

Avoiding Plagiarism: A Guide for Students

When you were at secondary school, your teachers normally rehearsed the information with you that you would need to write an essay or give an oral presentation. By contrast, in tertiary education, you will be expected to find information for yourself, although lecturers will provide you with notes and details of recommended sources such as books, journals and websites.

Information taken from sources does not belong to you, and if you use the information without acknowledging the author's name, or you copy his/her words directly, you are committing plagiarism. Copying a class mate's essay is also a form of plagiarism, as is buying 'ready-made' essays from websites. Even unintentional copying of information and/or not acknowledging an author's name is plagiarism.

Plagiarism is easy to detect and carries heavy penalties, ranging from being awarded a fail grade for a particular assignment through to being deregistered from a programme of study. Plagiarizing also prevents you from developing your own academic writing skills, which are essential skills for life-long learning.

To avoid plagiarism:

- find the information you want to use and take notes from it in your own words; then refer to your notes – not the original source - when writing your assignment
- change the author's words by summarizing or paraphrasing them (see section below on using direct quotations, summarizing and paraphrasing)
- give the name of the writer whose information you want to use in a reference (see section below with regard to writing references)
- manage your time carefully so that you do not have to rush to meet deadlines
- after completing your assignment but before submitting it, check it for plagiarism by running it through Turnitin (www.turnitin.com/).

Quoting Information

You may decide that the words of an author express an idea or information in a very concise and appropriate way. In this case, you can include a direct word-for-word quotation in your essay. However, you must not use too many direct quotations in an assignment since this may be regarded as a form of copying (one or two only in a 1,000-1,500-word essay).

Generally speaking, when incorporating information into your assignments, it is better to use your *own* words than to give a direct quotation. However, quotations may be used provided they are brief, few in number and relevant to the point you want to make. Let's take the example below, which you found in a book and want to use in an essay: *The reverence of the Chinese for the written word is proverbial. Their script is not only the most complex but also the most ancient system of writing still in use today. The script confers a strong sense of history and cultural identity on the Chinese.*

You need to introduce the quotation by referring to the source from which it is taken, giving name(s) of author(s), year of publication and the page number on which the quoted text was found. The quotation is then started on the line below the introduction, and is presented in single line spacing (to contrast with the 1.5 or double line spacing you will normally use when writing essays):

Wong and Chan (2012, p.20) point out that:

“The reverence of the Chinese for the written word is proverbial. Their script is not only the most complex but also the most ancient system of writing still in use today. The script confers a strong sense of history and cultural identity on the Chinese.”

Summarizing Information

You may decide to summarize (reduce) this piece of information instead, changing wordings and reorganizing sentences. Depending on the flow of the writing, you could choose to put the reference first (giving the page number is not necessary):

Wong and Chan (2012) point out that the Chinese respect their system of writing greatly, and the script gives them a shared history and cultural identity.

However, if the flow of the writing demands it, you could the reference at the end of the summarized material:

The Chinese respect their system of writing greatly, and the script gives them a shared history and cultural identity (Wong & Chan, 2012).

Paraphrasing Information

You may decide to share the writer's views in some detail with your own readers. To do this you may need to use the same number of words as the original text or even rather more. Again, you must use your own words and include a reference to the author. A paraphrase of the original short text might now read:

It is a well-known fact that the Chinese have a deep respect for the written word. Chinese script is both the oldest and most complex system of writing currently in use. The script has two important meanings for the Chinese: it provides them with a sense of history, and it represents a form of common cultural identity (Wong & Chan, 2012).

Guidelines on Summarizing and Paraphrasing

You will find it helpful to follow the guidelines below when summarizing and paraphrasing source material:

1. **Read the information** as many times as necessary to understand it fully.
2. **Take notes** (in your own words) of the most important points before incorporating the information into your assignment.
3. **Identify and change key words and phrases** as you take notes from the original text. These will be mostly words which carry meanings such as nouns, main verbs, adjectives and adverbs. Sometimes you may not be able to replace a single word with another single word; you may need to use a whole phrase for the replacement. Use a dictionary or a thesaurus (printed or on your computer) to help you do this. Of course, you cannot change common expressions, name words or special terms.

4. **Reorder the information.** As was mentioned earlier in this unit, to make the information more your own, you need to rephrase it. This may mean changing the order of the sentences as well as altering the word order of each sentence.
5. **Acknowledge the source of the information.** It is important to remember that the information you are summarizing or paraphrasing, even though it is now expressed in your own words, still does not belong to you. For this reason, you must include a reference to the author(s) of the information.

Types of in-text reference

In-text references are found in the body of an essay, while **end-of-text references** are given in an alphabetical list at the end of an essay. In-text references are brief but the end-of-text type provides full details of the source material referred to. As you learned earlier, an in-text reference is formed by citing the author's family name, the year of publication of the work, and the page number (or page range) the information you are using appeared on. It is important to note here that the College uses the American Psychological Association's (APA) citation style. For details go to www.apastyle.org

There are two basic types of reference: the **integral** and the **non-integral**. Integral references are so called because they are integrated fully into the sentence in which they appear.

Integral references

Integral references emphasize the name of the author you are citing, and also provide a chance for you, the writer, to comment on the work you are citing:

- Marshall and Rowland (2013) have identified a number of ways in which students may commit plagiarism.
- Biggs (2009) has shown that students' approaches to learning vary greatly.
- The evidence presented by Wong and Chan (2012) demonstrates clearly the great respect with which the Chinese view their written language.

You will notice that only the year of publication is included in the reference brackets in these examples—the author's name is outside the brackets. You need to make the connection between the name and the bracketed details clear by using an appropriate 'reporting verb' e.g. *identify*, *show* and *demonstrate*.

Note that the reporting verbs in references are usually in the *present perfect* or *present simple* tenses (check the tenses in the examples above). You may find the use of these tenses puzzling—you probably learned early in your language studies that when a definite point of past time is mentioned, you should use the simple past tense. However, a writer often wants to show that his/her references are relevant to his/her piece of writing and, for this reason, usually chooses to use a tense which emphasizes present relevance.

Non-integral references

As you might expect from the name, non-integral references are not fully integrated into the sentences in which they appear. They therefore need the author's name and year of publication to be placed within the brackets. Non-integral references are normally placed at the end of the sentence in which the information you are citing appears. Non-integral references are especially useful when you are summarizing source material.

Let's consider the examples of non-integral references below (they are based on the examples of integral references above):

- A number of ways in which students may commit plagiarism have been identified (Marshall & Rowland 2013).
- It has been shown that students' approaches to learning vary greatly (Biggs 2009).
- Evidence demonstrates clearly the great respect with which the Chinese view their written language (Wong & Chan 2012).

As you can see from some of these examples, it's usually quite natural to use the passive voice when you use non-integral references. Your ability to incorporate references into your writing will improve not only with the practice offered by writing your assignments, but also with extensive reading of academic books, journals and study materials in English.

Compiling an end-of-assignment reference list

It is essential to provide in-text references to the sources of information you use but it is not enough. You also need to expand these references in a references section at the end of your assignment under its own heading of *References*.

These bibliographic references provide full publication details of the materials you have referred to, and these details allow your readers to locate source material on points they found interesting in your essay and which they may want to investigate further for themselves. You can find the details on the inside cover of books and journals but for web sites you have to provide the URL.

Your bibliographic references should be placed in alphabetical order but should not be numbered. The second and successive lines of the reference are indented left by four spaces.

Examples of English and Chinese are given below. For making quotations in English, please note the ordering, punctuation marks (like comma, full stop and colon) and the use of *italics*.

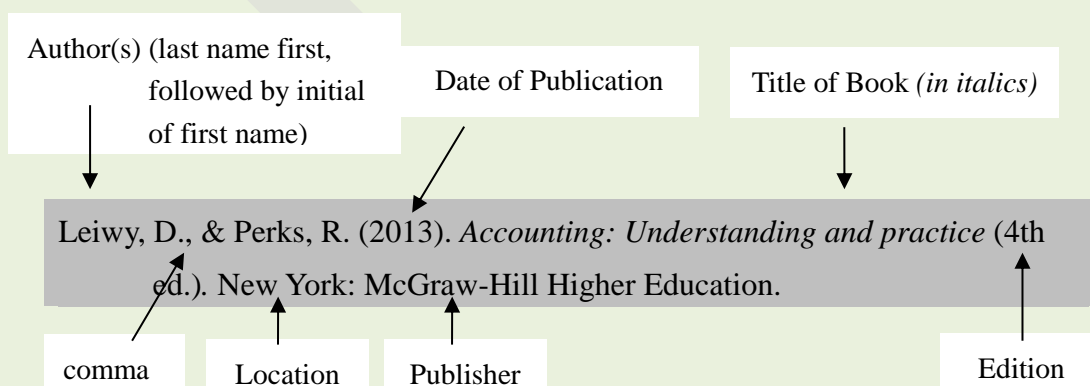
Writing References for Printed Materials

The following are common types of citing sources:

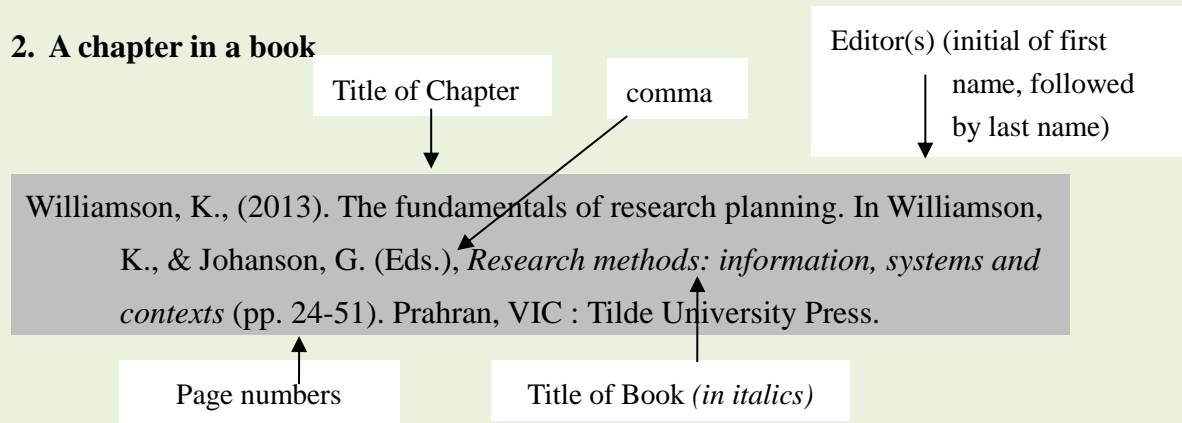
- Book
- Chapter in a book
- Article in a journal or newspaper/magazine
- Report, academic paper or a published/unpublished thesis

Examples are given below. Note the ordering, punctuation marks (like comma, full stop and colon) and the use of *italics*.

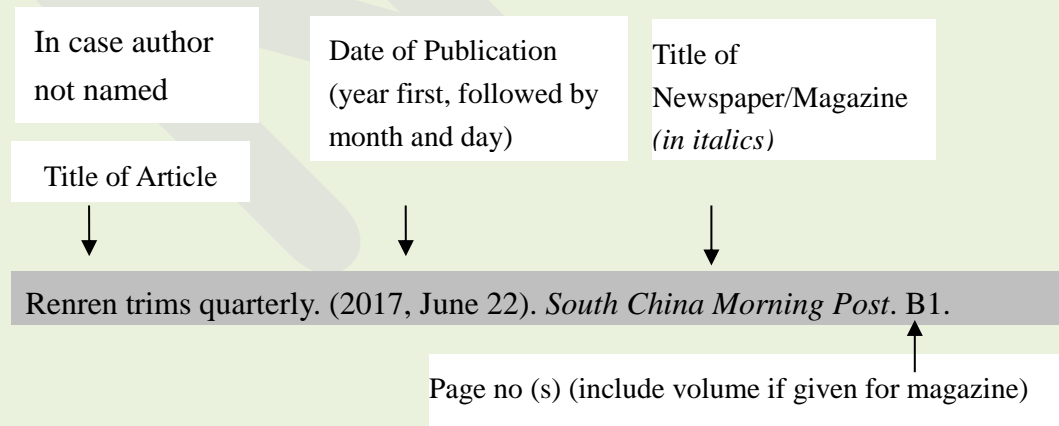
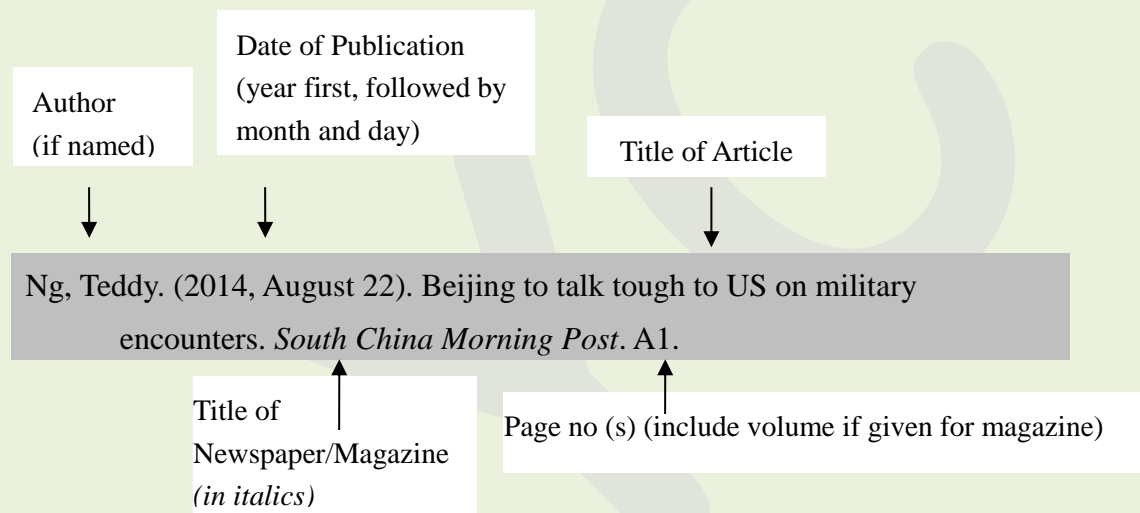
1. A book



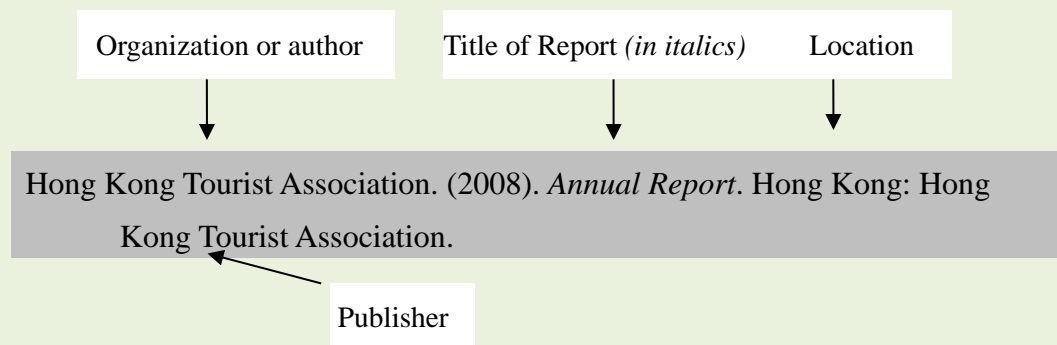
2. A chapter in a book



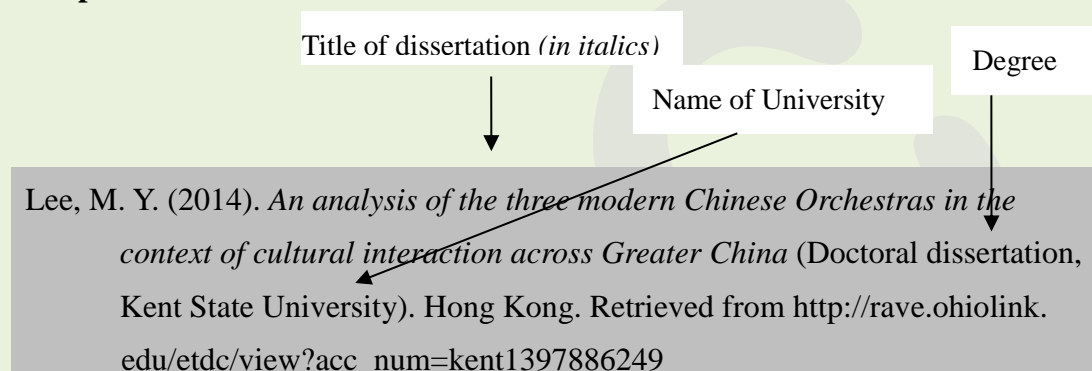
3. An article in a newspaper/magazine



4. A report



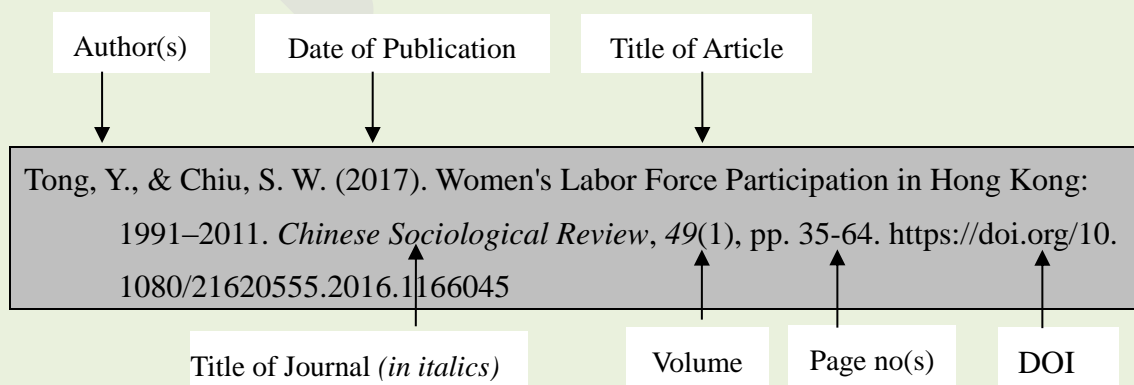
5. A published dissertation



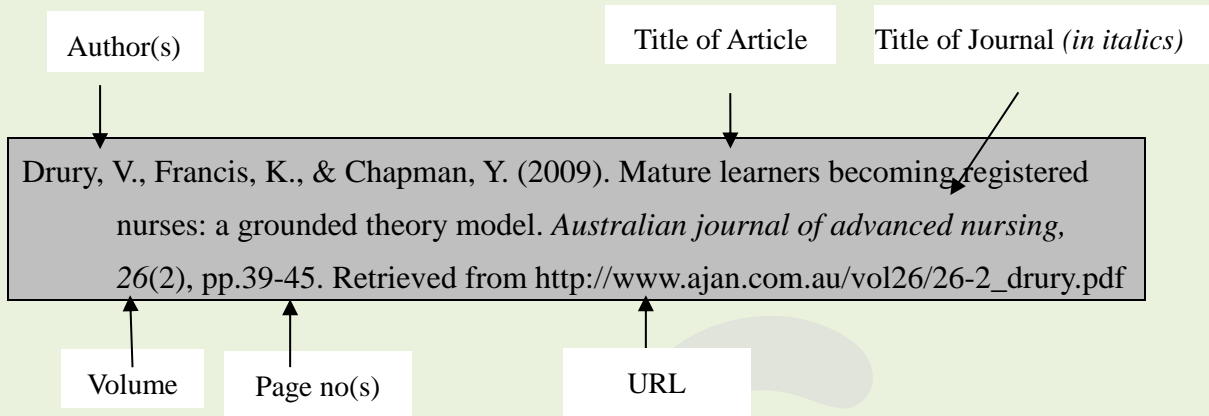
Writing a reference for an electronic source

Many scholarly publishers now assign a Digital Object Identifier (DOI) to journal articles and other documents. The DOI is a unique string of numbers that identifies content and provides a lasting link to its location on the Internet. When a DOI is available, use it instead of the URL in the reference. No further retrieval information is needed.

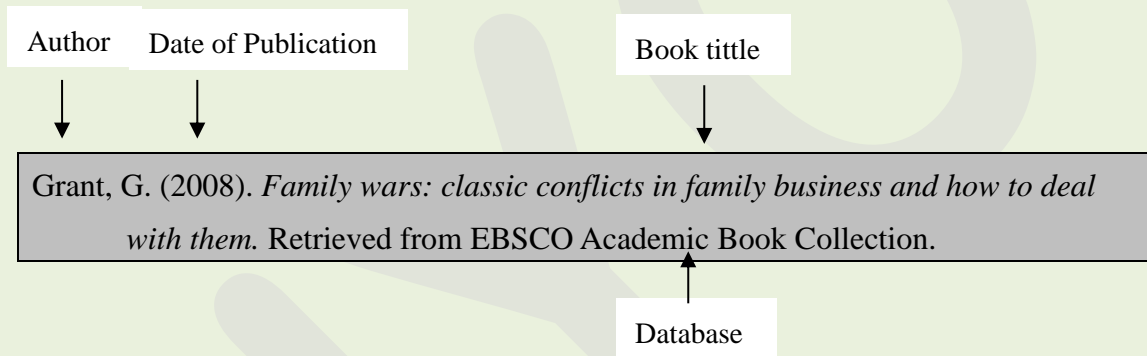
1. Article with DOI assigned



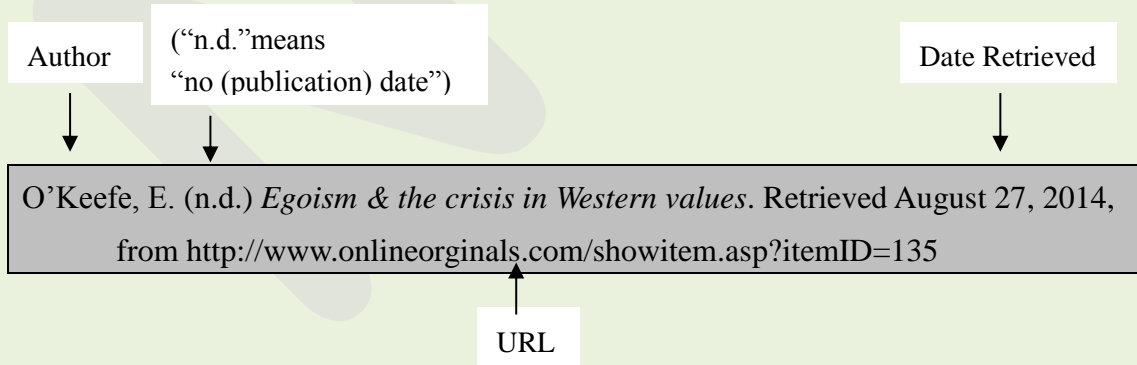
2. Article without DOI assigned



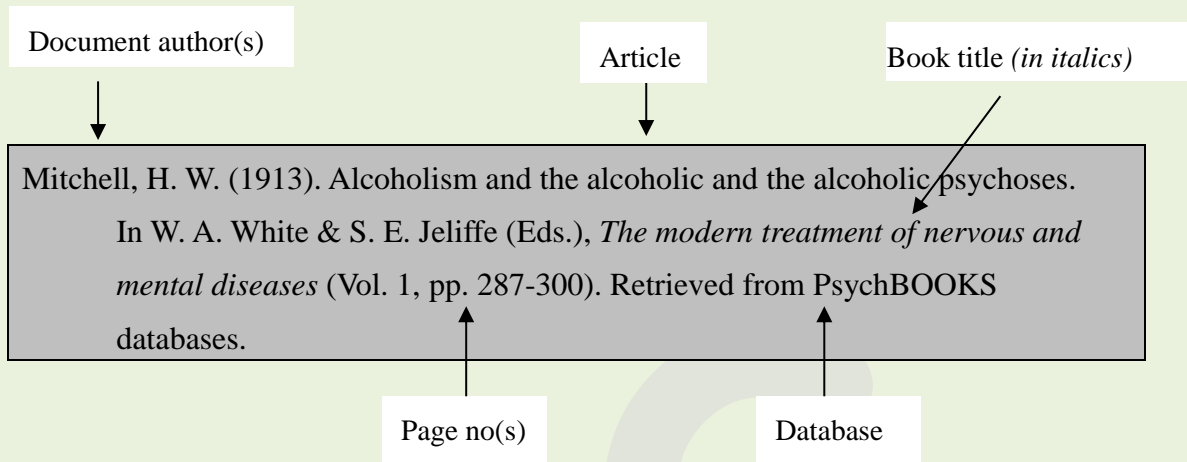
3. Entire book (book found through database, e.g., EBSCO, MyiLibrary)



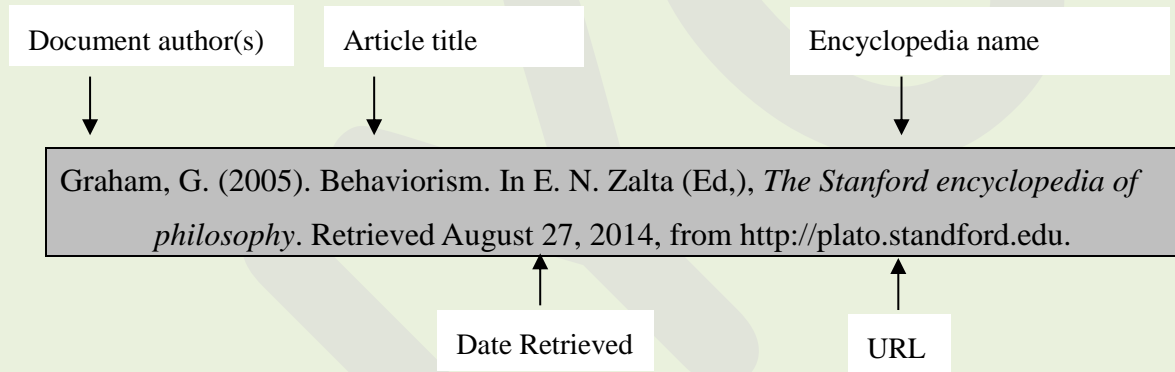
4. Entire book (book found on public website, e.g., Google Books)



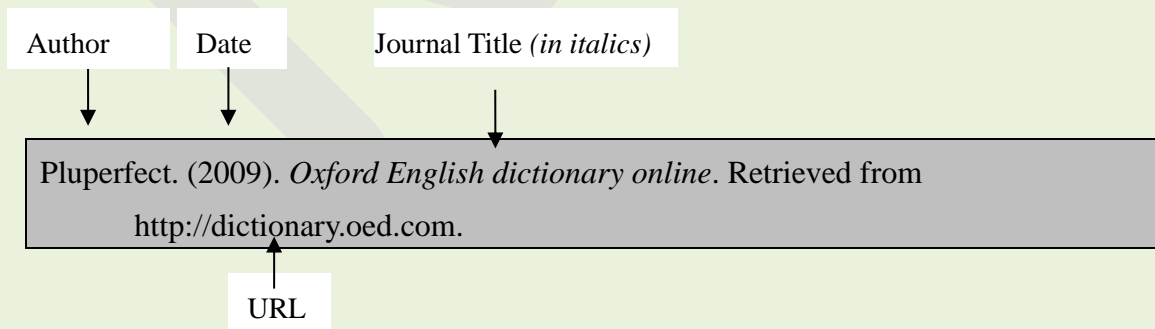
5. Book chapter (book found through database, e.g., EBSCO, MyiLibrary)



6. Online encyclopedia



7. Online dictionary

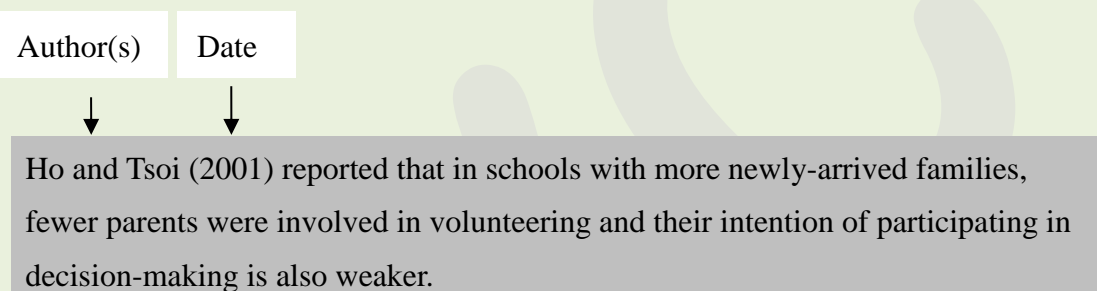


Writing In-text References

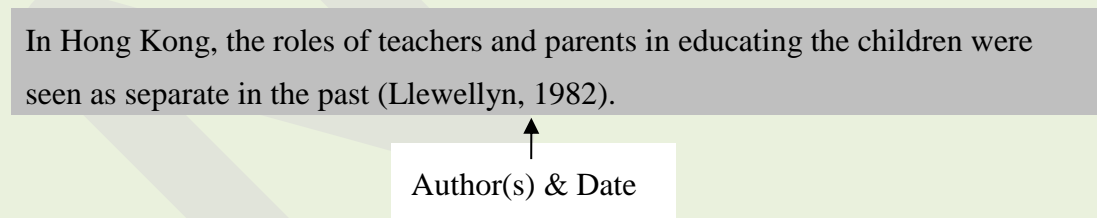
If you wish to quote other people's works in your paper, you must list all these works in your Reference list at the end of your paper. The examples below give basic guidelines as to how to make in-text references so that the works can be easily found in your Reference list.

Paraphrase (Summarize others' ideas in your own words)

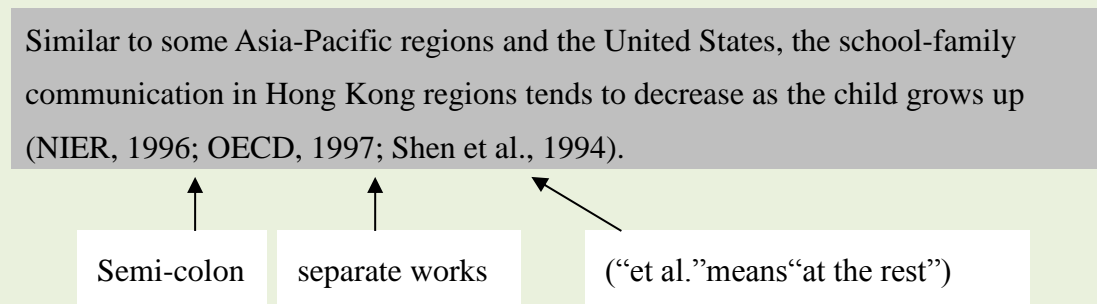
You may put the author's name within the main body of the text. Here, the date of publication immediately follows the authors and is placed in brackets.



You may also put the author's name outside the main body of the text by placing the author's name and date of publication in brackets at the end of the main text.



Note how references that contain more than one piece of work are quoted:



The above examples are extracted from:

Pang, I.-W. (2004). School-family-community partnership in Hong Kong – Perspectives and challenges. *Education Research for Policy and Practice*, (3)2, pp. 109-125. <https://doi.org/10.1007/s10671-004-5556-7>

1. Quotations

Note the use of quotation marks and page numbers.

Short quotes (under 40 words)

By so doing, elite parents, as pointed out by Wells and Serna (1997), “rationalize their children’s entitlement to better educational opportunities based upon the resources that they themselves bring to the system” (p.725).

Open quote

Close quote

Page no(s)

Full-stop

Long quotes (over 40 words)

With quotation marks (for Turnitin’s similarity checking)

...as suggested by Bourdieu (1991), a change of social institution of symbolic power:
“Through a complex historical process, sometimes involving extensive conflict (especially in colonial contexts), a particular language or set of linguistic practices has emerged as the dominant and legitimate language, and other languages or dialects have been eliminated or subordinated to it.” (p.5)

Indented

The above examples are extracted from:

Lai, P.-S., & Byram, M. (2003). The politics of bilingualism: A reproduction analysis of the policy of mother tongue education in Hong Kong after 1997. *Compare: A Journal of Comparative Education*, 33(3), pp. 315-334. <https://doi.org/10.1080/03057920302595>

In-text citations of electronic materials

If the page number of an electronic source is not provided, use paragraph number with a paragraph symbol or the abbreviation “para.” preceding it.

(Corn, 2002, ¶ 1)

If the paragraph or page numbers are not visible, cite the heading and the number of the paragraph.

(Johnstone & Shroff, 2000, Introduction section, para.1)

The above examples are extracted from:

Kennedy, K. J. (2003). Higher education governance as a key policy issue in the 21st century. *Education Research for Policy and Practice*, 2(1), pp.55-70.
<https://doi.org/10.1023/A:1024468018883>

2. An indirect source

The phrase "cited in" indicated that the reference to Lee's view was found in Hong Kong Economic Times. Only Hong Kong Economic Times then appears in the Reference list.

Lee, a Christian journalist, queried why the Government was so enthusiastic in promoting this ‘SBM,’ while being so unwilling to democratize the political system (cited in Hong Kong Economic Times, 2004b).

The above example is extracted from:

Pang, I.-W. (2008). School-based management in Hong Kong: centralizing or decentralizing. *Educational Research for Policy and Practice*, 7(1), pp. 17-33. <https://doi.org/10.1007/s10671-007-9041-y>

How to organize a list of references

You can organize your references alphabetically by author and entries should have a hanging indent. When there are multiple publications by the same author, you should order them by date of publication, the earliest first.

By Author

Kennedy, K. J. (2003). Higher education governance as a key policy issue in the 21st century. *Educational Research for Policy and Practice*, 2(1), pp. 55-70.
<https://doi.org/10.1023/A:1024468018883>

Indented

Lai, P.- S., & Bryram, M. (2003). The politics of bilingualism: A reproduction analysis of the policy of mother tongue education in Hong Kong after 1997. *Compare: A Journal of Comparative Education*, 33(3), pp. 315-334.
<https://doi.org/10.1080/03057920302595>

By date

Pang, I.- W. (2004). School-family-community partnership in Hong Kong – Perspectives and challenges. *Educational Research for Policy and Practice*, 3(2), pp. 109-125.
<https://doi.org/10.1007/s10671-004-5556-7>

Pang, I.- W. (2008). School-based management in Hong Kong: centralizing or decentralizing. *Educational Research for Policy and Practice*, 7(1), pp. 17-33.
<https://doi.org/10.1007/s10671-007-9041-y>

Supplementary Notes

1. Use “et al.” (and the rest) to refer to situations when you need to cite a reference with three or more authors that appear for the second time:

First time:

The Home-school Co-operation Research Report (Shen, Pang, Tsoi, Yip, & Yung, 1994) depicted an overall picture of the attitudes and behavior of the various stakeholders towards home-school co-operation in the school system.

Second time:

In the 80s, parent education in Hong Kong was mainly provided by the non-government organisations (NGOs) in social welfare sector. In early 90s, some Christian schools, with the support of their sponsoring bodies or the church situated at the school campus, have been organizing systematic parent education programmes for parents of primary 1 and secondary 1 students with encouraging results (Shen et al., 1994).

2. When citing references of Asian languages, romanize the reference and show the source in the original language.

Zen (2000) stressed that the term SBM used in the ACSBM’s report actually meant ‘the restructuring of the relationship between school sponsoring body and school management committee’ and ‘the reform of school management committee.’

Reference:

Zen, J. 陳日君 (2000, September 19). *Zhi zai jiaohui nei congshi jiaoyu de xiongdijiemei* 致在教會內從事教育的兄弟姊妹. Retrieved March 16, 2005, http://www.catholic.org.hk/zen_edu/c000919.html

3. When citing Chinese references in an English academic paper, you may transliterate the reference into Putonghua pinyin and show the author(s) and title(s) in Chinese.

Chen, K. 陳侃 (2008). *Huihua xinli cetan yu xinli fenxi* 繪畫心理測驗與心理分析. Guangzhou : Guangdong gaodeng jiaoyu chubanshe.

Wang, L. & Lin, C. 王琳雅, 林綽娟 (2006). Xuexiao huli ren yuan qingshaonian xingjiankang cujin zhi jiaose gongneng 學校護理人員於青少年性健康促進之角色功能. *Xuexiao weisheng* 學校衛生, 49, pp. 101-113.

Non-English materials are not covered in the APA style. above format is commonly used in publications of humanities and Chinese studies. It has the advantage of compatibility with APA style and readers who know Chinese can locate the materials accurately.

References

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Anderson, C., Carrell, A., & Widdifield, J. L. (2010). *What every student should know about citing sources with APA documentation*. Boston, MA: Allyn & Bacon.

Szuchman, L. T. (2014). *Writing with style: APA style made easy*. Belmont, CA: Wadsworth.

For further details of writing bibliographic references, go to www.apastyle.org

中文文稿引文及參考文獻格式

香港能仁專上學院十分重視學術誠信。

以中文撰寫學業報告或論文，同學可以利用附註說明材料的出處。在文中加註資料時，須註明作者、其專書或論文的出版年份及頁次，以便老師找到有關專書或論文的出處。

下文輯錄了以中文撰寫的文稿引文及參考文獻格式，簡介如何引證學術著作或電子資源，以供參考。

如有任何疑問，應請教老師。

引文格式：

甲、在內文引用、撮要或改寫他人文字

(一) 一位作者

英國經濟學者費傑依 (Vaizey, 1967) 以為蘇俄和法國為最先實施教育計畫的國家.....

根據林清江 (1981, 頁 214) 的分析指出：.....

有學者的分析指出..... (1981, 頁 214)。

(二) 兩位作者

傅蘭克和尤樂 (Frank & Yuler, 1982) 在本研究的分析中，指出兩個要點.....

有人 (林義男和王文科, 1985, 頁 5) 從歷史發展的跡象，界定教育社會學的定義。

(三) 三位作者或以上

當吾人被要求記憶更多複雜事件時，也會發生順攝抑制 (Gunter, Clifford & Berry, 1980)。

學生的「生」也可表示學習的對象（薛光祖、郭為藩和林美和，1988，頁 146）.....

在文章中第二次引用

根據薛光祖等（1988）的分析

(四) 以主編或編者當作者、機構的出版物、叢書子目等附註形式與一、二、三同。

(五) 引用多於一份著作的資料

課程是指學校提供的學科，強調有計劃的學習活動，是為了實現教學目標而設定的教學科目內容和進程（陳俠，1953；歐用生，1967）。

如引用同一位作者在同一年份出版的著作超過一本，需在年份之後加上小寫的英文字母 a，b，c..... 以茲區別。

根據當時香港的中小學中國語文科課程綱要（香港課程發展議會，1990a，1990b），教學目標.....

(六) 間接材料

張必隱（2002）曾引用高夫（Gough）的理論，解釋頻率效果。

高夫（Gough）曾解釋頻率效果（張必隱引，2002）。

(七) 中文翻譯本

外語作品的中文翻譯本，正文中以原作者為主，註明原著出版年和中文譯本出版年份，於參考書目中列中譯者姓名。例如：

Gardner（1993 著/2004 譯）認同.....

乙、在文中直接引用他人文字

引用文字少於 40 字：用引號（“ ”，不使用中文引號「 」）標示引用的文字。註明作者名稱、出版年份和頁次。

唐君毅（1990）指出“西方近代之理想主義之哲學遙承柏拉圖、亞里士多德之哲學問題而發展”（頁 604）。

有學者指出“西方近代之理想主義之哲學遙承柏拉圖、亞里士多德之哲學問題而發展”（唐君毅，1990，頁 604）。

引用文字多於 40 字，自成一個縮排段落，左邊縮排兩個字位，用引號（“ ”，不使用中文引號「 」）。

唐君毅（1990）指出：

“西方近代之理想主義之哲學遙承柏拉圖、亞里士多德之哲學問題而發展，然而其哲學精神則不同。其哲學精神，主要是承近大陸之理性主義潮流與英國之經驗主義潮流，與近代之宗教精神而與之一綜合。”（頁 604）

參考文獻格式：

在學業報告或論文主體之後，列出寫作時使用過的參考材料。

甲、書籍

作者（出版年份）：《書名》，出版地，出版社。

（一）作者一人

單周堯（2000）：《左傳學論集》，臺北，文史哲出版社。

（二）作者二人

梁恩榮、阮衛華（2011）：《公民教育，香港再造：迎向新世代公民社會》，香港，印象文學：香港基督徒學會。

（三）作者三人或以上

高石英、張勵妍和鄭定歐（2014）：《粵語 香港話 教程》，香港，三聯書店。

（四）以主編或編者當作者

黃維樑（編）（1994）：《璀璨的五采筆：余光中作品評論集，1979-1993》，臺北市，九歌出版社。

（五）機構的出版物

樂施會（2010）：《樂施會工作匯報：倡議公平貿易》，香港，樂施會。

(六) 叢書子目

徐國偉 (2003):《米話唔關你事:亞洲米農的困局》(樂施叢書),香港,樂施會。

(七) 某書中的一章的作者

陸文波(2008):〈寶寶吃不飽 2008年四川大地震〉,輯於 Rakesh Mohan 等《不是天意:災害與貧窮》,(頁 31-32),香港,樂施會。

(八) 個人論文集集中之單篇文章

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補充

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