



Plagiarism

A Guide for Delta Module Three

This document is intended as a revision guide or summary aid on plagiarism for Delta Module Three tutors and candidates. **It is recommended that centres and tutors provide candidates with initial instruction on correct citation methods and how to avoid plagiarism before this summary is used.**

The Cambridge University website definition of plagiarism is as follows:

Plagiarism is defined as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.

University-wide statement on plagiarism (2011), retrieved 24.10.2014 from:

<http://www.admin.cam.ac.uk/univ/plagiarism/students/statement.html>

This means that whether or not a candidate intends to cheat, the following will be regarded as plagiarism:

- **copying part or all of another student's essay**
- **copying language or ideas from a published or unpublished source without proper reference**
- **using other people's work to structure your own work, create an argument or present data without proper reference.**

Plagiarism may take different forms, some of which are not direct copying. This document, therefore, contains 8 examples of the most common forms of plagiarism and poor scholarship occurring on Delta Module Three.

Candidates are expected to know that all are **unacceptable**. Please take 10 minutes to familiarise yourself with the content.

Plagiarism

A Guide for Delta Module Three

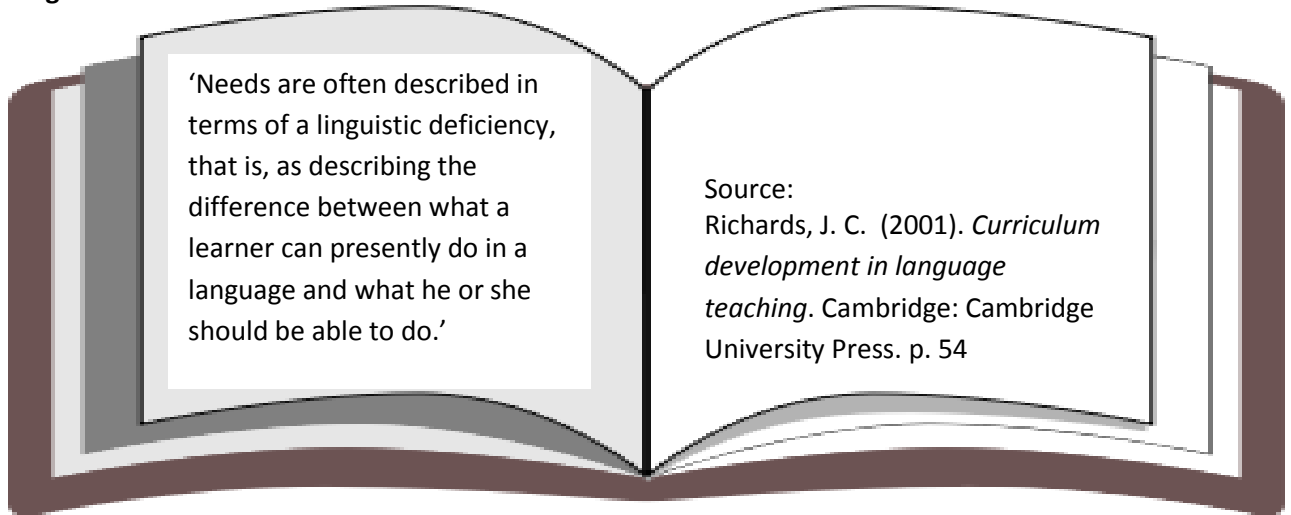
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Section 1 - Plagiarism

Example 1 – Verbatim – Copy/paste from published material

Original Text



Candidate Text

Before considering what form the NA needs to take, it would be useful to consider *which* needs should be measured and to ensure this decision is underpinned soundly. Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do.


However, it is clear that linguistic level is not the only parameter which may be of relevance to the course design.

Exact words used – no citation
=
Plagiarism

Every time you use someone's words – use citation conventions!

Example 2 – Verbatim – Copy/paste from other candidates

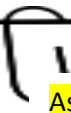
Candidate A



As Long (2005) explains, '[t]riangulation of methods can involve use of different data-collection procedures' (p.29), which he goes on to enumerate (e.g. logs, interviews etc.). I have therefore interviewed my learners while sending questionnaires to their employers.

Bibliography
Long, M. H. (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press.

Candidate B



As Long (2005) explains, 'triangulation of methods can involve use of different data-collection procedures' (p.29), which he goes on to list (e.g. logs, interviews etc.). My learners were therefore interviewed while questionnaires were sent to their employers. Additionally, I interviewed their previous teacher.

Candidate B has:

- ✓ used the same quote as Candidate A
- ✗ introduced the quote in exactly the same words
- ✗ used the same example.

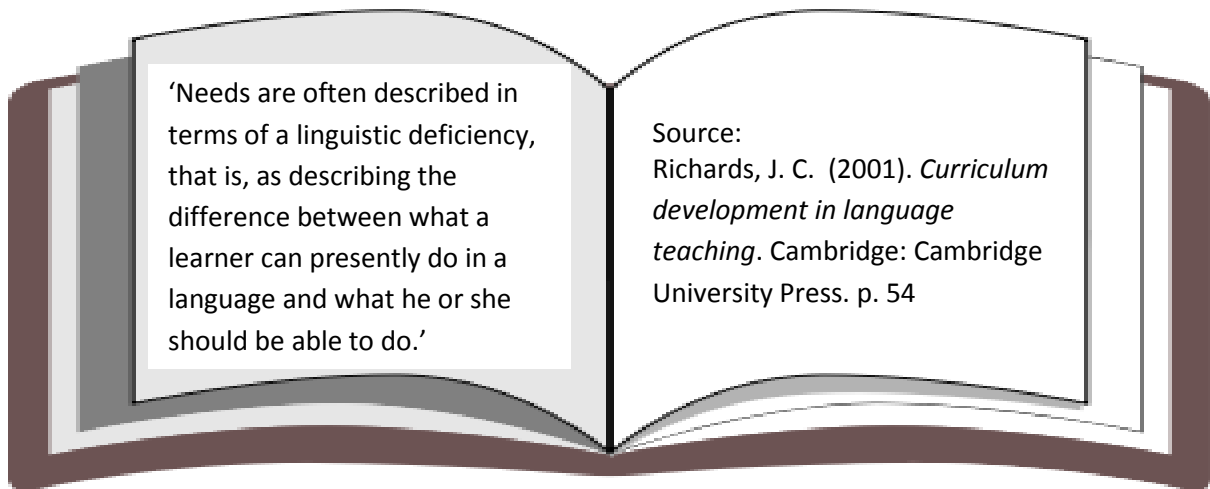
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Plagiarism

Do **not** use parts of other assignments in your work.

Example 3 – Poor paraphrasing

Original Text



Candidate Text

Needs are often shown in terms of a language deficiency, that is to say, as showing the gap between what a student can currently do in a language and what they ought to be able to do.

The idea comes from Richards (2001) with no mention that it is his work.

=

Plagiarism

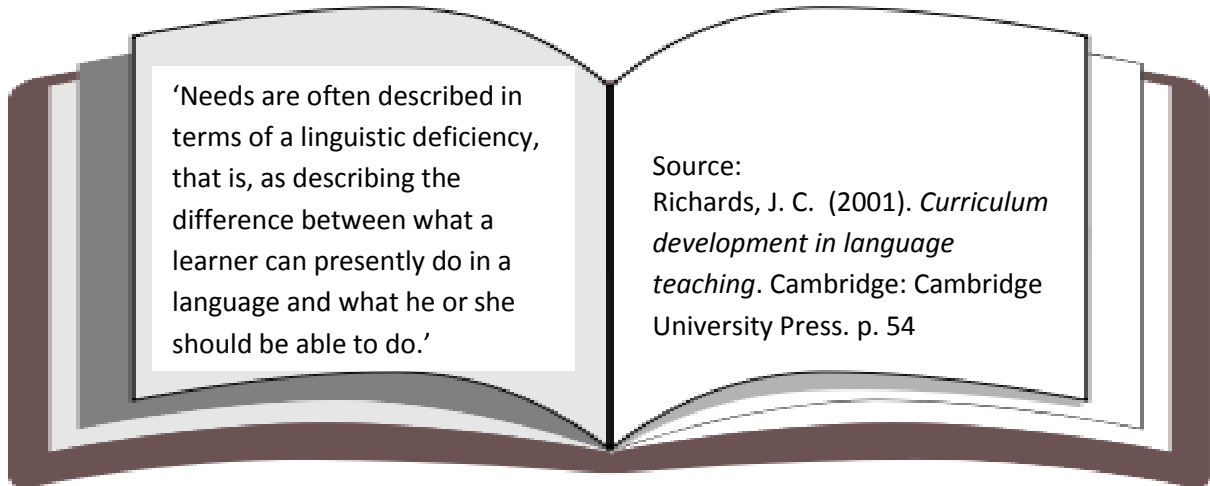
Additionally, only a few words have been changed – this is poor paraphrasing.

Every time you use someone's ideas – provide a citation.

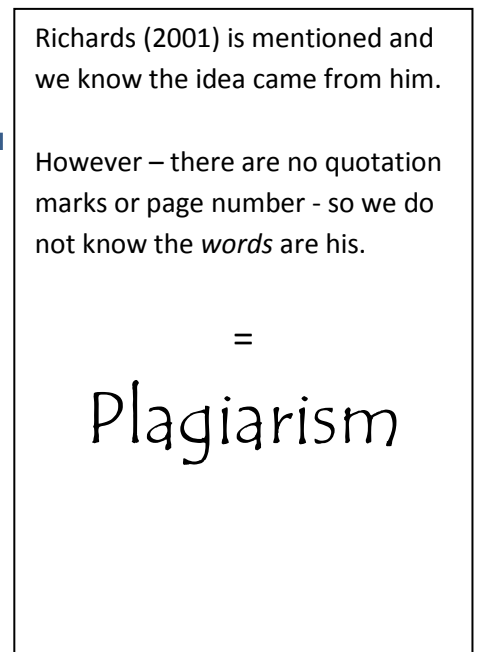
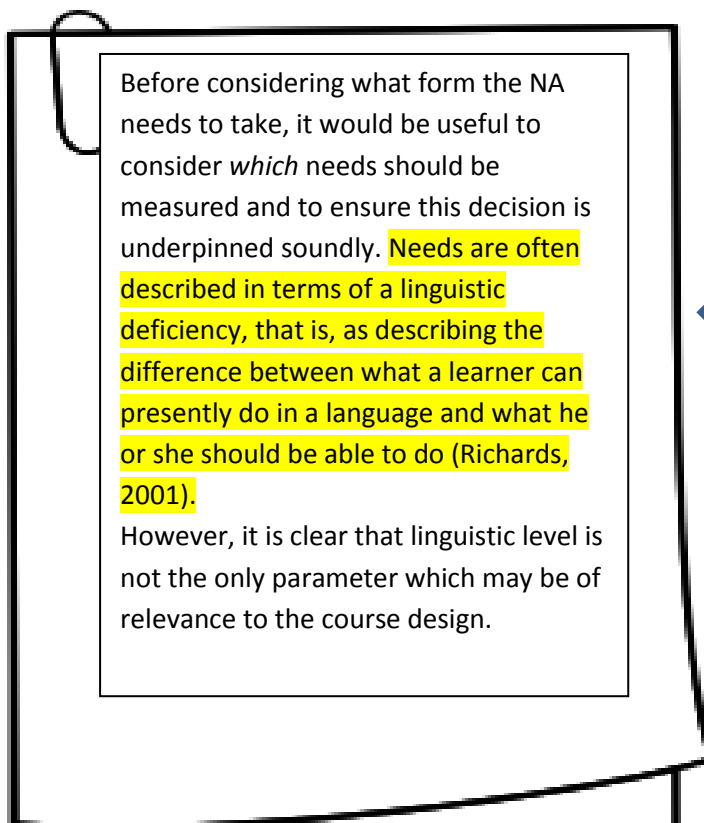
A good paraphrase expresses the original idea in your **own** words **and** structure while still acknowledging any source referred to.

Example 4 – Poor referencing

Original Text



Candidate Text

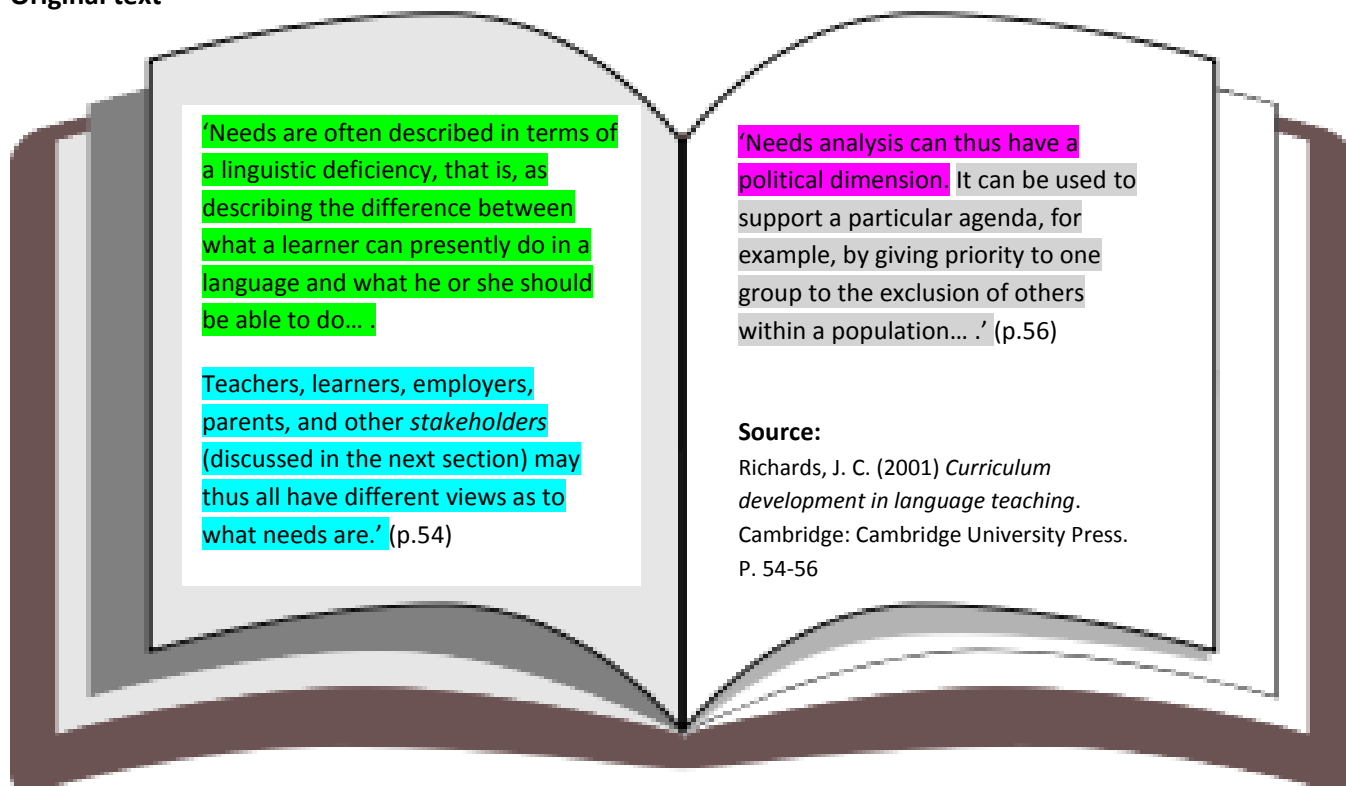


When you use someone's words, make sure that **all** the citation conventions are used.

Section 2 – Poor scholarship

Example 5 – Patchwriting

Original text



Candidate Text

Before outlining which NA instruments have been selected for this study, it will be useful to consider the activity of analysing needs. 'Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do' (Richards, 2001, p. 54). However, it should be evident that '[t]eachers, learners, employers, parents, and other *stakeholders* [...] may thus all have different views as to what needs are' (op cit). 'Needs analysis can thus have a political dimension' (Richards, 2001, p. 56) and as Richards (op cit) explains, can be managed to meet certain pre-decided objectives.

- ✓ Correctly cited quotations
- ✓ one well paraphrased idea

but

- ✗ only one sentence of candidate's own work

= **poor academic writing.**

Beware of excessive citation with no personal interpretation or reaction.

In some instances, this could be interpreted as plagiarism. It is **always** poor practice.

Use quotes and paraphrases to support **your** argument. Do not simply re-create someone else's argument. React to sources, don't just repeat them.

Example 6 – Copying structure and argument from other candidates

Candidate A

It is now important to consider the term *Needs Analysis* in order to make an informed decision on choice of NA instrument. 'Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do' (Richards, 2001, p. 54) but this is not the only type of 'need' that may be useful for course design. There are other needs which can be seen as relevant, including learner motivation and the number of hours available for instruction. Richards (2001) highlights that many different stakeholders will have different priorities to be considered.

Candidate B

In this section, I will discuss the meaning of *Needs Analysis* to justify my choice of NA instrument. 'Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do' (Richards, 2001, p. 54). While this is true, it may be a simplistic view of NA as other types of need can be equally pertinent (e.g. learner motivation). Indeed, Richards (2001) highlights that many different stakeholders will have different priorities to be considered.

Candidate B has:

- ✓ presented the same quote as Candidate A
- ✗ introduced the quote in the same way as Candidate A
- ✗ used the same counter-argument as Candidate A
- ✗ used Candidate A's paraphrase

**Candidate B has used
Candidate A's argument, structure and paraphrase**

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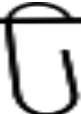
Poor scholarship and plagiarism

Do **not** use other assignments to **structure** your arguments.

Do **not** use other people's paraphrasing; find the source and paraphrase the original **yourself**.

Example 7 – Copying essay structure

Candidate A – Contents Page



Contents


1. Introduction

- 1.1 CLIL – a personal journey
 - 1.2.1 Theories and Principles –
Joining up classroom and books
 - 1.2.2 Theories and Principles –
Where next?
- 1.3 Course design: getting it together

2. Needs Analysis

- 2.1 Real life
- 2.2 NA instrument choice
- 2.3 Which DA?
- 2.4 Reading the DA
- 2.5 Back to real life

Candidate B – Contents Page



Contents

1. Introduction

- 1.1 EAP– a personal journey
 - 1.2.1 Theories and Principles –
Joining up classes and books
 - 1.2.2 Theories and Principles –
Where next?
- 1.3 Course design: getting it together

2. Needs Analysis

- 2.1 Real life
- 2.2 NA instrument choice
- 2.3 Which DA?
- 2.4 Reading the DA
- 2.5 Back to real life

Candidate B has

- ✗ used the same micro-structure as Candidate A
- ✗ used the same words wherever possible

**Candidate B has used
Candidate A's ideas on how to
organise**

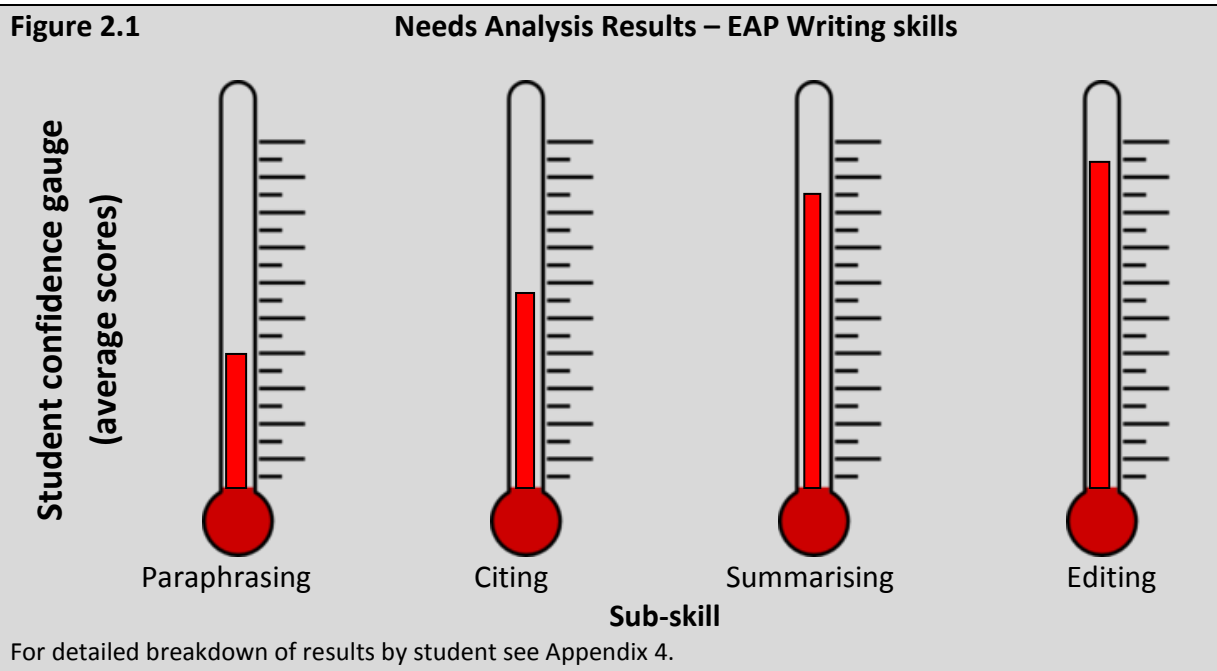
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Poor scholarship

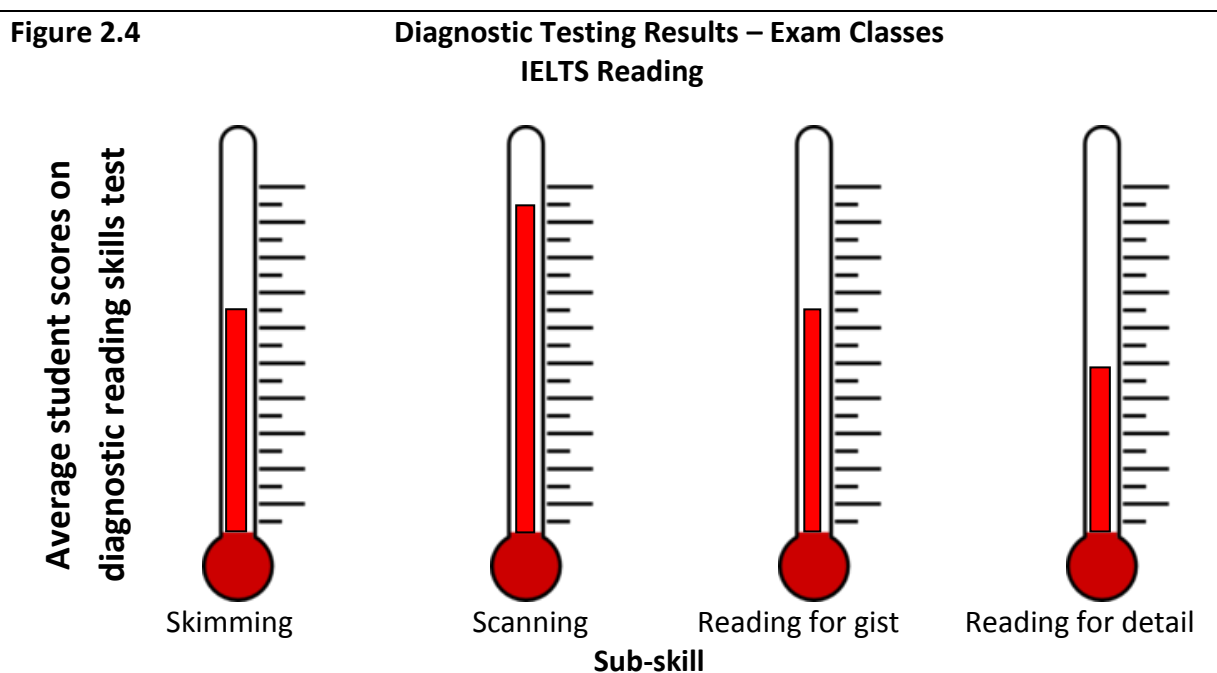
Within the constraints of the requirements outlined in the Handbook, organise **your** essay to suit **your** content.

Example 8 – Copying visuals

Candidate A – visuals



Candidate B – visuals



- ✓ Different content presented by Candidate B **but**
 - ✗ Candidate A's original presentation copied
- = Poor scholarship

Design **your own** visuals to best present **your** content or use generic graphs.

Summary

Please remember...

Every time you use someone's **words** – use **all** the proper citation conventions.

Every time you use someone's **ideas** – provide a citation.

Do **not** use parts of other assignments in your work and do **not** use other assignments to **structure** your arguments.

Do **not** use other people's paraphrasing; find the source and paraphrase the original **yourself**.

A good paraphrase expresses the original idea in your **own** words **and** structure.

Within the constraints of the requirements outlined in the Handbook, organise **your** essay to suit **your** content.

Design **your own** visuals to best present **your** content or use generic graphs.

If you need help with any of the above, ask your tutor, consult the Cambridge University plagiarism site (see next page) or do an internet search. There is plenty of advice on the web.

On Delta Module Three, all assignments are automatically saved in a plagiarism-detection package which:

- ✓ highlights **all** matches in the text between the submitted work and published works
- ✓ highlights matches with **any** submitted Delta Module Three assignment.



If plagiarism is found to have occurred, you may be disqualified from the session.

Further help and information

For more information on what constitutes plagiarism and how to avoid it, see:

the Delta Handbook

<http://www.cambridgeenglish.org/images/181161-delta-handbook-for-tutors-and-candidates-document.pdf>

the University of Cambridge website

<http://www.admin.cam.ac.uk/univ/plagiarism/students/statement.html>

List of references

Cambridge University. (2011). *University-wide statement on plagiarism (2011)*. Retrieved 24 October, 2014, from: <http://www.admin.cam.ac.uk/univ/plagiarism/students/statement.html>

Long, M. H. (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press.

Richards, J.C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.