

# THE ACQUISITION OF PARAPHRASING AND ITS IMPACT ON TEACHING AND LEARNING QUOTATIONS TO AVOID PLAGIARISM

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## Abstract

Paraphrase is the one way to avoid plagiarism beside quotation. Paraphrase means using someone idea or thought as the references but in our own meaning without lost the meaning while quotation means using someone idea or thought without change anything. Paraphrase or quotation is an important things to teach to the students, especially for university students who learning about writing and have to mastered the writing skill. Unfortunately, not all of students know the correct way to do paraphrase so they can be labeled as plagiarist. From this problem, this study wants to provide several analysis of literature review about the acquisition of paraphrasing, teaching and learning quotations to avoid plagiarism, and also its impact on teaching and learning. The result of this study are the concepts of paraphrasing acquisition, impacts on teaching and learning quotations, and some suggestion or ways in avoiding plagiarism.

**Keywords:** *the acquisition of paraphrase, teaching and learning quotation, avoiding plagiarism*

## INTRODUCTION

Paraphrases are an important technique to handle variations in language (Bhagat and Ravichandran, 2008, p.1). To paraphrase means to rewrite content whilst preserving the original meaning, and it is important in fields such as text reuse in journalism, anonymous work, and improving the quality of customer-written reviews (Burrows, Potthast, and Stein, 2012, p.5). In university's life, paraphrases usually used by students when they are making a paper, a journal research, or even when making a thesis. When you paraphrase from a source, you restate the source's ideas in your own words (Harvard.edu). Paraphrases are one of the easy alternative ways to avoid plagiarism.

Paraphrase is differs from quotation. Some of the students can't differentiate how people's idea or statement. A quote is a direct restatement of the exact words from the original source

while a paraphrase is a restatement of the information or point of the original source in your own words (Krause, 2007). Paraphrase and quotation are the ways to restate someone's idea into your own writing (paper, journal, research, etc.) without doing plagiarism.

Benucci (2012, p.4) summarized several definition of plagiarism, it can be conclude as plagiarism while someone quotes another person's actual words or replicates all or part of another's product, this includes all information provided from any source including from the internet; one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words without citate or quotes the writer; or if one borrows facts, statistics, or other illustrative materials.

The correct time to do paraphrase or quotations are also different and we will discuss further in the chapter Teaching and

Learning about Avoiding Plagiarism and also the chapter The Acquisition of Paraphrasing. Although the way to avoid plagiarism is not just paraphrasing, the writer only focus in acquisition of paraphrasing because from what the writer

observed, most of students are using paraphrasing when they are using other people's idea in their writing as a reference.

Benucci (2012, p.20) provided a table discuss the main differences of summarizing, paraphrasing and quoting:

Table 1. The differences of summarizing, paraphrasing and quoting taken from Benucci (2012)

	Summarizing	Paraphrasing	Quoting
Citations	Must reference the original source (author, year)	Must reference the original source (author, year)	Must reference the original source (author, year, page number)
Text Length	The text produced is much shorter than the original text	The text produced may be shorter or longer than the original text	The text produced is the exact length of the original text
Phrasing	Must use your own words/phrases, usually with a very limited use of quotations.	Must use your own words/phrases Put quotation marks around any key terms lifted from the original	Use the original author's exact words Put quotation marks around the original author's exact words

Unfortunately, not all of students can paraphrase in a correct way. Some of them just paraphrase other people's statement without stated the source. This is called as plagiarism, although we use our own word. Plagiarizing by paraphrasing is one of many types of plagiarism identified by Maurer et al. (2006) stated in Scanlon and Neumann (2002, p.6). A received view among many teachers who work with international students is that such students are especially likely to plagiarize (Pecorari, 2010, p.10).

Scanlon and Neumann (2002) also did the research and found that six hundred ninety-eight undergraduates (85.9% between the ages of 17 and 23; 87.5% in the first through fourth year) from nine colleges and universities completed a survey on Internet plagiarism and a

substantial minority of students reported they use the Internet to copy and paste text into their papers without citation. That was a huge percentage that showed some of the students of undergraduates were doing plagiarism. Besides those findings, A July 6, 2001 article in the *Chronicle of Higher Education* reported that "several indicators point to widespread plagiarism on campus," and that "officials at some collages say that in recent years they have seen a sharp increase in students cutting and pasting material info papers from Web sites without attribution, or purchasing term papers from online ter-paper mills" (Young, 2001 stated in Scanlon and Neumann, 2002). Based on these problems, the writer wants to share the literature review to explain about the acquisition of

paraphrase and its impact in teaching and learning about avoiding plagiarism.

## **METHOD**

This study is qualitative descriptive research. Descriptive qualitative research is the systematic description of social phenomena. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. Thus, descriptive qualitative research is rich of the proportion of reviewing literature of related research then followed by deep description of each content material. In this case the literature review was the result of the study, while the content materials followed was the discussion.

This study was done in the aim to provide several evidence of research related to paraphrasing to avoiding plagiarism as the object of the research. The paraphrasing acquisition in that research can be the basic theories in teaching and learning paraphrasing for students in universities. The research was conducted by the writers as the subject of the research in line with the task of Language Acquisition as one of subject in English language study program in Jakarta State University. The data were collected by find out a number of related research in the same area of paraphrasing acquisition, then these related research were analyzed what they truly discuss about. Then, the researchers find out the basic theories related to acquisition of paraphrase, the problems occur in the teaching and learning related to plagiarism, provide several ideas from scholars in avoiding plagiarism by using paraphrasing, and deeply discuss the impact in acquisition of paraphrasing in teaching and learning to

avoid plagiarism. The instrument used were those several academic document stated above and table analysis adapted in analyzing how are the steps of paraphrasing acquisition, the theories related to those steps, and provide several sugesstion relation to avoiding the plagiarism.

## **RESULT AND DISCUSSION**

### **Result**

There are many kinds of related research about the acquisition of paraphrase. First is research that has been done by Houda Bouamor, Aurélien Max, Gabriel Illouz, and Anne Vilnat from LIMSI-CNRS & Univ. Paris Sud in 2012 with title A Contrastive Review of Paraphrase Acquisition Techniques. They stated in their abstract that:

This paper addresses the issue of what approach should be used for building a corpus of sentential paraphrases depending on one's requirements. Six strategies are studied: (1) multiple translations into a single language from another language; (2) multiple translations into a single language from different other languages; (3) multiple descriptions of short videos; (4) multiple subtitles for the same language; (5) headlines for similar news articles; and (6) sub-sentential paraphrasing in the context of a Web-based game. We report results on French for 50 paraphrase pairs collected for all these strategies, where corpora were manually aligned at the finest possible level to define oracle performance in terms of accessible sub-sentential paraphrases.

The second related research has been done by Rahul Bhagat from

Information Science Institute, University of Southern California and Deepak Ravichandran from GoogleInc in 2008 with title Large Scale Acquisition of Paraphrases for Learning Surface Patterns. They present a method for obtaining surface paraphrases, using a 150GB (25 billion words) monolingual corpus and their method achieves an accuracy of around 70% on the paraphrase acquisition task.

The third related research has been done by Steven Burrows, Martin Potthast, and Benno Stein from Web Technology and Information Systems, Bauhaus-Universität Weimar in 2012 with title Paraphrase Acquisition via Crowdsourcing and Machine Learning. They contributed to paraphrase acquisition and focuses on two aspects that are not addressed by current research: (1) acquisition via crowdsourcing, and (2) acquisition of passage-level samples. They stated that:

In this paper, we review the lessons learned at PAN 2010, and explain in detail the method used to construct the corpus. The empirical contributions include machine learning experiments to explore if passage-level paraphrases can be identified in a two-class classification problem using paraphrase similarity features, and we find that a k-nearest-neighbor classifier can correctly distinguish between paraphrased and non-paraphrased samples with 0.980 precision at 0.523 recall.

The fourth research has been done by Patrick M.Scannon and David R. Neumann with title Internet Plagiarism among College Students in 2002. They found that six hundred ninety-eight undergraduates (85.9% between the ages of 17 and 23; 87.5% in the first through fourth

year) from nine colleges and universities completed a survey on Internet plagiarism and a substantial minority of students reported they use the Internet to copy and paste text into their papers without citation.

## Discussion

### Teaching and Learning about Avoiding Plagiarism

The word plagiarism itself has origins in antiquity, and its negative associations stretch back as far: ‘the derivation from the Latin word meaning “kidnap” or “plunder” is indicative of how since its first usage in this way it has been regarded as a criminal activity parallel to stealing other people’s offspring’ (Ang’elil-Carter, 2000, stated in Pecorari, 2010).

Plagiarism is the unauthorized or un-credited use of the writings or ideas of another in your writing while it might not be as tangible as auto theft or burglary; plagiarism is still a form of theft (Krause, 2007). Plagiarism refers to the use of another author’s information, language, or writing, when done without proper acknowledgment of the original source (Burrows, Potthast, and Stein, 2012). For example when you are passing off someone else’s word or thought as your own (Trent University.ca) it can be called as plagiarism.

Pecorari (2010) explained in their book that there are three sorts of plagiarism, distinguished by the presence or absence of intentional deception, which are *prototypical plagiarism*, *textual plagiarism*, and *patch-writing*. The term prototypical plagiarism will be used to refer to the former, and will be defined as the use of words and/or ideas from another source, without appropriate attribution, and with the intention to deceive while textual

plagiarism is the use of words and/or ideas from another source, without appropriate attribution, and patch-writing defines as ‘copying from a source text and then

deleting some words, altering grammatical structures, or plugging in one synonym for another’ (Pecorari, 2010). It can be drawn like figure 1

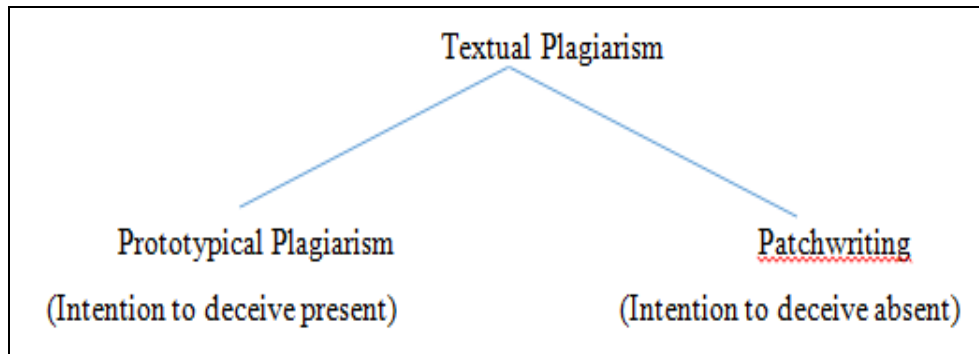


Figure 1. Types of plagiarism taken from Pecorari book in 2010

Besides Pecorari, Krause (2007) distinguish kinds of plagiarism in more simple way. He stated that there are two kinds of plagiarism; *purposeful plagiarism* and *accidental plagiarism*. Purposeful plagiarism is handing an essay written by someone else and representing it as your own, copying your essay word for word from a magazine or journal, or downloading an essay from the internet while accidental plagiarism is the result

improperly paraphrasing, summarizing, quoting, or citing your evidence in your academic writing (Krause, 2007).

Students usually do plagiarism when they found information that they needed in Web sites. They copy and paste the information without cite the source. Although the information is in *Wikipedia*, for example, you have to cite the author that state that information or at least cite the sites address.

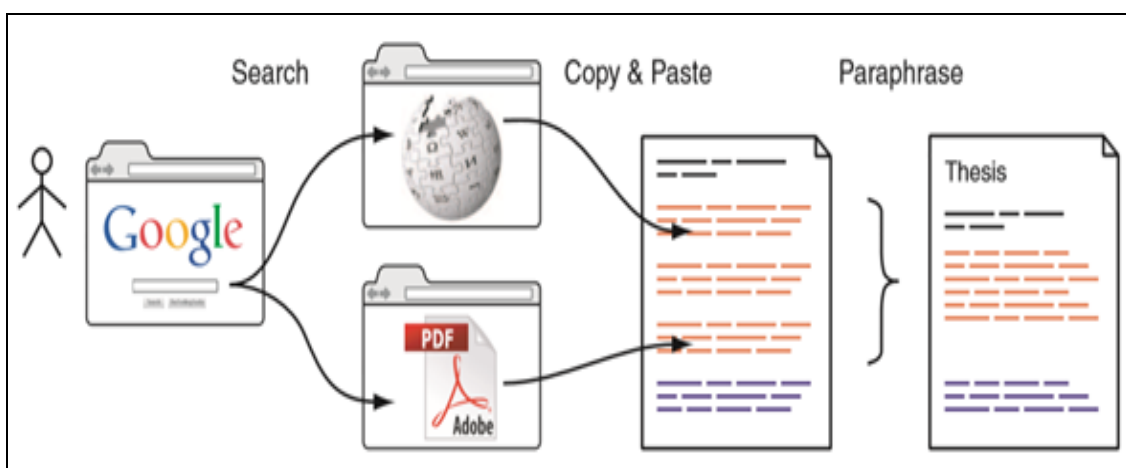


Figure 2. Overview of the activities involved in plagiarizing taken from Burrows, Potthast, & Stein (2012)

Figure 2. draw the plagiarism that usually happens in students’ life. They just

goggling the keyword of their writing and found the information, and then they just

copy paste the information and make the information into they own words without cite the source or even they make the information like their own idea or though.

In the academic world, plagiarism is a serious matter because ideas in the forms of research, creative work, and original thought are highly valued (Krause, 2007). For example a study of university plagiarism policies in Britain, the United States and Australia (Pecorari, 2001) found provisions for punishing plagiarists by lowering their grades, possibly to zero, either on the plagiarized work or in the class for which it was done, by suspending or expelling them from the university, or by denying or revoking degrees (Pecorari, 2010). Another example in University's Academic Integrity Policy sets out the consequences of plagiarism and other forms of academic dishonesty; penalties range from a grade of 0 on the essay with no opportunity to re-write, to failure in the course and a permanent record of the offence on your transcript, and students who offend repeatedly face suspension and even expulsion (Trent University.ca). In Indonesia itself, for example in the Jakarta State University, students who caught did the plagiarism will be given grade D which means the student will not pass the subject.

To avoid plagiarism, we, as a teacher, have to teach our students how to cite the references correctly. Krause (2007) explained that citations can appear in 'integral' or 'non-integral' forms (Swales, 1990 stated in Krause, 2007). An integral citation is one in which the name of the source author appears as a syntactic element in the citing sentence, while non-integral citations are outside the structure of the citing sentence. For example "According to Brie (1995), the moon is made of cheese." (Krausen, 2007) this is

integral citation while "The moon is very likely to consist of cheese (Brie, 1995)" (Krausen, 2007) is non-integral citation. Krausen (2007) also stated that either integral or non-integral citations can be coupled to material reported in two ways, quotation, or paraphrase.

Quotation is just writing the exact what it already was, but a paraphrase is actually also saying what it was, but you just use...changing it a little bit so it won't be exactly what was said, it will have the same meaning (Krausen, 2007). You should quote material when you believe the way the original author expresses an idea is the most effective means of communicating the point you want to make (plagiarism.org).

Krausen (2007) suggest that the best time to use a quote when:

- The exact words of your source are important for the point you are trying to make. This is especially true if you are quoting technical language, terms, or very specific word choices.
- You want to highlight your agreement with the author's words. If you agree with the point the author of the evidence makes and you like their exact words, use them as a quote.
- You want to highlight your disagreement with the author's words. In other words, you may sometimes want to use a direct quote to indicate exactly what it is you disagree about. This might be particularly true when you are considering the antithetical positions in your research writing projects.

There is some reason why students should do quotation in their writing. Quotations are included to show that you

have read around the subject and are aware of what has been written about it., their purpose is also to demonstrate support for your own ideas, points of view and findings, and perhaps to show examples or evidence but you should remember that it is important to acknowledge the source of the quotations otherwise you may be accused of plagiarism (Jordan, 2003).

There are many verbs and phrases that can be used to introduce quotations in writing (Jordan, 2003). He suggests some of the main structures are as follows:

- As X observed/pointed out/suggested/noted/indicated “...”
- According to X, “...”
- For example, X argued that “...”
- X suggests that “...”
- The need for it is widely recognized “...”
- Writing in 1979, X commented that “...”
- To quote X: ”...”
- Recent research by X shows that “...”

Besides those, there are two popular types of quotation; MLA Styles and APA Style. MLA documentation is commonly used in English and foreign language and literature courses, as well as in other disciplines in the humanities, when you quote or paraphrase a specific portion of a text in a source, give enough information--most typically the author's last name and the page number--to identify the exact location of the borrowed material while APA style provides a standard system for giving credit to others for their contribution to your work, the author's last name and the work's date of publication must always appear, and these items must match exactly the corresponding entry in

the references list (retrieved from writingwisc.edu).

Krausen (2007) give example how quotation in MLA style:

In her Pharmaceutical Executive article available through the Wilson Select Internet database, Jill Wechsler writes about one of the positive effects of advertising prescription drugs on television. “African-American physicians regard direct-to-consumer advertising of prescription medicines as one way to educate minority patients about needed treatment and healthcare options.”

Krausen (2007) also gives example of quotation in APA style:

“If the U.S. scallop fishery were a business, its management would surely be fired, because its revenues could readily be increased by at least 50 percent while its costs were being reduced by an equal percentage.” (Repetto, 2001, p. 84).

### **The Acquisition of Paraphrasing**

After knowing about what plagiarism is and the way to avoid plagiarism, the writer wants to discuss further about paraphrase. Paraphrases are textual expressions that convey the same meaning using different surface words (Bhagat and Ravichandran, 2008). Paraphrase means you are using your own words to report someone else's writing, but maintaining an academic style (Jordan, 2003). Anytime you paraphrase an author's words and ideas in your paper, you should make it clear to your reader why you are presenting this particular material from a source at this point in your paper. You should also make sure you have represented the author accurately, that you have used

your own words consistently, and that you have cited the source (Harvard.edu).

Krausen (2007) suggest that the best time to use a paraphrase when:

- There is no good reason to use a quote to refer to your evidence. If the author's exact words are not especially important to the point you are trying to make, you are usually better off paraphrasing the evidence.
- You are trying to explain a particular a piece of evidence in order to explain or interpret it in more detail. This might be particularly true in writing projects like critiques.
- You need to balance a direct quote in your writing. You need to be careful about directly quoting your research too much because it can sometimes make for awkward and difficult to read prose. So, one of the reasons to use a paraphrase instead of a quote is to create balance within your writing.

Further, Ganitkevitch (2013, p.3) provided *task-based evaluation* to apply the paraphrase system to sentence compression. The system run by adapt to the task to successfully use paraphrase for sentence compression. The four-point adaptation scheme for text-to-text paraphrase generation, are introduced in the following

1. Using *task-targeted features* to captured information pertinent to the text transformation. Word count and length-difference features can be used for compression the features
2. Using *objective function* by taking into account the constraints imposed by the task.
3. Using *development data* contains the precise transformation of the model seeking.

4. Using *grammar augmentations* to allow the incorporation of effects that the paraphrase learned grammar able to capture.

After knowing about the proper time to do a paraphrase, we also should know the way how to paraphrase. Jordan (2003) suggest four ways to do paraphrase; by changing the vocabulary (verbs/nouns), by changing the verb form (e.g. from active to passive: this can change the focus or emphasis, by changing the word class (e.g. from verb to noun phrase), and the last is by synthesis.

1. By changing the vocabulary (verbs/nouns)

e.g. She examined the difficulties that ...

= *She investigated the problems that ...*

2. By changing the verb form (e.g. from active to passive; this can change the focus of emphasis)

e.g. John (1987) analyzed the students' difficulties and ...

= *The students' difficulties were analyzed by John (1978) and*

...

**Note:** Using a passive rather than an active verb form here changes the focus from the writer to the research, i.e. The students' difficulties

3. By changing the word class (e.g. from verb to noun phrase)

e.g. The reports were completed in April ...

= *The completion of the report in April ensured that the students had time to revise before their examination.*

**Note:** Changing the word class allows you to add your comments.

4. By synthesis



You may need to combine two or more viewpoints or pieces of information from other writers in your paraphrase and summary. Often one reference will support another, but there may be opposing views as well.

e.g. Johns and Dudley-Evans (1980) touched on the problems created by the lectures' use of colloquial words and phrases ... This use of informal language was also noted by Jackson and Bilton (1994) who investigated geology lectures given in English ...

While, Boyd (2010) cited in Benucci (2012, p.30) list seven steps for paraphrasing well:

1. Read the passage repeatedly to identify or understand the main idea
2. List important key words and proper names
3. Restate the main idea that cover the original
4. Do not to be worry about grammar or sentence structure
5. Compare the paraphrase with the original
6. Check the sentence construction with the original, and
7. Proofread and edit the paraphrasing

Bartolo, Galea, Gatt, Gatt, and Portelli (2009, p.4) as the assessment committee from the University of South Australia proposing several strategies for avoiding plagiarism, those are:

1. Remember that while the students in university are expected to develop their own ideas and opinion about different issues, which it can reinforce and support with the research of other scholars.
2. Know about the different ways in which can correctly and appropriately

use other writers' voice in our assignments.

3. Learn how to reference our assignments correctly
4. Practice writing in a way that will help our reader recognize the difference between our ideas and those from the other resources.

Paraphrasing looks like the easy way to reuse someone; idea or thought without labeled as plagiarist but there are some negative side of using paraphrase that stated by Pecorari (2010). He did research in her book by asked some of the writers about their perception toward paraphrasing. She found that paraphrasing, however, carries two risks of its own, there was a risk that nuances might be lost or that meaning might be distorted (Pecorari, 2010). It means that when someone paraphrases something, he/she may lose some important meaning because in paraphrasing we use our own words but same idea. Paraphrase also involves the risk that the finished product will be inferior in expression to the original (Pecorari, 2010). It means when writer finish their working, they think like her/his book or journal is their best creation but when we paraphrasing he/she statement, it can change the finishing sentences that have been created by the real writer.

### **Effective Note-taking to Avoid Plagiarism**

Plagiarism sometimes happens because students take notes as they read, but forget to write down the name of the original author of the words and ideas in their notes. The students can avoid this problem by developing *effective note-taking techniques* which clearly show the

difference between their voice, and the voice of other writers and researchers.

Such effective note-taking requires active reading on its part. To read actively students must create a discussion between their selves and the other writer or researcher. For example:

- Before you begin reading, prepare a list of questions that you will need to try to answer as you write your assignment
- As you read look for answers to your questions

- Make notes on the information you find. Do this through quotes, paraphrases or summaries of the text.
- Comment on these notes. Consider, does the information you are reading about support your ideas? How? Does it disagree with your ideas? Why? In what way? Write your comments with the notes.

To record details and notes of reference materials we can follow the format from Bartolo, et. al. (2009)

Table 3. Effective Note-Taking taken from Bartolo, et. al. (2009)

Category 1.....	Category 2 .....	Category 3 .....	
<b>Author(s)</b> Black, Paul, & Wiliam, Dylan			
<b>Date</b> 1998a			<b>Dewey Number</b>
<b>Book Title</b> /		<b>Publisher</b>	<b>Place</b>
<b>Chapter Title</b> /		<b>Number</b>	<b>Page Range</b>
<b>Source book Title</b> /		<b>Publisher</b>	<b>Place</b>
<b>Article Title</b> Assessment and classroom learning			
<b>Journal</b> Assessment in Education: Principles, Policy, and Practice		<b>Volume</b> 5	<b>Number</b> 1
			<b>Page range</b> 7-74
<b>Electronic document Title</b>		<b>Internet address</b>	<b>Other ID</b>
<b>Key words</b> Assessment for learning; Formative Assessment			
<b>Main points/arguments/ideas</b> Research indicates that improving learning through assessment depends on five deceptively simple factors: <ul style="list-style-type: none"> <li>- The provision of effective feedback to students.</li> <li>- The active involvement of students in their own learning.</li> <li>- Adjusting teaching to take into account results of assessment.</li> <li>- A recognition of the profound influence assessment has on the motivation and self esteem of students.</li> <li>- The need for students to be able to self assess themselves and understand how to improve.</li> </ul>			

From the notes we can get the main points/arguments/ideas as following: Research indicates that improving learning

through assessment depends on five deceptively simple factors:

1. The provision of effective feedback to students
2. The active involvement of the students in their learning
3. Adjusting teaching to take into account results of assessment
4. A recognition of the profound influence assessment has on the motivation and self-esteem of students
5. The need for the students to be able to self-assess themselves and understand how to improve

From the notes above, we can write down our comments such as: this journal is particularly useful because it offers an overview of assessment for learning, or Formative Assessment, and it reports on various studies which show that the quality of teacher feedback makes a difference to students' learning.

And the exact quotations that students can quote in their writing assignment as following: teachers need "...a variety of living examples of implementation, as practiced by teachers with whom they can identify and from whom they can derive the confidence that they can do better. They need to see examples of what doing better means in practice." And don't forget to write the authors name, date, page numbers, and point of agreement or dispute.

### **The Impact of the Acquisition of Paraphrasing in Teaching and Learning in Avoiding Plagiarism**

Now we have known about the way to avoid plagiarism and how to quote and paraphrase in the correct way. In knowing and learning them, we can create a paper, a journal, or even a thesis by using someone's idea or thought in proper way.

We, as teacher, also should teach our children how to write and cite other people's statement in the correct way.

Based on the findings of the related research, it can be conclude that paraphrasing is an important thing to be taught to the students. The research findings also give the percentage about the cases students who did plagiarism. For example in Scanlon and Neumann research (2002), they found that six hundred ninety-eight undergraduates (85.9% between the ages of 17 and 23; 87.5% in the first through fourth year) from nine colleges and universities completed a survey on Internet plagiarism and a substantial minority of students reported they use the Internet to copy and paste text into their papers without citation. It can be example how students still don't understand the correct way to paraphrase text.

In teaching paraphrasing, we will create an honest generation in writing skill. We also avoid them to do plagiarism since plagiarist will get big punishment. Their writing cannot be accepted in every company, university, or even school. They cannot pass the class if they do plagiarism.

In avoiding plagiarism, make sure that the students do not copy verbatim more than two words in a row from the text they have found. If they do use more than two words together, they will have to use quotation marks. It is better to get into quoting properly soon. Paraphrasing is one of the effective ways to avoid plagiarism. The several ways to doing paraphrasing to avoid plagiarism from scholars can be taken into account, such as from Jordan (2003), Krausen (2007), and Boyd (2010) who already discuss in the part of paraphrasing acquisitions above.

## CONCLUSION

Plagiarism often happens because referencing may be a new requirement for some commencing tertiary students. Someone can be called as plagiarist when he/she using other person statement, idea, or thought without cite the source or state the real writer. We can avoid plagiarism with two ways of citation; quotation and paraphrasing. Quotation is use someone idea or thought and write the statement without change anything even change a word while paraphrase is use someone idea as reference but using our own word to restate the idea. Either quotation or paraphrase, we should write the name of the real author that state the statement.

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