three ellipsis points indicates an in-sentence ellipsis, and four points for an ellipsis between two sentences
- To give context to a quote or otherwise add wording to it, place added words in brackets, [] ; be careful not to editorialize or make any additions that skew the original meaning of the quote—do that in your main text, e.g.,
 - OK:** Mrs. Armas claims there are "savage inequalities" in our educational system, which is obvious.
 - WRONG:** Mrs. Armas claims there are "[obvious] savage inequalities" in our educational system.
- Use quotes that will have the most rhetorical, argumentative impact in your paper; too many direct quotes from sources may weaken your credibility, as though you have nothing to say yourself, and will interfere with your style!

Proofreading & Finalizing Paper:



- Proofread and cross-check with your notes and sources to make sure that anything coming from an outside source is acknowledged in some combination of the following ways:
 - > In-text citation, otherwise known as parenthetical citation
 - > Footnotes or endnotes
 - > Bibliography, References, or Works Cited pages
 - > Quotation marks around short quotes; longer quotes set off by themselves, as stated in a research and citation style guide
 - > Indirect quotations: citing a source that cites another source
- If you have any questions about citation, ask your teacher **well in advance** of your paper's due date, so if you have to make any changes to your citations, you have the time to do them correctly.

<http://owl.english.purdue.edu/owl/resource/589/03/>



Let's Practice!



Read over each of the following passages and respond (as a class) as to whether or not it uses citations accurately.
* If it doesn't, what would you do to improve the passage so it's properly cited?

- 1. Last summer, my family and I traveled to Chicago, which was quite different from the rural area I grew up in. We saw the dinosaur Sue at the Field Museum, and ate pizza at Gino's East.
- 2. Americans want to create a more perfect union; they also want to establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty for everybody.
- 3. I find it ridiculous that 57% of high school students think their teachers assign too much homework.

Educating Students About Plagiarism:

- "**Plagiarism** is using another person's words or ideas without giving credit to the other person. When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note. Not giving due credit to the creator of an idea or writing is very much like lying."
-- (www.purdue.edu)
- In addition to a definition, **know the difference** between appropriate, referenced use of ideas or quotations and inappropriate use.
Example of a permissible paraphrase (with its citation)
Impermissible paraphrase (some paraphrasing & some copying)
- **Quoting** a passage and using quotation marks and a citation as opposed to quoting a passage with neither (in other words, merely copying without attribution). *"But I put it in my own words, so I didn't think I had to cite it"*
- **Wholesale copying** is obviously intentional, but a paper with occasional copy and paste sentences or poorly paraphrased material might be the result of ignorance.
- Students need to know about paraphrasing, summarizing, quoting, citing, and indicating clearly the difference between their own ideas and ideas or words from a source.

You need to know WHY plagiarism is wrong:

- Plagiarism is a combination of stealing (another's words) and lying (claiming implicitly that the words are the student's own).
- Many statements on plagiarism also remind students that such cheating shows contempt for the professor, other students, & the entire academia.
- Plagiarizers by their actions declare that they're not at the university to gain an education, but only to pretend to do so, and therefore, that they intend to gain by fraud the credentials (the degree) of an educated person.
- Perhaps, have you thought about who is really being cheated when someone plagiarizes?
- Copying papers or even parts of papers short circuits a number of learning experiences and opportunities for the development of skills:
actually doing the work of the research paper rather than counterfeiting it gives students not only knowledge of the subject and insights into the world of information and controversy, but improves research skills, thinking and analyzing, organizing, writing, planning and time management, and even meticulousness (those picky citation styles actually help improve one's attention to detail). **All this is missed** when the paper is faked, and it is these missed skills which will be of high value in the working world.
- A **degree** will help students get a first job, but performance--using the skills developed by doing just such assignments as research papers--will be required for promotion.

Benefits of Citing Sources:

- Students don't seem to realize that whenever they cite a source, they are **strengthening their writing**.
- Citing a source, whether paraphrased or quoted, reveals that you've done **research work** & **synthesized the findings** into own thoughts.
- Using sources shows that the student is engaged in "the great conversation," the world of ideas, and that the student is aware of other thinkers' positions on the topic.
- By quoting & citing, writers who support student's position, the student **adds strength** to the position. By responding to those who oppose the position, the student shows that there are **valid counter arguments**.
- In a nutshell, citing helps make the **essay stronger & sounder** & will probably result in a **better grade**.
- Appropriate quoting & citing also evidences the student's **respect** for owners' ideas & arguments--honoring their intellectual property
- Most college graduates will be knowledge workers themselves, earning at least part of their living creating information products. They therefore have an interest in maintaining a **respect** for intellectual property and the proper attribution of ideas & words.

Plagiarism Video Resources:

- ◉ [Research-Roman Colosseum](#)
- ◉ [BrainPOP | Plagiarism | FYI](#)
- ◉ [BrainPOP | Paraphrasing](#)
- ◉ [BrainPOP | Research](#)
- ◉ [BrainPOP | Internet Search](#)
- ◉ [BrainPOP | Copyright](#)
- ◉ [BrainPOP | Citing Sources](#)



More Plagiarism Resources:

- ◉ Examples of Plagiarism
- ◉ Plagiarism Web Quest
- ◉ Copyright and Fair Use

- Learning Videos:

http://college.cengage.com/english/plagiarism_prevention.html





Bibliography / Resources:



- ◉ <http://owl.english.purdue.edu/owl/resource/589/03/>
- ◉ <http://www.cln.org/themes/plagiarism.html>
- ◉ http://college.cengage.com/english/plagiarism_prevention.html
- ◉ http://www.ncusd203.org/central/html/where/plagiarism_stoppe rs.html#DETECT
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