

Plagiarism cases

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Cases 2, 4 and 6 are taken from Roig.¹

Case 3 and 5 is taken with permission from the Kansas State University's Honor and Integrity system.²

Case 1

The following text is from Joycoy and DiBiase in a journal article about plagiarism:³

The authors discuss two “contingencies” that could determine whether an act amounts to plagiarism:

Original text:

A second contingency is the degree of culpability. Researchers have identified different forms of plagiarism (Cabe, *n.d.*; Martin, 1994). Copying another writer's language (e.g., directly quoting word-for-word several sentences of common-knowledge materials) or poor paraphrasing (e.g., substituting a few synonyms for original text without significantly changing it) may be judged less substantive infractions than an attempt to pass off someone else's idea as one's own.

Student text:

Another variable is the extent of the violation. Scholars distinguish between various types of plagiarism (Cabe, *n.d.*; Martin, 1994). Reproducing someone else's words (for example verbatim copying of text about generally known information) or inadequate reworking (for example replacing another writer's words with similar ones without substantially changing the text) could be considered minor offences compared to efforts to misrepresent another's thoughts as your ideas.

You give the following as references at the end of your document:

Cabe, P. A. (n.d.) *Examples of Plagiarism: A taxonomy about plagiarism* [Online], Retrieved March 31, 2006 from: <http://psych.skidmore.edu/plagiarism.htm>

Martin, B. (1994) 'Plagiarism: A misplaced emphasis'. *Journal of Information Ethics*, 3(2), 36 – 47. Retrieved April 13, 2006 from: <http://www.uow.edu.au/arts/sts/bmartin/pubs/94jie.html>

¹Roig, M. (n.d.) *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*. [Online], retrieved March 31, 2011 from <http://ori.hhs.gov/education/products/plagiarism/>

² Kansas State University (2006). *Plagiarism Example*. [Online], retrieved April 11, 2011 from <http://www.k-state.edu/honor/students/plagiarismexample.html>

³ Joycoy, C. and DiBiase, D. (2006). 'Plagiarism by Adult Learners online: A case study in detection and remediation.' *The International Review of Research in Open and Distance learning*, Vol 7, No.1.

Case 2

The following is an extract from Martini & Bartholomew⁴ that deals with neurons and their electrochemical attributes.

Original text:

Because the intracellular concentration of potassium ions is relatively high, potassium ions tend to diffuse out of the cell. This movement is driven by the concentration gradient for potassium ions. Similarly, the concentration gradient for sodium ions tends to promote their movement into the cell. However, the cell membrane is significantly more permeable to potassium ions than to sodium ions. As a result, potassium ions diffuse out of the cell faster than sodium ions enter the cytoplasm. The cell therefore experiences a net loss of positive charges, and as a result the interior of the cell membrane contains an excess of negative charges, primarily from negatively charged proteins.

Student text:

The concentration gradient for sodium (Na) ions tends to promote their movement into the cell. Similarly, the high intracellular concentration of potassium (K) ions is relatively high resulting in K's tendency to diffuse out of the cell. Because the cell membrane is significantly more permeable to K than to Na, K diffuses out of the cell faster than Na enters the cytoplasm. The cell therefore experiences a net loss of positive charges and, as a result the interior of the cell membrane now has an excess of negative charges, primarily from negatively charged proteins. (Martini & Bartholomew, 1997: 204).

Case 3

The following is an extract from Kaplan and Koval (2006:6)⁵:

Original text:

Every time you smile at a messenger, laugh at a coworker's joke, thank an assistant, or treat a stranger with graciousness and respect, you throw off positive energy. That energy makes an impression on the other person that, in turn, is passed along to and imprinted on the myriad others he or she meets. Such imprints have a multiplier effect. And ultimately, those favorable impressions find their way back to you.

Student text:

Positive energy is generated by smiles, laughter, and generosity. As a person meets others, they receive that energy and the energy multiplies until it comes back to the original person.

⁴ Martini, F. H. & Bartholomew, M. S. (1997). *Essentials of Anatomy and Physiology*. Upper Saddle River, NJ: Prentice Hall.

⁵ Kaplan Thaler, L and Robin Koval, R. (2006) *The Power of Nice*

Case 4

Original text from Balas and Adams:¹

This study examines whether workers of *S. invicta* are able to assist their mothers in colony usurpations. First we tested whether [queens] of *S. invicta* are better able to usurp colonies to which their daughters have moved. Second, we tested whether the effect of daughters on usurpation success is due to familiarity with the queen or to genetic relatedness. Aggressive behaviour during these usurpation attempts was observed to determine if the presence of familiar or related workers influenced the aggressive response toward either the resident queen or the queen attempting usurpation.¹

Student text:

To determine whether workers of *S. invicta* can assist their mothers in colony usurpations, two researchers (Balas and Adams, 1996) have conducted a study in which the following hypotheses were tested: First, they wanted to see whether queens of *S. invicta* are better able to usurp colonies to which their daughters have moved. Second, they tested whether the effect of daughters on usurpation success is due to familiarity with the queen or to genetic relatedness. The ants' aggressive behavior during these usurpation attempts was observed to determine if the presence of related or familiar workers influenced the aggressive response toward either the resident queen or the queen attempting a colony takeover.

Case 5

Original text:

...Using filtering software without knowing what sites are blocked and which are not, puts schools in the position of unintentionally censoring materials which are constitutionally protected. Kubota (1997) noted that this is called "unconstitutional overbreadth" and could leave schools open to laws suits of infringements of students' First Amendment rights. Filters may also increase liability by claiming that they can keep students out of objectionable sites when in fact there is no way to guarantee that (McKenzie, 1996).

...Parents and educators have a fear for the safety and well-being of students. These fears have convinced people that the Internet needs control and software filtering is a good way to do it. Most of the time, however, little thought is given to who controls the way that filters work and what the agendas are of the filtering companies.

...Unfortunately for schools, most companies keep their lists of sites secret. McCullagh (1998, 5) noted that "[w]ith the exception of Net Nanny, every other censorware manufacturer treats its blacklist of thousands of forbidden sites as a trade secret and refuses to divulge its contents."

Student text:

Using filtering software without knowing what sites are blocked by the software company puts schools in the position of unintentionally censoring materials that are constitutionally protected (Kubota, 1997). Kubota writes that this could leave schools open to lawsuits of infringements of students' First Amendment rights. Filters may also increase liability by claiming that they can keep students out of objectionable sites when in fact there is no way to guarantee that (McKenzie, 1996).

Parents and educators fear for the safety and well-being of students. These fears have persuaded many that the Internet needs control, and software filtering is a good way to do it. Most of the time, however, little thought is given to who controls the way that filters work and what the agendas of the filtering software manufacturers are (Pownell & Bailey, 1998).

¹ Balas M, Adams ES, 1996. 'Intraspecific usurpation of incipient fire ant colonies.' *Behav Ecol* 8:99-103.

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Case 6

Consider the scenario where the offender is a journal or conference referee, or a member of a review panel for a funding agency. He reads a paper or a grant proposal describing a promising new methodology in an area of research directly related to his own work. The grant fails to get funded. He then goes back to his lab and prepares a grant proposal using the methodology from the proposal that he refereed earlier and submits his proposal to a different granting agency. Most of us would deem the behaviour depicted in the above scenario as downright despicable. Unfortunately, similar situations have occurred. In fact, elements of the above scenario are based on actual cases of scientific misconduct investigated by ORI. (n.d.; 5)

References

Balas M and Adams ES (1996). 'Intraspecific usurpation of incipient fire ant colonies.' *Behav Ecol* 8:99-103.

Joycoy, C. and DiBiase, D. (2006). 'Plagiarism by Adult Learners online: A case study in detection and remediation.' *The International Review of Research in Open and Distance learning*, Vol 7, No.1.

Kansas State University. (2006). *Plagiarism Example*. [Online], retrieved April 11 2011 from <http://www.k-state.edu/honor/students/plagiarismexample.html>

Kaplan Thaler, L. and Koval, R. (2006). *The Power of Nice*

Martini, F. H. & Bartholomew, M. S. (1997). *Essentials of Anatomy and Physiology*. Upper Saddle River, NJ: Prentice Hall.

Pownell, D and Bailey, G. (1999). 'Electronic Fences or Free-Range Students: Should Schools Use Internet Filtering Software.' *Learning & Leading with Technology*.

Roberts, C.J (n.d.) *Do you know what plagiarism is?? A short power point on various types of plagiarism*. [Online], retrieved April 11, 2011 from <http://www.k-state.edu/honor/students/index.htm>

Roig, M. (n.d.) *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*. [Online], retrieved March 31, 2011 from <http://ori.hhs.gov/education/products/plagiarism/>

Resources

The RCR Educational Resources webpage <http://ori.hhs.gov/education/products/> contains a number of materials that may be used freely (indicated by an asterisk).

For a discussion of self-plagiarism, including double dipping, salami slicing, data augmentation, etc. please see Miguel Roig's article at <http://ori.hhs.gov/education/products/plagiarism/>

<http://libraries.ucsd.edu/locations/sshl/guides/preventing-plagiarism/a-closer-look/index.html>