

## Weapons Against Academic Malpractice

- **Paraphrasing:** putting original texts in your own words. This should be the most important and most used technique in your armoury.

How do you know when your paraphrase is different enough to the original? What techniques can you use?

- **Summarising:** reducing the original text to its main points.
- **Direct quotation:** using “speech marks” to denote small passages taken word-for-word from the original. Should be used sparingly (not > 10% of the assignment).

Why quote instead of summarise or paraphrase? On what occasions is it better to quote?

- **Foregrounding:** starting a paraphrase with the author’s name and a citation, followed by a reporting verb. For example, “Coulter (1999:286) argues that...”. Foregrounding is best used at the beginning of a paragraph. (NB – this only ‘counts’ for that paragraph.)
- **Citation/Referencing:** the act of giving credit to the original author by providing the name and other important information such as

What are the two most popular styles of referencing, and what are their main features?

- **References section/Bibliography:** a list of sources referenced in the text, commonly found at the end of the essay/assignment.

What is the difference (if any) between a *References section* and a *Bibliography*?

- **Have original ideas.** In higher education, it is expected that your writing will be more than summaries of existing work. It is advisable to keep track of “who is speaking” at any given point – is it your voice or an author’s voice?

What do you do if you are not sure your approach or idea is original?

- **Take good notes.**

How can taking good notes help prevent plagiarism?

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