

To supplement the instructional and illustrative material, *What Every Student Should Know About Avoiding Plagiarism* includes three test-yourself sections—one for in-text citations, one for Works Cited entries, and a culminating exercise that includes the extended study of a student paper.

While this ancillary focuses primarily on MLA style, the sample References entries, the generalized discussions of blending quotations, and most importantly the emphasis on explaining the rationale behind all modes of documentation make the book valuable to serious academic and professional writers, whether they use MLA, APA, CM, or any other style in their work.

Please note:

The MLA models found in the text deal with the most common situations. All writing should be double-spaced in MLA style. (Sample entries demonstrated in the following pages are single-spaced to save room.)

AVOIDING PLAGIARISM

What Is Plagiarism?

After the Beatles broke up, the band's lead guitarist, George Harrison, produced a solo album, *All Things Must Pass*, issued in the United States in November 1970, together with an accompanying single, "My Sweet Lord." The song became Harrison's first Number One hit single, but not everyone was happy with the situation. The copyright holder to the 1962 hit "He's So Fine," sung by an American female group, the Chiffons, claimed Harrison had taken the melody for "My Sweet Lord" from the Chiffons' song, without permission. Harrison was sued for copyright infringement. Even though the judge didn't believe that Harrison "deliberately" and consciously made use of the earlier song's melody, the court eventually found the melodies of the two songs to be so similar that Harrison lost the case and was ordered to pay \$587,000 in damages.¹

Copyright infringement, the unauthorized use of written material without the permission of the owner, is of concern primarily to commercial publishers. The financial costs of losing a copyright infringement lawsuit can be very high. But a no less significant kind of theft is greatly important to students and others working in academic and business communities—plagiarism. **Plagiarism** is using someone else's work—words, ideas, or illustrations; published or unpublished—without giving the creator of that work sufficient credit. A serious breach of scholarly ethics, plagiarism can have severe consequences: Academic professionals can face public

disgrace or even be forced out of a position. In the business world, plagiarism leads to distrust and can significantly damage careers. Students risk a failing grade or possibly disciplinary action ranging from suspension to expulsion. A record of such action can adversely affect professional opportunities in the future as well as graduate school admission.

Significance of Intellectual Honesty

People sometimes ask, “What’s so terrible about copying someone else’s work?” After all, many argue, in this age of the Internet and music downloads, information should be “free.” However, it’s possible to preserve the free flow of information without plagiarizing. Actually, careful documentation of information sources helps ensure that information remains not only available, but reliable.

The issues around plagiarism touch two significant points—preserving intellectual honesty and giving credit for work done. The academic community relies upon the reciprocal exchange of ideas and information to further knowledge and research. Using material without acknowledging its source violates this expectation and consequently makes it hard for researchers to verify and build on others’ results. It also cheats writers and researchers of the credit they deserve for their work and creativity.

Even with the writer’s permission, presenting another’s work as one’s own is equivalent to lying; it’s a form of dishonesty. Perhaps most importantly for students, plagiarizing damages a person’s own self-respect and negates the very reasons he or she is in college to begin with. A student who hands in a plagiarized paper has missed an opportunity for growth and learning.

Intentional Plagiarism

Suppose you are pressed for time on a deadline for a paper in your history class and a friend offers you a paper he wrote for a similar class the previous year. Handing in that paper as your own constitutes intentional plagiarism. In the same way, buying a paper from an Internet source—or taking one from a sorority or fraternity file—and handing it in, with or without minimal changes to wording, is plagiarism. Also, paying someone to write a paper that you

then hand in as yours is plagiarism. Finally, handing in a paper of your own that someone else has heavily rewritten or revised is plagiarism.

Ethical considerations aside, it’s extremely hard to get away with plagiarism. Experienced professors can easily tell when a paper is not written in a student’s own style or is more professionally done than they would expect. In addition, online services now identify plagiarized papers for a fee, and academic institutions are increasingly subscribing to such services. The March 2, 2006, online edition of *The New York Sun* reported that in New York City, more and more schools were requiring students to hand in papers through Turnitin.com, “a service that compares students’ papers against everything on the Internet and a database of more than 15 million student papers.”² Clearly, students at these schools will have a hard time getting away with submitting unoriginal papers.

Documentation—The Key to Avoiding Unintentional Plagiarism

As a student, you may resolve never to intentionally be involved in plagiarism. That’s a good intention, but it doesn’t go far enough. You have to consider also the possibility that you might unintentionally plagiarize someone else’s work. Remember that George Harrison probably never intended to copy the melody of “He’s So Fine.” But his lack of intention didn’t prevent the court from ruling against him. Unintentional plagiarism is still plagiarism. Today, with the wide availability of material online and with recurring arguments about the legality of downloading items from the Internet, it can be difficult to tell when you have unintentionally plagiarized something.

The legal doctrine of *fair use* allows writers to use a limited amount of another’s work in their own papers and books. However, to make sure that they are not plagiarizing that work, writers need to take care to accurately and clearly credit the source for *every* use. Magazine and newspaper writers follow their own guidelines for validating information and giving credit. In the academic and business worlds, documentation is the method writers

employ to give credit to the creators of material they use. **Documentation** involves providing essential information about the source of the material—information that would enable readers to find the material for themselves, if they so chose. It tells the reader (1) what ideas are the writer's, (2) what ideas are someone else's, (3) where the writer got the facts and other information, and (4) how reliable the writer's sources are.

Documentation requires two elements—a separate list of sources used in the paper (such as a Works Cited list or a References list) and citations in the text to items in that list. For example, suppose that for a paper about changes in the concept of free speech, you have consulted the 2005 “Worldwide Press Freedom Index” compiled by the organization Reporters Without Borders and listed on the group's Web site. In your Works Cited list, you might give the source as follows:

Reporters Without Borders. “Worldwide Press Freedom Index 2005.”
Reporters Without Borders. 2005. 28 Feb. 2006.
http://www.rsf.org/article.php3?id_article=15331.

In the text of your paper, at the place where you quote from or give information taken from the index, you need to give enough information to separate the source material from your own ideas and to identify the source material in the Works Cited list. For example:

An international press freedom advocacy group ranked the United States 44th among 167 countries, a decrease of more than 20 places from the previous year, “mainly because of the imprisonment of *New York Times* reporter Judith Miller and legal moves undermining the privacy of journalistic sources” (Reporters).

The **attribution** (in boldface in the example) introduces the source information and separates it from the writer's ideas and any other source information. The **reference** (in parentheses) at the end tells the reader how to find the source in the list of Works Cited, by the name of the organization, which is given first in the Works Cited entry in this case. In-text references should be concise; notice that in this example, the organization's name, which is given in full in

A number of different documentation styles may be used, but the two most preferred styles for academic work are those of the Modern Language Association (MLA style) and the American Psychological Association (APA style). Your instructor will usually tell you which documentation style to use. (The citation and Works Cited examples in this book are given in MLA style, but a discussion of APA style and sample APA formats are included at the end. A footnote documentation system, outlined in *The Chicago Manual of Style*, is also mentioned briefly later on.)

To use documentation and avoid unintentional plagiarizing from a source, you need to know about:

- Identifying sources and information that need to be documented.
- Using material gathered from sources: summary, paraphrase, and quotation.
- Staying loyal to the source material.
- Creating an in-text reference.
- Blending quotations into your paper.
- Documenting sources in a Works Cited or Reference list.

Sources and Information That Need to Be Documented

Whenever you use information, facts, statistics, opinions, hypotheses, graphics, or ideas from **outside sources**—whenever you use any words or ideas that you have not thought up yourself—you need to identify the source of that material. Outside sources include:

- Books
- Web sites
- Periodicals
- Newspapers and magazines
- Material from electronic databases
- Radio or television programs
- Films, plays, and other performances
- Interviews
- Speeches

Your documentation must be thorough. It needs to be correctly placed within the body of your paper as well as in the list of sources that follows your paper, according to the documentation style you are using.

Recognizing Common Knowledge

Virtually all the information you find in outside sources requires documentation. However, there's one major exception to this guideline: You do not have to document common knowledge. **Common knowledge** is widely known information about current events, famous people, geographical facts, or familiar history.

Sometimes it's difficult to determine whether a piece of information is common knowledge. Information that's common knowledge in one location might require documentation in another situation. For example, suppose the topic of a paper is public works projects. A student in San Francisco might assume as common knowledge the fact that it's possible to walk or bicycle across the Golden Gate Bridge, while a student in Maine might have to research and document that information.

Asking these questions can help you determine whether a fact is common knowledge:

- **Is this information that you know, or that you would expect others to know, without having to look it up?** For example, you know that there are 50 states in the United States, Ottawa is the capital of Canada, the Renaissance followed the Middle Ages in Europe, the current Dalai Lama is in exile from Tibet, and cats and dogs belong to different species. These facts are common knowledge (even if you find you sometimes have to refresh your memory about them).
- **Is the information readily available in many sources without documentation?** For example, you might not know that D-Day, the date of the Allied invasion of Normandy during World War II, was June 6, 1944. But a quick look in a range of sources confirms that this historical fact is widely stated and never documented. It's common knowledge. However, if you

will have to document the sources where you learned those details. Another example: You know that Martin Luther King, Jr., admired Mahatma Gandhi's approach of non-violent civil disobedience—common knowledge that need not be documented. However, if you want to quote from King's writings about Gandhi, you must document your source.

- **Is the information in a general dictionary?** Suppose you are researching the societal function of urban pocket parks and gardens, and you come across a reference to photosynthesis. If you don't remember the details of the process, you can look up the word in a general dictionary to refresh your memory about, say, the role of chlorophyll without having to document that information. If, however, you decide to use the dictionary's definition in your paper, you must then document the source.
- **Is it a common saying or expression?** Traditional sayings, nursery rhymes, and other similarly widely known expressions do not require documentation if you can write them down from memory. If you have looked up the wording in a source, you ought to document the source you used. One caution: Some popular sayings actually come from Shakespeare or the Bible. You can check the origin of a saying by looking it up in a reference source such as Bartlett's *Familiar Quotations*.
- **Is this widely known information about authorship or creation?** You need not document that Shakespeare wrote *King Lear* or that Einstein discovered the general theory of relativity. However, if you quote from *Lear* or write about a specific performance of the play, or if you write about Einstein's ideas, you need to document the sources you've consulted.

If you have asked these questions and are still in doubt about whether information is common knowledge, the safest strategy is to provide documentation. Keep in mind also that many instructors require students to document *all* the information that they learn in their research; that is, if you personally had to look it up, you need

How to Use Material Gathered from Sources

Once you find information that you want to use, you need to figure out how best to present it in your paper or report. You have several options, and your decisions should be based on making the most effective use of the material for your purposes. Essentially, you can integrate material into your paper in three ways—through summary, paraphrase, or quotation.

Summary

A **summary** is a brief restatement in your own words of the main ideas in a source. Summary is used to convey the general meaning of the ideas in a source, without specific details or examples that may appear in the original. You can summarize a paragraph, but summaries are mostly used for long items—a chapter, an Internet document, or even an entire book. A summary is always much shorter than the work it treats. For example, a summary of an entire book can take just 50 to 100 words.

Write a summary when (1) the information is important enough to be included, but not important enough to be treated at length; (2) the relevant material is too long to be quoted fully; or (3) you want to give the essence of the material without the corroborating details. In summarizing, you need to revise again and again to condense your writing as much as possible. Be objective, but if the original has a particular tone—ironic or critical, say—give an indication of the tone in your summary.

Original source:

Although the stereotypical profile of a hoarder is an older, single female, living alone and known as the neighborhood “cat lady,” in reality this behavior seems to cross all demographic and socioeconomic boundaries. As hoarders tend to be very secretive, many can lead a double life with a successful professional career—hoarding behavior has been discovered among doctors, nurses, public officials, college professors, and veterinarians, as well as among a broad spectrum of socioeconomically disadvantaged individuals (Patronek).

Works Cited

Patronek, Gary J. “The Problem of Animal Hoarding.” Municipal Lawyer May/June 2001. Hoarding of Animals Consortium, Center for Animals and Public Policy, Cummings Animal Veterinary School, Tufts University. 12 Mar. 2006 <<http://www.tufts.edu/vet/cfa/hoarding/pubs/municipalawyer.pdf>>.

Example of plagiarism:

According to Gary J. Patronek, not all animal hoarders fit the stereotypical profile of the neighborhood “cat lady” but can come from any demographic and socioeconomic group. Some hoarders are successful professionals including doctors, nurses, politicians, and teachers. Thus, agencies investigating reports of animal hoarding should be prepared to deal with people from a variety of backgrounds.

What’s wrong? Some of the writer’s language (in **boldface** in the example) remains too similar to that of the source. Also, the reader cannot clearly tell where the information from the source ends and the writer’s own contribution (given in the last sentence in the example) begins because no parenthetical reference immediately follows the summary.

Correction:

Animal hoarders can be people from any demographic and socioeconomic group, including professionals (Patronek). Thus, agencies investigating reports of animal hoarding should be prepared to deal with people from a variety of backgrounds.

What’s right? The writer has eliminated almost all of the original source’s language—in particular, distinctive, creative language—such as *stereotypical profile* and *neighborhood “cat lady.”* The words *demographic*, *socioeconomic*, and *professionals*, which are semitechnical or commonplace and hard to rephrase accurately, have been retained. Finally the writer’s own ideas are separated from the summarized ideas by the parenthetical reference, which immediately follows the summary.

Rules to Remember: When summarizing, follow these guidelines to avoid plagiarism:

1. Write the summary using your own words. If you “borrow” distinctive words or phrases from your source, you must use quotation marks within your summary to indicate quoted material.
2. Indicate clearly where the summary begins and ends.
3. Use attribution and parenthetical reference to tell the reader where the material came from.
4. Make sure your summary is an accurate and objective restatement of the source’s main ideas, but preserve the source’s tone or point of view.
5. Check that the summary is clearly separated from your own contribution. One way to do this is to place the parenthetical reference immediately after your summary.

Some papers require particular types of summaries—reviews, plot summaries, annotated bibliography entries, or abstracts. Take care to give the essential information as clearly and succinctly as possible in your own language.

Review. A review gives details about the time, place, and participants of an artistic event, such as a play or film; summarizes the event; and gives the reviewer’s opinion of the event’s success, often with supporting examples.

John Patrick Shanley’s *Doubt*, a tightly focused, one-act play that takes as its subject the issue of child abuse at a religious school, leaves audience members questioning their own sources of faith and belief. How can we be sure of the truth? What are the roles of instinct and evidence in searching for the truth? What does it mean to have faith? In the February 17, 2006, performance, at the Walter Kerr Theater in New York City, the actors Eileen Atkins, Ron Eldard, and Jena Malone, who recently joined the cast, and Adriane Lenox, from the original production, posed these questions and demonstrated once again why *Doubt* won the 2005 Pulitzer Prize for Best Drama.

Plot Summary. In a plot summary, the writer reduces the storyline of a novel, play, movie, story, or other artistic work to a brief outline. A plot summary includes only as much detail as necessary for the writer’s particular purpose.

In *Daniel Deronda*, a novel by George Eliot, the title character, who is a young English gentleman, finds himself drawn to the practice of Judaism and eventually learns the truth of his origins, that his mother was Jewish.

Annotated Bibliography Entry. A bibliography or Works Consulted list gives all the sources looked at for a paper, unlike a Works Cited list (in MLA style) or a References list (in APA style), which gives only the works actually *used* in the paper. In an annotated list, briefly summarize the material or purpose of each source.

Reporters Without Borders. “Worldwide Press Freedom Index 2005.” Reporters Without Borders. 2005. 28 Feb. 2006. <http://www.rsf.org/article.php3?id_article=15331>. This index surveys and ranks the level of press freedom in 167 countries.

Abstract. Placed at the beginning of an article or report, an abstract summarizes the purpose, process, and conclusions of the experiment or project detailed in the work.

Technology changes the ways in which members of a group interact. In an exploration of the impact on social norms of cell phone technology, 25 male and female college students were extensively interviewed about the effect of cell phones on extending and accepting invitations to social events, sending thank-you messages, and meeting expectations about punctuality. The study demonstrated that technology has had an impact on how people approach social interactions, with most interviewees saying that they were more spontaneous about making social arrangements and more relaxed about meeting expectations, especially concerning punctuality than they would be without the use of cell phones.

Paraphrase

A **paraphrase** is a restatement in your own words, and using your own sentence structure, of specific ideas or information from a source. Paraphrase is useful when you want to capture certain ideas or details from a source but do not need or want to quote the source's actual words. A paraphrase can be about as long as the original passage.

Use a paraphrase when (1) you don't want to interrupt the flow of your writing with another person's writing; (2) you want to avoid using a long quotation or a long string of quotations; or (3) you want to interpret or explain the material as you include it.

If you remember that the chief purpose of a paraphrase is to *maintain your own writing style* throughout your paper, you'll avoid falling into a trap that many inexperienced writers succumb to—that is, using the original passage, but changing just a few phrases here and there. The most effective way to write a paraphrase is to read the original passage, put the passage aside, and then compose your own restatement of the material in the passage. If you want to repeat particular words or phrases from the original, put those items in quotation marks.

Original source:

The government of Libya is arbitrarily detaining women and girls in "social rehabilitation" facilities for suspected transgressions of moral codes, locking them up indefinitely without due process. Portrayed as "protective" homes for wayward women and girls or those whose families rejected them, these facilities are *de facto* prisons. In them, the government routinely violates women's and girls' human rights, including those to due process, liberty, freedom of movement, personal dignity, and privacy. Many women and girls detained in these facilities have committed no crime, or have already served a sentence. Some are there for no other reason than that they were raped, and are now ostracized for staining their family's "honor." There is no way out unless a male relative takes custody of the woman or girl or she consents to marriage, often to a stranger who comes to the facility looking for a wife.

Works Cited

- Human Rights Watch. Libya: A Threat to Society? Arbitrary Detention of Women and Girls for "Social Rehabilitation." Human Rights Watch. 18.2 (E). Feb. 2006. 40 pp. 4 Mar. 2006 <<http://hrw.org/reports/2006/libya0206/>>.

Example of plagiarism:

Another example of the worldwide mistreatment of women and girls is the case of Libya. There, the government is keeping women and girls in "social rehabilitation" facilities for breaking moral codes, locking them up indefinitely without due process. Portrayed as "protective" homes, these places are really prisons. In them, the human rights of women and girls are violated on a routine basis, including the rights to due process, liberty, freedom of movement, personal dignity, and privacy. Many have committed no crime, or have already paid their debt to society. Some are there only because they were raped, and are now outcast for staining their family's "honor." They cannot get out unless a male relative takes custody of them or they agree to get married, often to a stranger who comes to the facility looking for a wife (Human).

What's wrong? The wording and sentence structure of the paraphrase are too close to the original. The writer has replicated the original source sentence by sentence, keeping much of the original wording (in **boldface** in the example) and simply replacing some words with synonyms. For example, "for suspected transgressions of moral codes" has become "for breaking moral codes," "de facto prisons" has become "really prisons," and "consents to marriage" has become "agree to get married." Most importantly, the number of sentences, the structure of the sentences, and the organization of the paragraph are the same as in the original source. The reader is led to think that the writer has thought through the original material and interpreted it in a wholly new paragraph, when all the writer has done is to take a paragraph from the source and alter a few words.

Correction:

Too many societies in the world today tolerate, or even advocate, depriving women of their human rights. An egregious example of

discrimination against women and girls occurs in Libya. **Human Rights Watch**, in a report issued in February 2006, documented the existence of what are called “social rehabilitation” facilities, run by the government. Women and girls are kept in these places against their will, with little or no legal recourse. Only male relatives can get them released. Committed to these homes, mostly because they have been cast out by their families, these women and girls are virtual prisoners, sometimes for no other reason than that of “staining their family’s ‘honor’” by being a victim of rape (Human).

What’s right? The ideas from the source are conveyed in the writer’s own words and sentence structure. The attribution that introduces the paraphrase of the source material (in **boldface** in the example) and the parenthetical reference that follows it carefully separate the paraphrase from the writer’s own interpretations and reflections. The phrases that are exact quotations from the original source are kept in quotation marks.

Rules to Remember: To avoid plagiarizing when you paraphrase, be sure to follow these rules:

1. Use your own words and sentence structure. Your paraphrase must not duplicate the source’s words or phrases.
2. Use quotation marks within your paraphrase to indicate quoted material.
3. Make sure your readers know when the paraphrase begins and ends.
4. Check that your paraphrase is an accurate and objective restatement of the source’s specific ideas.
5. Immediately follow your paraphrase with a parenthetical reference indicating the source of the information.

Paraphrase of Technical Information. Paraphrase is especially useful for presenting technical material in language that is easily accessible to the writer’s audience.

Original source:

Malaria parasites have complex life cycles and, thus, distinct developmental stages, each of which has multiple antigens that could serve as targets of an immune response. A *pre-erythrocytic* vaccine

would protect against the infectious form injected by a mosquito (sporozoite) and/or inhibit parasite development in the liver. In a previously unexposed individual if a few parasites were to escape the immune defenses induced by a *pre-erythrocytic* vaccine, they could eventually multiply and result in full-blown disease. An *erythrocytic* or *blood stage* vaccine would inhibit parasite multiplication in the red cells, thus preventing (or diminishing) severe disease during the blood infection. A *sexual stage* vaccine does not protect the person being vaccinated, but instead interrupts the cycle of transmission by inhibiting the further development of parasites once they—along with antibodies produced in response to the vaccine—are ingested by the mosquito. Transmission-blocking vaccines could play a role as part of a multi-faceted strategy directed to elimination of parasites from low-transmission areas or as a means of protecting a vaccine or drug directed at *pre-erythrocytic* or *erythrocytic* stages against the spread of resistant parasites. An optimal vaccine would have the ability to elicit protective immunity that blocks infection as well as prevents pathology and interrupts transmission of parasites, and would most likely be a combination vaccine comprised of subunits from different parasite stages.

Works Cited

James, Stephanie, and Louis Miller. “Malaria Vaccine Development: Status Report.” National Institute of Allergy and Infectious Diseases. 30 Dec 2005. 13 pp. National Institutes of Health. 17 Apr. 2006
<<http://www3.niaid.nih.gov/research/topics/malaria/PDF/malvacdev.pdf>>.

Example of paraphrase:

The campaign to improve the health of people worldwide must continue to focus on efforts to eradicate malaria, including work on developing an effective vaccine. How would such a vaccine work? In a status report on malaria vaccines, written for the Division of Microbiology and Infectious Diseases of the National Institute of Allergy and Infectious Diseases, Stephanie James and Louis Miller describe potential types of malaria vaccines. One type would create immunity in people who have not yet been infected by malaria. A second type would prevent infected people from becoming very ill. A third would not help people who are already

infected, but could help stop the spread of the disease to others. The most effective vaccine would have all these characteristics—conferring immunity from infection, preventing the development of the disease after infection, and stopping the spread of the disease. (James and Miller).

Notice that the paraphrase is bracketed by an introductory attribution and a concluding parenthetical reference.

Quotation

A **quotation** reproduces an actual part of a source, word for word, to support a statement or idea, to provide an example, to advance an argument, or to add interest or color to a discussion. The length of a quotation can range from a word or phrase to several paragraphs. In general, quote the least amount possible that gets your point across to the reader. Quoting many long passages from source material can make your paper seem choppy and can give the impression that you have no thoughts of your own.

Use quotations if (1) the original writing is especially powerful, descriptive, clear, or revealing; (2) the original contains language you are analyzing or commenting on; (3) the original provides authenticity or bolsters the credibility of your paper; or (4) the original material is difficult to summarize or paraphrase adequately.

Original source:

If *Rutgers v. Waddington* made Hamilton a controversial figure in city politics in 1784, the founding of the Bank of New York cast him in a more conciliatory role. The creation of New York's first bank was a formative moment in the city's rise as a world financial center. Banking was still a new phenomenon in America.

Works Cited

Chernow, Ron. *Alexander Hamilton*. New York: Penguin, 2004.

Example of plagiarism:

In its early days, America lacked many of the sophisticated financial mechanisms prevalent in other countries. Indeed, the creation of New York's first bank was a formative moment in the city's rise as a world financial center (199–200).

What's wrong? The writer did not place quotation marks around the quotation—that is, the words repeated from the source (in **boldface** in the example). Also, the parenthetical reference does not give enough information to enable readers to locate the source in a Works Cited list: the author's name is missing.

Correction:

In its early days, America lacked many of the sophisticated financial mechanisms prevalent in other countries. **In Alexander Hamilton, Chernow**, noting that not many banks were established in the United States in the late eighteenth century, says, “The creation of New York's first bank was a formative moment in the city's rise as a world financial center” (199–200).

Or:

In its early days, America lacked many of the sophisticated financial mechanisms prevalent in other countries. **One commentator**, noting that not many banks were established in the United States in the late eighteenth century, says, “The creation of New York's first bank was a formative moment in the city's rise as a world financial center” (Chernow 199–200).

What's right? The writer used quotation marks to indicate the beginning and end of the quotation. The parenthetical reference contains enough information for a reader to find the source of the quotation. Note that the attribution (in **boldface**) introduces a paraphrase of information, as well as the direct quotation, from the source.

Rules to Remember: Regardless of the length of your quotation, to avoid plagiarism, observe these rules whenever you quote:

1. Copy the material from your source to your paper exactly as it appears in the original. Enclose short quotations (four or fewer lines of text) in quotation marks. (See “Blending Quotations into a Paper” later in this book for guidance on using long quotations.)
2. Provide clear attribution to your source so that your readers know the origin of the quotation.
3. Immediately follow each quotation with a parenthetical refer-

Loyalty to the Source

It's unfair to use a source in a way that misrepresents its intended meaning. Whether you are writing a summary or a paraphrase or you are excerpting a quotation, be careful not to distort the message of the original source, either intentionally or inadvertently.

Quotations must reproduce the original source word for word. Writers should not alter the spelling, capitalization, or punctuation of the original. If a quotation contains an obvious error, you may insert *sic*, which is Latin for “so” or “thus,” to show that the error is in the original. Use regular type (not italics) and brackets: “. . . representatives from the 51 [sic] states plus the District of Columbia.”

In addition, a quotation, paraphrase, or summary must be used in a way that accurately conveys the meaning of the source; that is, material should not be taken out of context to distort the sense of the original.

In “A Modest Proposal,” his trenchant political satire, Jonathan Swift advocates selling off poor children to be eaten as food, as a means of solving the problem of poverty.

Moreover, any special tone that the original has—irony or sarcasm, for example—should be conveyed by the use of the quotation.

Original source:

Robert Lowell was above all an audacious *maker*—in poetry, one of the great makers of the twentieth century. He became famous as a “confessional” writer, but he scorned the term. His audacity, his resourcefulness and boldness lie not in his candor but his art. Therefore the present edition: by laying before the reader materials often buried since first publication, the present edition hopes to bring into focus Lowell’s practice as an artist, his nature as a maker.

Works Cited

Bidart, Frank. Introduction. *Collected Poems*. By Robert Lowell.
Ed. Frank Bidart and David Gewanter. New York: Farrar,
2003. vii–xvi.

Example of plagiarism:

Lowell was a great twentieth-century poet because he was honest

What’s wrong? The paraphrase distorts the original meaning of the source material.

Correction:

Bidart asserts that though Lowell was known as a “confessional” writer, it was his “practice as an artist,” rather than simply his outspokenness, that made Lowell one of the twentieth century’s great poets (Bidart vii).

What’s right? The paraphrase conveys the meaning of the original source, and the attribution clearly introduces the source material.

Creating In-Text Citations

Remember that there are two parts to documentation—a list of works used and in-text citations for all source material. The in-text citations need to supply enough information to enable a reader to find the correct source listing in the Works Cited or References list. To properly cite a source in the text of your report, you generally need to provide some or all of the following information for each use of the source:

- Name of the person or organization that authored the source
- Title of the source, if there is more than one source by the same author
- Page, paragraph, or line number, if the source has one

These items can appear as an attribution in the text (“According to Smith . . .”) or in a parenthetical reference placed directly after the summary, paraphrase, or quotation. Not providing enough reference information in the text to enable readers to find a source listed in Works Cited or References page is a form of unintentional plagiarism.

Original source:

What accounts for the government’s ineptitude in safeguarding our privacy rights? Is privacy regarded by ordinary citizens and public policy makers as a trivial right unworthy of their attention? Or are we powerless victims of technology that has stripped away our privacy without our ability to recognize what was happening?

Works Cited

Spinello, Richard A. "The End of Privacy." *America* 4 Jan. 1997: 9–13.

Example of plagiarism:

The greatest threat to privacy may be our failure to recognize that it is being eroded by the very technology that many regard as beneficial, particularly the use of computers for commercial transactions. Electronic money transfers and credit card purchases over the Internet expose important private information about our finances to unscrupulous hackers. "[A]re we powerless victims of technology that has stripped away our privacy without our ability to recognize what was happening?" (9).

What's wrong? There is no attribution, such as "Spinello observes" or "according to Spinello," that clearly identifies the source for the quotation. The page number in parentheses is insufficient identification.

Correction:

The greatest threat to privacy may be our failure to recognize that it is being eroded by the very technology that many regard as beneficial, particularly the use of computers for commercial transactions. Electronic money transfers and credit card purchases over the Internet expose important private information about our finances to unscrupulous hackers. The journalist Richard A. Spinello raises this question when he asks, "[A]re we powerless victims of technology that has stripped away our privacy without our ability to recognize what was happening?" (9). Unfortunately, it may be ignorance, not apathy, that is creating the problem.

Or:

The greatest threat to privacy may be our failure to recognize that it is being eroded by the very technology that many regard as beneficial, particularly the use of computers for commercial transactions. Electronic money transfers and credit card purchases over the Internet expose important private information about our finances to unscrupulous hackers. The journalist Richard A. Spinello asks whether we have become "powerless victims of technology that has

stripped away our privacy without our ability to recognize what was happening" (9). Unfortunately, it may be ignorance, not apathy, that is creating the problem.

What's right? Both examples provide an attribution that gives the author's name and a parenthetical reference that includes the page number.

Using an Introductory Attribution and a Parenthetical Reference

The author, the publication, or a generalized reference can introduce source material. Remaining identifiers (title, page number) can go in the parenthetical reference at the end. The parenthetical reference should follow the source material as closely as possible, usually at the end of the sentence. This two-part format—*attribution plus parenthetical reference*—works well for quotations and is the best practice to follow for a paraphrase, as it clearly separates the source material from the writer's own ideas.

Original source 1—"Living" article:

Over the past two years state tax revenues have come roaring back across the country, after dropping sharply from a recession in 2001.

Original source 2 –McNichol and Lav report:

Despite recent reports of rapid state revenue growth and surpluses in some states, most states continue to feel the after-effects of the fiscal crisis. The spurt of current growth is occurring following several years of falling or stagnant revenues. During those years, states cut back on services, drew down rainy day funds, enacted temporary revenues, and used an array of fiscal gimmicks. As a result, state fiscal conditions today are weaker than they were before the last recession.

Works Cited

"Living on Borrowed Time." *Economist* 25 Feb–3 Mar. 2006: 34–37.

McNichol, Elizabeth C., and Iris J. Lav. "State Revenues and Services Remain below Pre-Recession Levels." *Center on Budget and Policy Priorities*. 6 Dec. 2005. 10 Mar. 2006 <<http://www.cbpp.org/12-6-05sfp2.htm>>.

Examples of correct in-text citation:

Recently, *The Economist* noted that since 2004, “state tax revenues have come roaring back across the country” (“Living” 34). However, McNichol and Lav, writing for the Center on Budget and Policy Priorities, claim that recent gains are not sufficient to make up for the losses suffered.

In “Living on Borrowed Time,” *The Economist* asserts that “state tax revenues have come roaring back across the country” since 2004 (34). A report issued by the Center on Budget and Policy Priorities, however, states that nevertheless “most states continue to feel the after-effects of the fiscal crisis” (McNichol and Lav).

Remarking on the current financial situation for the states, *The Economist* says, “Over the past two years state tax revenues have come roaring back across the country, after dropping sharply from a recession in 2001” (“Living” 34). However, the Center on Budget and Policy Priorities is not entirely optimistic about the effect of the increases in revenues: “Despite recent reports of rapid state revenue growth and surpluses in some states, most states continue to feel the after-effects of the fiscal crisis” (McNichol and Lav).

The Economist said in a recent article that since 2004 “state tax revenues have come roaring back across the country” (“Living” 34), although at least one source asserts that the gain is not enough to offset previous losses (McNichol and Lav).

Placing All Identifying Information in the Parenthetical Reference

When quotations are used, the writer can often omit an introductory attribution. The quotation marks may sufficiently set off the quotation from the writer’s own ideas. In the first example below, the listing of the source in the Works Cited list does not include page numbers because the writer uses material from more than one place in the book. Page numbers in the in-text reference guide the reader to the right place in the source for the quotation. In the second example, the original source, a Web site, does not have page or paragraph numbers.

Examples of correct in-text citation:

In its early days, America lacked many of the sophisticated financial mechanisms prevalent in other countries: “The creation of New York’s first bank was a formative moment in the city’s rise as a world financial center” (Chernow 199–200).

Free speech may be guaranteed by the constitution, but that guarantee is not absolute. It’s possible to have more freedom of speech or less, as was perhaps the case in 2005. “The United States (44th) fell more than 20 places, mainly because of the imprisonment of *New York Times* reporter Judith Miller and legal moves undermining the privacy of journalistic sources” (“Reporters”).

Placing Identifying Information in the Attribution

If a source does not have page numbers, it may be possible to put all the information a reader needs into the in-text attribution. Some sources—literary plays, the Bible—are customarily referred to by their own internal numbering system, regardless of the printed source in which they are found. The relevant numbers can appear in the attribution (as in the second example below) or in the parenthetical reference. (However, if more than one version of the work is used, as is sometimes the case in scholarly writing, the parenthetical reference must clearly show which work is being referenced in the Works Cited list.) Notice that in the first example, the writer has combined paraphrase and quotation after the attribution.

Examples of correct in-text citation:

In its 2005 “Worldwide Press Freedom Index,” Reporters Without Borders ranked the United States 44th among 167 countries, a decrease of more than 20 places from the previous year, “mainly because of the imprisonment of *New York Times* reporter Judith Miller and legal moves undermining the privacy of journalistic sources.”

According to Article II, Section 1, of the U.S. Constitution, “No person except a natural born Citizen . . . shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five years. . . .”

Other major diseases have been eradicated or severely restricted by the use of vaccines. What would be the most effective type of vaccine for malaria? James and Miller giving the following guidelines: “An optimal vaccine would have the ability to elicit protective immunity that blocks infection as well as prevents pathology and interrupts transmission of parasites, and would most likely be a combination vaccine comprised of subunits from different parasite stages.”

Blending Quotations into a Paper

Quotations must blend seamlessly into the writer’s original sentence, so that the resulting sentence is neither ungrammatical nor awkward.

Using Correct Grammar

Verb tenses, pronouns, and other parts of speech in the quotation must work grammatically with the rest of the sentence.

Example of poor grammar:

A girl or woman may be held “for no other reason than that they were raped, and are now ostracized for staining their family’s ‘honor’” (Human).

What’s wrong? The pronouns *they* and *their* in the quotation do not agree in number with their antecedent, *woman*.

Correction:

A girl or woman may be held “for no other reason than that . . . [she was] raped, and . . . [is] now ostracized for staining . . . [her] family’s ‘honor’” (Human).

Or:

Girls or women may be held “for no other reason than that they were raped, and are now ostracized for staining their family’s ‘honor’” (Human).

What’s right? The quotation is blended grammatically into the writer’s sentence.

Using Correct Punctuation

Commas, colons, and other punctuation marks must be handled properly.

- Follow a verb such as *says* or *writes* with a comma. Omit the period at the end of the quoted sentence before the closed quotation marks. Insert the parenthetical reference and then a period.

Another source writes, “During those years, states cut back on services, drew down rainy day funds, enacted temporary revenues, and used an array of fiscal gimmicks. As a result, state fiscal conditions today are weaker than they were before the last recession” (McNichol and Lav).

- If the quotation ends with a question mark or an exclamation point, keep that mark as well as the period after the parenthetical reference.

One commentator asks, “What accounts for the government’s ineptitude in safeguarding our privacy rights?” (Spinello 9).

- Use a colon after a full sentence that introduces a quotation.

Spinello asks an important question: “What accounts for the government’s ineptitude in safeguarding our privacy rights?” (9).

- Do not put a comma after *that* in a quotation introduction.

McNichol and Lav assert that “an array of fiscal gimmicks” helped state governments during that period.

McNichol and Lav assert that during that period, state governments were helped by “an array of fiscal gimmicks.”

- When a quotation contains another quotation, replace the internal double quotation marks with single quotation marks.

Lowell was “famous as a ‘confessional’ writer, but he scorned the term.” according to Bidart (vii).

Follow the guidelines below for the correct use of ellipsis marks and square brackets to show omissions from and additions to quotations.

Using a Full-Sentence Quotation of Fewer Than Four Lines

A quotation of one or more complete sentences can be enclosed in double quotation marks and introduced with a verb, such as *says* or *writes*, that takes a direct object. Note that verbs in attributions are usually in the present tense. In the examples that follow, the paper's Works Cited list gives more than one book by Jennet Conant, so the parenthetical reference must give the title of the book as well as the page number of the citation.

Original source:

The test had originally been scheduled for 4:00 A.M. on July 16, when most of the surrounding population would be sound asleep and there would be the least number of witnesses. But the weather was interfering with their plans, and there was talk of a postponement. It had become increasingly misty and blustery, and it rained intermittently. . . . As the night wore on, Groves had become increasingly anxious about security and was convinced they should carry out the test, even under less than ideal circumstances. He worried that "every hour of delay would increase the possibility of someone's attempting to sabotage the tests."

Works Cited

Conant, Jennet. *109 East Palace: Robert Oppenheimer and the Secret City of Los Alamos*. New York: Simon, 2005. 304–05.

Examples of correct citation:

Describing the testing of the first atom bomb, Jennet Conant says, "The test had originally been scheduled for 4:00 A.M. on July 16, when most of the surrounding population would be sound asleep and there would be the least number of witnesses" (*109 East Palace* 304–05).

The attribution can also be placed in the middle of the quotation.

"The test had originally been scheduled for 4:00 A.M. on July 16 "

would be sound asleep and there would be the least number of witnesses" (*109 East Palace* 304–05).

A single complete sentence can be introduced with a *that* construction. Some verbs that work with *that* are *agrees*, *asserts*, *believes*, *comments*, *declares*, *emphasizes*, *explains*, *implies*, *maintains*, *notes*, *observes*, *reports*, *states*, and *thinks*. Note that the first letter of the quotation, which is a capital in the original, has been lowercased to fit the grammar of the sentence.

Chernow suggests that "the creation of New York's first bank was a formative moment in the city's rise as a world financial center" (199–200).

To use material that has been quoted in your cited source, specify *qtd. in*, for "quoted in," in the parenthetical reference. In the following example, the writer quotes Conant quoting material from General Leslie R. Groves's memoir, *Now It Can Be Told*.

The weather was worrisome, but procrastination was even more problematic. General Groves was concerned that "every hour of delay would increase the possibility of someone's attempting to sabotage the tests" (qtd. in Conant, *109 East Palace* 305).

Quoting Part of a Sentence

Make sure the quoted material is blended grammatically into the new sentence.

Examples of correct citation:

The humid summer weather was "interfering with their plans," and they considered delaying the test (Conant, *109 East Palace* 304–05).

Jennet Conant remarks that "the weather was interfering with" plans to test the bomb (*109 East Palace* 304–05).

Conant mentions that "there was talk of a postponement" (*109*

Adding Information to a Quotation

Sometimes it's necessary to clarify an element in a quotation for the reader's sake. Any such addition or any change for grammatical reasons should be placed in square brackets. In the first example, the year is added for the reader's benefit. In the second example, the word *me* in the original source is changed to *her* to fit the grammar of the sentence. No parenthetical reference is required because the attribution gives the source as it is listed in the Works Cited list.

Examples of correct citation:

Describing how the weather would affect the testing of the first atom bomb, Jennet Conant said, "The test had originally been scheduled for 4:00 A.M. on July 16, [1945,] when most of the surrounding population would be sound asleep and there would be the least number of witnesses" (109 East Palace 304–05).

Writing about the pollution site in an e-mail message, Eileen Scott remarked that she could "smell the fumes every day and they made [her] sick."

Works Cited

Scott, Eileen. E-mail interview. 10 Apr. 2006.

Omitting Information from the Middle of a Sentence

If you remove unnecessary information from the middle of a sentence, indicate the omission with ellipsis marks (three spaced dots).

Example of correct citation:

Describing how the weather would affect the testing of the first atom bomb, Jennet Conant says, "The test had originally been scheduled for 4:00 A.M. on July 16, when . . . there would be the least number of witnesses. But the weather was interfering with their plans, and there was talk of a postponement" (304–05).

Omitting the End of a Sentence

Suppose you remove information from the end of a quoted sentence, and what remains is a complete grammatical sentence. (1) If another sentence follows inside the quote, insert a period and then ellipsis

the quotation and a parenthetical reference follows, add just the ellipsis marks—see the second example. (3) If the omission is at the end of the quotation and there is no parenthetical reference, add a period and then ellipsis marks—see the third example.

Examples of correct citation:

Describing how the weather would affect the testing of the first atom bomb, Jennet Conant said, "The test had originally been scheduled for 4:00 A.M. on July 16. . . . But the weather was interfering with their plans, and there was talk of a postponement" (304–05).

Describing how the weather would affect the testing of the first atom bomb, Jennet Conant said, "The test had originally been scheduled for 4:00 A.M. on July 16 . . ." (304–05).

In their status report, James and Miller say, "An optimal vaccine would have the ability to elicit protective immunity that blocks infection as well as prevents pathology and interrupts transmission of parasites. . . ."

Omitting the End of One Sentence and the Beginning of the Next Sentence

Use ellipsis marks, but preserve internal punctuation that makes the quotation work grammatically if you omit the end of one quoted sentence and the beginning of the next one. In the second example, the word *violate* is changed to *violates* to fit the grammar of the sentence and the parenthetical reference needs to appear only once since it's clear where the quoting of the source begins.

Examples of correct citation:

One expert provides a caution: "Although the stereotypical profile of a hoarder is an older, single female, living alone and known as the neighborhood 'cat lady,' in reality . . . many can lead a double life with a successful professional career . . ." (Patronek).

In its report, Human Rights Watch criticizes Libya for "arbitrarily detaining women and girls in 'social rehabilitation' facilities for suspected transgressions of moral codes. . . ." The report adds,

[violate] women's and girls' human rights, including those to due process, liberty, freedom of movement, personal dignity, and privacy" (Human).

Omitting Information from the Beginning of a Quoted Sentence

Most writers try to avoid using ellipsis marks at the beginning of a quotation. To do this, (1) integrate the quoted sentence into the text, (2) use brackets to indicate a change in capitalization, or (3) if your instructor permits, simply use proper capitalization without brackets.

Examples of correct citation:

One biographer notes that "the founding of the Bank of New York cast him [Hamilton] in a more conciliatory role" (Chernow 199).

One biographer says, "[T]he founding of the Bank of New York cast him [Hamilton] in a more conciliatory role" (Chernow 199).

"The founding of the Bank of New York cast him [Hamilton] in a more conciliatory role," says Chernow (199).

Using a Quotation of More Than Four Lines

Use long quotations only when they are very important for the point you are making and they cannot easily be excerpted. Set the quotation off by indenting it one inch from the left margin. Begin the quotation on a new line, and double-space it throughout. Put the parenthetical reference (author and/or page number) *after* the period at the end of the quotation. Do not enclose the blocked quotation in quotation marks.

Example of correct citation:

Human Rights Watch, an independent organization that investigates human rights abuses, recently documented the repression of women's rights in Libya:

The government of Libya is arbitrarily detaining women and girls in "social rehabilitation" facilities, . . . locking them up

homes for wayward women and girls, . . . these facilities are de facto prisons . . . [where] the government routinely violates women's and girls' human rights, including those to due process, liberty, freedom of movement, personal dignity, and privacy. Many . . . detained in these facilities have committed no crime, or have already served a sentence. Some are there for no other reason than that they were raped, and are now ostracized for staining their family's "honor." There is no way out unless a male relative takes custody of the woman or girl or she consents to marriage, often to a stranger who comes to the facility looking for a wife. (Human)

Quoting Lines of Poetry

Short quotations from a poem can be blended into the text paragraph; use a slash (/) with a space on either side to separate the lines. Quotations of more than three verse lines should be set off as block quotations. The Works Cited list gives the page numbers for the poem; however, the parenthetical reference in the text gives the numbers of the quoted lines, not page numbers.

Example of a block quotation from a poem:

In "For the Union Dead," Lowell creates an almost palpable stillness for the reader by juxtaposing the everyday commotion of life with Augustus Saint-Gaudens's sculpture of Robert Gould Shaw and the first African American regiment marching off to fight, and die, in the Civil War.

Parking spaces luxuriate like civic
sandpiles in the heart of Boston.
A girdle of orange, Puritan-pumpkin colored girders
braces the tingling Statehouse,

shaking over the excavations, as it faces Colonel Shaw
and his bell-cheeked Negro infantry
on St. Gaudens' shaking Civil War relief,
propped by a plank splint against the garage's earthquake.

Two months after marching through Boston,
half the regiment was dead;
at the dedication,
William James could almost hear the bronze Negroes breathe.

Works Cited

Lowell, Robert. "For the Union Dead." *Collected Poems*. Ed. Frank Bidart and David Gewanter. New York: Farrar, 2003. 376–78.

Examples of poetry quotations in the text body:

In "For the Union Dead," Lowell's juxtaposition of the everyday commotion of life ("Parking spaces," "excavations") with Saint-Gaudens's depiction of the first African American regiment marching off to fight, and die, in the Civil War creates an almost palpable silence for the reader: "[A]t the dedication, / William James could almost hear the bronze Negroes breathe" (27–28).

Is It Plagiarism? Test Yourself on In-Text References

Read the excerpt marked "Original Source" and then look at the examples that follow. Can you spot the plagiarism?

A.

Original source:

To begin with, language is a system of communication. I make this rather obvious point because to some people nowadays it isn't obvious: they see language as above all a means of "self-expression." Of course, language is one way that we express our personal feelings and thoughts—but so, if it comes to that, are dancing, cooking and making music. Language does much more: it enables us to convey to others what we think, feel and want. Language-as-communication is the prime means of organizing the cooperative activities that enable us to accomplish as groups things we could not possibly do as individuals. Some other species also engage in cooperative activities, but these are either quite simple (as among baboons and wolves) or exceedingly stereotyped (as among bees, ants and termites). Not surprisingly, the communicative systems used by these animals are also simple or stereotyped. Language, our uniquely flexible and intricate system of communication, makes possible our equally flexible and intricate ways of coping with the world around us: in a very real sense, it is what makes us human (Claiborne 8).

Works Cited

Claiborne, Robert. *Our Marvelous Native Tongue: The Life and Times of the English Language*. New York: New York Times, 1983.

Plagiarism Example A-1

According to Robert Claiborne, human beings' use of language is unique and differentiates people from animals and other living creatures: in a very real sense, it is what makes us human (8).

Can you tell what's wrong?

Answer:

Quotation marks do not appear around the quoted source (in **boldface** in the example).

Correction:

According to Robert Claiborne, human beings' use of language is unique and differentiates people from animals and other living creatures: "in a very real sense, it is what makes us human" (8).

What's right? Quotation marks appear around the quoted source.

Plagiarism Example A-2

Robert Claiborne postulates that **language-as-communication** makes it possible for human beings to work cooperatively with one another to achieve results that it might be difficult for a single person working alone to achieve (8).

Can you tell what's wrong?

Answer:

Within the paraphrase, quotation marks do not appear around words taken directly from the source (in **boldface** in the example).

Correction:

Robert Claiborne postulates that “language-as-communication” makes it possible for human beings to work cooperatively with one another to achieve results that it might be difficult for a single person working alone to achieve (8).

What’s right? Within the paraphrase, quotation marks appear around words taken directly from the source.

Plagiarism Example A-3

In his analysis of language, Robert Claiborne makes a distinction between language used as a means of self-expression and language-as-communication. It is the latter that distinguishes human interaction from that of other species and allows humans to work cooperatively on complex tasks (8).

Can you tell what’s wrong?

Answer:

Within the summary, quotation marks do not appear around words or phrases taken directly from the source (in boldface in the example).

Correction:

In his analysis of the uses of language, Robert Claiborne makes a distinction between language used as “a means of self-expression” and “language-as-communication.” It is the latter that distinguishes human interaction from that of other species and allows humans to work cooperatively on complex tasks (8).

What’s right? Within the summary, quotation marks appear around words or phrases taken directly from the source.

B.

Original source:

Science is a way of thinking much more than it is a body of knowledge. Its goal is to find out how the world works, to seek what regularities there may be, to penetrate to the connections of

things—from subnuclear particles, which may be the constituents of all matter, to living organisms, the human social community, and thence to the cosmos as a whole. Our intuition is by no means an infallible guide. Our perceptions may be distorted by training and prejudice or merely because of the limitations of our sense organs, which, of course, perceive directly but a small fraction of the phenomena of the world. Even so straightforward a question as whether in the absence of friction a pound of lead falls faster than a gram of fluff was answered incorrectly by Aristotle and almost everyone else before the time of Galileo. Science is based on experiment, on a willingness to challenge old dogma, on an openness to see the universe as it really is (Sagan 13).

Works Cited

Sagan, Carl. *Broca’s Brain*. New York: Random, 1979.

Plagiarism Example B-1

Carl Sagan describes science as a means of critically examining the world around us in which both sensory perceptions and even common sense may deceive us. As he states in *Broca’s Brain*, “Our intuition is by no means an infallible guide.” Scientists must question their own preconceptions to discover truth through actual and repeated experimentation.

Can you tell what’s wrong?

Answer:

There is no reference that documents the page number of the source. You may omit a parenthetical reference only if the information that you have included in your attribution is sufficient to identify the source in your Works Cited list and no page number is needed. Parenthetical references should immediately follow the material being quoted, paraphrased, or summarized.

Correction:

Carl Sagan describes science as a means of critically examining the world around us in which both sensory perceptions and even common sense may deceive us. As he states in *Broca’s Brain*. “Our

intuition is by no means an infallible guide” (13). Scientists must question their own preconceptions to discover truth through actual and repeated experimentation.

What’s right? A parenthetical reference with the page number follows immediately after the quotation.

Plagiarism Example B-2

Carl Sagan argues that science’s objective is to discover the relationship between all things in our world, from the smallest atoms to the universe itself. To do this, a good scientist must question commonly accepted truths, prior knowledge, and even the information received through the senses. For instance, common sense tells us that a heavier object, such as a pound of lead, will fall through space faster than a very light object, such as fluff. However, Galileo showed, through actual experimentation, that this is not true. A scientist must be willing to dispute popular beliefs, even if others disagree.

Can you tell what’s wrong?

Answer:

No page number reference follows the paraphrase.

Correction:

Carl Sagan argues that science’s objective is to discover the relationship between all things in our world, from the smallest atoms to the universe itself. To do this, a good scientist must question commonly accepted truths, prior knowledge, and even the information received through the senses. For instance, common sense tells us that a heavier object, such as a pound of lead, will fall through space faster than a very light object, such as fluff. However, Galileo showed, through actual experimentation, that this is not true. A scientist must be willing to dispute popular beliefs, even if others disagree (13).

What’s right? The page number reference, in parentheses, follows the paraphrase.

Plagiarism Example B-3

Carl Sagan disputes the view of science as a collection of facts to be memorized. For Sagan, science is a way of discovering truths about the world that are not readily available through the senses and that may be distorted by preconceptions and prior learning. A true scientist must accept nothing at face value.

Can you tell what’s wrong?

Answer:

No page number reference follows the summary.

Correction:

Carl Sagan disputes the view of science as a collection of facts to be memorized. For Sagan, science is a way of discovering relationships and truths about the world that are not readily available through the senses and that may be distorted by preconceptions and prior learning. A true scientist must accept nothing at face value (13).

What’s right? The parenthetical page number reference follows the summary.

C.

Original source:

There is accumulating evidence that Americans are growing uneasy with the new consumerism. Surveys show that many believe materialism is ruining the country, perverting our values, and damaging our children. We yearn for what we see as a simpler time, when people cared less about money and more about each other. After drugs and crime, people see materialism as the most serious problem affecting American families. In a recent book, the Princeton sociologist Robert Wuthnow argues that we are ambivalent about money. On the one hand, we want it, are strongly committed to success and achievement (it has been said that it is how America keeps score), and believe in hard work. At the same time, we hold the contradictory view that money is profane, polluted, even evil. Talking about how much we have, or make, is taboo.

Doing something for money seems dirty in a way that doing it for love, personal fulfillment, or social commitment is not (Schor 24).

Works Cited

Schor, Juliet B. *The Overspent American*. New York: Harper Perennial, 1998.

Plagiarism Example C-1

There is growing proof that many Americans are uncomfortable with current levels of consumerism. According to Juliet B. Schor, studies demonstrate that a large number of people think that America's obsession with accumulating possessions is undermining our values and hurting future generations. We wish for a less complicated time when we cared more about our neighbors and less about our income level. After crime and drugs, many view materialism as having the most negative impact on family life. As evidence, Schor cites the work of Princeton sociologist Robert Wuthnow, who asserts that we have mixed feelings about money. We like having money, we measure our success by how much money we have, and we value hard work to earn it. However, we also think that money is dirty and even evil. Revealing how much we earn is considered bad manners. It is considered better to do something for love, social relationships, or personal ideals than for money (Schor 24).

Can you tell what's wrong?

Answer:

A paraphrase should capture a specific idea from a source but must not duplicate the writer's phrases and words. In the example, the wording and sentence structure follow the source too closely.

Correction:

Juliet B. Schor points to growing ambivalence about wealth. While many Americans consider income level a strong indicator of success and enjoy acquiring the luxuries that money can buy, at the same time surveys reveal that they recognize the negative effects that rampant materialism can have on personal values and family life. Many people, she says, feel nostalgia for an earlier time when

relationships with others took precedence over earning money. Schor also cites the work of the Princeton sociologist Robert Wuthnow, who describes Americans' mixed feelings about money and material possessions. Discussing salaries or bank accounts is considered bad manners, he says, because money itself is seen as inherently tainted by greed and corruption. Basing actions on lifestyle choices or personal relationships is considered far more acceptable than basing actions on the desire to make money (24).

What's right? The corrected passage uses the writer's own wording and sentence structure to re-state the ideas in the original.

Plagiarism Example C-2

Juliet B. Schor says that we long for what we see as a simpler time, "when people cared less about money and more about each other" (24).

Can you tell what's wrong?

Answer:

The paraphrase that immediately precedes the quotation is almost identical to the language in the source.

Correction:

Juliet B. Schor says that "we yearn for what we see as a simpler time, when people cared less about money and more about each other" (24).

Or:

Juliet B. Schor says people imagine that the past was "simpler" and that "people cared less about money and more about each other" (24).

What's right? The words from the original source are in quotation marks, and the paraphrase is in the writer's own words.

Plagiarism Example C-3

Consumerism is not a simple issue. In a recent book, the Princeton sociologist Robert Wuthnow argues that we are ambivalent about money (24).

Can you tell what's wrong?

Answer:

The quotation from the source is not in quotation marks. Also, there is no attribution, so the reader cannot tell where the information comes from. (The reader will look for "Wuthnow" in the Works Cited list and not find it because the source information is given under "Schor.")

Correction:

Consumerism is not a simple issue. Schor mentions the work of Robert Wuthnow, a sociologist at Princeton University, who makes a case for Americans' having conflicted feelings about money (24).

What's right? The attribution and parenthetical reference clearly identify the source of the information.

D.

Original source:

Generations ago, the commercial messages intended for consumers' ears came in highly concentrated, reliable forms. There were three TV networks, AM radio only, a handful of big-circulation national magazines and each town's daily papers, which all adults read. Big brand-name goods were advertised in those media, and the message got through loud, clear, and dependably. Today, we are nearing a hundred TV channels, and we have remote controls and VCRs to allow us to skip all the ads if we choose to. There's FM radio now, a plethora of magazines catering to each little special interest, a World Wide Web of infinitely expanding sites we can visit for information and entertainment and a shrinking base of daily newspaper readers, all of which means that it is harder than ever to reach consumers and convince them to buy anything at all (Underhill 31–32).

Works Cited

Underhill, Paco. *Why We Buy: The Science of Shopping*. New York: Simon, 1999.

Plagiarism Example D-1

According to his analysis of consumer behavior in *Why We Buy*, Paco Underhill notes that in the past there were not many ways to advertise products. With very few television channels, radio stations, magazines, and newspapers, it was very difficult to reach the average person through advertising. While consumers were familiar with the well-known brand names, they were not aware of all the other products available. Now the situation has improved. The Internet, multiple television stations, FM radio, videotape players, and magazines on every subject allow advertisers to spread their message to a wider range of potential customers (31–32).

Can you tell what's wrong?

Answer:

The paraphrase distorts the meaning of the source. Writers must clearly distinguish their own views and ideas from those of their sources.

Correction:

According to his analysis of consumer behavior in *Why We Buy*, Paco Underhill notes that in the past it was easier to effectively market a product to consumers because there were easily identifiable ways of reaching them. Consumers watched only a few television channels, listened to AM radio only, and turned to one local paper for their daily news. Now consumers can access multiple television stations, and remote controls and VCRs have made it possible to avoid television advertising altogether. The number of magazines has also expanded along with radio through FM stations. In addition, the Internet offers thousands of sites for viewing and news, and, as a result, newspaper sales have declined. All of this progress has increased the difficulty of effectively delivering a consistent and focused message to consumers about products available for buying (31–32).

What's right? The paraphrase accurately conveys the meaning of the source.

Plagiarism Example D-2

Paco Underhill notes that advertisers find it easier to market their products today because there are so many more mediums by which to communicate their message than there were thirty or forty years ago. Americans can watch, hear, or read advertising on television, radio, newspapers, magazines, and the Internet. Advertisers have more ways to reach consumers than ever (31–32).

Can you tell what's wrong?

Answer:

The summary distorts the meaning of the source.

Correction:

Paco Underhill notes that advertisers find it more difficult to market their products today than in the past because the mediums through which Americans receive their news and entertainment have expanded enormously. Television, radio, newspapers, magazines, and the Internet present consumers with a much wider range of choices than thirty or forty years ago. As a result, advertisers are less certain about how to effectively communicate their message (31–32).

What's right? The summary accurately conveys the meaning of the source.

Plagiarism Example D-3

Media outlets are far more numerous than they used to be. As Paco Underhill observes, “Today, we have more than a hundred TV channels, and we have remote controls and VCRs and TiVo to allow us to skip all the ads if we choose to” (31–32).

Can you tell what's wrong?

Answer:

The writer has added material to the quotation without alerting the reader to any change.

Correction:

Media outlets are far more numerous than they used to be. In 1999 Paco Underhill made this comment: “Today, we are nearing a hundred TV channels, and we have remote controls and VCRs to allow us to skip all the ads if we choose to” (31–32). Now, not even a decade later, TiVo and digital TV can be added to that list and the “nearly a hundred TV channels” that Underhill mentions can be substantially increased.

What's right? The quotation exactly repeats the source information, and the writer's comments are clearly separate. Note that the parenthetical reference need not be repeated after the last quotation.

Constructing a Works Cited or References List

The style sheet first published by the Modern Language Association in 1951 ran 30 pages long.³ The paperback version of the *MLA Handbook for Writers of Research Papers*, Sixth Edition, fills 361 pages. What happened in the fifty-odd years since the MLA first set out its citation guidelines? A tremendous information explosion happened. The amount of information—and the number of ways in which that information could be made available—increased almost unimaginably. In 1951, a book was a book, and it was generally found as a hardback copy in one or more editions. Today, readers can find books in any number of printed paperback and hardback editions, as well as in recorded (audiocassette), electronic (CD-ROM, diskette, magnetic tape), and even online editions. And the same can be said for journals, magazines, newspapers, government publications, and all manner of reports and papers.

This explosion of information and media created the necessity for detailed methods of ensuring that people receive credit for their work, enabling readers to locate the sources of information, and assessing the accuracy of information. Today, the documentation of

sources is an extremely important part of any paper. Proper documentation demonstrates that the writer of a paper is thoughtful and honest and that the paper itself is credible and original.

Documentation Styles and Their Manuals: MLA, APA, CM

Even writers who accept the necessity for accurate, complete documentation question why so many different styles exist. Having to learn and deal with a number of different documentation styles seems like unnecessary duplication of effort. The good news is that once you specialize in a field, you'll probably need to use only one style—the style followed by most researchers and publications in your area. As an academic or business writer, you need to:

- Choose the documentation style that is dominant in your field or is required by your instructor.
- Use only one documentation style in any one paper or document.
- Follow the documentation formats consistently for the chosen style.

The most widely used style manuals are those published by the Modern Language Association (MLA), the American Psychological Association (APA), and the University of Chicago Press (CM). Other, more specialized style manuals are used in various fields.

- *MLA Handbook for Writers of Research Papers*, Sixth Edition, by Joseph Gibaldi (New York: Modern Language Association, 2003). MLA style is used by writers in the fields of English language and literature, as well as by students of foreign languages and some humanities subjects. As writers in these fields can rely on sources from a wide range of time periods, the documentation style puts less emphasis on dates of publication and more emphasis on identifying specific editions of texts.
- *Publication Manual of the American Psychological Association*, Fifth Edition (Washington, D.C.: APA, 2001). APA style is favored by researchers in the fields of psychology and other social sciences. Publication date has a prominent place in the citation formats, and journals—a primary source of informa-

- *The Chicago Manual of Style*, Fifteenth Edition (Chicago: University of Chicago Press, 2003). CM style is favored by researchers in art history, history, philosophy, religion, and other humanities subjects. It is also commonly used in business. A more “traditional” style, CM style uses raised numbers (with footnotes or end notes) instead of parenthetical references. (You may have noticed the CM style notes used in the text material of this book; the corresponding Notes list is at the end of the book.)

Elements Included in a Citation

Remember that the purpose of documentation is to identify others' contributions to your paper and to enable readers to find and evaluate those source materials for themselves. In-text citations (or raised numbers, in the case of CM style) identify sources in the text of the paper and direct the reader to the right entries in the Works Cited (MLA style), References (APA style), or Notes (CM style) list.

Generally speaking, the Works Cited, References, or Notes list gives information for sources you quote, summarize, or paraphrase in your paper. However, your instructor may ask you to include sources you consulted but did not use in the paper. In that case, call the list “Works Consulted” (MLA) or “Bibliography” (APA or CM).

With the wide variety of materials and media available to researchers today, it's impossible to give just a few formats that cover all sources. Nevertheless, certain elements are common to all citation formats in all styles:

- **Author or other creative individual or entity**—for example, editor, translator, film director, musical conductor, or sponsoring organization.
- **Title of the work**—for example, the title of an article, or of a poem, story, report, painting, or legal case.
- **Source of the work**—for example, a book, journal, newspaper, magazine, or CD-ROM, or an organization, agency, institution, or online journal.
- **Publisher or distributor**—for example, a book publisher, government agency, university, or recording company, or an

- **Relevant identifying numbers or letters**—for example, edition, volume, issue, page, or paragraph numbers, or verse, line, act, and scene numbers.
- **Relevant dates**—for example, publication, production, or exhibit dates, and access or performance dates.

It's not necessary—and sometimes not even possible—to give all elements for every citation. Individual citations should have only the elements needed for locating the particular source.

Organization of a Works Cited or References List

MLA and APA lists are alphabetized by authors' last names. However, an individual item can also be alphabetized by article title (if there is no author), by editor (if the editor is quoted in the paper, for example), or by the sponsoring organization (if no author is given). The requirements of your topic may make some organization choices more efficient than others. Whatever element you used to alphabetize an entry, just remember to use the same element in the in-text citations.

If you list more than one book by a single author, or books by two authors with the same last name, you'll need to follow the MLA or APA guidelines—using first names, article or book title, and dates of publication, depending on the style—to determine the order of entries.

Computerized programs can format and alphabetize a Works Cited or References list in a style that you choose using the data (author's name and so on) that you provide. (Be aware that these programs will *not* research the data for you.) However, understanding how documentation works can help you more effectively list and make use of sources. Since the parenthetical reference you use in your paper will depend on how you list citations in the Works Cited or References list, think through the organization of the entries carefully.

Example of a citation by editor:

Bidart asserts that though Lowell was known as a “confessional” writer, it was his “practice as an artist,” rather than simply his outspokenness, that made Lowell one of the twentieth century's great

Works Cited

Bidart, Frank. Introduction. Collected Poems. By Robert Lowell. Ed. Frank Bidart and David Gewanter. New York: Farrar, 2003. vii–xvi.

In this example, the writer has used only the introduction to the book in the paper, as we can see from the Works Cited entry. The focus in the paper is on what the editor has to say.

Example of a citation by author:

In his introduction to Lowell's *Collected Poems*, Frank Bidart asserts that though Lowell was known as a “confessional” writer, it was his “practice as an artist,” rather than simply his outspokenness, that made Lowell one of the twentieth century's great poets (Lowell vii).

Works Cited

Lowell, Robert. Collected Poems. Ed. Frank Bidart and David Gewanter. New York: Farrar, 2003.

In this example, the paper may have several citations to *Collected Poems*—perhaps quotations from poems or notes—in addition to the citation for the editor's introduction. So it's most efficient for the writer to include a single Works Cited entry for the book and to specify page numbers at each in-text reference.

MLA Style—Sample Formats

For MLA style generally, spell out names in full, invert only the first author's name, and separate elements with a period. Note the use of punctuation such as commas, colons, and angle brackets to separate and introduce material within elements. Note also that MLA style uses underlining, rather than italics, for titles of books, periodicals, and so on.

Books—

Bidart, Frank. Introduction. Collected Poems. By Robert Lowell. Ed. Frank Bidart and David Gewanter. New York: Farrar, 2003. vii–xvi.

Chernow, Ron. Alexander Hamilton. New York: Penguin, 2004.

Conant, Jennet. 109 East Palace: Robert Oppenheimer and the Secret

- Gaudé, Laurent. *The House of Scorra*. Trans. Stephen Sartarelli and Sophies Hawkes. San Francisco: MacAdam/Cage, 2006.
- Lowell, Robert. *Collected Poems*. Ed. Frank Bidart and David Gewanter. New York: Farrar, 2003.
- Maupassant, Guy de. "The Necklace." Trans. Marjorie Laurie. *An Introduction to Fiction*. Ed. X. J. Kennedy and Dana Gioia. 7th ed. New York: Longman, 1999. 160–66.
- Munro, Alice. "What Is Remembered." *Hateship, Friendship, Courtship, Loveship, Marriage: Stories*. New York: Vintage-Random, 2001. 219–42.
- Woodward, Bob, and Carl Bernstein. *All the President's Men*. 1974. New York: Touchstone-Simon, 1994.

Periodicals—

- "Living on Borrowed Time." *Economist* 25 Feb–3 Mar. 2006: 34–37.
- "Restoring the Right to Vote." Editorial. *New York Times*. 10 Jan. 2006, late ed., sec. A: 24.
- Robert, Rhonda, et al. "Disfiguring Burn Scars and Adolescent Self-Esteem." *Burns* 25 (1999): 581–85.
- Ryan, Kay. "William Bronk, 1918–1999." *Poetry* Mar. 2006: 493–94.
- Spinello, Richard A. "The End of Privacy." *America* 4 Jan. 1997: 9–13.
- Ulrich, Lars. "It's Our Property." *Newsweek* 5 June 2000: 54.
- Williams, N. R., M. Davey, and K. Klock-Powell. "Rising from the Ashes: Stories of Recovery, Adaptation, and Resiliency in Burn Survivors." *Social Work Health Care* 36.4 (2003): 53–77.
- Zobenica, Jon. "You Might As Well Live." Rev. of *A Long Way Down* by Nick Hornby. *Atlantic* July–Aug. 2005: 148.

Electronic Sources—

- Boehlert, Eric. "Artists to Napster: Drop Dead!" *Salon.com*. 24 Mar. 2000. 17 Oct. 2004 <http://dir.salon.com/ent/feature/2000/03/24/napster_artists/index.html>.
- Cave, Damien, et al. "Napster's Free-for-All." *Rolling Stone* 24 June 2004. *Academic Search Premier*. EBSCO. U of Rhode Island Lib. 15 Oct. 2004 <http://0-web19.epnet.com.helin.uri.edu/citation.asp?tb=1&_ug=sid+ C6045BB8%2DED9.html>.

- "Cost of CDs Makes You Download Music." *CBBC Newsround*. 16. 12. 29 Sept. 2002. BBC. 18 Oct. 2004 <http://news.bbc.co.uk/cbbcnews/hi/music/newsid_2287000/2287344.stm>.
- Darroch, Jacqueline E., and Susheela Singh. *Why Is Teenage Pregnancy Declining? The Roles of Abstinence, Sexual Activity and Contraceptive Use*. 1999. Alan Guttmacher Institute. 19 Nov. 2001 <http://www.agi-usa.org/pubs/or_teen_preg_decline.html>.
- Glanz, William. "Colleges Offer Students Music Downloads." *Washington Times*. 25 Aug. 2004. 17 Oct. 2004 <<http://washingtontimes.com/business/20040824-103654-1570r.htm>>.
- Human Rights Watch. *Libya: A Threat to Society? Arbitrary Detention of Women and Girls for "Social Rehabilitation."* *Human Rights Watch*. 18.2 (E). Feb. 2006. 40 pp. 4 Mar. 2006 <<http://hrw.org/reports/2006/libya0206/>>.
- Lyons, Beth Goelzer. "Some Uses of Napster & Relatives May Violate Cornell Policy." *CIT News*. Oct. 2000. Cornell Information Technologies. 15 Oct. 2004 <<http://www.cit.cornell.edu/computer/news/news00/napster.html>>.
- McNichol, Elizabeth C., and Iris J. Lav. "State Revenues and Services Remain below Pre-Recession Levels." *Center on Budget and Policy Priorities*. 6 Dec. 2005. 10 Mar. 2006 <<http://www.cbpp.org/12-6-05sfp2.htm>>.
- Patronek, Gary J. "The Problem of Animal Hoarding." *Municipal Lawyer* May/June 2001. Hoarding of Animals Research Consortium, Center for Animals and Public Policy, Cummings Animal Veterinary School, Tufts University. 12 Mar. 2006 <<http://www.tufts.edu/vet/cfa/hoarding/pubs/municipalawyer.pdf>>.
- Reporters Without Borders. "Worldwide Press Freedom Index 2005." *Reporters Without Borders*. 28 Feb. 2006 <http://www.rsf.org/article.php3?id_article=15331>.
- Zhou, Kevin. "Will Teens Stop Downloading Music?" *San Francisco Chronicle*. 2 Oct. 2003. 17 Oct. 2004 <<http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2003/10/02/EDGQL22E6A1.DTL>>.

APA Style—Sample Formats

For APA style generally, use initials for first names, invert all authors' names, and place the year of publication after the final author's name. Use sentence-style capitalization for titles of books

and articles, and separate elements with a period. Note also that APA style uses italics for titles of books and periodicals and does not enclose article titles in quotation marks.

Books—

- Conant, J. (2005). *109 East Palace: Robert Oppenheimer and the secret city of Los Alamos*. New York: Simon & Schuster.
- Gaudé, L. (2006). *The House of Scorta*. (S. Sartarelli & S. Hawkes, Trans.). San Francisco: MacAdam/Cage.
- Lowell, R. (2003). *Collected Poems*. (F. Bidart & D. Gewanter, Eds.). New York: Farrar, Straus & Giroux.
- Maupassant, G. de. (1999). The necklace. In M. Laurie (Trans.) and X. J. Kennedy & D. Gioia (Eds.), *An introduction to fiction* (7th ed., pp. 160–66). New York: Longman.
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- Living on borrowed time. (2006, February 25–March 3). *Economist*, pp. 34–37.
- Restoring the right to vote. (2006, January 10). [Editorial]. *New York Times*, p. A24.
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- Boehlert, E. (2000, March 24). Artists to Napster: Drop dead! *Salon.com*. Retrieved October 17, 2004, from http://dir.salon.com/ent/feature/2000/03/24/napster_artists/index.html
- Cave, D., et al. (2004, June 24). Napster's free-for-all. *Rolling Stone*. Retrieved October 15, 2004, from EBSCO, Academic Search Premier, database.
- Darroch, J. E., & Singh, S. (1999). *Why is teenage pregnancy declining? The roles of abstinence, sexual activity and contraceptive use*. Retrieved November 19, 2001, from Alan Guttmacher Institute Web site: http://www.agi-usa.org/pubs/or_teen_preg_decline.html
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- McNichol, E.C., & Lav, I. J. (2005, December 6). State revenues and services remain below pre-recession levels. Retrieved March 10, 2006, from Center on Budget and Policy Priorities Web site: <http://www.cbpp.org/12-6-05sfp2.htm>
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Public Policy, Hoarding of Animals Research Consortium Web site:
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Zhou, K. (2003, October 2). Will Teens Stop Downloading Music? *San Francisco Chronicle*. Retrieved October 17, 2004, from <http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2003/10/02/EDGQL22E6A1.DTL>

Is It Plagiarism? Test Yourself on MLA Entries

An excerpt from a student paper, including the paper's Works Cited list, follows. Is all of the required information for each entry accurate and complete?

Student paper excerpt:

One of the most powerful elements in Guy de Maupassant's stories is his ability to convey moral judgment about his characters without ever stating that judgment outright. He accomplishes this through his use of irony. His characterization of Madame Loisel in his short story "The Necklace" offers a good example of this. In the beginning of the story, the reader is told how she turns up her nose at the simple *pot au feu* on her kitchen table. Instead, "she thought of delicious dishes served on marvelous plates, and of the whispered gallantries which you listen to with a sphinxlike smile, while you are eating the pink flesh of a trout or the wings of a quail" (161).

Later on in the story, after Madame Loisel loses the necklace and is forced to labor day and night to repay her debt, she lives an existence that is in sharp contrast to her earlier fantasies. Maupassant describes her life in graphic detail: "She washed the dishes, using her rosy nails on the greasy pots and pans. She washed the dirty linen, the shirts and the dishcloths, which she dried upon a line. She carried the slops down to the street every morning, and carried up the water, stopping for breath at every landing" (165).

Maupassant's opinion of Madame Loisel is evident in his ironic portrayal of her circumstances. The reader hears his judgment

through this description; he does not need to state it explicitly. This ability to convey his viewpoint clearly through irony makes Maupassant, in the critic Nora Ginther's words, "one of the greatest writers of the nineteenth century" (17).

Works Cited

Ginther, Nora. *The Nineteenth Century Short Story*. London: Penguin, 1988.

Can you tell what's wrong?

Answer:

The Works Cited list does not include all the works cited in the paper.

Correction:

Works Cited

Ginther, Nora. *The Nineteenth Century Short Story*. London: Penguin, 1988.

Maupassant, Guy de. "The Necklace." Trans. Marjorie Laurie. *An Introduction to Fiction*. Ed. X. J. Kennedy and Dana Gioia. 7th ed. New York: Longman, 1999. 160–66.

What's Right? The Works Cited page includes all works cited in the paper.

Using and Documenting Illustrations

Images, charts, and graphs require documentation whether they are pasted into your paper as illustrations or summarized in writing. When you copy and paste a graph, chart, line drawing, map, or photograph into a document:

1. Label the image "Fig." with a number and a brief caption, usually just below the illustration.
2. Make sure the numbers are consecutive throughout the paper.

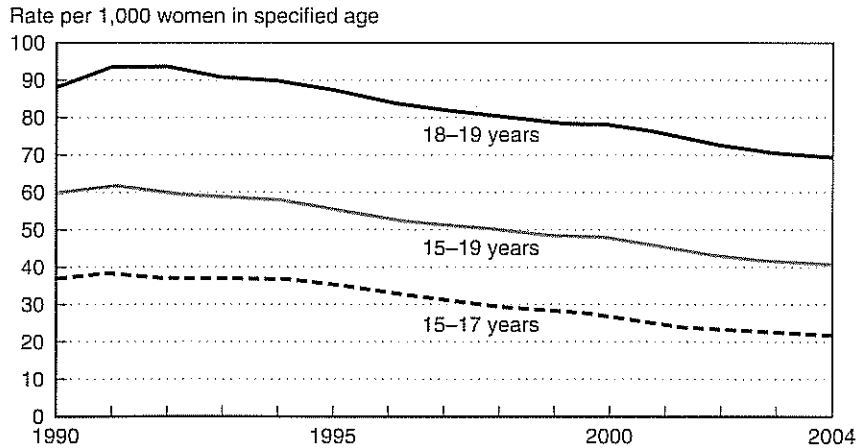


Figure 1

3. If possible, delete the number and caption from the original source to minimize confusion.
4. Include the citation in the figure caption or add it separately as a source note. Note that in either case, the author's name is *not* inverted (as it is in the Works Cited list).
5. Incorporate any other relevant information from the source into the caption.

If you submit your paper for publication, you will have to get permission in writing from the copyright owner to reproduce any illustrations picked up from other sources; you do *not* need written permission to summarize an illustration in writing without reproducing it.

Example of a reproduced illustration

As Fig. 1 indicates, after a slight increase from 1990 to 1991, there was a significant overall drop in teen birth rates from 1991 to 2004. Births in both the 15–17 year old group and the 18–19 year old group diminished in numbers, but the percentage decrease was greater for the younger group.

Fig. 1. Birth rates for teenagers: United States, 1990–2004, based on preliminary data, from Brady Hamilton, Stephanie J. Ventura, Joyce A. Martin, and Paul D. Sutton. “Preliminary Births

for 2004.” Fig. 1. Health E-Stats. 28 Oct. 2005. Centers for Disease Control, National Center for Health Statistics. 12 Mar. 2006 <http://www.cdc.gov/nchs/products/pubs/pubd/hestats/prelim_births/prelim_births04.htm>.

Or:

Fig. 1. Birth Rates for Teenagers: United States, 1990–2004, Based on Preliminary Data

Source: Brady Hamilton, Stephanie J. Ventura, Joyce A. Martin, and Paul D. Sutton. “Preliminary Births for 2004.” Fig. 1. Health E-Stats. 28 Oct. 2005. Centers for Disease Control, National Center for Health Statistics. 12 Mar. 2006 <http://www.cdc.gov/nchs/products/pubs/pubd/hestats/prelim_births/prelim_births04.htm>.

Works Cited

Hamilton, Brady, Stephanie J. Ventura, Joyce A. Martin, and Paul D. Sutton. “Preliminary Births for 2004.” Health E-Stats. 28 Oct. 2005. Centers for Disease Control, National Center for Health Statistics. 12 Mar. 2006 <http://www.cdc.gov/nchs/products/pubs/pubd/hestats/prelim_births/prelim_births04.htm>.

Example of summarizing an illustration:

According to data available from the National Center for Health Statistics of the Centers for Disease Control, after a slight increase from 1990 to 1991, there was a significant overall drop in teen birth rates from 1991 to 2004. In the 18–19 year old category, births dropped from about 95 to 70 per thousand. Births among 15 to 17 year olds fell from just over 40 to just under 20 per thousand (Hamilton). While the number decreases were about the same, the percentage decrease was much greater for the younger group—about 50 % versus just over 26 % for the older teenagers.

Works Cited

Hamilton, Brady, Stephanie J. Ventura, Joyce A. Martin, and Paul D. Sutton. “Preliminary Births for 2004.” Health E-Stats. 28 Oct. 2005. Centers for Disease Control, National Center for Health Statistics. 12 Mar. 2006 <http://www.cdc.gov/nchs/products/pubs/pubd/hestats/prelim_births/prelim_births04.htm>.

Evaluating Electronic Sources

Because there is such a wealth of readily available information on the Internet, it can be difficult to separate helpful, reliable sources from questionable ones. Consequently, it's very important to critically evaluate every source you consult.

Is the Material Relevant to Your Topic?

Look for a summary or an introduction that will explain the scope of the material. Check the index and the table of contents for words that relate to your topic. A scholarly article will have an abstract that summarizes the article; read it to see if the article will yield much information for you. When you search for online materials, continually refine your search to get matches to as many keywords as possible in your sources.

Is the Source Well Respected?

Check the author's credentials. Is the author an academic at a college or university? Is the author a researcher with a major research institution? Is the author mentioned or cited by other writers in the field? Your instructor or mentor may be able to verify that the author is an expert in the field.

Ask questions about the sponsor of the Web site. Is this an academic site (.edu) or a government site (.gov)? Does the site belong to a well-known nonprofit organization (.org)? These kinds of Web sites will usually provide thoroughly researched material. Does the Web site have an agenda? Does it maintain a particular point of view? For example, a Web site run by a political party may present information in a way that supports the party's own philosophy. A Web site sponsored by a commercial company is unlikely to give valuable information—except about its own products and history. Be particularly careful not to depend on personal Web sites for unverified information.

If you are using your college library to search through scholarly journals, you can feel fairly comfortable that the journals are authoritative. Probably, most will be **peer-reviewed**; that is, articles are sent to expert readers for their professional comments before being published.

Is the Material Accurate?

Does the source clearly and accurately document information? Check some of the source's citations to see how valid they are. Be very wary of unusual information that you cannot find duplicated in other sources you know to be reliable.

Also, ask yourself whether this source is simply picking up information from other Web-based sources without giving any documentation. Because of the ease with which information can be incorporated into a Web site, rumors and half-truths can flourish on the Internet. Try to get to the original source for a piece of relevant information that you find duplicated from site to site.

Many sources seem trustworthy—until you read the fine print. If a site allows anyone to contribute unverified information, the site should not be used as a source.

Is the Information Current?

Always check to see how recently a site was updated. Also, make sure you can find out the dates of all the documents you use. In many fields, especially in the sciences and social sciences, papers must reflect the most recent research and information. Check that the citations used by the source are also up to date.

Is the Material from a Primary Source or a Secondary Source?

A **primary source** is an original document or item of some kind. For example, a letter written by the poet Robert Hayden, the text of the legal decision in *Brown v. the Board of Education*, and the play *King Lear* are all primary sources.

Secondary sources report on or discuss primary sources or events. A biography of Hayden, a law review commentary on the *Brown* decision, and a critical essay on *Lear* are all secondary sources.

Writers and researchers make use of both types of sources. If you were writing a paper on *A Tale of Two Cities* by Charles Dickens, you would want to include quotations from the novel itself, a primary source. But you might also include paraphrases of critical theories and summaries or quotations from a biography of Dickens, all secondary sources. Suppose you were writing about

global economics. A quotation from an interview with the president of General Motors might be a primary source for information about the company's goals, but it would be a secondary source for economic figures about the state of the world economy. Before you use material, make sure you understand whether it comes from a primary source or a secondary source for your particular topic.

Avoiding Plagiarism: Note-Taking Tips

The only effective way to avoid unintentional plagiarism is (1) to keep in mind from the beginning of a writing project the necessity for documenting sources accurately and (2) to follow a systematic method of note taking and writing. Your method needs to be geared toward your own approach to researching and writing, an approach that will evolve as you gain more and more experience. Here are some of the pitfalls that lie in the path of the unsuspecting writer:

- **Paper files or electronic files?** While you might prefer to keep all your notes on computer files, you may find that you must take some notes by hand. For example, you may write down information from a library reference book—but you might be unwilling to take the time to type the information into a computer file because you are unsure whether you will use it. *Tip:* Open a computer file for every paper file you have. If you're not ready to type your notes on the source, just enter the bibliographic information and the notation "Paper file."
- **Cut-and-paste confusion.** Inadvertent plagiarism happens very easily when quotations are cut from electronic documents and carelessly inserted in files or even drafts. *Tips:* Make it a point to copy quotations into a file first, not directly into a draft. Then copy them from the file to the draft. That way, the original quotations are always untouched in your own computer file.
- **Quotation or paraphrase?** Plagiarism results when a writer can't remember if the material in a file or on a note card is a quotation or a paraphrase. *Tip:* Assume that all the material in your electronic files and note cards is direct quotation from

the source, unless you label it "Paraphrase." If you paraphrase directly from a source without writing the quotation first, double-check your paraphrase for quoted phrases immediately. Insert the necessary quotation marks. You can work on the paraphrase again later on if you know which portions are really quotations.

- **Inadequate documentation information.** Writers often don't discover that they are missing documentation information until they are hard at work to get the paper finalized on time and no longer have access to the original sources. *Tip:* Until you have a firm grasp of the information needed, keep copies of the source material as reference. Photocopy the title and copyright pages of books you use—and the pages with quotations you need. Send files of journal articles to your email address or print out copies, making sure the journal title and the page numbers are evident. Highlight the relevant citation information in color. Keep these materials in a folder until you've completed your paper.
- **No entry in the Works Cited list for an in-text reference.** It's easy to omit entries from a Works Cited list when, under pressure to finish, you quickly skim your paper looking for parenthetical references to document. *Tip:* Create the Works Cited or References list *first*, before you start writing your paper. Your list can start out as a working bibliography, a list of possible sources to which you add source entries as you discover them. As you finalize your list—deleting items that you've decided not to use in your paper—you can decide on the shortened titles you'll use in parenthetical references. If you get into the habit of creating the entries right away, you won't have much work to do to finalize the Works Cited list.

Is It Plagiarism? Test Yourself on an Extended Analysis of a Student Paper

Here is an opportunity for you to test how well you can recognize plagiarism. Read the following student paper, "From Napster to Wal-Mart," about the legal conflict between Napster and the music

industry. Pay careful attention to the segments highlighted in bold-face (and labeled “Example”), which indicate where outside sources are being quoted, paraphrased, or summarized, and to the documentation in the Works Cited list. Study these closely. If you think that the source has not been documented correctly, either within the paper itself or within the paper’s Works Cited list, identify the error. If the source appears to have been documented correctly, then indicate that the documentation is correct.

The corrected segments along with their original sources appear in the section titled “Answers and Explanations” immediately following the paper. Here you will also find descriptions of the errors and how those errors were corrected.

Rodriguez 1

Pat Rodriguez
Professor Kim
Humanities 103
25 October 2004

From Napster to Wal-Mart

I was a sophomore in high school when Napster first appeared, and it was just what I needed. Like just about everyone I knew, I wanted to listen to my favorite songs, but I couldn’t afford to pay fifteen to twenty dollars for each CD to get only the one or two songs I really liked. Making poor quality copies off the radio seemed like something my parents would do. Therefore, it seemed like a pretty lame solution to me. My older brother and his friends at college had similar complaints.

[Example 1] Then in 1999, according to an article by Damien Cave and others in *Rolling Stone* magazine, Shawn Fanning, a student at Northeastern University, dropped out of college to develop his computer program, Napster, which allowed people to exchange music files easily over the Internet. At its peak in the summer of 2000, there were 58 million registered users. Napster allowed people to make almost CD-quality copies (MP3 files) through a server from somebody else’s computer as long as they allowed other people to make copies of their files. It worked, and the price was great—free!

Rodriguez 2

Soon after Napster appeared, the recording companies and artists struck back. [Example 2] In late 1999, the Recording Industry Association of America (RIAA) sued Napster, accusing it of “violating federal and state laws through ‘contributory and vicarious copyright infringement’” (Macavinta). Many performers were angry, too, because they felt that file sharing was causing them to lose royalty payments for their music. [Example 3] By March 2000, an article in the online magazine *Salon.com* had the title, “Artists to Napster: Drop Dead!” The metal band Metallica was especially loud in its complaints, believing, according to its band member Lars Ulrich, that “a line had been crossed” (54). The artists and companies complained that file swapping was wrong and was causing them to lose money, but they did not seem to make any real attempts to respond to people’s complaints about the high price of CDs.

[Example 4] Lawsuits forced Napster in 2000 to find a partner with a major company (Bertelsmann, A German media company) and begin charging for its services (Craig), but the swapping of free music files did not stop. In 2000 and the years that followed, other programs took Napster’s place. [Example 5] The programs often overloaded campus networks and caused complaints like this from Cornell University’s computer services newsletter, *CIT News*: “Napster, Gnutella, iMesh, CuteMX . . . file-sharing applications like these are sprouting up everywhere. They’re designed to let people easily exchange music, movies, videos and other files over the Internet. But they’re not as harmless as they might seem. Their use raises important issues regarding copyright law, network traffic and security.”

Most students and other people knew all along that getting something for nothing probably wasn’t legal, but they told themselves that it was all right because the greedy recording companies were charging too much anyway. [Example 6] As one high school student from the San Francisco area said in 2003, Although the industry’s per unit cost for CDs is low, the price of CDs for teenage consumers is too high at \$20 each. (Zhou) Downloading and file sharing were taking place around the world as well and for the same reasons. [Example 7] As one student from Saudi Arabia said in

Rodriguez 3

2002, “There is no way I’m buying a CD, I download everything from the net. Stuff is too expensive, most people download their stuff from the net or buy illegal copies, so do I, you don’t expect me to spend 20 dollars on an album?”

[Example 8] Even when the RIAA started individual downloaders in 2000, the downloading continued (Levy 50). It looked as if nothing would slow down the growth of free file-sharing services. Predicting the future is always difficult, however, especially in the age of technology. Would anyone at the height of Napster’s early success have predicted that pay-for-download services might be successful? [Example 9] In October 2004, the journalist Robin Arnfield reported that Apple’s iTunes, charging ninety-nine cents for downloading a song, had already had hundreds of millions of downloads, reporting a weekly average at the time of more than four million.

Most of all, who would have predicted that colleges would begin advertising their music and video file-sharing programs as a recruitment tool? But they have. [Example 10] As one report indicated, by the fall of 2004, twenty universities had signed deals to offer file-sharing programs to students, providing discounted downloading or free music (“Report”). Also, [Example 11] William Glanz reported in *The Washington Times* (online edition) that Penn State students begin trial use of the pay-for-download service of Napster in January 2004, and that the experiment was a great success.

It looks as if a shift in attitudes toward file sharing is beginning to happen. No one can explain all the reasons for the change. One explanation seems clear though. Cost and quality of downloads have played important roles since the beginning of file sharing. Perhaps this as an example of what could be called the Wal-Mart principle, from that company’s advertising slogan, “Watch out for falling prices.” Wal-Mart isn’t alone in making this approach a business focus. Stores throughout most towns advertise “Higher quality, lower price” and “More for less.” This combination seems to motivate much of what consumers do, and it seems to be one of the important motivations behind what is beginning to look like a move from illegal to legal (and low-cost) file sharing. Maybe file sharing needs a slogan of its own: “If you make it cheaper, they will come.”

Rodriguez 4

Works Cited

- Arnfield, Robin. “iTunes Downloads Hit 150-Million Mark.” *CIO Today* 16 Oct. 2004. 21 Oct. 2004 <http://www.cio-today.com/story.xhtml?story_title=iTunes-Downloads-Hit-Million-Mark&story_id=27641>.
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- Macavinta, Courtney. “Recording Industry Sues Music Start-Up, Cites Black Market.” *CNET News.com* 7 Dec. 1999. CNET Networks. 18 Oct. 2004 <<http://news.com.com/2100-1023-234092.html?legacy=cnet>>.
- Ulrich, Lars. “It’s Our Property.” *Newsweek* 5 June 2000: 54.
- Zhou, Kevin. “Will Teens Stop Downloading Music?” *San Francisco Chronicle* 2 Oct. 2003. 17 Oct. 2004 <<http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2003/10/02/EDGQL22E6A1.DTL>>.

Example 1 Then in 1999, according to an article by Damien Cave and others in *Rolling Stone* magazine, Shawn Fanning, a student at Northeastern University, dropped out of college to develop his computer program, Napster, which allowed people to exchange music files easily over the Internet. At its peak in the summer of 2000, there were 58 million registered users.

Can you tell what's wrong?

Example 2 In late 1999, the Recording Industry Association of America (RIAA) sued Napster, accusing it of “violating federal and state laws through ‘contributory and vicarious copyright infringement’” (Macavinta).

Can you tell what's wrong?

Example 3 By March 2000, an article in the online magazine *Salon.com* had the title, “Artists to Napster: Drop Dead!” The metal band Metallica was especially loud in its complaints, believing, according to its band member Lars Ulrich, that “a line had been crossed” (54).

Can you tell what's wrong?

Example 4 Lawsuits forced Napster in 2000 to find a partner with a major company (Bertelsmann, a German media company) and begin charging for its services (Craig), but the swapping of free music files did not stop. In 2000 and the years that followed, other programs took Napster's place.

Can you tell what's wrong?

Example 5 The programs often overloaded campus networks and caused complaints like this from Cornell University's computer services newsletter, *CIT News*: “Napster, Gnutella, iMesh, CuteMX . . . file-sharing applications like these are sprouting up everywhere. They're designed to let people easily exchange music, movies, videos and other files over the Internet. But they're not as harmless as they might seem. Their use raises important issues regarding copyright law, network traffic and security.”

Can you tell what's wrong?

Example 6 As one high school student from the San Francisco area said in 2003, Although the industry's per unit cost for CDs is low, the price of CDs for teenage consumers is too high at \$20 each. (Zhou)

Can you tell what's wrong?

Example 7 As one student from Saudi Arabia said in 2002, “There is no way I'm buying a CD, I download everything from the net. Stuff is too expensive, most people download their stuff from the net or buy illegal copies, so do I, you don't expect me to spend 20 dollars on an album?”

Can you tell what's wrong?

Example 8 Even when the RIAA started suing individual downloaders in 2000, the downloading continued (Levy 50).

Can you tell what's wrong?

Example 9 In October 2004, the journalist Robin Arnfield reported that Apple's iTunes, charging ninety-nine cents for downloading a song, had already had hundreds of millions of downloads, reporting a weekly average at the time of more than four million.

Can you tell what's wrong?

Example 10 As one report indicated, by the fall of 2004, twenty universities had signed deals to offer file-sharing programs to students, providing discounted downloading or free music ("Report").

Can you tell what's wrong?

Example 11 William Glanz reported in *The Washington Times* (online edition) that Penn State students began trial use of the pay-for-download service of Napster in January 2004, and that the experiment was a great success.

Can you tell what's wrong?

Answers and Explanations

Example 1

Original Source

"I was paired with a roommate who was a big partyer and would skip class to download obscure rap tracks," says Shawn Fanning, who was a freshman at Northeastern University in 1998 when he came up with the idea for Napster. "His friends would come to party on weekends," he says, "and he'd try to explain how he got this music." At the time, downloading MP3s took forever, and the results were unreliable. Fanning himself was using a kind of instant messaging program to trade songs—demos he'd written on guitar, a cover of Bob Marley's "Zimbabwe," by Bradley Nowell from Sublime, Gov't Mule doing Jimi Hendrix's "Little Wing"—but he

was convinced that there had to be an easier way. He soon became so engrossed in the developing Napster system that he, too, was skipping class. By January 1999, he dropped out and set up shop in his uncle's Massachusetts office space, where he worked on Napster full time.

Fanning perfected the early versions of the program by testing it out with a small group of friends. "It started spreading to people I didn't know," he says. "The server got up to its capacity of 100 people." Within months, Napster was attracting hundreds, then thousands, then millions—all trading digitized songs online for free. By the time the music industry figured out what was going on, the peer-to-peer service had spread like wildfire.

At its peak in the summer of 2000, there were 58 million registered users and, at any given time, more than 450 million tracks were available for trading.

Works Cited

Cave, Damien, et al. "Napster's Free-For-All." *Rolling Stone* 24 June 2004. *Academic Search Premier*. EBSCO. U of Rhode Island Lib. 15 Oct. 2004. <http://0-web19.epnet.com.helin.uri.edu/citation.asp?tb=1&_ug=sid+C6045BB8%2DED9.html>.

Corrected Segment

Then in 1999, according to an article by Damien Cave and others in *Rolling Stone* magazine, Shawn Fanning, a student at Northeastern University, dropped out of college to develop his computer program, Napster, which allowed people to exchange music files easily over the Internet: "At its peak in the summer of 2000, there were 58 million registered users . . ." (Cave).

- Quotation marks were inserted for the direct quote (in **bold-face**).
- Documentation information for the source needs to be added to the Works Cited list.

Example 2

Original Source

Major record studios sued a five-month-old music company today, claiming that its software creates a black market for illegal copies of digital music.

In a lawsuit filed in U.S. District Court in Northern California, the Recording Industry Association of America charges start-up Napster with violating federal and state laws through “contributory and vicarious copyright infringement,” because it has created a forum that lets online users trade unauthorized music files directly from their PCs.

Works Cited

Macavinta, Courtney. “Recording Industry Sues Music Start-Up, Cites Black Market.” CNET News.com 7 Dec. 1999. CNET Networks. 18 Oct. 2004 <<http://news.com.com/2100-1023-234092.html?legacy=cnet>>.

Corrected Segment

In late 1999, the Recording Industry Association of America sued Napster, accusing it of “violating federal and state laws through ‘contributory and vicarious copyright infringement’” (Macavinta).

- A single quotation mark was inserted before the closing double quotation marks.

Example 3

Original Source

But when we found out that people were trading these songs on this thing called Napster, which we hadn’t even heard of, we felt a line had been crossed.

Works Cited

Ulrich, Lars. “It’s Our Property.” Newsweek 5 June 2000: 54.

Corrected Segment

By March 2000, an article in the online magazine *Salon.com* had the title, “Artists to Napster: Drop Dead!” (Boehlert). The metal band Metallica was especially loud in its complaints, believing, according to band member Lars Ulrich, that “a line had been crossed” (54).

- A parenthetical reference—(Boehlert)—was added for the first quotation.
- The in-text citation for the second quotation was correct.

Example 4

Original Source

Darling of the Internet, Napster, is to charge users under a subscription-based model launched in partnership with German entertainment giant Bertelsmann.

Works Cited

Craig, Andrew. “Napster Plans to Charge Users.” Computing 9 Nov. 2000: 52.

Corrected Segment

Lawsuits forced Napster in 2000 to find a partner with a major company (Bertelsmann, a German media company) and begin charging for its services (Craig 52), but swapping of free music files did not stop.

Example 5

Original Source

Napster, Gnutella, iMesh, CuteMX . . . file-sharing applications like these are sprouting up everywhere. They’re designed to let people easily exchange music, movies, videos and other files over the Internet. But they’re not as harmless as they might seem. Their use raises important issues regarding copyright law, network traffic and security.

Works Cited

Lyons, Beth Goelzer. “Some Uses of Napster & Relatives May Violate Cornell Policy.” CIT News Oct. 2000. Cornell Information Technologies. 15 Oct. 2004 <<http://www.cit.cornell.edu/computer/news/news00/napster.html>>.

Corrected Segment

The programs often overloaded campus networks and caused college officials to make complaints like this one from Cornell University’s computer services newsletter, *CIT News*: “Napster, Gnutella, iMesh, CuteMX . . . file-sharing applications like these are sprouting up everywhere. They’re designed to let people easily exchange music, movies, videos and other files over the Internet.

But they're not as harmless as they might seem. Their use raises important issues regarding copyright law, network traffic and security" (Lyons).

- A parenthetical reference with the author's last name was added after the quotation.

Example 6

Original Source

Although the industry's per-unit cost for CDs is low, the price of CDs for teenage consumers is too high at \$20 each.

Works Cited

Zhou, Kevin. "Will Teens Stop Downloading Music?" San Francisco Chronicle 2 Oct. 2003. 17 Oct. 2004 <<http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2003/10/02/EDGQL22E6A1.DTL>>.

Corrected Segment

As one high school student from the San Francisco area said in 2003, "Although the industry's per-unit cost for CDs is low, the price of CDs for teenage consumers is too high at \$20 each" (Zhou).

- Quotation marks were placed around the direct quotation.
- The sentence-ending period was placed after the parenthetical reference.

Example 7

Original Source

There is no way I'm buying a CD, I download everything from the net. Stuff is too expensive, most people download their stuff from the net or buy illegal copies, so do I, you don't expect me to spend 20 dollars on an album?

Works Cited

"Cost of CDs Makes You Download Music." CBBC Newsround 16. 12. 29 Sept. 2002. BBC. 18 Oct. 2004 <http://news.bbc.co.uk/cbbcnews/hi/music/newsid_2287000/2287344.stm>.

Corrected Segment

As one student from Saudi Arabia said in 2002, "There is no way I'm buying a CD, I download everything from the net. Stuff is too

expensive, most people download their stuff from the net or buy illegal copies, so do I, you don't expect me to spend 20 dollars on an album?" ("Cost").

- A parenthetical reference to the source was added after the quotation.

Example 8

Original Source

First came a filing from the Recording Industry Association of America (RIAA) for copyright infringement. Then the heavy-metal Metallica crew found their music downloaded on Napster and were furious—they had their lawyer file another suit. For good measure they sued some of the universities whose students used Napster, including Yale and the University of Southern California. Further, the band took the drastic step of collecting the handles of 300,000 users who had allegedly downloaded Metallica songs, demanding they be removed from the system. Drummer Lars Ulrich personally delivered the names. Another suit was filed, by rapper Dr. Dre. (All are currently pending.)

Meanwhile, Napster's popularity kept increasing.

Works Cited

Levy, Steven, et al. "The Noisy War over Napster." Newsweek 5 June 2000: 46–53.

Corrected Segment

Even when the RIAA started suing individual downloaders in 2000, the downloading continued (Levy 50).

- The in-text citation is correct.
- Documentation information for the source needs to be added to the Works Cited list.

Example 9

Original Source

iTunes online music store sold its 150 millionth song on Thursday. Cupertino, California-based Apple said iTunes customers now are downloading songs at a rate of over 4 million tracks per week.

Works Cited

Arnfield, Robin. "iTunes Downloads Hit 150-Million Mark." CIO Today 16 Oct. 2004. 21 Oct. 2004 <http://www.cio-today.com/story.xhtml?story_title=iTunes-Downloads-Hit-Million-Mark&story_id=27641>.

Corrected Segment

In October 2004, the journalist Robin Arnfield reported that Apple's iTunes, charging ninety-nine cents for downloading a song, had already had 150 million downloads, reporting a weekly average at the time of more than four million.

- The paraphrase was not loyal to the source material. The phrase "hundreds of millions of" was changed to "150 million" to accurately reflect the information in the source.

Example 10

Original Source

To date, at least 20 universities, including Pennsylvania State University, the University of Miami and Northern Illinois University, have signed deals with Napster 2.0, Ruckus, RealNetworks Inc. and other licensed download services to provide students with discounted downloading or free music streaming.

Works Cited

"Report: Universities Curtail Online Piracy." BostonHerald.com 25 Aug. 2004. 15 Oct. 2004 <<http://news.bostonherald.com/>>.

Corrected Segment

As one report indicated, by the fall of 2004, twenty universities had signed deals to offer file-sharing programs to students, providing discounted downloading or free music ("Report").

- A parenthetical reference was added at the end of the paraphrase.
- Documentation information for the source needs to be added to the Works Cited list.

Example 11

Original Source

Penn State University was the first school to reach agreement with

used Napster since January, when the school began a pilot project. Hundreds of thousands of music files have been downloaded by students using Napster, and access will be increased to all 75,000 students this month, Penn State President Graham Spanier said.

"I think if we tried to take it away at this point there would be a rebellion," he said.

Works Cited

Glanz, William. "Colleges Offer Students Music Downloads." Washington Times 25 Aug. 2004. 17 Oct. 2004 <<http://washingtontimes.com/business/20040824-103654-1570r.htm>>.

Corrected Segment

William Glanz reported in *The Washington Times* (online edition) that Penn State students began trial use of the pay-for-download service of Napster in January 2004, and that the experiment was a great success.

- The in-text citation is correct.

Ústřední knihovna FSS MU Brno



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WHAT EVERY STUDENT SHOULD KNOW ABOUT AVOIDING PLAGIARISM

Linda Stern

School of Continuing and Professional Studies

New York University



New York San Francisco Boston
London Toronto Sydney Tokyo Singapore Madrid
Mexico City Munich Paris Cape Town Hong Kong Montreal