

# *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/](http://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](http://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*.

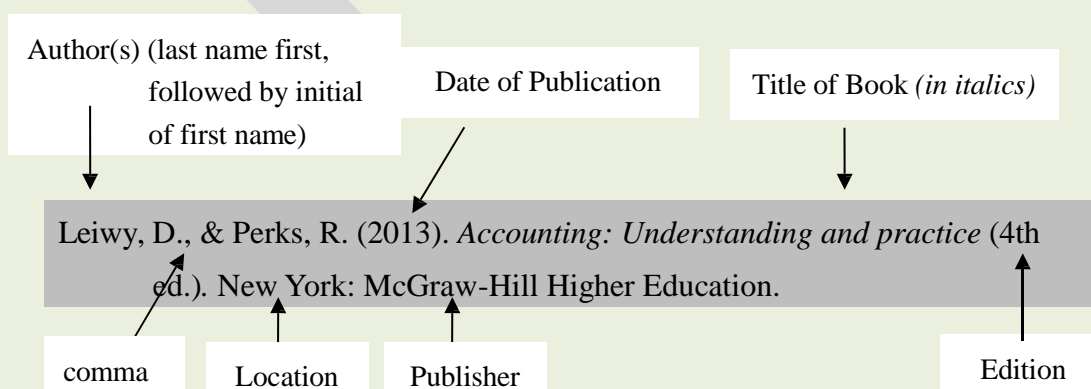
## Writing References for Printed Materials

The following are common types of citing sources:

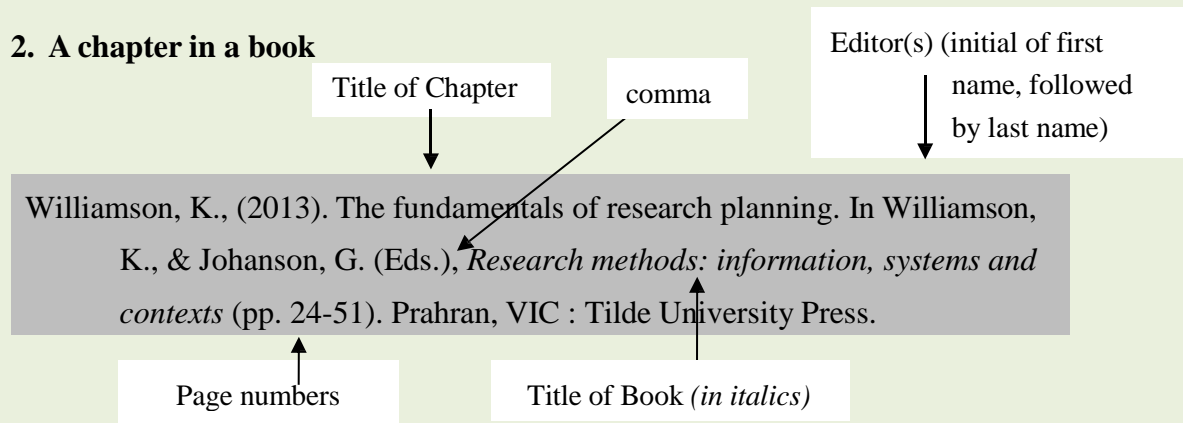
- Book
- Chapter in a book
- Article in a journal or newspaper/magazine
- Report, academic paper or a published/unpublished thesis

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

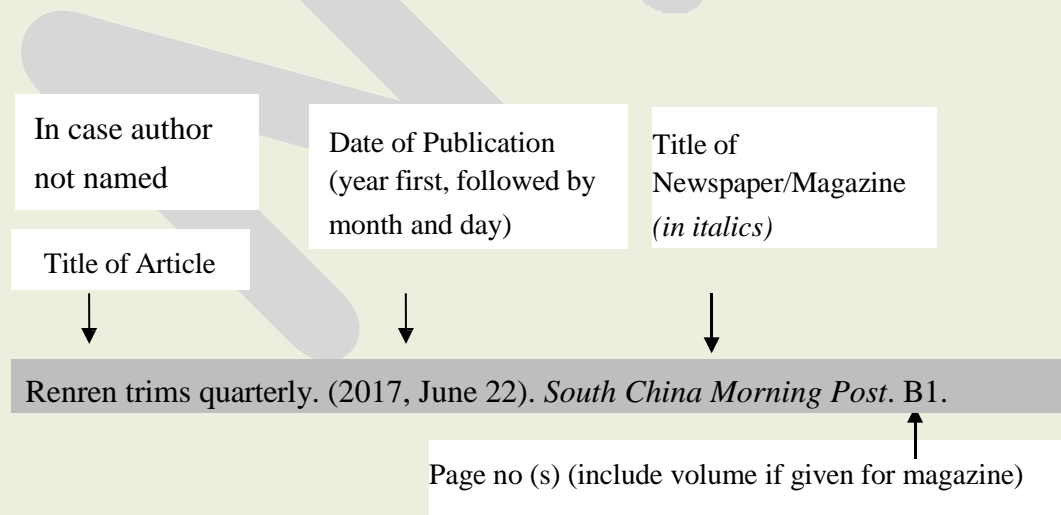
### 1. A book



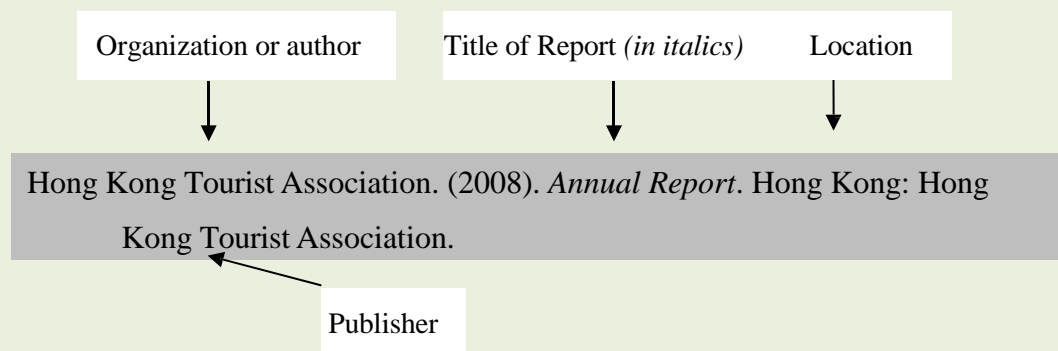
## 2. A chapter in a book



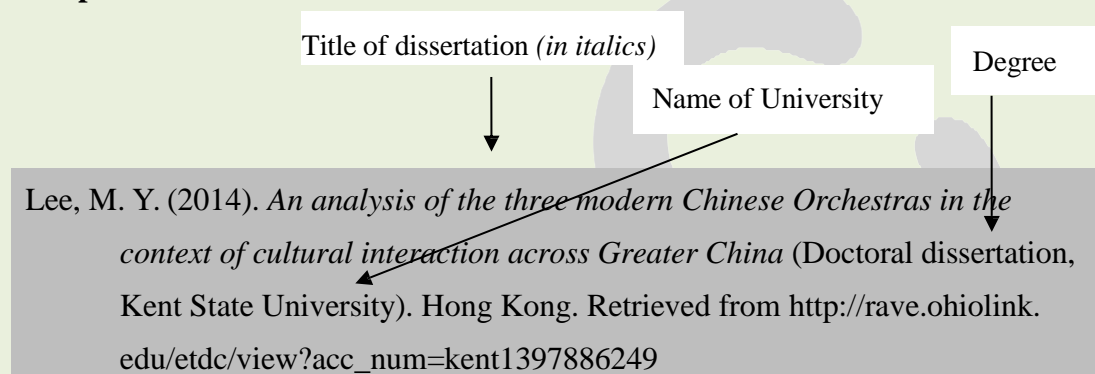
## 3. An article in a newspaper/magazine



#### 4. A report



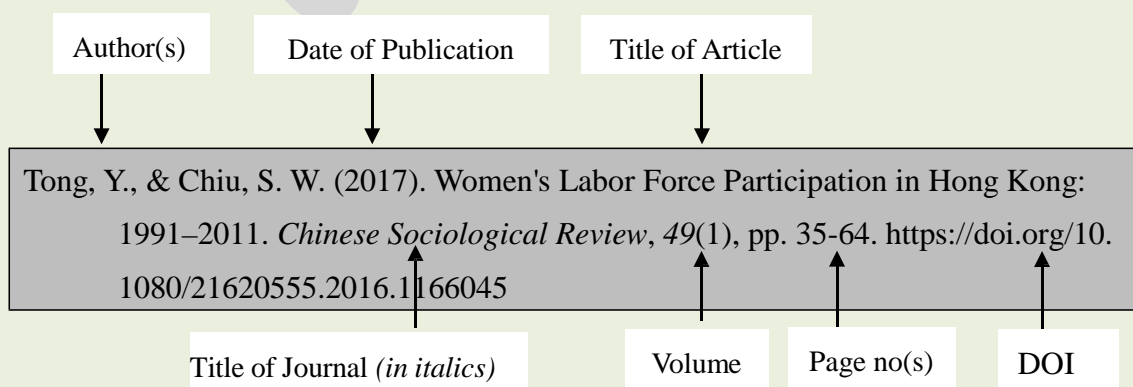
#### 5. A published dissertation



### Writing a reference for an electronic source

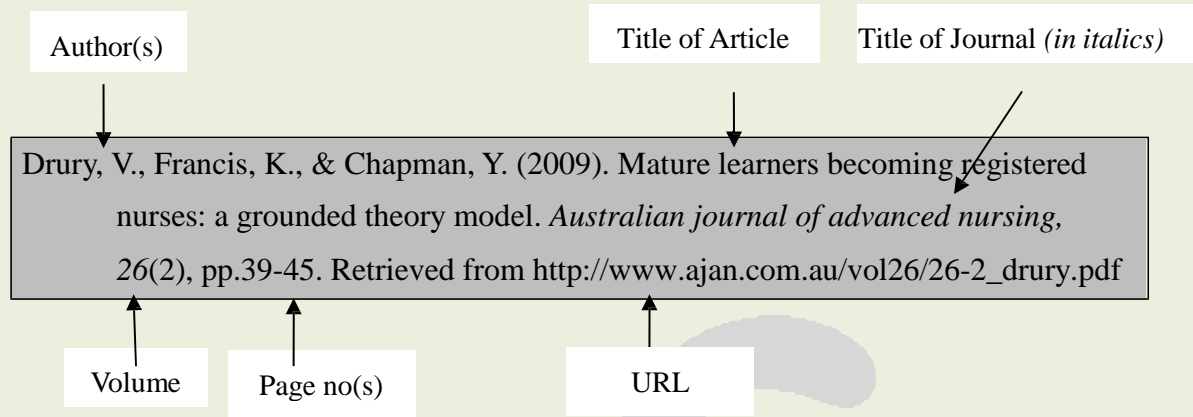
Many scholarly publishers now assign a Digital Object Identifier (DOI) to journal articles and other documents. The DOI is a unique string of numbers that identifies content and provides a lasting link to its location on the Internet. When a DOI is available, use it instead of the URL in the reference.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

#### 1. Article with DOI assigned

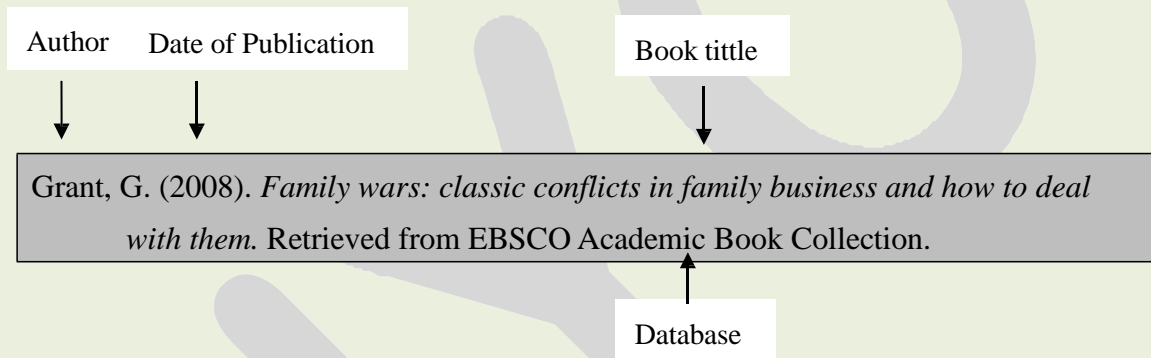




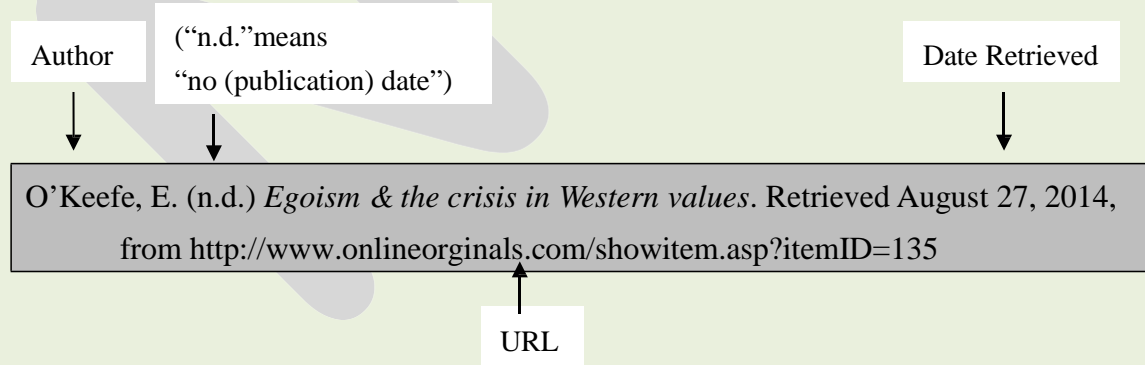
2. Article without DOI assigned



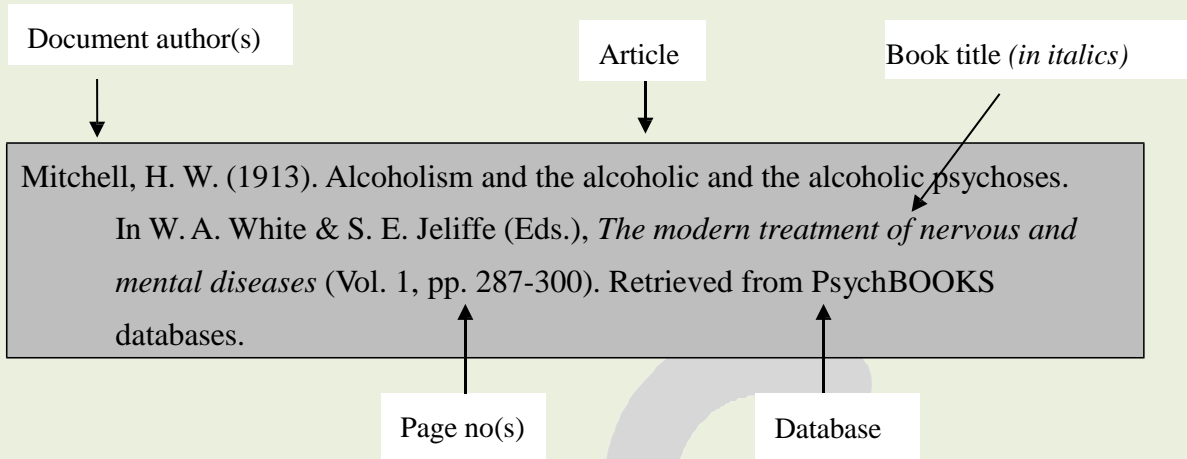
3. Entire book (book found through database, e.g., EBSCO, MyiLibrary)



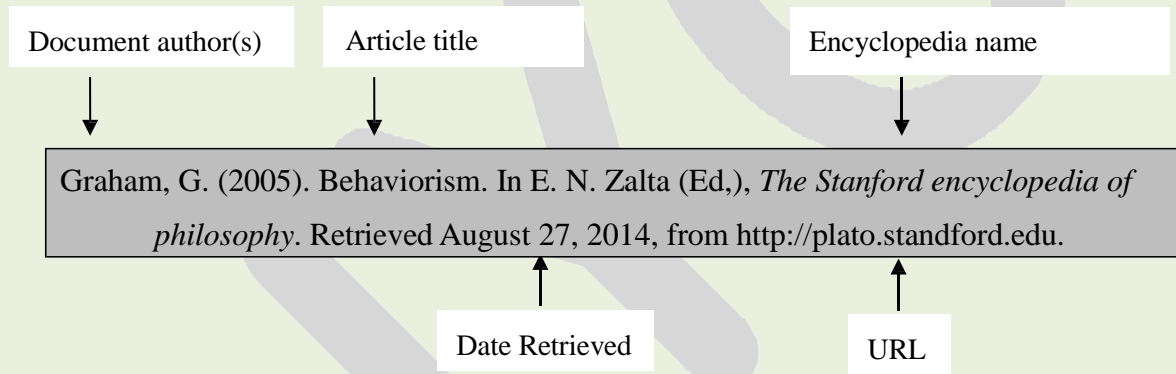
4. Entire book (book found on public website, e.g., Google Books)



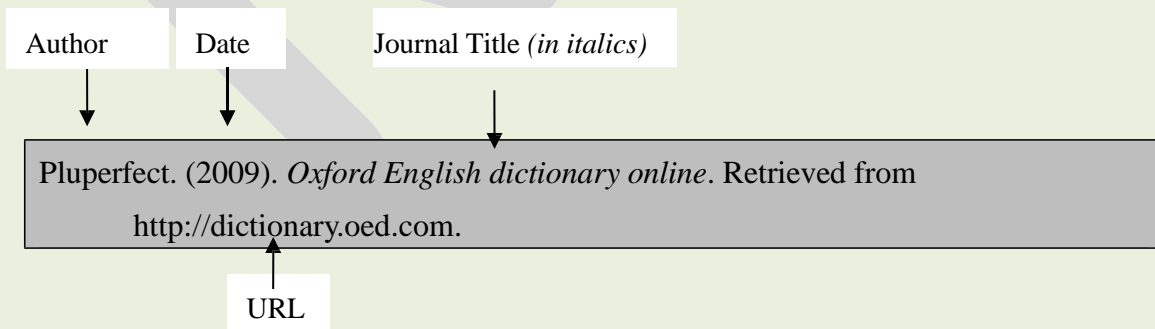
**5. Book chapter (book found through database, e.g., EBSCO, MyiLibrary)**



**6. Online encyclopedia**



**7. Online dictionary**

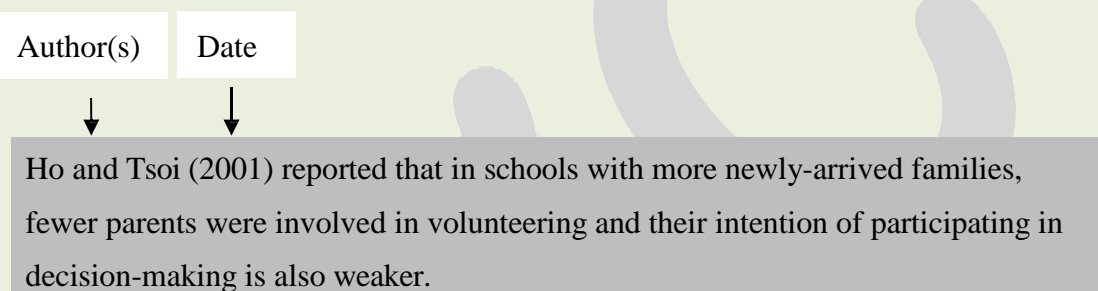


## Writing In-text References

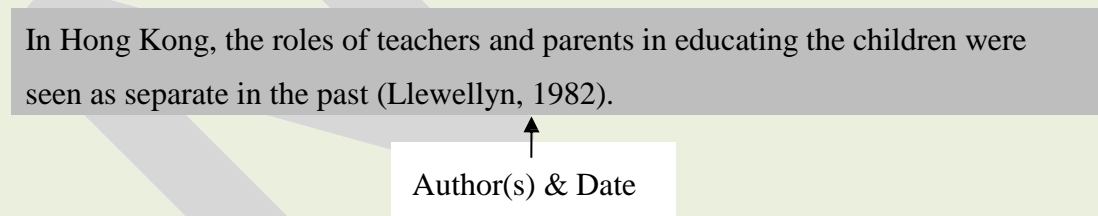
If you wish to quote other people's works in your paper, you must list all these works in your Reference list at the end of your paper. The examples below give basic guidelines as to how to make in-text references so that the works can be easily found in your Reference list.

### Paraphrase (Summarize others' ideas in your own words)

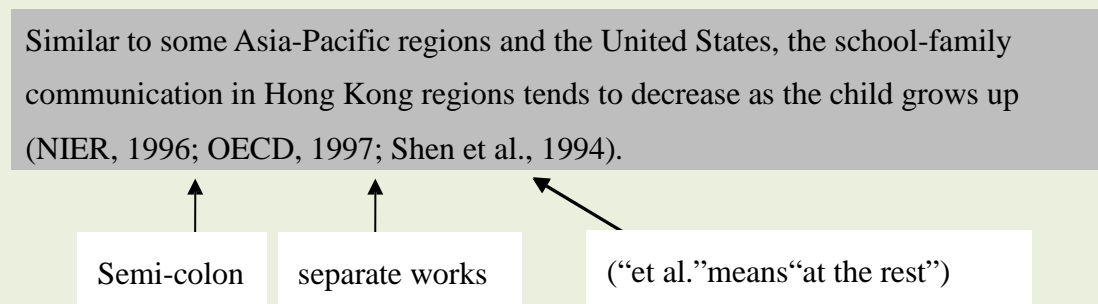
You may put the author's name within the main body of the text. Here, the date of publication immediately follows the authors and is placed in brackets.



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](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](http://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。

同學以中文撰寫學術報告或論文，均應利用附註說明材料出處。在文中加註時，需清楚註明作者、專書或論文的出版年份及頁次，以便老師跟進。

下文以《能仁學報》的指引為例，輯錄了撰寫中文論文的一些注意事項，以供參考。

如有任何疑問，應向老師請教。

(一) 正文出現之人物，均須於首次提及時注明生卒年。首次提及之帝王年號須附加公元紀年，例如：

1. 光緒十六年（1890）
2. 乾（隆，1736 – 1795）、嘉（慶，1796 – 1820）兩朝傅蘭克和尤樂（Frank & Yuler, 1982）在本研究的分析中，指出兩個要點.....

(二) 標點符號：請用新式標點符號，除破折號、省略號佔兩字位外，其他標點均佔一字位。一般引號用「 」、雙引號（即用於引號內之引號）用『 』。書名號用《 》，篇名號則用〈 〉。

(三) 正文及引文：

1. 正文每段第一行首字前空兩格，字體用「細明體」12號字。
2. 所有引文均須核實無誤，應引用可靠之版本。
3. 引文少於二十字，可逕入正文，外加引號。
4. 引文超過二十字，請另行抄錄，每段首字向右移入五字位，第二行起移入三字位，字體用「標楷體」12號字。

(四) 注釋：

1. 注釋採用當頁腳注。
2. 首次引用之文獻，須列舉詳細出版資料，主要包括作者、編者、書名、篇名、出版地、出版機構、出版日期、頁碼等，格式如下：

## 甲、合編之書

- i. 陳松長等編著：《馬王堆漢墓文物》（長沙：湖南出版社，1992年），頁100。
- ii. 郭京：《周易舉正》〔影印清宣統三年[1911]刊宸翰樓叢書本〕，載嚴靈峰主編《無求備齋易經集成》（臺北：成文出版社，1976年），第164冊，卷中頁16b（總頁72）。

## 乙、個人著作

單周堯：《勉齋小學論叢》（上海：上海古籍出版社，2009年4月），頁156。

## 丙、期刊論文

黃沛榮：《〈易經〉形式結構中所蘊涵之義理》，《漢學研究》第19卷第1期（2001年6月），頁1-3。

## 丁、報章文章

〈80%老師認為青少年品格差〉，《星島日報》，2010年7月11日，A5。

## 戊、學位論文

謝向榮：《上博簡〈周易〉斷占辭研究》（香港大學中文學院哲學碩士學位論文，2010年3月），頁335。

## 己、歐西語文獻

- i. Edward L. Shaughnessy, *I Ching: The Classic of Changes* (New York: Ballantine Books, 1996), pp.98-100.
- ii. Bonaventure, “The Triple Way, or Love Enkindled”, in José de Vinck (trans.), *The Works of Bonaventure: Cardinal, Seraphic Doctor, and Saint* (Paterson, N.J.: St. Anthony Guild Press, 1960), vol. 1, pp. 59-94.

## 庚、電子資源

蘇建洲：〈楚文字雜識〉，簡帛研究網，2005年10月30日（此為文章發表日期，如沒標明，可以省略）。網址：  
<http://www.jianbo.org/admin3/2005/sujianzhou006.htm>。

3. 同一文獻再出現於注釋時，可省去出版地、出版機構與出版日期。

（五）在排列參考書目、資料時，排列次序可以根據作者、編者姓名的筆畫作排序參考，例如呂大樂、黃嫣梨、周佳榮、李婉冰四位作者，依次的序列是呂大樂（七畫）、李婉冰（七畫）、周佳榮（八畫）、黃嫣梨（十二畫）。如果同一作者有多於一篇的篇章，則可依篇章的刊行日期排列，並在年份後加上 a, b, c。