Part I.

NARRATOR: Confronting a research topic can be a daunting task. The feeling of searching for material is similar to how Hansel and Gretel must have felt when they first entered the old dark forest.

NARRATOR: When you find a source that sparks your imagination, it feels a little like finding a candy house, hidden among the trees.

NARRATOR: You’re tempted to grab, take a bite and continue on your way...

NARRATOR: Finding sources, however, is only part of your task. And this forest isn’t like Tumblr, where you can grab, post, and keep right on going.

NARRATOR: Doing academic work is different. As you read and discover, you need to mark the twists and turns of your research, as Hansel and Gretel did when they made their trail of breadcrumbs. In academic work, breadcrumbs are references. You should collect not only the ideas, quotations and images that catch your interest – you must also gather whose ideas they are, and where you found them. Then you record this information in your references.
NARRATOR: Otherwise, you may find when you return to working on the paper that these breadcrumbs have been devoured by time. The costs of this loss, however, mean more than just being lost in the woods. You could be guilty of plagiarism.

[CAPTION: Patty O’Toole, Dean of Students]

PATTY O’TOOLE: Some thoughts about plagiarism. I know that, when I was an undergrad, I’d have to trek over to the library, go to the card catalog, which were these cards, literally cards that were typed, look up my information, go find the book in the stacks, look through the book to find the answer, write the answer down or photocopy it, take it back to my room, type out my paper, and then cite the source.

And today, for young people, and all, it’s very simple to just go, cut and paste and put it in. And forget to cite, or choose not to cite. And to me, that causes, or can cause, a large amount of challenges.

[CAPTION: Michael Gettings, Associate Professor of Philosophy]

MICHAEL GETTINGS: So my job is to look at their work and try to assess: are you actually learning. Now, if you take words that are actually not your own, or you take them from some other source, I’m not assessing your learning. I’m reading about what somebody else has said.

And so when I detect plagiarism, I can’t do my job because I can’t understand what it is that you’re thinking, what you’re learning, what you’re coming up with. So it really violates the educational mission, and it violates, it doesn’t allow me to do my job: I can’t help you learn if I can’t read your own work.

[CAPTION: Julie Pfeiffer, Associate Professor of English]

JULIE PFEIFFER: What I try to communicate to students is that writing essays, writing articles, writing books, that’s what professors produce. That’s our work. So in a way, for you to steal my ideas and not give me credit for them, is as if you walked into my house and, you know, walked out with my sofa or my TV or my laptop.

[CAPTION: Jill Weber, Assistant Professor of Communication Studies]

JILL WEBER: So for me, I think that plagiarism is really about the issue of respect, an issue of respect for the community and for the larger standards. It’s showing that you as an individual have done the work but that you’re also recognizing, and respecting, the individuals whose ideas you’re taking or you’re using or you’re synthesizing.

So for me I think it’s important that students recognize where the work came from but that they also are honest about it, and ethical about showing that it isn’t their thoughts overall.

[CAPTION: Abrina Schnurmann-Crook, Executive Director, Batten Leadership Institute]

ABRINA SCHNURMANN-CROOK: Well, it’s incredibly easy to catch people when they plagiarize. We’re researchers: that’s what we do. And so once you get accustomed to someone’s writing style, you can sense that they really didn’t write it. And it’s quite easy to go online and find it, just where they’ve copied and pasted it, and then you’ve got them. It’s very unfortunate.
NARRATOR: If you’re found guilty of plagiarism, you are in violation of the Honor Code, and could end up in Honor Court.

NICKIE SMITH: As you’re thinking about Honor Court issues, this is not just about having an Honor Court record or an Honor Court hearing, there are longer-lasting repercussions to consider. For example, if you are planning to study abroad, the Office of International Studies will check your judicial history. Also, the Career Center will check your history for competitive internships. And so anything on your record could impact your future success here at Hollins and afterward. So think about that.

NARRATOR: In order to avoid plagiarism, what do you need to reference? Anything that’s someone else’s idea.

NARRATOR: It can be from a book, a website, a journal article, a speech, and email, a lecture–

NARRATOR: As long as it is someone else’s idea, it needs to be followed by a reference.

NARRATOR: Also, anything that’s created by someone else.

NARRATOR: Videos, images, charts, graphs, songs.

NARRATOR: They all need to be accompanied by a reference.

[IMAGE: Typing on a new page, in quotations, a paragraph on the use of images of wicked step-parents on TV. After the period, close quotes, and the typing continues with a reference: (Claxton-Oldfield, p. 16) CUT TO: Next page is labeled “References,” a new reference is entered into an already existing list:


NARRATOR: Also, anything that’s created by someone else.

NARRATOR: Videos, images, charts, graphs, songs.

NARRATOR: They all need to be accompanied by a reference.

[IMAGE: a painting of Hansel and Gretel, in front of the witch’s candy cottage]

NARRATOR: What doesn’t need a reference? Anything that’s common knowledge.

NARRATOR: Common knowledge is general, a fact that can be found in many sources.

NARRATOR: An example of common knowledge: Hansel and Gretel’s father is a woodcutter.

NARRATOR: You also don’t add references for commonplace ideas.

NARRATOR: Like common knowledge, commonplace ideas are general and found in many sources. An example of a commonplace idea: because the witch wants to eat Hansel, she is an evil witch.

NARRATOR: But for any specific ideas that are not yours, but someone else’s, you need to add a reference.

NARRATOR: For example, the author Stephen Claxton-Oldfield has written about the idea that images of wicked step-parents in fairy tales and movies can influence real-life relationships.

NARRATOR: If I choose to use this in a paper I’m writing, I have to include a reference, to lead my readers back to the source of that idea: Oldfield’s scholarly writings.

[Caption: Not sure? Add a reference.]
Narrator: If you’re not sure whether something needs a reference, it’s best to add one, just in case. You can also check with your professors to make sure that you understand what is considered common knowledge in their area of expertise.

[CAPTION: Part 2 Quiz ]

Narrator: Here’s a quick quiz, to test your knowledge about plagiarism.

Question 1: Plagiarism is using someone else’s words or ideas, without providing a reference to help the reader retrace the steps you took in your research. TRUE/FALSE

Answer: True, you need to provide references to help the reader retrace the steps you took in your research.

Question 2: Which of the following types of sources does not need to be referenced?

- a) A website
- b) A scientific presentation
- c) Abraham Lincoln’s date of birth, found in an encyclopedia article
- d) An email
- e) The GDP (Gross Domestic Product) amount for 2012, found in an encyclopedia article.

Answer: C, Abraham Lincoln’s date of birth. If you use specific phrases or ideas from any source, including web sites, presentations and emails, you need to provide a reference. Specific information like GDP, and economic numbers, also needs a reference so your reader can retrace your research steps. But a very famous person’s date of birth is common knowledge, found in many sources, and does not need a reference.

Question 3: Hansel has used several sources for his paper, and has put a list of those sources in a bibliography at the end of the paper. That’s all he needs to do. TRUE/FALSE

Answer: False. Citation includes two steps – first, wherever in the paper you use the idea, you have to add a brief reference (name, page number) right there. Second, you then add a full reference in your final bibliography.

Question 4 & 5: Do I need to reference that Abraham Lincoln issued the Emancipation Proclamation in 1863? YES/NO.
Do I need to create a reference if I use that Professor Smith writes that the Emancipation Proclamation was the cause of a radical shift in U.S. policy, one which signaled a sea change for the other colonial governments? YES/NO

Answer: No for 4, and yes for 5. First, you don’t need to create a reference for common knowledge. The date of the Emancipation Proclamation is not an idea, it is a fact that can be found in many sources. For 5, yes, since this is an idea and not common knowledge, you must create a reference.
Part II.

[Sound effect: Music]

[CAPTION: So, how do you use references?]

NARRATOR: So – whenever you use someone else’s ideas in your paper, you need to add a reference. But how do you use them? There are two methods: direct quotation and paraphrasing.

[CAPTION: There are two methods: direct quotation and paraphrasing.]

NARRATOR: Here’s an example of direct quotation.

[IMAGE: A section of a book page. The following fragment of text is highlighted: “Every morning the woman crept to the little stable, and cried: “Hansel, stretch out your finger that I may feel if you will soon be fat.” ]

[SOUND EFFECT: Typing]

[IMAGE: Above the book page with highlighted text, we see new typing: “Grimm’s witch is impatient, but willing to wait. “Every morning the woman crept to the little stable, and cried: “Hansel, stretch out your finger that I may feel if you will soon be fat.” (Grimm, p. 223) ]

NARRATOR: I’m using the witch’s words directly from the fairytale, because I really like the image they’ll create in my reader’s mind. Then, I add the reference, to show the source.

[CAPTION: Add the reference, show the source.]

NARRATOR: Of course, you don’t want to overuse direct quotes: save this method for when you can’t possibly improve on what’s already been written.

[IMAGE: Hands on a keyboard, typing. ]

[Sound effect: Typing]

The other method is paraphrasing, which allows you to use (and reference!) the idea, but incorporate it into your own writing.

[CAPTION: Paraphrasing = incorporate someone’s idea into your own writing]

Narrator: It shows that you have really thought about your writing, rather than just copying and pasting word for word. Here’s how you paraphrase:

[IMAGE: The same section of a book page. The following fragment of text is highlighted: “Every morning the woman crept to the little stable, and cried: “Hansel, stretch out your finger that I may feel if you will soon be fat.” ]
NARRATOR: Read the passage you want to use, then set it aside and think about what it means.

[Caption: Read and set aside.]

[Sound effect: Typing]

[Image: A blank page, then new words: “The witch crept back to the stable every day, asking for Hansel’s finger so that she might feel if he would be fat soon. (Grimm, p. 223)”]

NARRATOR: Next, write it out in your own words and add the reference. Check back to see how close your words are to the original.

[Image: Below the typed text, we see the original book page again. In the typed section and on the page, the same words and phrases are highlighted, showing that the two versions are very similar. A red X appears over the entire typed passage. Sound effect: a crowd yelling, “Boooo!”]

NARRATOR: My writing is very close to the original, and this would be considered plagiarism. Repeat this process, until your result is really your own words.

[Sound effect: Typing]

[Image: A blank page, then new words. We are trying again: “The witch waited patiently until Hansel was plump enough to make her a tasty meal. (Grimm, p. 223)” The book page appears again below, so we can compare the two. The words and phrasing are completely different. Sound effect: choir of angels.]

NARRATOR: So now you’ve restated the author’s ideas in your own words. This is a successful example of paraphrasing. But don’t forget, they’re still someone else’s ideas, and you still need to add a reference to give them the credit. Otherwise it’s still plagiarism.

Now you’ve learned about direct quotation and paraphrasing. Let’s look at some tips to help you keep track of your sources as you write.

[Caption: When you copy and paste, follow these steps to avoid plagiarism.]

NARRATOR: Here are some simple steps to avoid plagiarism when you copy and paste.

[Caption: This paper is about cannibalistic fish.]

[Image: We see some nasty-looking fish with large rows of teeth. Sound effect: Growling.]

[Image: A page fragment of a science article, complete with captioned graphs, data, etc. The following section is highlighted, and then copied: “We refer to this effect as the “Hansel and Gretel” effect because, to our best knowledge, that tale is the first account of the idea to postpone cannibalism until the victim has become more nutritious. “]

[Image: A page. The student has already written: “Hansel and Gretel is a well-known fairy tale that shows up in various disciplines, including science. Scientists have discovered cannibalistic fish whose
practices have similarities to the witch in the fairy tale.” The highlighted section from the science article is pasted into this. Next, it is highlighted again, and the text color is changed from black to purple."

[CAPTION: Step 1, Change the font color.]

NARRATOR: When you paste something from a different source, it’s a good idea to change the font color.

[IMAGE: Next, a capital letter “Q” is added before and after the purple paragraph.]

[CAPTION: Step 2, Put a Q at the beginning and end of a direct quote.]

NARRATOR: It’s also helpful to add a “Q” at the beginning and end of a quote, to remind yourself that it is a quote.

[IMAGE: Next, a capital letter “R” is added after the final “Q.”]

[CAPTION: Step 3, Put an R at the end to remind yourself to add a reference.]

NARRATOR: Adding an “R” is a reminder to add a reference for this quote.

[CAPTION: Remember these important parts of sources.]

NARRATOR: When you reference a source, remember these important parts:

[IMAGE: A title page of a science article, complete with captioned graphs, data, etc. It is Claessen and De Roos’s article, “Bistability in a size-structured population model of cannibalistic fish – a continuation study.” From the journal Theoretical Population Biology, volume 64 (2003) pages 49-65. ]

EACH OF THE FOLLOWING CAPTIONS IS HIGHLIGHTED ON THE TITLE PAGE:

[CAPTION: Journal title - Theoretical Population Biology]

[CAPTION: Article title - “Bistability in a size-structured population model of cannibalistic fish – a continuation study.”]

[CAPTION: Author(s) – David Claessen and Andre M. de Roos.]

[IMAGE: We see some nasty-looking fish with large rows of teeth. SOUND EFFECT: Growling.]

[CAPTION: Here is the correct reference in APA style]

[SOUND EFFECT: choir of angels]

NARRATOR: Here is the correct way to use APA Style, when using a direct quotation in your paper.

[IMAGE: A page, the same student paper as before. The highlighted section from the science article is put into quotation marks, and a reference is added at the end: (Claessen & de Roos, 2003).]
NARRATOR: Here is a complete reference in APA style.


NARRATOR: There are other citation styles besides APA:

NARRATOR: Here is a reference in Chicago Style.


NARRATOR: There’s a reference in MLA style.


NARRATOR: For help with citation styles, you can ask your professor, the tutors at the Writing Center, or the Library staff.

MARYKE BARBER: So, now you know how to avoid plagiarism. But if you get lost in the forest while you’re writing, there are lots of resources to help you find your way.

BRENT STEVENS: Here at the Writing Center, you can get one-on-one help from our tutors at all stages of your writing. They can help you get started on a paper topic, or polish up that final draft.

MARYKE BARBER: And the people at the library can help you. Not only with finding good sources, but with making the most of those sources and with referencing them.
NARRATOR/LAURA JANE RAMSBURG: But your best resource is the person who assigned the paper. All writing assignments are different, and your professor will be able to articulate exactly what you need to do to be a successful writer. Stay on the path, and don’t forget the breadcrumbs!

[CAPTION: Ernest Zulia, Associate Professor of Theatre and Department Chair]

VOICE OF THE CAMERAMAN: OK...

ERNIE ZULIA: Just don’t do it!

CAMERAMAN: Don’t do what?

ERNIE ZULIA: Just don’t plagiarize!

[CAPTION: After this video, proceed to Part 4, Quiz.]

[CAPTION: Laura Jane Ramsburg, Narrator. Special thanks to Laura Jane Ramsburg, Patty O’Toole, Michael Gettings, Julie Pfeiffer, Jill Weber, Abrina Schnurman-Crook, Nickie Smith, Ernest Zulia.]

[CAPTION: Quiz 2]

NARRATOR: One more quiz! Read carefully to determine which of the examples is plagiarism. In this quiz, you’ll need to pause the slide and proceed when you’re read to answer the quiz question. You’ll do the same for each question. Pause the slide now:

Question 1: Two students use this passage from an article about fish: The net benefit of cannibalism is higher in the piscivitory state than in the stunted state, because in the piscivitory state cannibals “spare” victims until they have become bigger. We refer to this effect as the “Hansel and Gretel” effect because, to our best knowledge, that tale is the first account of the idea to postpone cannibalism until the victim has become more nutritious.

(From Claessen and De Roos’s article, “Bistability in a size-structured population model of cannibalistic fish – a continuation study.” From the journal Theoretical Population Biology, volume 64 (2003) pages 49-65.)

Student A writes: Like the witch in Hansel and Gretel, cannibalistic fish should wait until their prey has grown. Claessen and De Roos’s research shows that the benefit the fish will derive from their cannibalism increases with this postponement. (Claessen and De Roos, 62-63)

Student B writes: Cannibalistic fish benefit from postponing their meal; if they wait until their fellow fish are larger, the benefits of their cannibalism will increase.

Which of these is plagiarism?
Answer: Student B has used Claessen and De Roos’ research, without adding any references to their article. This is a straightforward case of plagiarism.

Question 2: A student uses this passage: The story of Hänsel und Gretel is one of the most popular of Jacob and Wilhelm Grimm’s Kinder-und Hausmärchen. Yet despite this popularity, very little is known about its earlier history. According to expert opinion, the ancestry of the tale is unclear.


The student writes, Hänsel und Gretel was a fairy tale written by Jacob and Wilhelm Grimm, and published in Kinder-und Hausmärchen.

Is this plagiarism?

Answer: No, this isn’t plagiarism. You can find the names of the Brothers Grimm and the original title of their collection of fairytales in many sources. This type of information is considered common knowledge – no reference required.

Question 3: A student uses this passage: In the original story of Hansel and Gretel, the children are sent away into the dark woods because of scarce family resources. In the 1990s, families experience scarce resources as well, and many families feel that they require two salaries to maintain an adequate standard of living. Time, too, has become a significant scarce resource of parents today...Like Hansel and Gretel at the beginning of the fairy tale, these children are left behind by their parents. They are not able to care for themselves and consider themselves to be helpless in their ability to control their fate.


The student writes: Today’s parents feel the effect of scarce resources such as insufficient salaries and lack of time. They leave their children alone, like Hansel and Gretel in the woods. This causes feelings of abandonment and a lack of control.

Is this plagiarism?

Answer: True, this is plagiarism. The student has borrowed several ideas from the above passage. While they may have been paraphrased, she still needs to add a reference to Chambers’ original article.

Question 4: A student uses this passage: The next day, recognizing the gingerbread house as a solution to their hunger, the children understandably eat; but the extent to which trauma has impaired ego functioning is also apparent. They indulge all impulses, pulling off pieces of the roof and window. When the witch inquires, they lie, blaming it on the wind...It is striking that two children raised on the edge of a forest would not have been more wary of such a creature, but their judgment is also faulty. Vulnerability is blossoming into addiction.
(from David Dan’s article, “Beyond the gingerbread house: addiction, recovery and esoteric thought.” Quadrant 24:2, 1991. 41-55.)

The student writes: David Dan points out that Hansel and Gretel’s hunger leads them into addictive behavior. Trauma has impaired their ego functioning, and they indulge their impulses by pulling off pieces of the gingerbread house. Their behavior exhibits faulty judgment, one of the signs of addiction. (Dan, 51)

Is this plagiarism?

Answer: True, it’s still plagiarism. Although the student has appropriately acknowledged David Dan’s work in the first sentence and has added a reference at the end of the paragraph, she continues to use not only his ideas, but almost his exact words. The words need to be presented as a quotation, i.e. “trauma has impaired ego functioning...they indulge all impulses,” OR this passage needs to be completely re-worked until it is written in the student’s own words.

THE END.