It is perhaps never the case that a writer composes "original" material, free of any influence. It might be more accurate to think of creativity, of fresh combinations made from existing sources, or fresh implications for existing materials. An important requirement of most academic writing is acknowledging one's sources. We all work from sources, even when we are being creative. American academic culture demands that writers who use the exact words of a source supply quotation marks at the beginning and end of the quotation, so that the reader can know where the voice of the source begins and ends. In addition, the writer must use footnotes, parenthetical notes, or endnotes to cite the source, so that the reader can consult that source if he or she chooses. Writers must also acknowledge the sources not only of words but also of ideas, insofar as is possible, even when they are not quoting word for word. Moreover, in final-draft writing, academic writers may not paraphrase a source by using its phrases and sentences, with a few changes in grammar or word choice—even when the source is cited. Plagiarism is the representation of a source's words or ideas as one's own. Plagiarism occurs when a writer fails to supply quotation marks for exact quotations; fails to cite the sources of his or her ideas; or adopts the phrasing of his or her sources, with changes in grammar or word choice. Plagiarism takes three different forms—cheating, non-attribution of sources, and patchwriting:

1. **Cheating:** Borrowing, purchasing, or otherwise obtaining work composed by someone else and submitting it under one's own name. The minimum penalty is an "F" in the course; the maximum penalty, suspension from the university.

2. **Non-attribution:** Writing one's own paper but including passages [or words] copied exactly from the work of another (regardless of whether that work is published or unpublished or whether it comes from a printed or electronic source) without providing (a) footnotes, endnotes, or parenthetical notes that cite the source and (b) quotation marks or block indentation to indicate precisely what has been copied from the source. Because non-attribution is sometimes the result of a student's inexperience with conventions of academic writing, instruction in source attribution and subsequent revision of the paper may be the instructor's most appropriate response. Non-attribution can alternatively be the result of a student's intent to deceive, in which case the minimum penalty is an "F" in the course and the maximum penalty, suspension from the university.

3. **Patchwriting:** Writing passages [or words] that are not copied exactly but that have nevertheless been borrowed from another source, with some changes—a practice which *The Bedford Handbook for Writers* calls "paraphrasing the source's language too closely" (477). This "patchwriting" is plagiarism regardless of whether one supplies footnotes, endnotes, or parenthetical notes that acknowledge the source. However, patchwriting is not always a form of academic dishonesty; it is not always committed by immoral writers. Often it is a form of writing that learners employ when they are unfamiliar with the words and ideas about which they are writing. In this situation, patchwriting can actually help the learner begin to understand the unfamiliar material. Yet it is a transitional writing form; it is never acceptable for final-draft academic writing, for it demonstrates that the writer does not fully understand the source from

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1 I have made several changes to the original text in order to correct for minor errors and to make it fit my purposes. Treat the text as if it were from the original journal article.
which he or she is patchwriting. Because patchwriting can result from a student's inexperience with conventions of academic writing, instruction in quotation and source attribution and a request for subsequent revision of the paper may be an appropriate response for the instructor. But because patchwriting often results from a student's unfamiliarity with the words and ideas of a source text, instruction in the material discussed in the source and a request for subsequent revision of the paper is even more frequently the appropriate response. Patchwriting can also be the result of a student's intent to deceive, in which case the minimum penalty is an "F" in the course and the maximum penalty, suspension from the university.

Additional advice for students:

Both citation (footnotes, parenthetical notes, or endnotes) and quotation marks are required whenever you copy exact words and phrases from a source. When you paraphrase or summarize but do not copy exactly, citation is still required. When in doubt, cite; over-citation is an error, but under-citation is plagiarism. Your citations should follow a recognized style sheet; you should not make up your own system. If your instructor does not specify a style sheet, you may want to adopt the MLA style, which is described in The Bedford Handbook for Writers, or the APA system. The sources you should cite include not only printed materials but also electronic sources. Most style sheets are currently publishing new editions that provide advice for citing sources obtained by computer-materials from the Internet or CD Rom disks, for example. The sources you should cite also include contributions that others may make to your drafts in progress-friends, family, classmates, and tutors who gave you ideas for your essay or who made suggestions for its improvement. Writers customarily provide a single discursive footnote to acknowledge such contributions. Often the footnote appears at the end of the title or the first paragraph of the essay. Usually one to three sentences, naming the contributors to the paper and sketching the nature and extent of their contributions, suffice….

********End of Rebecca Moore Howard’s document********

Assignment:
In a brief essay, use the concepts from Howard’s discussion above to explain whether the three examples below DO or DO NOT contain plagiarism.

1. Begin your essay with a short introduction that explains the three kinds of plagiarism that Howard discusses.

2. Then provide a paragraph for each of your responses to each of the three examples. Note that some of the students’ example paragraphs may contain a mixture of the forms of plagiarism Howard discusses.

3. Further, in your body paragraphs you should also explain what consequences, if any, the student’s passage or paragraph merits. In other words, what should a professor who encounters the paragraph do for/to the student? You can also use my policy on the syllabus to show what consequences the student would incur in my class.

Be sure to cite specific ideas from Howard (and from my syllabus) where necessary. Avoid non-attribution and patchwriting in your own response by quoting and citing the two sources as carefully as possible. If you want to and know how, consider including your own Works Cited or References page.
Use the following citations in your essay response.

Citation for Howard’s article:

MLA:

APA:

Citation for my syllabus:

MLA:

APA:
Martinez, C. (20__). *Expository Writing Fall 20__*. Retrieved from Framingham State University Course Blackboard Website.

********Update the syllabus name, dates, and date of access accordingly. Change all blanks.*******

Citation for the following examples:

MLA:

APA:
Example 1:
Original Text:
Adult criminals and youth involved in illegal activities have reported that guns are not difficult to obtain. Illegal or unregulated transactions are the primary sources of guns used in violent acts; stealing, borrowing from friends or acquaintances, and illegal purchasing of guns are the most common. Less than 1 in 5 guns used for illegal activities were purchased from licensed dealers.


Student Paragraph:
According to Page and Hammermeister, adults and youth involved in criminal activity have reported that guns are easy to obtain. Illegal transactions are the main source of guns used in violence. Stealing, borrowing from friends, and illegal purchasing are the most common. Less than 1 in 5 guns used for illegal activities were bought from licensed dealers.

Note: No bibliography.

Example 2:
Original Text:
It is not difficult to see tomorrow's sophisticated computers rapidly processing complex data from animals and transmitting it in a useful form to humans via an earpiece, handheld device, or spectacle-lens display. Similarly, computers are likely to be able to translate messages from humans into stimuli that suit the cognitive style of the intended animal recipient.


Student Paragraph:
In the future, will humans communicate with animals? Lloyd and Clayton theorize that the super computers of tomorrow will be able to transmit comprehensible information from animals to humans through small devices such as ear pieces. According to their theory, not only will animals talk to us, but we will talk back by using computers to translate our speech into "stimuli that suit the cognitive style of the intended animal recipient" (42).


Example 3:
The phenomenon of extremely violent video games is a dubious leap forward in the ability to mainline violence into the minds and lives of young people. Players of violent video games are not simply passive viewers of realistically depicted violence. They instead become the glorified, gun-in-hand, on-screen perpetrators of murder and other criminal acts.

Student Paragraph:
Worthy claims that players of violent video games are not simply passive viewers of realistically depicted violence. They instead become the glorified, gun-in-hand, on-screen perpetrators of murder and other criminal acts.


Feel free to use the following space for notes.