Annotation

Taken from

According to *Plague Wars*, Tom Mangold and Jeff Goldberg’s history of biological warfare, “Western counterproliferation agencies recognize 23 bacteria, 43 viruses, and 14 toxins as potential threats.” [2]

These so-called immunological assays are the subjects of much public information [3].

Lawrence Livermore National Laboratory (LLNL), LANL, and Northern Arizona University have been hard at work identifying the signatures of, for example, *B. Anthracis* with the goal of hosting pathogen detection on various platforms, “including the Livermore-developed portable instrument known as the Hand-held Advanced Nucleic Acid Analyzer (HANAA). They can also be used in a detection system developed by Livermore and Los Alamos scientists that was used at the Salt Lake City Olympic Games. These PCR-based systems can be used to detect and identify pathogens based on their DNA sequence within an hour.” [5]

In 2001, the annual congressional report of the Advisory Panel to Assess Domestic Response Capabilities for Terrorism Involving Weapons of Mass Destruction, known as the Gilmore Commission [6], reported that the so-called first response groups (state, local) could not identify and train enough people and could not provide the required amount of equipment [7].


Other Forms

• Journal

• Book

• Book: Multiple Authors
Plagiarism

Taken from

*Plagiarism--and how to avoid it!*
A website from Drew University
Restructured for Teaching Purposes ONLY

http://www.depts.drew.edu/composition/Avoiding_Plagiarism.htm#source
Original Wording

- **Source:**

**Original Wording:**
- "Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).
Example #1

• **Original Wording:** "Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

• **Usage:** Specifically, story myths are not for entertainment purposes rather they serve as answers to questions people ask about life, about society and about the world in which they live.

The student copied words and phrases from the original without acknowledging their source. Although the student has rearranged some phrases and made minor stylistic changes, this version still follows the basic wording and structure of the original while the student repeats ideas as if they were his or her own.
Example #2

- **Original Wording:** "Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

- **Usage:** Davidson explains that story myths answer questions people ask about life, about society and about the world that we live in (10).

Less obviously, this example is also classified as plagiarism. Although the student cites the source of the ideas, he or she presents Davidson's exact words as if he or she authored them. As is often the case in such plagiarism, where the words are changed the changes render the material less clear (shifting from "people" to "we" for example).
Example #3

• Original Wording: "Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

• Usage: Davidson explains that "story myths" answer "questions people ask about life, about society and about the world in which they live" (10).

In the rewritten version of the plagiarized sentence, the student has quoted all of the words that came directly from Davidson. Although this is an acceptable use of sources, obviously such extensive quotation would not be acceptable if it occurred throughout a college paper, so the alternative is to paraphrase or summarize sources and only use extensive quotation occasionally.
Example #4

• **Original Wording:** "Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

• **Usage:** As Davidson explains, the importance of "story myths" is in their relevance to the everyday lives of their readers (10).

In this sample paraphrase, the writer has maintained and correctly cited the essential idea in Davidson's sentence, but the articulation of that idea is original, very different from the source. This is an example of an appropriate use and citation of source material. Note that the author of the source (Davidson) is introduced at the beginning of the sentence, making it clear to readers exactly where the writer begins using the source. The page reference clearly marks the end of that source material.
Example #4

- **Original Wording:** "Such 'story myths' are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live" (10).

- **Usage:** "Story myths" are powerful because they deal with phenomena that people cannot understand in any other way. As Davidson explains, story myths have direct relevance to the everyday lives of their readers by " provid[ing] answers to questions" (10).

In this final example, the writer has used Davidson's analysis to support a point he or she is making about the role of "story myths," and combined paraphrase and quotation to show how Davidson supports the assertion. This is the most common way to deal with sources in an academic context because it allows the writer to establish a form of dialogue with the source material. Note, again, that the author of the source (Davidson) is introduced at the beginning of the second sentence, making it clear to readers exactly where the writer begins using the source. The page reference clearly marks the end of that source material.
Plagiarism

Taken from
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http://www.plagiarism.org/learning_center/what_is_citation.html
What is citation?

• A "citation" is the way you tell your readers that certain material in your work came from another source. It also gives your readers the information necessary to find that source again, including:
  • information about the author
  • the title of the work
  • the name and location of the company that published your copy of the source
  • the date your copy was published
  • the page numbers of the material you are borrowing
Why should I cite sources?

• Giving credit to the original author by citing sources is the only way to use other people's work without plagiarizing. But there are a number of other reasons to cite sources:
  – citations are extremely helpful to anyone who wants to find out more about your ideas and where they came from.
  – not all sources are good or right -- your own ideas may often be more accurate or interesting than those of your sources. Proper citation will keep you from taking the rap for someone else's bad ideas.
  – citing sources shows the amount of research you've done.
  – citing sources strengthens your work by lending outside support to your ideas.
When do I need to cite?

• Whenever you borrow words or ideas, you need to acknowledge their source. The following situations almost always require citation:
  – whenever you use quotes
  – whenever you paraphrase
  – whenever you use an idea that someone else has already expressed
  – whenever you make specific reference to the work of another
  – whenever someone else's work has been critical in developing your own ideas.