PLAGIARISM PROJECT

**Directions:**

1. Read the articles. As you read, highlight ideas that you find interesting and/or that answer one of these questions:

**A. What is considered plagiarism?**

**B. Why is plagiarism such a serious offense?**

**C. What are the consequences of plagiarism?**

**D. How can plagiarism be avoided?**

2. Plan and write an informational essay (500+ words) in the "accordion" format, explaining what you now understand about plagiarism and answering the questions above.

3. Evidence must be cited using MLA format for in-text citations (parenthetical documentation), and include:

at least **two (2) direct quotations**

at least **three (3) adequate paraphrases**

chosen from at least **four (4) different sources** in the packet

4. All evidence must be cited using MLA format for in-text citations (parenthetical documentation), with a **Works Cited Page** at the end of your essay.

**Source #1, excerpted from:**

**‘Blurred Lines’ Infringed on Marvin Gaye Copyright, Jury Rules**

**By Ben Sisario and Noah Smith**

For the last year and a half, the music industry has been gripped by a lawsuit over whether Robin Thicke’s 2013 hit “Blurred Lines” was merely reminiscent of a song by Marvin Gaye, or had crossed the line into plagiarism. A federal jury in Los Angeles on Tuesday agreed that “Blurred Lines” had gone too far, and copied elements of Gaye’s 1977 song “Got to Give It Up” without permission. The jury found that Mr. Thicke, with Pharrell Williams, who shares a songwriting credit on the track, had committed copyright infringement, and it awarded more than $7.3 million to Mr. Gaye’s family.

The decision is believed to be one of the largest damages awards in a music copyright case. In one of the few comparable cases, in 1994, Michael Bolton and Sony were ordered to pay $5.4 million for infringing on a 1960s song by the soul group the Isley Brothers.

Since the “Blurred Lines” suit was filed in August 2013, while the song was still No. 1, the case has prompted debate in music and copyright circles about the difference between plagiarism and homage, as well as what impact the verdict would have on how musicians create work in the future.

Mr. Thicke’s lawyers had argued that the similarity between the songs — both are upbeat dance tunes featuring lots of partylike atmospherics — was slight, and had more to do with the evocation of an era and a feeling than the mimicking of specific musical themes that are protected by copyright.

But speaking to reporters after the verdict was announced, Richard S. Busch, a lawyer for the Gaye family, portrayed the ruling as a refutation of that view.

“Throughout this case they made comments about how this was about a groove, and how this was about an era,” Mr. Busch said. “It wasn’t. It was about the copyright of ‘Got to Give It Up.’ It was about copyright infringement.”

The eight jurors in the case were instructed by the judge[...] to compare “Blurred Lines” and “Got to Give It Up” only on the basis of their “sheet music” versions — meaning their fundamental chords, melodies and lyrics, and not the sounds of their commercial recordings.

That led to several days of esoteric analysis by musicologists for both sides, whose testimony was often vociferously objected to by the lawyers. The disputes involved passages as short as four notes, as well as mash-ups pairing the bass line of one song with the vocals from the other.

For the family of Marvin Gaye — who died in 1984 — the jury’s verdict was welcome. When the verdict was read on Tuesday, members of the Gaye family — who were present at court throughout the trial — exulted and shed tears of joy.

“I’m really grateful,” said Janis Gaye, Marvin’s former wife and the mother of Nona and Frankie Gaye. “I hope people understand that this means Marvin deserves credit for what he did back in 1977.”

**Source #2, excerpted from:**

**Why Plagiarism is Wrong**

**Penn State**

Most instructors agree that plagiarism is wrong, but here are some reasons why plagiarism is considered unethical.

Penn State University is an institution of both learning and research. When you commit plagiarism, you **hurt yourself** and the **community** in the following ways:

1. You deny yourself the opportunity to learn and practice **skills that may be needed in your future careers.** You also deny yourself to opportunity to receive honest feedback on how to improve your skills and performance.

2. You invite future employers and faculty to **question your integrity** and performance in general.

3. You **commit fraud** on faculty who are evaluating your work.

4. You **deprive another author due credit** for his or her work.

5. You show **disrespect for your peers** who have done their own work.

**Source #3, excerpted from:**

**Student Rights and Responsibilities**

**Flathead Valley Community College**

**Student Conduct and Standards**

In order to promote an atmosphere that protects students’ rights and is responsive to students’ needs, all students are expected to maintain acceptable standards of behavior on campus. The following behavior is considered unacceptable and may lead to disciplinary action including suspension or expulsion from the college:

• Deliberate disruption in the classroom or at any college activities;

• Cheating, plagiarism and other forms of dishonesty including knowingly giving false information to the college;

• Forgery, alteration or misuse of community college documents, records or identification or computer programs or accounts;

• Physical abuse or harassment toward another person;

• Theft or damage to property of the college;

• Use/possession of illegal drugs or alcohol on campus;

• Carrying/discharging firearms on campus; and

• Unauthorized use or occupancy of college facilities.

**Academic Integrity Guidelines**

The faculty, staff and administration of Flathead Valley Community College believe academic dishonesty conflicts with a college education and the free inquiry of knowledge. Plagiarism, cheating, forgery, facilitating or aiding academic dishonesty, unauthorized access, or otherwise manipulating student records, and computer programs, are all forms of dishonesty that corrupt the learning process and threaten the educational environment for all students.

Plagiarism is using another person’s writing or works as one’s own. Plagiarism is an intolerable offense in the academic community and is strictly forbidden. Students must always carefully acknowledge others’ ideas as well as words.

The consequences of academic dishonesty may vary depending on the situation and the individual instructor involved. Any student involved in academic dishonesty will be subject to disciplinary action imposed by the instructor up to and including administrative withdrawal or a failing grade for the course.

In addition, academic dishonesty is grounds for disciplinary action under the Student Conduct and Standards rules. The student found guilty of academic dishonesty may be reported to the Vice President of Instruction for the initiation of disciplinary sanctions ranging from a warning to expulsion from the college.

**Source #4, excerpted from:**

**The University of Montana Student Code of Conduct**

**The University of Montana**

Students must practice academic honesty.

**A. ACADEMIC MISCONDUCT**

Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

* **Plagiarism:** Representing another person’s words, ideas, data, or materials as one’s own.
* **Misconduct during an examination or academic exercise:** Copying from another student’s paper, consulting unauthorized material, giving information to another student or collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor’s rules governing the examination or academic exercise without the instructor’s permission.
* **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.
* **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.
* **Facilitating academic dishonesty:** Knowingly helping or attempting to help another commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed. …

**B. PENALTIES**

Depending on the severity of the acts of academic misconduct, a student may incur one or more of the following penalties:

**1. Academic Penalty by the Course Instructor:** The student receives a failing or reduced grade in an academic exercise, examination, or course, and/or is assigned additional work which may include re-examination.

**2. University Sanctions:** A penalty exceeding the academic penalty may be imposed by the University. Sanctions a. through d. require administrative review and approval by the Provost & Vice President for Academic Affairs.

**a. Denial of a Degree:** A degree is not awarded.

**b. Revocation of a Degree:** A previously awarded degree is rescinded.

**c. Expulsion:** The student is permanently separated from the University and also may be excluded from any University-owned or -controlled property or events.

**d. Suspension:** The student is separated from the University for a specified period of time and also may be excluded from participation in any University-sponsored activity.

**e. Disciplinary Probation:** The student is warned that further misconduct may result in Suspension or Expulsion. Conditions may be placed on continued enrollment for a specified time.

**f. Disciplinary Warning:** The student is warned that further misconduct may result in more severe disciplinary sanctions.

**Source #5, excerpted from:**

**"Why Is Cheating/Plagiarism Wrong...?"**

**Kennesaw State University**

**What Exactly Is Plagiarism?**

1. **Deliberate Plagiarism**

* Buying a paper
* Getting someone else to write a paper for you
* Deliberately not acknowledging sources so that the teacher will believe the writing is yours
* Thinking that a few words or lines taken from another sources really don’t matter; that they’re trivial & don’t need to be acknowledged

2. **Accidental Plagiarism** (Sometimes called Misuse of Sources) Is Still Plagiarism and Will Get You in Trouble.

* Forgetting to put quotations around direct quotes (often happens with careless Internet “cut & paste” work)
* Paraphrasing too close to the original writing. (Just changing a few words isn’t sufficient)
* Thinking that if you list all sources in a bibliography or works cited page you don’t need to also cite within the body of the paper
* Not knowing the rules of the citation style book you’re supposed to follow

3. Too many direct quotations linked by a few sentences written by you may not be plagiarism, assuming you use quotation marks and cite properly, but it’s a poorly written paper (you need to do your own work and show your own thoughts & ideas) and will probably cause you to earn a bad grade.

**Source #6, excerpted from:**

**Define plagiarism?**

**Maria Browne**

Finding a non-rickety desk, receiving a syllabus, and an introduction to professors and classmates are the usual things that happen during the first day of classes. Although all courses differ in material, one warning from professors is almost universal during the beginning of a semester: committing plagiarism will result in a grade of zero. But at university the limits of what this word means are unclear, creating confusion for new students.

With information easily accessible online, there is no doubt this paranoia is real for professors. Professors often gossip on the first day about former students who have committed plagiarism. Statements like, “You’d think they would at least remove the hyperlinks before submitting” generally receive a laugh from the class.

Although there are certainly students who intentionally plagiarize, some who accidentally do so could potentially be treated the same way. Considering many students don’t receive lessons regarding proper sourcing during high school, it is no wonder first-year students—and even more experienced ones—could make this mistake. First-year students must quickly understand a heavy plagiarism talk the first day of classes while being threatened with a zero, failure in the course, or expulsion from the university if they don’t comply.

What was once a simple bibliography at the end of a four-page paper in high school is now upped to ten pages with in-text citations, footnotes or endnotes, and a bibliography. The chances of a new student burdened with five courses accidentally plagiarizing are far greater than an upper-year student. Such a system aims to weed students out. Proper education before university would have long-term benefits.

Although lack of education is one reason, the definition of plagiarism has also stretched too far. In my second year, I discovered plagiarism is not simply using another’s ideas or copying and pasting from the Internet. During my introduction to English 2001, I was informed of something called “self-plagiarism,” or the act of taking your own work from another course. Simply put, if I wrote about a novel in English 1080 that resurfaced in a third-level English course, I would be disallowed to resubmit that old paper for my new course.

What if I had reused this material in my first year, having not known this rule? Yes, I could have looked up the regulations my first day of university, but like many students, I didn’t. However, if it’s my work, why shouldn’t I be allowed the option of resubmitting? Also, if I did resubmit a two-year old paper to a new professor, would this be known? Wouldn’t reusing old material be more beneficial when completing five courses each semester?

In any educational institution, there will always be students who try to plagiarize. Although these students should be reprimanded for their actions, others who are merely confused can also be severely punished. The solution is early education before university to resolve this confusion. The rules are clearly written in the university diary, but the expectation that students take it upon themselves to learn and understand the nuances of citation is unrealistic. Many of these problems would be rectified by a greater focus on proper sourcing in high school curriculums, which could allow for smoother transitions to university studies.

**Source #7, excerpted from:**

**Academic Integrity at Princeton**

**Princeton University**

Princeton is, first and foremost, an intellectual community. All of us are here to learn from each other and to teach each other, both in our individual quests to mature as thinkers, scholars, and researchers, and in our collective effort to advance and refine the body of human knowledge. All of us benefit from the free exchange of ideas, theories, solutions, and interpretations. We test our own thoughts informally among friends or in class, or more formally in papers and exams; we profit by analyzing and evaluating the ideas of our classmates, friends, advisers, and teachers.

Trust is the central ethic of such an intellectual community, in several respects. You should be able to trust that your ideas, no matter how new or unusual, will be respected and not ridiculed; to trust that your ideas will be seriously considered and evaluated; and to trust that you can express your own ideas without fear that someone else will take credit for them. Moreover, others need to be able to trust that your words, data, and ideas are your own. The right to intellectual ownership of original academic work is as important to the life of the university as the right to own personal possessions.

Our intellectual community is much greater than the current population of Princeton students, faculty, and staff. Such an intellectual community transcends both time and space to embrace all contributors to human knowledge. We may find their theories in textbooks, or their words in books of poetry, or their thoughts in library volumes or journals, or their data on the Web. Through the work they’ve produced in times past or are producing now across the globe, they share with us their intellectual efforts, trusting that we’ll respect their rights of intellectual ownership. As we at the University strive to build on their work, all of us—from freshman to full professor—are obligated by the ethic of intellectual honesty to credit that work to its originator.

During the course of your Princeton education, you’ll be exposed to the ideas, scientific theories, and creative works of countless scholars, scientists, and artists. Inevitably, your own ideas will be shaped by the words and ideas that you encounter. The intellectual challenge you face in your academic work is to go beyond what you learn in your textbooks, in lectures, and in the library—to evaluate, rethink, synthesize, and make your own the information, data, and concepts you find in your sources. The greatest satisfaction of academic work comes from making something original—something distinctly your own—out of the material you’ve learned in your courses and discovered in your research. Doing original work is the most demanding, but also the most rewarding, part of your Princeton education.

**Source #8, excerpted from:**

**Senator’s Thesis Turns Out to Be Remix of Others’ Works, Uncited**

**Jonathan Martin**

WASHINGTON — Democrats were thrilled when John Walsh of Montana was appointed to the United States Senate in February. A decorated veteran of the Iraq war and former adjutant general of his state’s National Guard, Mr. Walsh offered the Democratic Party something it frequently lacks: a seasoned military man.

On the campaign trail this year, Mr. Walsh, 53, has made his military service a main selling point. Still wearing his hair close-cropped, he notes he was targeted for killing by Iraqi militants and says his time in uniform informs his views on a range of issues.

But one of the highest-profile credentials of Mr. Walsh’s 33-year military career appears to have been improperly attained. An examination of the final paper required for Mr. Walsh’s master’s degree from the United States Army War College indicates the senator appropriated at least a quarter of his thesis on American Middle East policy from other authors’ works, with no attribution.

Mr. Walsh completed the paper, what the War College calls a “strategy research project,” to earn his degree in 2007, when he was 46. The sources of the material he presents as his own include academic papers, policy journal essays and books that are almost all available online.

Most strikingly, the six recommendations Mr. Walsh laid out at the conclusion of his 14-page paper, titled “The Case for Democracy as a Long Term National Strategy,” are taken nearly word-for-word without attribution from a Carnegie Endowment for International Peace document on the same topic.

In his third recommendation, for example, Mr. Walsh writes: “Democracy promoters need to engage as much as possible in a dialogue with a wide cross section of influential elites: mainstream academics, journalists, moderate Islamists, and members of the professional associations who play a political role in some Arab countries, rather than only the narrow world of westernized democracy and human rights advocates.”

The same sentence appears on the sixth page of a 2002 Carnegie paper written by four scholars at the research institute. In all, Mr. Walsh’s recommendations section runs to more than 800 words, nearly all of it taken verbatim from the Carnegie paper, without any footnote to it.

In addition, significant portions of the language in Mr. Walsh’s paper can be found in a 1998 essay by a scholar at the Belfer Center for Science and International Affairs, at Harvard. Both the Carnegie and Harvard papers are easily accessible on the Internet.

In an interview outside his Capitol Hill office on Tuesday, after he was presented with multiple examples of identical passages from his paper and the Carnegie and Harvard essays, Mr. Walsh said he did not believe he had done anything wrong.

“I didn’t do anything intentional here,” he said, adding that he did not recall using the Carnegie and Harvard sources. Asked directly if he had plagiarized, he responded: “I don’t believe I did, no.”

On Wednesday, a campaign aide for Mr. Walsh did not contest the apparent plagiarism but suggested that it be viewed in the context of the senator’s long career. She said Mr. Walsh had been going through a difficult period at the time he wrote the paper, noting that one of the members of his unit from Iraq had committed suicide in 2007, weeks before the assignment was due.

The aide said Mr. Walsh, who served in Iraq from November 2004 to November 2005, had “dealt with the experience of post-deployment,” but said he had not sought treatment.

Later, the senator, in an interview with The Associated Press, contradicted the aide, saying that he was being treated for post-traumatic stress disorder when he used the authors’ work without credit, and that he would consider apologizing to the scholars for doing so. He said he was currently taking antidepressant medication.

After The New York Times published the article about Mr. Walsh’s paper online on Wednesday, the War College’s provost, Lance Betros, a retired brigadier general, said in a telephone interview that the college would begin an investigation immediately.

Mr. Walsh’s paper will be run through an online plagiarism detection program, the provost said, and if there is evidence of a violation, the college will convene an academic review board to determine whether Mr. Walsh committed plagiarism and, if so, whether it was intentional. The school’s commandant would ultimately determine any punishment.

“We’re not going to treat this any differently than with another student,” Dr. Betros said.

But Dr. Betros emphasized that the War College’s students were repeatedly reminded about the strict academic integrity policy. “We drill that in incessantly,” he said.

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