Writing a Plagiarism-Free Research Paper
Troy University Library Workshop
Fall 2012 Syllabus

PLEASE

No telephone, texting, talking, or other rude/disruptive behavior. No food or drink in the classroom. We will take a break midway through class—be back and ready to learn. Attendance & Passport issues will be dealt with at the **very end**.

INSTRUCTORS (PPT slide 1)

Ms. Lisa Vardaman: lisavardaman@troy.edu 334-670-3262
Dr. Tony Garrett: wagarrett@troy.edu 334-670-3257
Mr. Jay Brandes: jayb777@troy.edu 334-808-6344

METHOD OF INSTRUCTION

Lecture and PowerPoint presentation

Questions & Answers and Open Discussion

Learning activities

Post-workshop interaction provided online via Blackboard

GOAL (PPT slide 3)

The main goal of this class is to help students to be better able to complete their writing assignments. To accomplish this goal, students will be taught what is expected of them in regards to writing a research paper, and how to fulfill those expectations.

OBJECTIVES (PPT slide 4)

1. Students will be able to list and explain the steps in writing a research paper.
2. Students will be able to define the word *plagiarize*, and explain what it means. Students will be able to name at least three ways to avoid plagiarizing.
3. Students will be able to differentiate (tell the difference between) a Citation and a Reference or an entry in a Works Cited list.
4. Students will be able to explain what it means to write according to Modern Language Association (MLA) or American Psychological Association (APA) style.
5. Students will be able to name three ways to include information sources in a research paper.
6. Students will be able to name and locate the building which houses the Troy University Writing Center.

TOPICS WE WILL COVER

1. Language and writing **(PPT slide 5)**
2. The Writing Center
3. Information sources/the Library
4. Writing according to a writing style (MLA and APA style)
5. How to use quoting, paraphrasing, and summarizing
6. Documentation
7. What it means to plagiarize and how to avoid plagiarizing
8. Tips and tricks for Microsoft Word, and other handouts
9. Blackboard
10. Turn It In
11. The steps in writing a research paper

TROY UNIVERSITY WRITING CENTER (PPT slide 6)

In what building is the Writing Center located? _____

The services of the Troy University Writing Center (Troy campus) are provided for any student who is enrolled for at least one credit hour in residence at the Troy campus; however, other Troy University students will be assisted as time, personnel, and resources permit. Usually, you can e-mail your paper and any questions you may have to _____@troy.edu, and someone will respond, often within 48 hours, or you can call and talk to a tutor or the Writing Center coordinator at 334-670-3305. Tutoring sessions by e-mail or phone cannot be as specific or detailed as a face-to-face visit, but they can help you address any major questions.

Fall and Spring Hours:
Monday - Thursday: 8:00 a.m. - 5:00 p.m.
Friday: 8:00 a.m. - 3:00 p.m.

Summer Hours:
Monday - Thursday: 8:00 a.m. - 4:00 p.m.

TROY UNIVERSITY LIBRARY (PPT slide 7)

Live Chat can be used to contact us 24/7, when classes are in session. From the Library Web site, click the "Have a Question?" image.
Ask a Librarian allows users to contact TROY's professional librarians via e-mail at libhelp@troy.edu (during operating hours of the Troy Campus Library).
Telephone may be used to contact the Reference Desk of the Troy Campus Library during operating hours. The number is 334-670-3255.

COMMON INFORMATION FORMATS (PPT slide 7)

You use information sources by: *quoting, paraphrasing,* or *summarizing*

You _____ document your sources. Documentation involves: *Citations and References,* or *Citations and a Works Cited list*. Document when you _____. Document when you _____. Document when you _____.

At Troy University, documentation is done in one of two styles _____ or _____

PERIODICALS (journals, magazines, newspapers, newsletters)
  a. article
  b. editorial
  c. letter to the editor
  d. review

NON-PERIODICAL PRINT PUBLICATIONS
  e. book
  f. brochure, pamphlet, or press release
  g. dissertation or thesis
  h. government document

ONLINE SOURCES
  i. Web pages, blogs, images, audio, video
  j. online journals or books

OTHER COMMON SOURCES
  k. television or radio broadcast
  l. sound recording (music or spoken word)
  m. musical score or libretto
  n. visual recording (film, video, etc.)
  o. performance (play, opera, dance)
  p. painting, print, sculpture, photograph, or other visual art
  q. interview
  r. electronic or print personal communication
  s. map or chart
  t. lecture, speech, address, reading
  u. legal source
  v. physical electronic media, e.g., CD-ROM
  w. manuscript or typescript
  x. cartoon or comic strip
  y. advertisement
  z. personal communication, e.g., an e-mail, text, letter

DOCUMENTATION STYLES (PPT slide 8)

The most common documentation styles used at Troy University are Modern Language Association (MLA) and American Psychological Association (APA) style. Your handout, *A Student Guide to Plagiarism*, will spell out exactly which books are the guides to those styles.

QUOTING, PARAPHRASING, AND SUMMARIZING

Characteristics: What is it?

Quotation	*Paraphrase*	*Summary*
Matches the source word for word	Matches the source in terms of meaning	Sums up the central point of the source
Set off by quotation marks	Uses your own words	Uses your own words
	Approximately the same length, though often shorter and sometimes a little longer than the source	Much shorter than the source

Purpose: Why use it?

Quotation	*Paraphrase*	*Summary*
To provide credibility for what you are saying (you support your point by quoting an authority)	To get down the meaning of someone else's words in situations where their exact words are not important or their exact words are not appropriate or are not useful	To get down the gist of someone else's work
		To avoid unnecessary details when the main point is all you need
To get someone's exact words (when HOW something is said is as important as WHAT is said)	To shorten a section from the source that is too long to quote	To give your audience a general introduction to the source
		To refresh the readers' memory if they have read the source

Method: How do you do it?

Quotation	*Paraphrase*	*Summary*
Copy the source's words exactly. Enclose in quotation marks.	Read carefully the section of the source you are going to paraphrase. Put it away and write down in your own words what the source is saying. Then go back and check to see if you missed anything.	Read carefully the section of the source you are going to summarize. Put it away and write down the main point(s) of the source. Do not be a slave to the source's organization--you decide what the main points are.

Remember that all references to other sources—whether quoted, paraphrased, or summarized—must be documented parenthetically within the text and in a bibliographic entry at the end of the essay.

WHY DOCUMENT? (PPT slide 10)

Excerpt from *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed., by Kate L. Turabian, pages 133-134:

> *To give credit.* Research is hard work. Some who do it receive concrete rewards—money, promotions, good grades, degrees, and so on. But no less important is recognition, the pride and prestige of seeing one's name associated with knowledge that others value and use. ... (You also guard against the charge of plagiarism.)

> *To assure readers about the accuracy of your facts.* Researchers cite sources to be fair to other researchers, but also to earn their readers' trust. It is not enough to get the facts right. You must also tell readers the source of the facts so that they can judge their reliability, even check them if they wish. Readers do not trust a source they do not know and cannot find. If they do not trust your sources, they will not trust your facts; and if they do not trust your facts, they will not trust your argument. You establish the first link in that chain of trust by citing your sources fully, accurately, and appropriately.

> *To show readers the research tradition that informs your work.* Researchers cite sources whose data they use, but also cite work that they extend, support, contradict, or correct. These citations help readers not only understand your specific project but connect it to other research in your field.

> *To help readers follow or extend your research.* Many readers use sources cited in a research paper not to check its reliability but to pursue their own work. So citations help others not only to follow your footsteps, but to strike out in new directions.

END OF MATERIAL FROM TURABIAN

(PPT slide 11)

Know what information you will need to do documentation:
- Article: Author, title of the article, title of the journals, volume/issue/pages, publication date. Maybe the database name and the date of access.
- Book: Author, title, publisher, place of publication, publication date. Maybe the database name and the date of access.
- For Web sites, you will need information similar to that as for articles and books (author, title, date, publisher, etc.). You will also need the access date, and whether you need it or not (for your documentation), you should always record the URL (Web address).

> **MLA-style citation…**"The driver takes out a sack lunch and a thermos and watches me in his overhead mirror. I'm trying to figure out where I can go that the cops won't be looking for me" (Palahniuk 187). **APA-style citation…**"The driver takes out a sack lunch and a thermos and watches me in his overhead mirror. I'm trying to figure out where I can go that the cops won't be looking for me" (Palahniuk, 1996, p. 187).

<div align="center">Works Cited</div>

The Dust Brothers. "Chemical Burn." *Original Motion Picture Score*: *Fight Club*. Restless

Records, 1999. CD.

Fight Club. Dir. David Fincher. Twentieth Century Fox, 1999. Blu-ray Disc.

Palahniuk, Chuck. *Fight Club*. New York, Norton, 1996. Print.

Palahniuk, Chuck. *Fight Club*. New York, Norton, 2008. CD.

Zerrari, Michel. *The Pursuit of Excellence Through Education*. Mahwah: Lawrence Erlbaum

Associates, 2002. Print.

Wittke, Karen L., Brian Hayden, and Marie-Ange Lauwerys. "A Coiled Basket Fragment and

Other Organic Artifacts from the Keatley Creek Site, British Columbia." *Canadian

Journal of Art*. 28.1 (2004): 144-50. *World History Collection*. Web. 12 July 2011.

<div align="center">References</div>

Palahniuk, C. (1996). *Fight club*. New York, NY: Norton.

Palahniuk, C. (1996). *Fight club* [Kindle version]. Retrieved from http://www.amazon.com

Rozin, P., Bauer, R., & Catanese, D. (2003). Food and life, pleasure and worry, among American

college students: Gender differences and regional similarities. *Journal of Personality and

Social Psychology*, *85*(1), 132-141. doi:10.1037/0022-3514.85.1.132

Thompson, H.S. (1972/1998). *Fear and loathing in Las Vegas*: *A savage journey to the heart

of the American dream* (2nd ed.). New York, NY: Vintage.

HANDOUTS and more (all can be accessed online) (PPT slides 16 & 17)

Quoting, Paraphrasing, Summarizing
Available online from The Purdue Online Writing Lab (OWL)
http://owl.english.purdue.edu/owl/resource/563/1/

Quoting, Paraphrasing, Summarizing (**Included in this syllabus**) From the Writing Center

LibGuide (from the Library): *Writing a Research Paper* (details the steps in writing a paper)

The other handouts are available online from the *Information and Help* page of the Library:

Documentation handouts
- *Citing the World Wide Web in Style* (There are sections for MLA and APA)
- *Hanging indents: Using Microsoft Word to Format Your Documentation*
- *APA Style Helper: Capitalizing the Title of Your Paper and the Titles of References*
- *APA-Style Running Head and Page Numbers: Using Microsoft Word to Format Your Paper*

Other handouts
- *Proofreading a College Paper*
- *A Guide to Writing Resources*
- *International Student Writing/Library Glossary*
- *Microsoft Word Tips and Tricks*
- *A Student Guide to Plagiarism*
- *Using Quotations and Quotation Marks in College Writing*

AFTER CLASS: BLACKBOARD (PPT slide 18)

After you have attended the initial portion of this workshop, you are invited to continue in the Blackboard (online) classroom. You should have been given he opportunity to sign up for the Blackboard during at the conclusion of the initial workshop meeting, but if you still have not received access, send an email to libhelp@troy.edu, stating your name, student number, the date of the workshop you attended, and a request to be added to Blackboard.

The workshop will show in Blackboard as *Library* in the *Organizations* area.

ONLY THOSE WHO HAVE ATTENDED THE INITIAL WORKSHOP SESSION WILL BE GIVEN ACCESS TO BLACKBOARD.

AFTER CLASS: ACTIVITY #1 (PPT slide 19)

Turnitin In is online software that allows faculty and students to compare submitted papers with other information sources, e.g., other papers, journal articles, and the Internet.

Instructors use *Turnitin*, in a variety of ways. For example:

- Students may simple provide their paper to the instructor in electronic format, and only the instructor will use *Turnitin In* to check the paper.
- The instructor may have students turn papers in through *Turnitin*, but not allow the students to see the originality report.
- The instructor may allow students to use *Turnitin* to check their paper multiple times, or they may let them check it only once.

For this workshop, we have set *Turnitin* so that you may turn in the same assignment multiple times. *Turnitin* is also set so that you may see your originality report. Our purpose in providing access is not so much for you to check your papers, as it is for you to familiarize yourself with *Turnitin*, and for it to help you to better understand the concept of plagiarism.

TURNITIN (This is for you to try on your own.) DO NOT USE CURRENT PAPERS!

http://turnitin.com (You can create an account just by going there, but to check a paper, you will need additional information from the instructor [a Class ID and password].)

We have set up a class assignment that you may use.

          Class name is: Writing & Plagiarism Workshop (**Class ID** 4123927)
          The **password** is: swordfish

You can submit papers to the Practice Assignment. The assignment is set so that you can see your originality report. You can resubmit.

Do NOT use an actual paper for this term! If you do, when you turn the paper in for the actual class, it will show as a one-hundred percent match—and that is exactly what you are trying to avoid.

AFTER CLASS: ACTIVITY #2 (No PPT slide)

Writing a plagiarism-free paper involves using quality information sources, using them correctly (quoting, paraphrasing, or summarizing), and documenting them correctly.

Go to the National Archives Web site and look at the original version of the text that is quoted below. Find the piece of information that was omitted, as indicated by the ellipsis (. . .). Note that the original text includes the bold font as shown on this page, if it was not that way in the original text, it should not be that way as presented here. In the quote below, a period was placed after the *1776*— that is allowable. It is allowed because the style books say it is . . . both the MLA and APA style books.

We have come to the end of the syllabus. The word *syllabus* comes from the Greek word *sillybos*, referring to a parchment tag (a label). The tag allowed the librarian of long ago to see what was on a scroll without unrolling it. The tag was an outline or summary of what was on the scroll. A syllabus for a modern day class is an outline or summary of the class . . . and now you know why a syllabus is called a syllabus. The following is an example of a block quotation. When do MLA and APA say to use the block technique to format a quotation?

> The movie *National Treasure* suggests that something is written on the back of the Declaration of Independence. As protectors of this important, original document, we know there is nothing hidden there. But it is true that something is written on its back. The writing on the back of the Declaration of Independence reads: "**Original Declaration of Independence dated 4th July 1776.**" . . . While no one knows for certain who wrote it, it is known that early in its life, the large parchment document (it measures 29¾ inches by 24½ inches) was rolled up for storage. So, it is likely that the notation was added simply as a label. (U.S. National Archives and Records Administration)

Works Cited

U.S. National Archives and Records Administration. *What's on the Back of the*

Declaration of Independence? The National Archives, n.d. Web. 16 Oct. 2009.

<http://www.archives.gov/exhibits/charters/treasure/back_of_declaration.html>.

References

U.S. National Archives and Records Administration. (n.d.). *What's on the back of the*

Declaration of Independence? Retrieved October 16, 2009 from http://www

.archives.gov/exhibits/charters/treasure/back_of_declaration.html

STEPS IN WRITING A RESEARCH PAPER: 20 days from start to finish (PPT slide 21)
Check out the LibGuide on the Library Web site! *Writing a Research Paper*

1. Choose a Topic – Day 1

2. Define Task (Answer these questions) – Day 2
   A. When is the assignment due?
   B. Do I understand the assignment?
   C. What is the assignment?
   D. How many pages are required for the research paper?
   E. Do I have to use specific resources?
   F. How many resources do I need?
   G. What kinds of resources do I need or must I use?
   H. What is the required writing and documentation style?

3. Write a Thesis Statement – Day 3

4. Find Background Information – Day 4 to Day 7

5. Locating Library Services – Day 8 to Day 12

6. Prepare Working Outline – Day 13 to Day 14

7. Writing the Actual Paper – First Draft – Day 15

8. Writing the Actual Paper – Second Draft – Day 16 to Day 17
   A. Is it logically written?
   B. What can be done to fix the logistics of the paper?
   C. Any concept written that the reader may not understand?
   D. Have you addressed your entire thesis (topic) statement?

9. Writing the Actual Paper – Third Draft – Day 18
   A. Spelling
   B. Grammar
   C. Punctuation
   D. Documentation/Style

10. Writing the Actual Paper – Final Version – Day 19

11. Turn the paper in to the instructor! – Day 20

[Questions and Answers? Post-test. Thank you.]