



# AVOIDING PLAGIARISM: A GUIDE FOR STUDENTS

Published by:

**Institute of Quality & Knowledge Advancement (InQKA)**

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## 1.0 INTRODUCTION

Everyone has heard of the word “plagiarism”, and most people think they know what it means. A simple definition of plagiarism is:

Copying the words or ideas of someone else and using them in your own writing **without indicating that the words/ideas were copied or borrowed and without indicating where they were copied from.**

In other words, it means that you present another person’s work as if it was your own work. Although some students plagiarise because they are lazy, other students plagiarise because they do not know how to show that they are using other people’s words or ideas.

When you were at school, you wrote essays on general topics “out of your head”, from your general knowledge. If you were asked to write for a project or portfolio, you probably copied directly from books or cut-and-pasted material you found on the Internet. Your teachers may have warned you not to plagiarise, but they probably did not teach you what to do, and you probably did not get penalised if you did copy directly from somewhere else. However, at university, the situation is very different; plagiarism is considered a very serious matter.

**At UiTM, penalties for plagiarism range from having marks deducted, to failing a course, to suspension from classes.**

This guide will give you step-by-step instructions to show you how to use words and ideas from reference sources in your academic writing, without plagiarising.



## 1.1 What is Academic Writing?

*Academic writing* refers to the kind of writing done by university students, lecturers and researchers to convey information about specific topics. It includes essays, theses, research reports, textbooks, articles and many other types of documents.

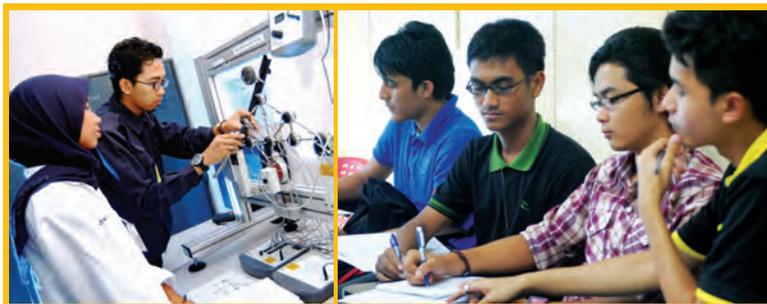
As a student, you will do a lot of academic writing. In almost every course you will be expected to write at least one assignment, and most students will also have to submit a final academic project (“thesis”) before they graduate.

Academic writing is very different from other types of writing. It is written in an impersonal style; that means you don’t mention yourself (“I”) or the reader (“you”). The vocabulary is formal and precise ; you will find yourself using words that you rarely (or never!) use in everyday life, and you should not use abbreviations or informal words or expressions, either. However, the most distinctive feature of academic writing is that **when writers use information from other writers or researchers, they cite (or acknowledge, or document) the sources of that information.**

## 1.2 Why Do You Need Reference Sources in Your Writing?

At university, when you are given an assignment, you are expected to refer to several books, articles and the Internet to find the information you need. You cannot write the assignment simply from your general knowledge and what you have learned in lectures. In fact, assignments are often on specific topics that have not even been discussed in class. You need to read to find the basic facts and detailed points. Even if you have some general ideas of your own, you will need to find additional facts, statistics, definitions, examples, explanations and other details from reference sources to include in your assignment. So a good assignment will consist of a combination (or synthesis) of your own ideas and the ideas of several other writers.

*Avoiding plagiarism doesn't mean you should avoid using any information from other writers; it simply means that you must **make sure you cite the sources of the information you use.***



## 2.0 WHAT IS PLAGIARISM?

Plagiarism refers broadly to the use of the work of others and also self without appropriate acknowledgement or permission, falsely claiming authorship to submissions and manipulating data.

### 2.1 Forms of Plagiarism

Plagiarism occurs in different forms :

- **Copying and submitting the work of others** (including books, articles, theses, unpublished works, working papers, seminar, conference papers, research data, internal reports, lecture notes or tapes, music, computer source code, website content, creative or visual artefacts, designs or ideas) without due acknowledgment.
- **Too closely paraphrasing** sentences, paragraphs or themes without due acknowledgment.
- **Translating** the work of others without due acknowledgement.
- **Presenting work** produced by someone else as one's own (e.g. allowing or hiring another person to do the work for which the student claims authorship)[Includes outsourcing of whole or part of the assessment to others (knowledgepreneurs). For example, students get others to analyse data and write the analysis or do their project].
- **Submitting one's own previously assessed** or published work without appropriate acknowledgement (self-plagiarism). Includes assignments submitted for other courses and theses developed and/ or submitted to another university.
- In the case of group projects, **falsely representing the individual contribution** of the collaborating partners.
- **Fabricating** (creating data) or **doctoring** data (changing data) as part of the submission.



Here is an example of plagiarism where the writer has taken sentences from different sources and joined them together. The writer has made no attempt to use his own words (that is, to paraphrase), has not used quotation marks to show he is quoting another writer's words, and has not acknowledged the sources he referred to.

### Student's Work

With regards to plagiarism, the problem should be addressed at primary and secondary levels. There are indicators that reasonably indicate that plagiarism is subtly allowed in schools. In addition, we should curb plagiarism early. First of all, pupils must be told that cutting and pasting from the Internet is wrong if it is done without duly acknowledging the writer. The correct practice is to create a simple reference page that documents the origins of the information taken from books, or magazines. This teaches students to respect the works of others and give them (the authors) due appreciation.

### Original Work

#### ARTICLE 1

However, the problem should be addressed at primary and secondary levels. There are indicators that reasonably indicate that plagiarism is subtly allowed in schools.

For instance, the current assessment method of creating a portfolio in both primary and secondary schools has its own good and bad points. On one hand, it empowers students to search for materials and decide on what relevant information that goes into the portfolio. In short, they practise some elements of critical thinking skills such as relevance, being concise, fairness and logical reasoning. In addition, they acquire knowledge by linking new information to the existing ones.

On the other hand, information or graphics borrowed from various sources are not duly acknowledged. The correct practice is to create a simple reference page that documents the origins of the information taken from books, or magazines. This teaches students to respect the works of others and give them (the authors) due appreciation.

***Plagiarism: Address it in Schools.*** Ahmad Mazli Muhammad. From *The New Straits Times*, Monday 29 November 2010.

## ARTICLE 2

And finally, we should curb plagiarism early. The notion that one should never, ever plagiarise should begin at school.

Pupils must be told that cutting and pasting from the Internet is wrong if it is done without duly acknowledging the writer. Teachers must not only instil anti-plagiarism among pupils, they must be equipped to trace plagiarism, and to take action when it is detected.

***Putting a Stop to Plagiarism.** Dr. Megawati Omar. From The Star, Sunday 5 June 2011.*

## 2.2 Do You Always Have to Acknowledge the Reference Source?

Some information does not require acknowledgement, and so no citation is needed. Information which is categorised as **common knowledge** does not need to be cited.

## 2.3 Common Knowledge

Common knowledge is defined as information that is known and understood by the general public in an area (town, district, state, country, region or world). For example, you might read the following in a newspaper article:

*Most durian trees bear fruit in the months of July, August and September.*

If you used this information in your writing, you would not need to cite the newspaper as your source simply because most people know when durians are in season in Malaysia. Since it is common knowledge, it does not require a citation.

However, if the article included some specific information about durians that resulted from a research study, then the information would need to be cited. For example:

*The Golden Yellow King durian variety (coded D727) has a unique characteristic i.e., it bears sweet, fleshy, succulent and almost aromatic fruits only in the months of November and December (Ahmad Imran, 2010).*

Common knowledge may also be known or understood by a group of people in a specialized discipline such as medicine, engineering, law, business, education etc. For example:

*Physiologically, HIV spreads when normal  
cells are attacked by retrovirus.*  
(Citation is not needed in an article written for doctors)

However, a citation is required if this information contains specific information. For example:

**Maznah Salim (2009)** found that the spread of HIV  
retrovirus could be contained within a specific period of time when 500ml dose of  
agent HJ007 was inserted into the upper left arm of AIDS patients.

### 3.0 HOW TO FIND REFERENCE SOURCES

When you are given an academic task (assignment, project or research), the first step is to look for references that are relevant to the topic or subject. The UiTM Library has enormous collections of academic books, periodicals (such as journals and magazines), as well as databases that are easily accessed at all UiTM libraries (Shah Alam and state campuses). You can check out the collections (hard copy or digital) and facilities as well as services available by surfing the website at [library.uitm.edu.my/v1/](http://library.uitm.edu.my/v1/). The websites of state campuses can also be accessed through the same website by clicking the **About Us** button on the main menu.

In addition, you may also find references on the Internet. The Internet provides a massive amount of information that can be accessed through Search Engines such as Google, Yahoo, Google Scholar, e-books, e-libraries and others. However, when you enter a search term, you will receive thousands (or millions) of hits. You need to train yourself to choose only those that have reliable information that is relevant to your topic or subject. This also requires you to be a good time manager as the process of careful reading and selecting of information may take a considerable amount of your time. Above all, you need to be focused when going through the process of finding suitable references to ensure that your valuable time is not wasted. Also, keep a record of the websites that you visit.

### 3.1 Using the UiTM Library

First, click the **Facilities and Services** button on the main menu, and then, choose the last option called *Research Guide* on the scroll-down menu. A complete list of tools appears on the screen as illustrated below. To locate sources of information, you may choose several tools such as **WebOPAC**, **Online Databases** and **iRepository**. Click on each of the hyperlinks to get more information on the topic that you are researching.



**Table 1**  
**List of tools that can be utilised to get sources of information .**

#### Services for Researchers

##### Finding Information

##### **Finding Information**

##### **Resources in PTAR. Do**

Search PTAR online catalogs at [WebOPAC](#) and [WebInfoline](#)

**Look for electronic journal articles, statistics, case law, standards, theses and more at [Online databases](#)**

Read virtually at [E Book](#)

Find printed journals in the Library by title and locations at [Serial Services](#)

Search for digitized collection of university's these and more at [iRepository](#)

[Borrow books](#) (eligibility)

[Use inter-library loan](#)

Help build library collections. [Recommend new titles](#)

##### **Resources beyond PTAR. Visit**

Other library catalogs

Malaysia's own union catalog at [Katalog Induk Kebangsaan](#)

Local journals and magazine at [MyULIS](#)

Local universities' theses at [MYTO](#)

List of gateways to Internet resources compiled by subjects at [MGIR](#)

The Internet Public Library plus the Librarians' index to the Internet at [ipl2](#)

[National Statistical Offices Websites](#) for world countries statistical profile and system, statistical databases, publication and more [http://unstats.un.org/unsd/methods/inter-natlinks/sd\\_natstat.asp](http://unstats.un.org/unsd/methods/inter-natlinks/sd_natstat.asp)

At the bottom of the same screen, the library also offers suggestions on how to manage the information that you collect from different sources.

**Table 2: How to organize your references**

<b>Organizing your references</b>
Manage your database of references, insert references into your writing and organize the references at the end of your writings by using
EndNote Web
EndNote Desktop
Why cite?
Tutorials

### **3.1.1 Online Databases**

The UiTM Library provides online databases that link to e-book providers and databases (journal articles, conference papers, news articles, statistics etc). You are able to access relevant information by clicking on the available list or subject list. From there you can narrow down your search to the respective topic or subject. Click on the **Online Databases** hyperlink to get more information on your topic (refer Table 1).

### **3.1.2 EZAccess**

UiTM Library also provides a system called EZAccess which enables you to access the online databases from home. In order to access the system, you need a username and a password. Visit the library and request the username and password from the Reference Librarian. The system has a collection of journal articles from all fields such as Language and Linguistics, Business and Management, Medicine, Pharmacy, Architecture and others.

### **3.1.3 Book Collection (WebOPAC and WebInfoline)**

UiTM library has a huge collection of books. To get details and location of books, click on the **WebOPAC** or **WebInfoline** hyperlinks (refer Table 1).

### **3.1.4 Periodicals**

The library also houses periodicals such as journals, magazines and newspapers. Names and call numbers of printed journals can be obtained by clicking on the **Serial Services** hyperlink. Older issues are bound and can be requested. In certain cases, old versions may be available on microfilm (refer Table 1).

### **3.1.5 iRepository**

This repository contains a digitized collection of theses written by UiTM academic staff and other intellectual or research output. Also, it subscribes to Proquest Dissertation Abstracts. Click on the iRepository hyperlink to get information on your topic (refer Table 1).

## **3.2 Using the Internet**

### **3.2.1 Search Engines**

Search engines are software designed to look for any information that has been placed on the Internet (World Wide Web). To locate a search engine, type the phrase *search engine* into the search box of your computer screen and you will get a list of search engines such as Google, Yahoo, Dogpile, Google Scholar, Excite and Bing. Click on your choice of search engine. Once you are on the main page, you can type the keyword(s) taken from the topic you are researching. You may then get hundreds or thousands of hits. Select carefully.

### **3.2.2 e-Journals**

Many e-Journals are available on the Internet. Articles in e-Journals that are provided by vendors can be obtained by paying a subscription fee. For a limited period of time, you can access many journal articles published in various journals. The subscription fee for international vendors is usually very expensive. You should check with UiTM library on journals that are already included in the online databases.

In contrast, some e-Journals are available for free from the Internet. For instance, the TESL-J online journal offers an enormous number of journal articles written by academicians, teachers and educators who want to share their knowledge about teaching of English as a second language. You may want to check on the availability of free e-Journals before you subscribe to any vendor-based e-Journals.

### **3.2.3 Wikipedia**

Wikipedia has 19 million articles written by volunteers from all over the world. The articles can be edited by anyone who can access the website. Due to its easy access by both experts and non-experts, you need to be cautious because the information may not be accurate.

To get information on your topic, type the keywords into the search box on the main page of Wikipedia website at [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)

## 4.0 HOW TO CITE SOURCES/ DOCUMENT EVIDENCE

### 4.1 What Is Documenting Evidence?

When you write an academic paper, you often need to incorporate material from many sources into your own writing, and it is your responsibility to properly acknowledge where the information came from. Documenting evidence refers to the system you use to give credit to your sources, acknowledging that you are using the words, ideas, views, or findings of another person. There are many established citation conventions or styles for citing published sources and they vary from discipline to discipline. Among the most commonly used styles are APA (American Psychological Association) style and IEEE (the Institute of Electrical and Electronic Engineers) style. APA style is used in many social science disciplines, while IEEE style is used in engineering, computer science and other science subject areas. Your lecturer will tell you which system to use, but in this booklet we will explain how to use only APA style and IEEE style.

Both these citation styles have two main parts:

1. An in-text citation which is written within a paper
2. A full reference list which is written at the end of the paper and provides full details of all the references cited in-text.

Below are examples containing in-text citations in each of the two formats.

#### **APA Style**

**LeCompte and Dworkin (1991)** developed a more extensive description of burnout as an extreme type of role-specific alienation with a focus on feelings of meaninglessness, especially as this applies to one's ability to successfully reach students, a finding also supported by **Farber (1998)**. **LeCompte and Dworkin (1991)** identified powerlessness in defining professional roles as being instrumental in creating stress. Additionally, a sense of both physical and mental exhaustion exacerbated by the belief that expectations for teachers are constantly in flux, or in conflict with previously held beliefs, has been cited by numerous researchers as influencing teacher burnout (**Bullough & Baughmann, 1997; Brown & Ralph, 1998; Hinton & Rotheiler, 1998; Esteve, 2000; Troman & Woods, 2001**).

### **IEEE Style**

**LeCompte and Dworkin [1]** developed a more extensive description of burnout as an extreme type of role-specific alienation with a focus on feelings of meaninglessness, especially as this applies to one's ability to successfully reach students, a finding also supported by [2]. Powerlessness in defining professional roles was identified by [1] as being instrumental in creating stress. Additionally, a sense of both physical and mental exhaustion exacerbated by the belief that expectations for teachers are constantly in flux, or in conflict with previously held beliefs, has been cited by numerous researchers as influencing teacher burnout [3, 4, 5, 6, 7].

Below are the lists of references that would appear at the end of each article.

### **APA Style**

**Note : References are listed in alphabetical order.**

#### **REFERENCES**

- Albee, G. W. (2000). Commentary on prevention and counseling psychology. *The Counseling Psychologist*, 28(4), 845-853.
- Bennett, K. P. & LeCompte, M. D. (1990). *The Way Schools Work: A Sociological Analysis of Education*. New York: Longman.
- Brown, M. & Ralph, S. (1998). The identification of stress in teachers. In J. Dunham & V. Varma (Eds.) *Stress in Teachers: Past, Present and Future* (pp.1-27). London: Whurr Publishers Ltd.
- Conyne, R. K. (1991). Gains in primary prevention: Implications for the counseling profession. *Journal of Counseling and Development*, 69, 277-279.

## IEEE Style

**Note:** References are listed in the order in which they were cited (numerical order) **not** in alphabetical order.

### REFERENCES

- [1] M.D. LeCompte and A.G. Dworkin. *Giving Up On School: Teacher Burnout and Student Dropout*. Newbury Park, CA: Corwin Press, 1991.
- [2] I.A. Farber. Organizational expectations of the novice teacher. *Social Psychology of Education*, 7, 435-461, 2004.
- [3] R. V. Bullough, Jr. and K. Baughman. *"First Year Teacher" Eight Years Later: An Inquiry into Teacher Development*. New York: Teachers College Press, 1997.
- [4] M. Brown and S. Ralph. The identification of stress in teachers. *In Stress in Teachers: Past, Present and Future* J. Dunham and V. Varma Eds. London: Whurr Publishers Ltd., 1998.
- [5] J.W. Hinton and E. Rotheiler. The psychophysiology of stress in teachers. *In Stress in Teachers: Past, Present and Future* J. Dunham and V. Varma Eds. London: Whurr Publishers Ltd. 1998.
- [6] J.M. Esteve. The transformation of the teacher's role at the end of the twentieth century: New challenges for the future. *Educational Review*, 5, 197-207, 2000,
- [7] G. Troman and P. Woods. *Primary teachers' stress*. New York: Routledge/Falmer, 2001.

## 4.2 Why You Need to Document Sources

You need to document sources for the following reasons:

- To inform your reader that you are building from the ideas and research of others.
- To provide sufficient details for readers to identify the source and to follow it up if they wish.
- To avoid plagiarism by giving appropriate credit where it is due.

Now let us look at each of the two citation systems in more detail, beginning with the APA style.

### APA STYLE

## 4.3 APA Style: In-Text Citation

An in-text citation includes the **author's name and publication date**. You need to include the page number(s) only if you are quoting materials directly from the source. There are several ways in-text citations can be presented. Below are three examples:

- **Blonde (2004)** argues that an effective blog should be interactive, allowing visitors to leave comments and personal thoughts.
- Some researchers have argued that interaction with visitors enabling them to leave comments and personal thoughts makes for an effective blog (**Blonde, 2004**).
- In his **2004** book, **Blonde** argues that when there is interaction, allowing visitors to comment on entries, it leads to an effective blog.



Special situations for in-text citations:

Description	Examples
<p><b>1. A work with two authors</b> Name both the authors in the text using the word “and” between the authors name and an ampersand (&amp;) when used in brackets.</p>	<p>Howatt and Richards (1984) explain....  ..... is rocket science (Howatt &amp; Richards, 1984).</p>
<p><b>2. A work with three to five authors</b> Name all the authors the first time you cite the source. In subsequent citations use the first author’s last name followed by “et al.” which means <b>and others</b>.</p>	<p>Moore, Lincoln-Roon, Galway and Keck (1996) claim....  In second citation: Moore et al. (1996) support....</p>
<p><b>3. A work with no author or an anonymous work</b> Cite the source using the title in the introductory phrase.</p>	<p>One article (“IT in the language classroom” 2007) noted that future teachers will use text, images, sound video and animation as part of their curriculum.</p>
<p><b>4. A source cited in another source</b></p>	<p>Galway’s study shows that learners appear to respond better to corrective feedback when they are aware that they are being corrected (as cited in Lightbrown, 1999).</p>
<p><b>5. Two or more works by the same author in the same year</b> Use lower-case (a,b,c) with the year in the in-text citation. The earliest publication in that year will start with the letter “a”.</p>	<p>Rayson (2010a) illustrated that....  Research by Rayson (2010b) specifies that....</p>

#### **4.4 APA Style: Reference List**

A reference list differs from a bibliography list. A bibliography is a list of all the sources you consulted when doing your assignment; however, you may have not used material from all the sources when you actually wrote the paper. A reference list, on the other hand, includes only the references for material that you included in the actual writing of the assignment. Sources that you consulted but did not refer to in your writing are NOT included in a reference list. In other words, the reference list contains details of the sources of all the in-text citations you included in your writing. If there is no in-text citation from a source, that source does not appear in the reference list.

##### **Guidelines for Writing the Reference List, APA Style**

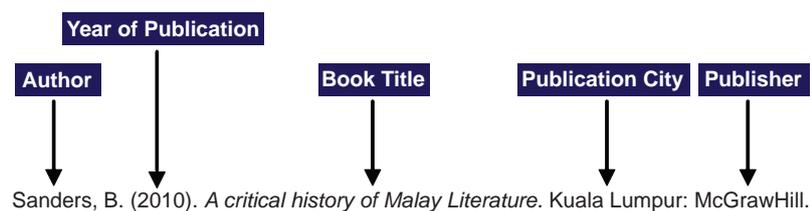
- The reference list begins on a new page.
- Use one-and-a-half spacing both within and between references.
- Name all authors; do not use “et al.”
- For Western names, record the author’s surname first. Do not use the author’s first or middle names; use only their initials and leave a space between initials.
- Do not rearrange the order of authors in a work with more than one author.
- If there is more than one author, separate the names with a comma and use an ampersand (&) before the last author’s name.
- Works of the same author are listed by year of publication. Begin with the earliest year.
- Organise the entries alphabetically by the author’s name, or article title if there is no author.
- For entries of Malay, Chinese and Indian authors’ names, refer to the following table:

Description	Examples
<p><b>Malay names</b> Enter the name as it appears in the original text. Do not include titles (Dato', Haji, Tun, Dr.)</p>	<p>Suhaila Yakob Ungku Mohd Amin</p>
<p><b>Chinese names</b> Enter the surname first, followed by the initials of the Chinese given name. If a name of Chinese origin contains both Chinese and non-Chinese given names, list the surname first, followed by the initials of the non-Chinese and Chinese names</p>	<p>Pang, Chu Yen  Tong, J.K.W. (The name appears in the source as Julian Tong Kee Wat)</p>
<p><b>Indian names</b> Enter the name as it appears in the original text. Omit the s/o, d/o, a/p, a/l.</p>	<p>Mahendra Karuthan. (The name appears in the source as Mahendra a/l Karuthan)</p>

#### 4.4.1 BOOKS

##### 4.4.1.1 Basic format for a book with one author

First author's Last Name, Initial(s). (Year of publication). Title. Publication City: Publisher.



#### 4.4.1.2 Book with two or more authors

Pharr, D., & Buscemi, S. ( 2009). *Writing today: Contexts and options for the real world*. Thousand Oaks, CA: Sage Publications.

#### 4.4.1.3 Chapter in an edited book

Aston, C. (1991). Education, skill formation, and economic development: The Singaporean approach. In A. H. Hasley, H. Lauder, P.Brown and A.Wells (Eds.), *Education, culture, economy and society* (pp.207-218). New York: Oxford University Press.

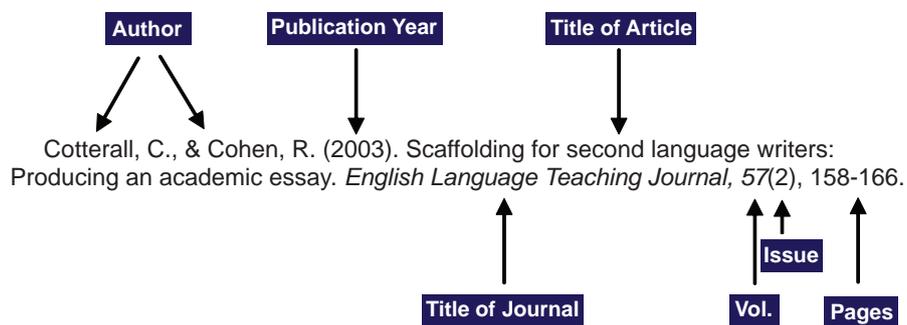
#### 4.4.1.4 Book with no author or editor

*Longman dictionary of contemporary English*. (1995). London: Longman.

### 4.4.2 PERIODICALS

#### 4.4.2.1 Article from a scholarly journal

First author's Last Name, Initial(s), & Second Author's Last Name, Initial(s). (Year of Publication). Title of article. *Title of Journal*, volume (issue), page(s)



#### 4.4.2.2 Article in a newspaper

Chong, L. (2011, May 26). Python slithers away. *The Star*, pp. N3.

#### 4.4.2.3 Article in a magazine published monthly

Jonathon, C. (2008, April 15). Delightful Daisies. *Home*, 34, 23-26.

#### 4.4.2.4 Newspaper/magazine article, no author

Easy, healthy dishes that span the globe. (1986, October 21). *The Guardian*, pp. 4.

#### 4.4.2.5 Newspaper article, letter to the editor

Kamala, P. (1986, October 21). The police protection that women want. [Letter to the editor]. *The Star*, pp. 12.

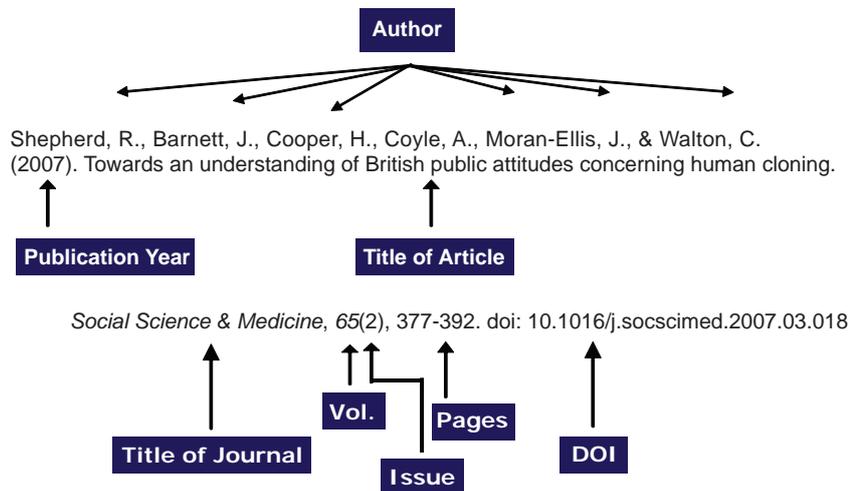
#### 4.4.3 APA FORMS FOR ELECTRONIC SOURCES

Citation methods for electronic sources continue to evolve and be refined. For the most up-to date information on APA forms for electronic sources, visit [www.apa.org](http://www.apa.org)

**Note:** In recent years, DOI numbers have been introduced to identify electronic materials. DOI is the abbreviation for **digital object identifier**. DOI numbers are used to identify works such as texts, images, audio or video items, and software.

##### 4.4.3.1 Article from online journal with DOI

Author's Last Name, Initial(s) (up to six names). (Year of Publication). Title of article. *Title of Journal*, volume ( issue if paginated by issue), page(s). doi:DOI NUMBER



#### **4.4.3.2 Article from an online journal with no DOI**

Jackson, A. & Keith, R. (2005). The development of an indigenous knowledge program in an Indonesian Batak language immersion school. *Anthropology and Education Quarterly*, 36(1), 57-72. Retrieved from <http://www.cas.imu.edu/jbe/twocont.html>

#### **4.4.3.3 Online newspaper or magazine article**

Bloom, G. (2010, April 5). Quake that shook Japan. *The Japanese Sun*. Retrieved from <http://www.japansun.co.jp>

#### **4.4.3.4 Article from a website ( no date )**

Steels, C. (n .d). Depression among teens. Retrieved from <http://www.asianteenvogue.com>

#### **4.4.3.5 Weblog (“blog”) or online posting**

Wadard. (2009, June 15). Australia's climate bill may be scuttled [Web log message]. Retrieved from <http://globalwarmingwatch.blogspot.com/>

### **IEEE STYLE**

#### **4.5 IEEE Style: In-text Citation**

In the IEEE system of in-text citations, reference **numbers** are used to refer to sources, instead of author's name and publication date as used in the APA system. Each new source is given the next number in sequence. Author's names may be mentioned when information is integrated into your sentence, but in general authors are not mentioned; the reference number is used instead of the author's name. If you quote directly from the source, you should use quotation marks and include the page number together with the reference number; for example, [6: 57] means the material is taken from page 57 of the 6th reference source.

Here are some examples:

- The theory of wind turbine energy has been known for decades [1-3]
- Thornbeck [8] has argued that .....
- Several recent studies [4], [5], [11], [15] have found evidence that .....
- According to WorldWatch, “the average American emits 23 tonnes of carbon dioxide into the atmosphere every year” [6: 57].
- The data are supported by [11-13], but have been questioned in more recent studies [8], [15], [17].
- Duncan [2] and Newman [4] both investigate the efficiency of wind power.
- The efficiency of wind power has been investigated [2], [4].

**Some points to note for IEEE in-text citations:**

- Numbers are enclosed within square brackets.
- References are numbered and appear in the order they occur in the text.
- If several sources support the same point, include all numbered references.
- If a reference is re-cited later in the text, the same number is given to it; in other words, each source is identified by only one reference number.

**4.6 IEEE Style: Reference List**

The reference list contains details of the sources of *all* the **in-text citations** you included in your writing. If there is no in-text citation from a source, that source does not appear in the reference list.

## Guidelines for Writing the Reference List, IEEE Style

- The reference list begins on a new page.
- Use one-and-a-half spacing both within and between references.
- Organise the entries numerically, from [1] to the highest number used.
- If a source has more than six authors, use only the name of the first author and et al.
- For Western names, record the author's initials first, followed by the surname. Do not use the author's first or middle names; use only their initials and leave a space between initials.
- Do not rearrange the order of authors in a work with more than one author.
- If there is more than one author, separate the names with a comma and use "and" (**not &**) before the last author's name.
- For entries of Malay, Chinese and Indian authors' names, refer to section 4.4, above.
- Abbreviate the titles of journals
- Names of months (except May, June and July) are abbreviated to the first three letters (Jan., Feb., Mar.)
- Capitalise all key words in titles of books.

### 4.6.1 BOOKS

#### 4.6.1.1 Basic format for a book with one author

First author's Initial(s) Last Name, Title, Publication City: Publisher, (Year of Publication).



#### 4.6.1.2 Book with two to six authors

D. Pharr and S. Buscemi. *Writing Today: Contexts and Options for the Real World*. Thousand Oaks, CA: Sage Publications, 2009.

#### 4.6.1.3 Book with more than six authors

J. Hansen et al., *Interpersonal Communication and Impression Management*. London:Routledge, 2010.

#### 4.6.1.4 Chapter in an edited book

C. Aston. "Education, skill formation, and economic development: The Singaporean approach." *In Education, Culture, Economy and Society*, A.H. Hasley, H. Lauder, P.Brown and A.Wells Ed. New York: Oxford University Press, 1991.

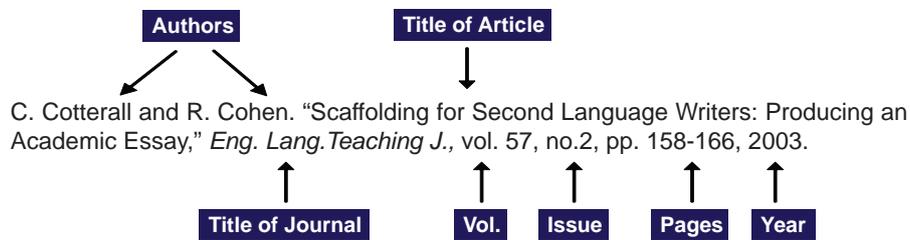
#### 4.6.1.5 Book with no author or editor

*Longman Dictionary of Contemporary English*. London: Longman, 1995.

### 4.6.2 PERIODICALS

#### 4.6.2.1 Article from a scholarly journal

First author's Initial(s) Last Name and Second Author's Initial(s) Last Name. Title of article. *Title of Journal*, Volume (Issue), (Month) Year of Publication, Page(s). [Use the standard abbreviation of the journal name if it has one.]



#### 4.6.2.2 Article in a newspaper

L. Chong, "Python Slithers Away", *The Star*, (May 26, 2011), sec. N p.3.

#### 4.6.2.3 Article in a magazine published monthly

C. Jonathon, "Delightful Daisies", *Home*, (Apr.15, 2008), 34, 23-26.

#### 4.6.2.4 Newspaper/magazine article, no author

"Easy, Healthy Dishes that Span the Globe", *The Guardian*, (1986, Oct. 21, 1986). p.4.

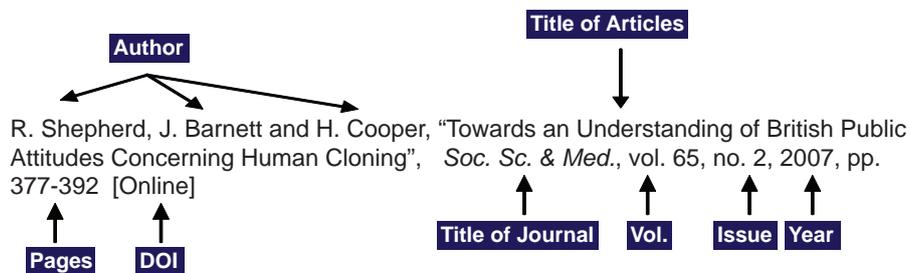
#### 4.6.2.5 Paper in a Proceeding/Conference

P. Matsuo and S. Sumner, "A Study of Item and Factor Analysis," in *Proc. IOOC-ECOC'95*, 1995, pp. 63-72.

#### 4.6.3 IEEE FORMS FOR ELECTRONIC SOURCES

##### 4.6.3.1 Article from online journal with a DOI

Author's Initial(s) Last Name (up to six names), Title of article, *Title of Journal*, Volume, Number (if paginated by issue), (Month/Year of Publication), Page(s). [Online] doi:DOI NUMBER



##### 4.6.3.2 Article from an online journal with no DOI

A. Jackson and R. Keith, "The Development of an Indigenous Knowledge Program in an Indonesian Batak Language Immersion School", *Anthropology and Education Quarterly*, vol. 36, no.1, 2005, pp.57-72. [Online]. Available: <http://www.cas.imu.edu/jbe/twocont.html> [Accessed Feb 10, 2009].

##### 4.6.3.3 Online newspaper or magazine article

G. Bloom, "Quake that Shook Japan", *The Japanese Sun*, (Apr 5, 2008) [Online] Available: <http://www.japansun.co.jp> [Accessed Apr 25, 2011]

#### **4.6.3.4 Article from a website**

C. Steels, "Depression among Teens".<http://www.asianteenvogue.com>  
(n.d.) [Accessed Nov 5, 2009]

#### **4.6.3.5 Weblog ("blog") or online posting**

T. Wadard, "Australia's Climate Bill may be Scuttled" [Web log message].  
<http://globalwarmingwatch.blogspot.com/> (June 15, 2009)  
[Accessed Jan 8, 2011]

## **5.0 HOW TO AVOID PLAGIARISM**

### **5.1 Quoting Text**

#### **5.1.1 What is Quoting Text?**

Quoting is the exact reproduction of spoken or written words of another speaker or writer.

Quotations match word for word, are often short sections of a text, appear between quotation marks, and original source and page number(s) have to be cited.

#### **5.1.2 When to Quote Text**

Quote only when there is a good reason to use a direct quotation. Quoting should be kept to the minimum and should support your own work, not replace it.

Quote text:

- When the author conveys strong evidence, written in an unusual, insightful or entertaining way.
- When you want to introduce the author's stand that you may want to discuss.
- When an authoritative quote supports an important point you are making.

### 5.1.3 When NOT to Quote Text

- Do not quote just to fill space
- Do not quote text as a substitute for thinking
- Do not quote text because it is easier than paraphrasing.

### 5.1.4 Types of Quotes

Material can be quoted in two ways :

- Block quotation
- Integrated quotation

#### 5.1.4.1 Block Quotation

A block quotation is a longer quotation of 40 words or more. It must be set as a new paragraph, with no quotation marks. The citation and page number should be provided.

#### ***Example***

According to Tapscott (1997), a leading thinker, in his acclaimed volume, *Growing up Digital: The Rise of the Net Generation*:

Computers in the school can have a positive impact in learning and thereby intellectual development. Computers are more effective teaching devices because processing computer operations mirrors the operations of the human cognitive system as information travels from sensory memory to short-term memory and long term-memory. They also enable self-paced and student-oriented learning as opposed to "one-size-fits-all learning". (pp.100-1)

#### 5.1.4.2 Integrated Quotation

An integrated quotation is written as part of your sentence. The exact text should be in quotation marks and the source citation as well as page number should be provided.

#### ***Example***

Bellafonte (1992, p. 61) argues that "bungee-jumping, the non-art of flinging yourself in midair with an ankle strapped to elastic, can be an exhilarating thrill in an otherwise dreary nine-to-five existence."

## 5.2 Paraphrasing

### 5.2.1 What is Paraphrasing?

Paraphrasing refers to taking another person's idea, keeping the same meaning but using your own words to present it. Paraphrasing is used with short sections of text, such as phrases and sentences. It is a legitimate way to borrow from a source provided accurate documentation is given.

### 5.2.2 Criteria for a Good Paraphrase

- Your paraphrase should express someone else's idea in your own words. Therefore, change the vocabulary as much as possible and change the sentence structure as much as possible.
- Your paraphrase must have the same meaning as the original text. Therefore, include all important ideas, do not add any new ideas or alter the tone and original intention.
- Your paraphrase should cite the original source. Just because you have worked on paraphrasing the text, it does not belong to you; you need to acknowledge the source.

#### ***Example:***

##### **The original passage**

Plastic recycling programs did not commence in Thailand until the mid 1990s, when the Thai recycling rate was a mere 5 %. Today the rate hovers around 22%. Some 2,600 plastic recycling collection programs were in operation in 2001 compared to 600 five years before. As a result, even with the ever increasing consumption in several categories of consumer products, the amount of waste material sent to landfills peaked in the late 1990s; however, it has been declining since. Many cities in Thailand have recycling levels as high as those found in Japan. Chiang Mai has a good recycling program which started with a 60% rate of plastic waste to a present target of 30%. Bangkok recycles about 50%, the level reached in Tokyo.

Source: Easter, (2009, p. 5).

## A good paraphrase

Plastic recycling programs have had a tremendous impact on the problems of waste disposal in Thailand. Since its inception in the mid -1990s, plastic recycling has risen from 5% to almost 22% today. In the years from 1996 to 2001 the plastic recycling programs increased more than fivefold. Thais have managed to keep landfill deposits down even though their rate of consumption continues to rise. The cities of Bangkok and Chiang Mai have model recycling programs, rivalling the results reached in Japan (Easter, 2009).

### **Discussion**

*This paraphrase is a good, legitimate paraphrase. It follows the three criteria of a good paraphrase:*

- *The original meaning of the text has been retained.*
- *Use of own words (through change of vocabulary and sentence structure) throughout the text is evident.*
- *The source was cited.*

## A plagiarized version

Plastic recycling programs did not start in Thailand until the middle 1990s. The Thai recycling rate was just 5 %, then. Today the rate is around 22%. There were 2,600 plastic recycling collection programs in operation in 2001 compared to 600 five years before. As a result, even with the ever increasing consumption in many categories of consumer products, the amount of waste material sent to landfills peaked in the late 1990s; however, it has been going down since. Many cities in Thailand have recycling levels as high as those found in Japan. Chiang Mai has a good recycling program which started with a 60% rate of plastic waste to a present target of 25%. Bangkok recycles half of plastic waste, the level reached in Tokyo.

### **Discussion**

*The plagiarised version is very similar to the original text.*

- *There is a lack of rewording. Chunks of original text have been reproduced with slight changes using synonyms.*
- *The original sentence structures of the text have also been retained.*
- *No acknowledgment was given to the author of the original text.*

### 5.2.3 How to Paraphrase

Start by reading the original passage carefully. Make sure you understand it fully.

- Identify the main points and key word/s.
- Close the original text so that you cannot see it. Using the main points and key words as a guide, use your own words to paraphrase it.
- Tips to help you rephrase:
  - > Write the paraphrase in your own style.
  - > Meaning: Ensure you have kept to the same meaning, tone and intention of the original text.
  - > Words: Use synonyms where possible and according to context. Specialised vocabulary that is discipline-specific need not be paraphrased. If you want to keep unique or specific phrases, use quotation marks.
  - > Grammar: Change the grammar and sentence structure; change active to passive voice, change the parts of speech (nouns to adjectives, adverbs to adjectives etc.), move parts of sentences to change sentence structure and use sentence linkers where possible.
  - > Change the order in which information/ ideas are presented (as long as they still make sense but in a different order).
- Check your paraphrase against the original text for accuracy and meaning.
- Record the source.

## 5.3 Summarizing

### 5.3.1 What is a Summary?

A summary is a condensation or shortened over-view of a text. A summary is written to capture the key ideas of another author but with the details, examples and formalities left out. Your summary should let the readers know what the original text was about in fewer words.

### 5.3.2 The Difference between Paraphrasing and Summarizing

Paraphrasing is rewriting another person's work in your own words, retaining the meaning. The paraphrase is about the same length of the original text as it aims to convey everything the original author wrote and is not aimed at just picking out the main points.

Summarizing is putting down only the main points of another person in your own words. A summary is always shorter than the original text. It is also shorter than the paraphrased text.

#### **Example**

##### **The original text**

The general problem of group cohesiveness, a desirable characteristic of groups, is that it can lead to groupthink (the desire for agreement prevents critical analysis and discussion). To protect the group from groupthink while still maintaining cohesiveness, groups are encouraged to appoint a *devil's* advocate. The role of the person (or persons) is to raise reasoned objections, to express countering viewpoints, and to provide a reality check. Another solution to groupthink is to stress to group members the importance of supporting their opinions with evidence. Furthermore, emphasizing commitment to the task rather than just commitment to the group can help members overcome the tendency to hold back differing opinions.

(Source: Adapted from Pearson, J., Nelson, P., Titsworth, S. & Harter, L. (2006). *Human Communication*. New York: McGrawHill.)

##### **Summarized text**

According to Pearson, et al. (2006) groupthink is a common predicament faced in group cohesiveness. This can be prevented by the appointment of a *devil's* advocate, encouraging voicing of opinions with evidence and commitment to the task at hand.

### 5.3.3 When You Should Summarize

- When you want to identify only the main ideas of the writer.
- When you want to give an overview of the topic (from several sources).
- When you want to simplify a complex argument.
- When you want to shorten the text to suit your requirement.

### 5.3.4 How to Summarize

- Start by reading the article carefully several times until you fully understand it.
- Write one very broad thesis statement (Ask yourself what the text is about and, as if telling a friend about the text, write the thesis statement).
- Identify and make notes of the main points of the article (leaving out examples, evidence, etc.).
- Put away the original text and using your notes, restate the main idea at the beginning and all other important points. This is your first draft.
- Rewrite your summary, focusing on the meaning of the original text. Remember your final summary must be a shortened version that is comprehensive, concise, neutral and accurate.
- Record the source.

***Remember: whether you are paraphrasing or summarizing, it is very important to always cite the original work.***

### 5.3.4 Where Can You Get Help?

Your lecturer will be able to help you with the conventions of academic writing within your discipline. However, the ultimate responsibility to learn how to avoid plagiarising is solely yours. You can refer to the sources listed in Section 8.0 of this guide book.

## 6.0 CHECKLIST FOR AVOIDING PLAGIARISM IN YOUR WORK

1.	<b>Have you paraphrased correctly?</b> Make sure you have checked for the accuracy of the material. You cannot change the original meaning, tone or intention of the text. Make sure you do not add new ideas, your views or opinions to the original text.
2.	<b>Have you given credit to every idea, opinion or finding that you have used in your writing?</b> Clearly indicate which part of your work has been borrowed from another person's work. Familiarize yourself with the citation style you are required to follow. When in doubt, make sure you check your documentation against the citation style manual you are required to use.
3.	<b>Have you checked that every in-text citation included in your paper has been documented in the reference list and vice versa?</b> Check for accuracy when documenting sources ( i.e. that the authors' name, date, title, etc. are correctly listed).
4.	<b>Have you used quotations only when necessary?</b> Make sure you quote selectively and judiciously. Do not quote just to fill space. Punctuate your quotations carefully.
5.	<b>Have you checked that you have NOT used copy-and- paste to take text from another source (unless it is a direct quote and you reference it)?</b> You would have committed plagiarism if you copy- and- paste and fail to reference it properly. This is a academic misconduct and is punishable.
6.	<b>Have you cited the source for every table, figure, diagram, translation or image (unless you produced it)?</b> If you edit an item then you still have to reference it.
7.	<b>Have you kept a copy of the original source you have used in your work?</b> This is good academic practice. It will also help you avoid submitting a wrong reference. You could also be asked to produce the original source for comparison.

## **7.0 SOME FAQs ABOUT PLAGIARISM**

### **7.1 Can lecturers detect plagiarism?**

Many students who plagiarise think that their actions will not be detected, but lecturers have a number of ways to identify plagiarised material. An increasing number of universities (including UiTM) subscribe to a service called *Turnitin* that provides software to check students' assignments for material copied from a wide range of sources; but lecturers themselves can easily check material copied off the Internet. Lecturers become suspicious when a student's paper contains different styles of writing. And don't forget; lecturers compare notes about assignments and about students' work.

### **7.2 What if I didn't mean to plagiarise?**

There is a well-known saying that ignorance of the law is not an excuse. Even if you did not realise that you were plagiarising, your action is still plagiarism. However, the University will probably take a more serious view of deliberate plagiarism than of accidental plagiarism that may have occurred because of inadequate paraphrasing or incorrect citation.

***Refer to the University's Plagiarism Policy for the consequences of committing different levels of plagiarism.***

### **7.3 Do I have to cite a source for every fact or detail I use?**

No. You don't have to cite sources for facts that are well-known. For example, if a reference source stated that Tunku Abdul Rahman was the first prime minister of Malaysia or that Malaysia gained its independence in 1957 you would not have to cite the source because this information is "common knowledge". If you are unsure whether or not a fact is common knowledge, it is always safer to cite the source.

### **7.4 Does it matter how much was copied?**

Plagiarism occurs whether it involves pages, paragraphs, sentences or even a single word that has been used in a special way by a writer. However, the penalties are likely to be heavier if a large amount has been copied.

### **7.5 If I change the words, do I still have to cite the source?**

Changing the words of an original source or writing the ideas in your own words is paraphrasing. When you paraphrase or summarise, you *still need to cite the source*, just as you do when you use quotation marks to quote the actual words from a source. Remember, you should cite a source not only when you borrow words but also when you borrow ideas.

### **7.6 Isn't it enough to include a list of references or a bibliography?**

No, a list of references only tells your readers what you read or referred to. You need to cite each reference source at the point in your paper where you quoted or paraphrased material from it. You do this by using in-text citations.

### **7.7 What about group assignments?**

Being able to work well in groups or teams is a valuable skill, and lecturers sometimes set group assignments so that you can practice working together. Often you will be asked to collaborate to produce a group report or paper for assessment. However, it is considered plagiarism to falsely represent the relative contributions you or other members made to a group assignment; for example, including the name of a member who did nothing would be presenting other people's work as if it was his/her work.

### **7.8 Is it plagiarism if I discuss an assignment with a classmate?**

Not usually; it is generally acceptable to discuss ideas and strategies, but you should only take notes and then complete your assignment on your own. In this way, your assignments will not be too similar and your lecturer will not think you have cheated. Find out from the lecturer who set the assignment how much collaboration is acceptable.

### **7.9 What happens if I get caught plagiarising?**

Penalties for plagiarism are set by the University. They are spelt out in Section 9.0. However, it is much easier to avoid plagiarising by following the guidelines set out in this booklet.

## 8.0 SOME RESOURCES FOR DOCUMENTING SOURCES

Krishnakumari Karuthan, Nor Azni Abdullah & Ahmad Mazli Muhammad. (2010). *Writing with sources: A guidebook for academic writers*. Kuala Lumpur: McGrawHill.

Avoiding plagiarism. Retrieved from Owl Purdue Online Writing Lab. Site: <http://owl.english.purdue.edu/owl/resource/585/1/> (Provides access to information about documenting sources, quoting and paraphrasing, avoiding plagiarism).

Citation style guides for Internet and electronic resources. Retrieved from [http://guides.library.ualberta.ca/citation\\_internet](http://guides.library.ualberta.ca/citation_internet)

Citing information (tutorial). Retrieved from UNC University Libraries Web site: <http://www.lib.unc.edu/instruct/citations/>

MLA & APA reference guide examples. Retrieved from Easy Bib Web site: <http://cdn.easybib.com/media/guides/easybib-quick-reference-examples.pdf>

MLA & APA reference guide overview. Retrieved from Easy Bib Web site: <http://cdn.easybib.com/media/guides/easybib-quick-reference-structure.pdf>

Paul Robeson Library, Rutgers, the State University of New Jersey, (2008). How to avoid plagiarism: An online tutorial. Retrieved from Rutgers University Libraries Web site: <http://library.camden.rutgers.edu/Education/Module/Plagiarism/>

Warlick, David (2006). Son of Citation Machine. Retrieved from The Landmark Project Web site: <http://citationmachine.net/> (Automatically cites your sources in the correct APA format)

*You quote it, you note it!*. Retrieved from Vaughn Memorial Library, Acadia University Web site: <http://library.acadiau.ca/tutorials/plagiarism/> (Amusing slides to teach you how and when to cite sources.)

Retrieved from <http://www.ijssst.info/info/IEEE-Citation-StyleGuide.pdf> A short guide for IEEE covering the most common types of sources.

Retrieved from <http://ieeecitationstyle.blogspot.com/> Online tutorial to learn how to use the IEEE citation system

Retrieved from <http://www.lib.monash.edu.au/tutotials/citing/ieee.html> Comprehensive interactive guide to IEEE from the University of Monash.

Retrieved from [http://tecnura.udistrital.edu.co/downloads/formatos/IEEE\\_References\\_Style.pdf](http://tecnura.udistrital.edu.co/downloads/formatos/IEEE_References_Style.pdf) Excellent detailed guide for IEEE from the University of Queensland Library

## 9.0 PLAGIARISM POLICY

### 9.1 Introduction

Ethics and academic integrity are central principles guiding the educational mission of this university. Any violation is serious and will be dealt with in accordance with the guidelines, prescribed process and procedures.

### 9.2 Objective

The objective of the plagiarism policy is to outline the acts that are deemed plagiarism in this university and will cause action to be taken in accordance with the defined procedures. This plagiarism policy expands on, and provides clarity to the plagiarism provisions in the academic regulations of the university.

### 9.3 Definition of Plagiarism

Plagiarism includes the acts stated below.

**Copying and submitting** the work of others (including books, articles, theses, unpublished works, working papers, seminar, conference papers, research data, internal reports, lecture notes or tapes, music, computer source code, website content, creative or visual artifacts, designs or ideas) **without due acknowledgment**;

**Too closely paraphrasing** sentences, paragraphs or themes without due acknowledgment;

**Translating** the work of others without due acknowledgement

**Presenting work** produced by someone else as one's own (e.g. allowing or hiring another person to do the work for which student claims authorship)

[Includes outsourcing of whole or part of the assessment to others (knowledgepreneurs). For example, students get others to analyse data and write the analysis or do their project]

Submitting **one's own previously assessed** or published work without appropriate acknowledgement (self-plagiarism);

[Includes assignments/projects submitted to other courses and theses developed and/or submitted to another university]

In the case of group projects, **falsely representing the individual contribution** of the collaborating partners.

**Fabricating** (creating data) or **doctoring** data (changing data) as part of the submission

Note:

Adapted from Curtin University Plagiarism Policy. Source: <http://academicintegrity.curtin.edu.au/students/> Retrieved on 30 June 2011

## 10. PENALTIES FOR PLAGIARISING

The consequences and penalties imposed on plagiarism depend on the seriousness of the offence. Among the criteria used to decide on the seriousness of the offence are awareness of the offence committed, nature of the offence, extent of the plagiarised work and the intentions in plagiarising. Committing plagiarism is thus risky and dangerous as the consequences are great. If found guilty of plagiarising, the penalties imposed can be zero marks for the plagiarised assignment, a fail grade for the course, suspension of an academic session, expulsion from the university or withdrawal of the degree. Always try to produce original work and give credit when credit is due, as a great person is one who acknowledges others.

## 11. REFERENCES

- Curtin University Plagiarism Policy. : Retrieved on 30th June 2011 from <http://academicintegrity.curtin.edu.au/students/>
- Krishnakumari Karuthan, Nor Azni Abdullah & Ahmad Mazli Muhammad. (2010). *Writing with sources: A guidebook for academic writers*. Kuala Lumpur: McGrawHill.
- Pearson, J.C., Nelson, P.E., Titsworth, S. and Harter, L. (2008). *Human communication*, (3rd ed). Singapore: McGraw-Hill.
- Wilhoit, S. (2009). *A brief guide to writing from readings*, (5th ed). London: Pearson.
- Winkler, A.C. & McCuen-Metherell, J.R. (2008). *Writing the research paper: A handbook*, (7th ed). Boston, MA: Thomson Wadsworth.

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- Krishnakumari Karuthan, Nor Azni Abdullah & Ahmad Mazli Muhammad. (2010). *Writing with sources: A guidebook for academic writers*. Kuala Lumpur: McGrawHill.
- Harvey, G. (2008). *Writing with sources: A guide for students*, (2nd ed). Indiana: Hackett Publishing Company, Inc.
- Pearson, J.C., Nelson, P.E., Titsworth, S. and Harter, L. (2008). *Human communication*, (3rd ed). Singapore: McGraw-Hill.
- Wilhoit, S. (2009). *A brief guide to writing from readings*, (5th ed). London: Pearson.
- Winkler, A.C. & McCuen-Metherell, J.R. (2008). *Writing the research paper: A handbook*, (7th ed). Boston, MA: Thomson Wadsworth.



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