

Plagiarism Worksheet

This worksheet is designed to help students identify different forms of plagiarism, and how to avoid them by using proper documentation and paraphrasing techniques.

Worksheet Instructions: Which, if any, of the following three writing examples (A, B, and C) constitutes plagiarism of the original text? Is it plagiarism or not, and how would you correct any problems?

Original Text – *“Economists at the University of Massachusetts, Amherst, estimate that the United States can create 2 million jobs over two years by investing \$100 billion in a green economic recovery plan. Their “Gran Recovery” report demonstrates how this investment would create four times more jobs than spending the same amount of money on the fossil fuel industry would”* (Ellis-Lamkins 2009, 10).

Writing Example A – In her article titled Red Light, Green Jobs, Phaedra Ellis-Lamkins (2009) noted that economists at the University of Massachusetts, Amherst, estimate that the United States can create 2 million jobs over two years by investing \$100 billion in a green economic recovery plan.

Your Answer:

Original Text – *“Everyone likes to read about research that succeeds. But sometimes it can be more useful to know what fails. Nowhere is this more true than in the social sciences, which the policy community often turns to for answers on how the world works. The trouble is, for each study that sees print, a researcher might have discarded a file drawer of findings that did not support her theories...Publishing rigorous, informative results that seem unsellable will, we hope, give them the prestige and the audience they deserve. It will help update a scientific culture that prefers the simple and conclusive to the complex and open-ended, and often misses out on valuable information as a result. And it will mean that science can move forward to new questions instead of getting snagged on the easy answers. We can't learn from our mistakes if we don't even know what they are”* (Lehrer 2009, 26).

Writing Example B – The world of science often places greater importance and emphasis on study findings which support researchers' hypotheses. Such research is often published, while studies with inconclusive results are less likely to be accepted for publication (Lehrer, 2009). David Lehrer (2009) argues that “informative results that seem unsellable” (26) are still valuable because policy makers and the scientific community can still learn from research questions left unanswered.

Your Answer:

Original Text – “India, Pakistan, and Israel are nuclear powers; Iran is almost there; and Turkey, Saudi Arabia, and Egypt, among others, wait in the wings. If Israel decides to preempt Iran and cannot overfly Iraq because of U.S. objections, there is the question of whether it can be done by overflying Saudi Arabia and the Persian Gulf, by going through the Red Sea to the Arabian Sea, or by firing missiles from submarines from the latter” (Blouet, 2009, 11).

Writing example C – India, Pakistan, and Israel are nuclear powers and Iran is almost there. Turkey, Saudi Arabia, and Egypt, among others, wait on the sidelines. If Israel decides to forestall Iran and cannot overfly Iraq because the U.S. objects, there is the question of whether Iran can be preempted by overflying Saudi Arabia and the Persian Gulf, by going through the Red Sea to the Arabian Sea, or by firing missiles from submarines from the Arabian Sea.

Your Answer:

References

Blouet, Brian. “Is Geography Destiny?” *Foreign Policy* 173 (2009): 11. Print.

Ellis-Lamkins, Phaedra. “Red Light, Green Jobs.” *Foreign Policy* 173 (2009): 10. Print.

Lehrer, David. “In Praise of Rejects.” *Foreign Policy* 173 (2009): 26. Print.

This plagiarism exercise was inspired by a workshop designed by UNBC Professor Dr. Caroline Clark, for students of the course titled International Studies 101: Canada and the World.