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**INVESTIGATING PLAGIARISM IN THE ACADEMIC
CONTEXT**

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Bruna Batista Abreu
Investigating plagiarism in the academic context

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Eu posso escrever
algo autêntico assim -
criar um poema
emanado de mim.
Pois todo indivíduo
tem a digital
que o diferencia -
não há outra igual.

E usar rima e métrica
que outros poetas
em diversas épocas
incorporam.
E contribuir,
criando algo novo -
uma obra de arte? -
pra humanidade;
e a posteridade
eu faço sorrir.

Por mais que não seja
acabada e perfeita,
fui eu a autora -
eu mesma criei.

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ABSTRACT

INVESTIGATING PLAGIARISM IN THE ACADEMIC CONTEXT

BRUNA BATISTA ABREU

UNIVERSIDADE FEDERAL DE SANTA CATARINA
2016

Supervising Professor: Dr. Malcolm Coulthard

This thesis, organised into seven chapters, is about plagiarism in the academic context. It presents different perspectives to be considered in order to define plagiarism, an investigation of its origin and specificities in academia. Then, two different panoramas about how plagiarism has been treated are presented: 1) at UFSC (Universidade Federal de Santa Catarina), in which some problems were identified; and 2) at the UoB (University of Birmingham), as a series of consistent efforts have been made in the UK since 2002 to deal with plagiarism. The objective, then, was to analyse the approach adopted at the UoB in order to support the development of suggestions to improve the situation at UFSC. Therefore, it was possible to produce a proposal to UFSC in order to work on detection and prevention through the creation and adoption of anti-plagiarism policies. These policies include the establishment of specific institutional rules and of an institutional structure to deal with cases of plagiarism, the offer of courses on academic writing, and the oriented employment of detection *software*. The thesis also explores the difference between intentional and unintentional plagiarism as well as some strategies that are used to conceal especially the former, such as translation. It was intended to emphasise other aspects related to plagiarism besides the usually focused ethical concerns, which are relevant, but they are out of the reach of teachers and linguists. Results pointed to the need of long-term changes in education, such as through the teaching of academic writing skills, and also of shorter-term measures, such as the implementation of policies to better approach plagiarism in universities. Such measures may provide a more effective means to combat plagiarism.

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RESUMO

INVESTIGANDO PLÁGIO NO MEIO ACADÊMICO

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2016

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Esta tese, organizada em sete capítulos, trata de plágio no contexto acadêmico. São apresentadas discussões na área acerca da definição de plágio, sua origem e as especificidades do tema na academia. Em seguida, são introduzidos dois panoramas a respeito de como o plágio tem sido abordado: 1) na UFSC, onde se constataram alguns problemas; e 2) na Universidade Birmingham, em que foram encontradas importantes medidas no enfrentamento do plágio, pois desde 2002 o Reino Unido vem combatendo o problema. O objetivo do estudo foi o de analisar a abordagem adotada em Birmingham para assim se criar sugestões que pudessem ser aplicadas na UFSC. Desse modo, uma série de procedimentos são apontados para se trabalhar na detecção e prevenção de plágio por meio da criação e adoção de políticas anti-plágio na referida instituição. Tais políticas incluem o estabelecimento de regras específicas, a formação de uma estrutura institucional para se lidar com casos de plágio, a oferta de cursos sobre escrita acadêmica, e o uso orientado de ferramentas eletrônicas de detecção de similaridade textual. Além disso, é discutido na tese a diferença entre plágio intencional e não-intencional, e também se menciona a existência de estratégias que se utilizam para ocultar plágio (especialmente intencional), como a tradução. Foi considerado que seria importante enfatizar outros aspectos que não o caráter ético, importante e geralmente priorizado nas discussões sobre plágio. Embora tal aspecto seja relevante, ele escapa daquilo que professores e linguistas podem ajudar a solucionar. Os resultados apontam para a necessidade de se adotar medidas de longo prazo na educação, como por meio do ensino de escrita acadêmica, e também medidas de mais curto prazo, como a implementação de políticas anti-plágio em instituições de ensino superior. Tais medidas podem proporcionar um meio mais efetivo de se combater plágio no meio acadêmico.

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CHAPTER 1

INTRODUCTION

O texto ressalta que as ferramentas tecnológicas da informática e o advento da internet proporcionam acesso irrestrito a muitos bancos de dados oficiais e particulares e que algumas distorções advindas desta facilidade de acesso eletrônico têm gerado preocupações no sentido da prática nociva de copiar e colar textos. (CAPES, 2011 apud UFSC Memorando Circular 04/PRPG/2011)

As ferramentas tecnológicas da informática e o advento da internet proporcionam acesso irrestrito a muitos bancos de dados, oficiais e particulares, informações diversas e notícias em tempo real de todas as partes do mundo. [...] Contudo, algumas distorções advindas desta facilidade de acesso eletrônico muitos nos preocupam. (OAB, Protocolo 2010.19.07379-01)

If you have not read the quotes above, please do so before continuing to read this thesis – even if you do not understand Portuguese you will notice important lexical-grammatical similarities.

How did you feel? Confused? Embarrassed? I did. At first, it was shocking to discover that paradoxically there is plagiarism (or would it be ‘patchwriting’¹?) in a text produced by an educational institution (in this case, CAPES) when it is setting out to provide orientation to avoid plagiarism. In other words, here we can see administrators making rules about plagiarism without fully understanding what it entails. However, cases involving educational organisations plagiarising when providing orientation about plagiarism is not exclusive to Brazil. Pennycook (1996 apud Coulthard & Johnson 2007, p. 186) mentions the case of guidelines produced on this matter by Stanford University, which were borrowed by the University of Oregon.

¹ This term will be explained later on; basically, it consists of unintentional plagiarism.

Such contradictions exemplify something that seems not to be considered in the current approach of several institutions to the practice of using the words of others without acknowledgement: this practice is not restricted to bad-intentioned people who *actually* set out to steal the work of others; instead, the plagiarism may be unintentional, a consequence of someone not knowing that the mere alteration of some of the words used in the original source does not make their text free of (at least some degree of) plagiarism.

In general, plagiarism has been seen as an illegal act. In part this is true since it has to do with the infringement of authorship rights and in many cases it consists of a face-threatening act for the infractor, who may lose their reputation. However, it should be considered that there are levels of plagiarism, i.e., different variables need to be noticed in order to judge someone. Furthermore, educational contexts require a differentiated treatment since the main objective is to assist students' development. Nevertheless, the panorama of the situation in Brazilian institutions, especially at the Universidade Federal de Santa Catarina (UFSC), the focus of the present study, demonstrates a lack of consciousness about this crucial aspect. This can be seen through the incomplete way plagiarism has been tackled, as presented in this thesis.

1.1. Justification

Findings derived from previous pilot studies related to the present work have pointed out that students may not be a reliable source from which to extract certain pieces of information. It was seen that for instance many times their answers to questionnaires were given according to what they *imagined* (such as how the university deals with plagiarism) instead of what the situation *really* was. Due to that, it was decided not to collect more data from them².

However, the experience of applying questionnaires to different groups of students provided insightful observations for the research as well as an additional justification of the need to investigate plagiarism.

² For the first study, in 2012, there was no institutional demand in relation to the Ethics Committee approval. Afterwards, as I would need it, I started the submission process. However, there was a strike at UFSC which prevented me from doing that, and besides I was leaving to England shortly. When I came back, after one year, there was another strike, but anyway I had already decided not to apply questionnaires to students, as results from the Pilot study carried out in 2014 were not useful to the fulfillment of the objective of the thesis.

Therefore, it seems useful to reproduce in the present study some of the results achieved through these past investigations, since they contain a rich amount of information that will help to broaden the understanding of the situation at UFSC. These reports are featured in Chapter 3 in section 3.1.2. In addition, there was a case that occurred immediately before I started work on the thesis, which was one of the motivations for researching this topic, as I describe in the following subsection.

1.1.1. A (remarkable) marking experience

In 2012 I had the opportunity of working as a tutor for the Distance Education Programme in English on a course entitled Linguistic Description. In this course students were taught Systemic-Functional grammar, and one of the objectives was to teach them how to take advantage of the approach as a tool for analysing texts. I worked as a tutor with a fellow student and two professors, who were responsible for the course. One of the roles we tutors had was marking students' essays and providing feedback. We generally used to split the students' assignments by alphabetical order so that each of us could mark half – at the time they were 70.

The university does not provide markers (tutors and professors) with any text-matching software to help find instances of plagiarism. Therefore, the finding of such instances may happen if the marker decides to investigate further by searching on *Google* (or any other search engine) or simply by accident. However rare this may be, it happened to me: while marking tasks of Unit 3, textual similarities were found between two of the students' texts. It is important to point out that this was pure chance as I only marked half of the essays, so the other student could have easily been in the other half. In addition, since I did not go on to check the other half, more students may have plagiarised and not been detected. That is why one of the points raised in this study is the need of providing markers with software to find textual similarities to scan all submissions.

About the case I found by chance (which will be referred to as the 'Black History Month' case), it was only noticed because some of the words sounded familiar, i.e., I had the feeling of having read them before, and besides 'intelligently' and 'finish with' are quite marked

phrases. The textual extracts were the following (extracts exactly similar in blue, and other similarities in red):³

Extract from Activity 3 – Student A:

In the sample extracted from the text: “What do you do with yours?” **we can check** that actually **the roles were intelligently changed by Morgan** with the purpose of **conduct the discussion to the point he wants that was to explain how to finish with racial discrimination.**

Extract from Activity 3 – Student B:

In that case **we note the roles were intelligently changed by Morgan Freeman**, the interviewee became the interviewer, and with questions as “Which month is white history month?” or “Okay, which month is Jewish history month?” he **conducts the interview to the point he wants that was to speak** about **racism** and **how to finish with it.**

By looking at these similarities, it was possible to conclude that there was plagiarism or at least co-authorship, and that it would be worth investigating other parts of the text – probably one of them had based her own essay on the colleague’s text or they had written the text jointly. In fact, despite some lexical-grammatical differences, there was the same structure with slight changes and similar words. Then, I got in touch with the team to ask what we were supposed to do regarding that case since UFSC had not informed us on how to deal with such instances. Then, it was decided to discount students’ grades and explain to them the reason. Later on, one of the students wrote an e-mail asking me to reconsider the grade of her colleague and confessing that she had been the one who asked to ‘take a look’ at her friend’s essay and, as she said, ended up basing her own on hers. She added that she thought there would be no problem since they usually discussed the topics of the classes and had similar ideas and opinions.

Due to her attitude in telling the truth, we decided not to discount the other student’s grade and to diminish the punishment that had been given to the infractor. However, our choices in dealing with the case were based on our own judgement, without following any institutional procedures to appropriately guide our conduct. Furthermore, besides the lack of institutional support to handle the case, there was nothing to assist those students and educators afterwards in the sense of preventing future cases. At this moment I realised how

³ The students were willing to help and they have authorised the use of their texts for research and educational purposes.

much was lacking at UFSC regarding the approach to plagiarism – not only was the absence of text-match software worrying (which would have allowed us to check all the papers) but mainly the lack of policies and work on prevention in order to teach students how to appropriately cite and develop their academic writing processes.

Such an occurrence demonstrated that there were some things missing at UFSC in the provision of assistance for both students and educators. Given such a situation, evidently something needs to be done, at least to place the problem on the university agenda, for discussion and a subsequent search for solutions.

1.2. Introducing the topic

Everyone is unique. We have different fingerprints, traits, families, histories, preferences and ideas. Similarly, every one has an identity as a writer, who can produce original texts, using language to provide the bricks and mortar. The possibilities of combination are endless, and the potentiality everyone has can be expanded both in content, through the knowledge acquired from experience, and form, through enriched ways of expression, the more contact one has with the work of others.

The ‘uniqueness of utterance’ principle, supported in linguistics in the varied perspectives through which the amazing phenomenon of language is studied, ranging from Chomsky to Halliday (Coulthard and Johnson, 2007; 2010), states that when we produce a text (spoken or written) we make lexico-grammatical choices that create a sequence which is not repeated identically in other situations. Such a proposition provides the linguist with a basis to attribute authorship and, at the same time, it reassures the writer, who can be sure that their wordings will not be independently created by another person. Identical texts can only arise from copying and the way such copies are made determines whether they are legitimate or not; and when they do not follow legal prescriptions and/ or scientific principles and conventions, then there may be a case of plagiarism.

Defining plagiarism, however, may be a very challenging task. Could it be considered to be a crime, a lack of morality or just a lack of linguistic proficiency? How about unfamiliarity with academic rules or violation of authorship rights? According to Pecorari (2010, p. 1), “while it is true that plagiarism *is* a violation of rules governing conduct in many circumstances, and of widely held ethical principles, it is also an act of language use.” Therefore, the same way scientists in the areas of biology can isolate certain materials to put under the lens of their

microscopes, one may assume that linguists can also proceed similarly when dealing with this phenomenon of language, i.e., disentangling it from its ethical and legal implications. Such a position could be very helpful especially for the forensic linguist to carry out investigations on the text itself. However, it seems to be highly relevant to take into consideration the contextual variables surrounding cases of plagiarism, such as whether it has occurred in a piece of internal coursework for assessment or published in an academic journal.

It is important therefore to consider the differences between ethical and legal implications since sometimes these two outcomes are not simultaneously fulfilled. For instance, something may be legal but immoral, or moral but illegal. As will be explained later, in Chapter 2, there are laws that protect authors' rights, which means that there are important legal constraints that control plagiarism. However, the basis of this law comes from the need of attending to deeper human needs and values. Although one could argue that ideas should not have owners since they belong to humanity, they are not discovered out of nowhere – some intellectual effort is demanded from authors. Considering this, it seems fair that those who create are acknowledged and if possible financially compensated and that their names stay recorded in human history as a tribute of gratitude and recognition of their work.

Nevertheless, the position educators should adopt with regard to plagiarism is to consider not only the linguistic, moral, and legal aspects, but also the evaluative ones. As stated by Krokosz (2014; 2015), differently from cases outside academia, which only consider the original author as affected, in the educational context there is a further implication: the reader who evaluates the work, i.e., the teacher, who is wronged and, thus, unable to carry out an accurate evaluation in order to provide the support students need. This way, the learning process as a whole is prejudiced.

Due to a series of complexities related to plagiarism, it seems necessary to revise certain academic practices, and question them in order to improve scientific progress. Some strongly held beliefs, whose origin most people forget, are adopted in a kind of automatic pilot. This is because there is the need of constantly revising the reasons behind the procedures that are adopted, such as the concerns about self-plagiarism. Therefore, it seems sensible to reinforce and review the reasons why plagiarism is an unacceptable practice, why it is important to cite in academia, to what extent plagiarism is harmful in educational contexts, and how to differentiate and deal with intentional and unintentional instances.

Usually during school years, most of those who are educated in Brazilian public schools are motivated to memorise textual extracts, which would lead to the achievement of excellent grades in tests. However, whereas learning seems to demand some degree of imitation, it is important not to simply repeat what our predecessors have done, said and written, but rather to improve it, adding new discoveries and finding different forms to express them.

1.3. Context of Investigation

Plagiarism in the academic context is a widely discussed and sometimes polemical topic. Therefore, when friends and people in general learnt this was the theme of my thesis, their reactions were varied – though never indifferent: some argued that a lot has already been produced and, therefore, there is nothing new left for us to create, except to reproduce what has been done; others said that this is a very serious thing, and that teachers have to severely penalise students, who obviously do this for laziness; some confessed they were afraid of plagiarising by mistake or that some coincidental similarity might occur between theirs and someone else's words; and others stated that plagiarism is plagiarism, i.e., there is no need to discuss how to deal with it. During the last few years, with the opportunity of studying this topic a little more deeply, I have realised there is a general immense lack of knowledge surrounding the understanding of the phenomenon. It is because it involves not only moral and linguistic peculiarities, but also educational and social causes and consequences that give the problem the proportion it has received.

Many scholars have investigated the issue in their own countries (in England, Johnson, 1997; and Pecorari, 2002; 2006; 2010; in Australia, Devlin, 2012; in Portugal, Faria, 2009; and Sousa-Silva, 2013; in Spain, Turell, 2004; to mention only a few), demonstrating both the frequency and the universality of the problem, and pointing to causes and proposing strategies that may be helpful to deal with it. In Brazil, cases involving plagiarism have also been reported, though less widely, not only at the undergraduate level, but at post-graduate as well, in which some people have had their M.A. or PhD degrees cancelled. However, there have been few studies in the area, which has started to become more prominent lately, especially with the work of Marcelo Krokosz (2011; 2012; 2014; 2015) and Sônia Vasconcelos (2009).

Due to the complexities of academic plagiarism, dealing with it goes beyond simply choosing an appropriate punishment for plagiarisers

– who in any case may be unaware of the problem. Therefore, it is important to consider that there are levels of plagiarism and also some pedagogical constraints that turn the issue into a highly complex one for academia. Although it seems that there will always be cases of people setting out to cheat deliberately, Pecorari (2010) argues that lack of knowledge about what plagiarism is and difficulties with academic writing are the major causes of student plagiarism. Unfortunately, these two important pieces of knowledge are not widely spread among students and the public in general.

In addition to the lack of sufficient awareness regarding plagiarism, the second aspect, poor academic writing skills, is a very serious one, especially when students are non-native speakers of the language they are writing (Pecorari, 2002; 2003; 2006). One of the causes has to do with cultural issues, such as when students come from countries that have a different view of the act of repeating others' words exactly, generally considering it as a demonstration of respect. Whereas in academia being quoted is also valued, authors are supposed to be acknowledged according to agreed parameters that make up the rules of appropriate citation and reference. However, leaving aside certain cultural specificities that may give rise to plagiarism, these are not the only reasons to generate instances of inappropriate use of others' words. Since generally non-native speakers, especially beginners, have more limited lexical options in their non-native tongue, this may be a constraint on the possibility of creating new pieces of text. In addition, there may also exist some insecurity regarding their performance as writers in a language in which they are not as proficient. Therefore, in the first steps along the process of learning a language, the strategy of repetition or imitation may be used, which may be the reason for the practice (not restricted to non-native speakers) of what Howard (1995) has called 'patchwriting'. Basically, it consists of a kind of unintentional plagiarism, when students put different pieces of text together, sometimes changing some words and attempting to acknowledge sources appropriately.

1.4. Objectives

By contemplating the paucity of studies in Brazil and the absence of clear and effective policies towards plagiarism at UFSC, it was evident that there was a need to investigate the issue further to see whether something was being done and also to gather information about what overseas universities have been doing to tackle the problem. This way, it

would be possible to figure out the situation in Brazil and identify the difficulties so as to propose changes. In addition, it is important to investigate overseas universities in order to learn what they have done to try to solve or at least reduce the problem and then to adapt their successful strategies to the Brazilian context.

Considering this, the present research aims at contributing to expanding research in the area and proposing adaptations and changes in the way UFSC handles plagiarism. In order to accomplish these aims, there was the need to investigate what has been done in other institutions. Due to highly positive attributions given to the UK in relation to the approach to plagiarism and the feasibility to carry out research in the University of Birmingham (UoB), the opportunity of getting a scholarship through the CAPES Sandwich Programme was taken, as presented in the subsection below.

1.4.1. Sandwich Programme: University of Birmingham

A significant part of my doctoral studies was completed in Birmingham with support of the Sandwich Programme, a scholarship that allows students to spend some time in a different university so as to improve research. During my year at this university, from May 2014 to May 2015, it was possible to interview staff members, have contact with their teaching materials for prevention, discover their policies to deal with cases of plagiarism, and also to attend some courses and workshops. It was important to have the chance of looking at this reality more closely rather than just having others' perceptions and reports of what has been done in the UK to combat plagiarism. Although this is important and helpful in many circumstances, it does not compare to experiencing such reality at a British university.

The opportunity was very enriching both for the research and for the researcher in many aspects. It was possible to establish important bonds with several scholars, to participate in academic events, and to get to know their perspective to approach plagiarism. As presented in this thesis, it was important to analyse the accomplishments that could be found at the UoB regarding policies about plagiarism, and relate them to what can be used as contributions to improve the situation at UFSC.

1.4.2. Specific Objectives

The major objective of this thesis is to describe the current situation at UFSC regarding plagiarism and to investigate policies adopted at the

UoB on the matter in order to evaluate and present suggestions to the former institution. The accomplishment of this general objective is supported by the following specific objectives:

- To investigate UFSC and UoB regarding institutional policies for dealing with plagiarism, including whether they support educators and students by offering guidelines, detection software, workshops and courses on academic writing, among other resources.
- Based on field and bibliographical research, evaluate the approach used in England (especially at the UoB) in order to build up suggestions to be applied in Brazil (especially at UFSC).

1.4.3. Research Questions

The research questions guiding the present study are the following:

- 1 – What is the current situation at UFSC in relation to plagiarism?
- 2 – How is plagiarism dealt with at the UoB?
- 3 – What is the effectiveness of the approach adopted at the UoB?
- 4 – What changes and/ or adaptations would it be necessary and feasible to do with policies that could be adopted at UFSC to better handle plagiarism?

1.5. Methods

This research is mainly ethnographic, exploratory and pedagogical, involving bibliographical and field research. There are no quantitative data. Besides, considering the results achieved from pilot studies, it was decided not to apply more questionnaires to students. Although results derived from some of them are considered to support the significance of the research, students' lack of certainty about the topic would not contribute to gather reliable information. Therefore, field research was carried out directly with the institutions and professionals. It involves the following procedures:

- 1 – Investigating the way plagiarism is handled at UFSC by: searching for the policies as well as possible norms and documentation; and reviewing the academic life experienced by this researcher as a

participant-observer in the institution (as undergraduate and post-graduate student, teaching tutor and researcher)⁴.

2 – Investigating the way plagiarism is handled at the UoB by: looking at their policies; interviewing staff members; participating of activities related to prevention and general procedures to deal with plagiarism; accessing their teaching platform and detection software; and getting access to teaching materials and documents.

3 – Evaluating UoB policies with the support of research literature in the area and considering some other approaches adopted.

4 – Based on the evaluation done, raising suggestions to be proposed and hopefully adopted at UFSC, adapting to its differences and needs.

1.6. Organisation of the thesis

The thesis is organised into seven chapters, which are entitled: 1) Introduction; 2) Review of the Literature; 3) Describing two contrastive pictures; 4) Plagiarism and translation; 5) The role of detection software; 6) Approaching plagiarism in educational contexts; and 7) Conclusions.

In **Chapter 2**, a review of the literature is provided, with tentative definitions of plagiarism, considerations regarding historical and legal aspects, the concept of authorship, self-plagiarism, and finally specificities of plagiarism in academia. **Chapter 3** reports different panoramas of the situation observed in two different institutions, in Brazil and in the UK, where it was possible to apply surveys, conduct interviews with staff members, to visit websites, to access materials, and to experience academic life. **Chapter 4** is about plagiarism and translation since the latest is often used as a strategy to conceal plagiarism, which originates a series of complexities especially in relation to detection. **Chapter 5** evaluates the importance of detection software to help trace plagiarism, emphasising, however, the need of markers/ forensic linguists to interpret results raised. **Chapter 6** presents observations and suggestions to be applied regarding the prevention and detection of plagiarism, emphasising the importance of strengthening

⁴ As UFSC lacks institutional structure to deal with plagiarism, and besides I did not have the Ethics Committee approval that would have allowed me to interview some professors, it was not possible to investigate UFSC's and its professors' approach to plagiarism more deeply.

the work in this respect. Then, in **Chapter 7**, which is the concluding one, the thesis is summarised, and the implications of the study as well as its limitations and suggestions for further research are also presented.

CHAPTER 2

REVIEW OF LITERATURE

Because we want our children in this nation to know that the only limit to your achievements is the strength of your dreams and your willingness to work for them. (Melania Trump RNC Speech 18/07/2016)

Because we want our children - and all children in this nation - to know that the only limit to the height of your achievements is the reach of your dreams and your willingness to work for them. (Michelle Obama DNC Speech 25/08/2008)⁵

Plagiarism is a highly complex issue, and lately it has received a great deal of attention from the media and in people's everyday conversation. Recent cases involving personalities who were forced to resign their political positions due to the discovery of plagiarism in their work have been reported worldwide⁶. During the 2014 Brazilian presidential election, for instance, candidate Marina Silva was accused of having copied parts of her Campaign Proposals from the National Plan of Human Rights produced by ex-president Fernando Henrique Cardoso, whose party was actually fielding a candidate standing against her⁷. This may not have been the only reason for her defeat in the first round of the election, but it probably helped reduce her credibility among some of the voters. Also related to politicians' involvement with plagiarism, there was a case in which the son of ex-president Lula had his company found

⁵ Retrieved from: <http://edition.cnn.com/2016/07/19/politics/melania-trump-michelle-obama-speech/index.html> Last access: 19/07/2016.

⁶ See, for instance, some information about the case involving German minister of education: www.guardian.co.uk/world/2013/feb/09/german-education-minister-quits-phd-plagiarism Last access: 03/09/2014.

⁷ See <http://noticias.portalvox.com/politica/2014/09/marina-silva-copia-projeto-de-fhc-em-programa-de-governo.html> and <http://www.pragmatismopolitico.com.br/2014/09/os-plagios-programa-de-governo-de-marina-silva.html>. Last access: 03/09/2014.

guilty of plagiarising four texts from Internet articles⁸. In addition, not even first ladies have escaped being plagiarised, as presented in the initial quotes of this chapter. Furthermore, there have been many instances of plagiarism in music and in literature. Some recent occurrences include the hit songs ‘Blurred lines’ by Robin Thicke⁹ and also Katy Perry’s ‘Roar’ whose melody and video clip¹⁰ were accused of plagiarism, while in the field of literature, both J.K. Rowling¹¹ and Dan Brown¹² faced judicial claims over parts of some of their novels.

In academia the problem is also far too common, although its implications generally are not financial, but mainly scientific and educational. In April 2014, for instance, there was the case of Haruko Obokata. Basically, her work consisted of proposing a method for replicating stem cells. Following the publication of the study, the institution she worked for received some questions and, therefore, they tried to replicate the method – without success. Later on, she was found guilty of misconduct in her study, with evidence of fabrication of data and plagiarism¹³. This led not only to the retraction of two publications from her and her group in the journal *Nature*, but also to the suicide of one of the co-authors. Such an event indicates the potential serious consequences of academic misconduct.

Before presenting some theoretical background that aims to provide the reader with some insights about plagiarism, it is important to highlight the specific approach considered in this study given the broadness of the theme. Although plagiarism occurs in different types of media and modes, the present work is restricted to examining linguistic plagiarism, i.e., plagiarism involving written texts. Far from being a limitation, this choice is justified by the insertion of this study into the area of language studies. Furthermore, plagiarism may occur in different contexts, such as political and artistic, as mentioned previously.

⁸ See <http://oglobo.globo.com/brasil/apos-plagio-empresa-de-filho-de-lula-pode-ser-processada-18636420> Last access: 15/07/2016.

⁹ See <http://www.express.co.uk/news/showbiz/453825/Music-executives-settle-with-Marvin-Gaye-s-kids-over-Blurred-Lines-dispute> Last access: 03/09/2014.

¹⁰ See: <http://www.theguardian.com/music/2013/aug/13/katy-perry-accused-plagiarism-roar> Last access: 03/09/2014.

¹¹ See: <http://www.bbc.co.uk/news/entertainment-arts-14187849> Last access: 03/09/2014.

¹² See: <http://www.theguardian.com/uk/2007/mar/28/danbrown.books> Last access: 03/09/2014.

¹³ See <http://blogs.wsj.com/japanrealtime/2014/12/19/timeline-the-rise-and-fall-of-haruko-obokata-in-2014/> Last access: 05/01/2015.

However, the present thesis is concerned with looking at such instances in educational and academic contexts. Such delimitations were imposed in order to allow the investigation to be focused on one part of a huge and complex phenomenon since this single part is already huge and complex by itself, and in need of research.

There is a range of differences from a high school or undergraduate course assignment to a thesis and to a publication in an important journal. Therefore, each context presents different implications that are supposed to be taken into account when analysing and judging a given case.

Considering the complexities involved in textual plagiarism in the academic context and the importance of analysing the issue more comprehensively, this chapter is intended to cover four aspects discussed by scholars that provide relevant support for my thesis: (1) definitions of plagiarism and some related aspects; (2) implications of historical factors and authorship rights; (3) the Author and changes in communication; and (4) the specificities of plagiarism in the academic context. Before that, however, I briefly introduce some points about forensic linguistics, one of the areas into which this thesis is inserted.

2.0. Forensic Linguistics

Within linguistics, different approaches have been adopted to study language. Matthiessen and Halliday (1997, p. 2) provide an example to explain the existence as well as the need for these varied ways of looking at grammar and language. They compare the different approaches taken to the study of language to the investigation of light in physics.

A well-known example of the way theory determines how we interpret phenomena is light. Light can be interpreted either as particle or as wave; there are two alternative theories. In this case, the alternatives turn out to be complementary, in the sense that each reveals something about light that we need to account for. This situation is quite typical in science: we need complementary theoretical perspectives to account for the rich diversity of properties we uncover in the phenomena being studied.

While emphasising the importance of each trend of linguistic study, it is important to consider the need to adopt one of these perspectives in order to investigate language. Therefore, the present work takes the theoretical instance of systemic functional linguistics (Halliday, 1985) since it considers social and contextual variables, which are determinant factors to carry out analysis in the field of forensic linguistics.

Forensic linguistics is a quite recent area that has the objective of applying linguistic knowledge in forensic contexts. Several contributions have been made to the solving of crimes and the outcome of judicial cases, which demonstrates one of the great uses that linguistic knowledge can have to directly help people.

In the book *An Introduction to Forensic Linguistics*, Coulthard and Johnson (2007) divide the area in two subsections: language of the legal process; and language as evidence. The first comprehends the study of language used in the legal context, which includes improving the ways of collecting evidence as well as the discussion regarding the simplification of the register used in legal discourse. Language as evidence, on the other hand, includes the work of phoneticians and document examiners in identifying the voices and signatures of suspects, and also the forensic linguists' work of attributing authorship by investigating linguistic traces. This second type of contribution relates to the present study since progress in the ability to attribute authorship may lead to improvements in the detection of plagiarism – especially when it is manifested in ways that make detection very difficult.

2.1. Defining plagiarism

Due to the number of intricacies related to plagiarism and several implications that deserve discussion, there is still not a well-established, commonsense and comprehensive definition. There are, instead, many attempts to explain it and different positions that institutions can adopt to establish the boundaries of what they will consider as plagiarism. In the words of Sousa-Silva (2013, p. 18), “plagiarism is a complex web of concepts, perceptions, understandings, and sometimes even competing discourses which are difficult to disentangle”. Even so, scholars have made good attempts to define something that seems not to fit within a unique and determinant statement.

Coulthard & Johnson (2007, p. 187) state that the “plagiarism [which] linguists are competent to deal with is the theft, or unacknowledged use, of text created by another”. In this definition, the act of inserting other people's words in my text, as I have just done,

does not constitute plagiarism as long as I explicitly indicate, in this case through quotations marks, that these words are not mine. In addition to revealing that, I also indicate the original source in a conventionalised way, in this case in accordance with APA standards in order to fulfil the requirements that were agreed for use in the Post-Graduate Programme I belong to – other Programmes at the university, in which students write in Portuguese, follow the ABNT conventions (Brazilian norms), and the English Literature area follows the MLA rules. Such indication of outside sources enables the reader who is interested in learning more about the presented content to access it directly afterwards. The same also applies to indirect quotations or paraphrasing, in which the referenced authors' actual words are not used, but the meanings are re-encoded in a different wording. In the academic community, it is expected that authors apply such procedures in order to situate their texts by communicating what has been produced in the area they belong to and, expanding from that, presenting their own new findings. Therefore, such practices contribute to keeping science progressing since readers are informed about the sources, which they can access later on, and, besides, scholars' efforts are recognised through the reporting of their names and studies.

Another important aspect touched on in Coulthard and Johnson's (2007) approach to plagiarism is that linguists are only capable of dealing with linguistic plagiarism. At the same time that linguistic knowledge enables the researcher to find reliable evidence of plagiarism, investigations are necessarily restricted to this level. Therefore, plagiarism of ideas, for instance, cannot be linguistically accessed, analysed and proved, such as a recent case involving the book 'Life of Pi', whose author was accused of (and subsequently admitted to) having extracted central ideas from Brazilian writer Moacyr Scliar's novel 'Max e os felinos'¹⁴.

Another definition, presented by Sutherland-Smith (2008, p. 70, my emphasis) and based on Pecorari (2002), is structured by "the six elements of plagiarism", which consist of

an **object** (i.e., language, words, text) which has been **taken** (or borrowed, stolen, etc.) **from a**

¹⁴ For more information from the media, in which Scliar talks about the case see <http://www.guardian.co.uk/world/2002/nov/08/bookerprize2002.awardsandprizes>; and <http://www1.folha.uol.com.br/livrariadafolha/1218896-autor-de-as-aventuras-de-pi-e-suspeito-de-plagiar-brasileiro.shtml>. Last access: 28/04/2013.

particular source (books, journals, Internet) **by an agent** (student, person, academic) **without (adequate) acknowledgement** and **with or without intention**

This definition makes more explicit the different variables involved in the process of plagiarising, as demonstrated in the passages in bold: the accused text ('object'), the source text ('from a particular source'), the agent ('by an agent'), the act of extracting content ('taken'), the lack of acknowledgement ('without adequate acknowledgement'), and the issue of intentionality ('with or without intention'). This last aspect, not mentioned in Coulthard and Johnson's definition because they thought intention was irrelevant, is particularly important to be taken into consideration, especially by teachers. Many times students do not know what plagiarism is and commit it unintentionally – astonishingly, such lack of knowledge is quite common. In an informal conversation, an undergraduate student who intended to use a colleague's text on which to base his own, told me that there would be no plagiarism in his case since he was going to change some words. I could conclude from this that generally students (and probably many teachers) are not aware that plagiarism has more manifestations than mere copying and pasting.

Taking into consideration that plagiarism may occur unintentionally, some scholars explicitly distinguish prototypical plagiarism (deliberately done) from those inadvertent inappropriate uses of outside sources. There is the term 'patchwriting', coined by Howard (1995), which refers to the student writer's failure to acknowledge sources appropriately due to their lack of academic writing skills. In addition, Pecorari (2002, p. 242) argues that "intention is a key part of the distinction between plagiarism and patchwriting". Therefore, students' intention to deceive is an aspect to be considered in order to classify (and possibly penalise) something as serious plagiarism or as a result of poor academic practice.

However, it is not possible to assume with total certainty whether plagiarism is accidental (mainly due to lack of knowledge regarding what it is), or intentional – since we cannot access people's minds. On the other hand, these issues may be uncovered with the support of linguistic analysis. Sousa-Silva (2013) reports that the greater the complexity in a suspect text, the greater the linguistic evidence that there was intention in plagiarising. Examples of these complex instances include the use of synonyms to substitute words from the original source, changes in sentence and paragraph structure and translations.

Sousa-Silva (*ibid*) states that people do not plagiarise for the sake of plagiarising, i.e., plagiarism is used as a means of achieving an ultimate goal, which may be a good grade or an academic title, among other things. What distinguishes the level of intention is related to people's awareness of the problem and the attempt to deceive. Unintentional plagiarism is usually related to lack of academic writing skills, when students do not know how to appropriately cite external sources. Intentional plagiarism, on the contrary, is generally more difficult to discover, as it may involve the need to detect a series of intricate strategies that have been employed specifically to conceal it. In some cases, when we find high levels of 'sophisticated' techniques to evade detection, it is possible to presume that the plagiarist had to make much more effort than that required to produce an original text! Unfortunately, these ill-intentioned plagiarists have developed strategies growingly elaborate and which cannot be identified without careful scrutiny.

It is important to point out that (intentional) plagiarism is, undoubtedly, an unethical act, and that many times it deserves a legal approach. However, as linguists we are mostly interested in investigating it as a linguistic phenomenon (Pecorari, 2010). As demonstrated above, text analysis is the means through which it is possible to identify plagiarism, including the level of complexity involved, i.e., if it consists simply of a verbatim copy, or of a copy with some minor changes, or inadequate paraphrasing, or translation, among other strategies that may be used to conceal matching.

Besides, some discussions of plagiarism have created a nervous atmosphere among students, who often feel afraid of plagiarising unintentionally and, because of that, of being caught and expelled from the university. However, such instances may only occur as a result of the causes mentioned previously, since there is very little (or null) probability of having two people unintentionally writing exactly the same sequence of words in different contexts. Coulthard and Johnson (2007, p. 187) demonstrate this by explaining the uniqueness of utterance principle, which states that even "the same person speaking/writing on the same topic on different occasions would make a different set of lexico-grammatical choices". This happens because each of us has a unique identity as a writer since everyone has different background knowledge and is surrounded by divergent contextual variables.

Another proposition of this principle reveals that the longer the sentence, the more likely it is to be unique and, therefore, the lower the probability of anyone having ever produced an identical one! It is worth mentioning here that in forensic linguistics, as mentioned in the previous

section, there is an area that explores issues of authorship attribution, and several cases have been solved based on this theory. In order to illustrate that, I describe a case solved by Dr. Coulthard, which involved two texts produced in different contexts during an investigative process: a suspect's statement, and his interview. In both documents the same sequences of textual chunks were found, such as the clause "I asked her if I could carry her bags". Supported by the assumptions of the uniqueness of utterance principle, the forensic linguist, Dr. Coulthard, conducted a *Google* search in order to have substantial evidence that in a large data bank like *Google* the exact same word sequences had not previously occurred – and the longer the sentence, the more unique it becomes, as demonstrated below:

Words typed	Occurrences
I asked	2,170,000
I asked her	284,000
I asked her if	86,000
I asked her if I	10,400
I asked her if I could	7,770
I asked her if I could carry	7
I asked her if I could carry her	4
I asked her if I could carry her bags	0

Table 2.1. - Adapted from Coulthard and Johnson (2007), p. 196.

Probably, in legal contexts some would argue that when the very same words are repeated on two different occasions in answer to the same question it means that the person is being truthful. However, it has been proved that in spontaneous conversation or when creating a text, the speaker/ writer cannot re-encode words in exactly the same lexicogrammatical sequence independently, i.e., without consulting the earlier identical text – or memorising it. This way it was indicated that there had been plagiarism in the analysed texts, which demonstrates that someone might have altered their final versions or induced the suspect to repeat the same words by reciting them for him to utter. Coulthard and Johnson (2007, p. 197) concludes, when arguing for the presence of forensic linguists in such investigations, that

rarity scores like these begin to look like the probability scores that DNA experts proudly present in court. The next few years will tell

whether courts are willing to place the same reliance on linguistic evidence like this.

This case demonstrates the impact linguistic knowledge can achieve in order to support legal investigations.

Moving to the academic context, it is possible to see that, as demonstrated in this forensic case, there is no reason to be afraid of plagiarising ‘by mistake’ since each person is a distinctive writer. Even though we may have similar ideas, the way we express them and the contexts we are inserted into are different. The only concern one needs to have when writing is in separating what s/he has created from what s/he has taken from outside sources, which has to be appropriately acknowledged. For this reason, it is important to be accustomed to making use of academic writing practices, as I explore in the last section of this chapter.

Another aspect to be considered in the definition of plagiarism is the etymological origin of the word chosen to denote the act of appropriating other people’s works/ words. There are two possible origins of the word “plagiarism”, one from Latin and one from Greek. In Antônio Gomes Ferreira’s Latin-Portuguese dictionary, plagiariser means “the one who robs slaves [...] the one who buys or sells a free citizen as a slave” (my translation). In the Portuguese-Greek dictionary Houaiss, plagiarism is defined as “oblique, not linear” (my translation). Therefore, in both Greek and Latin the meanings associated with plagiarism are extremely pejorative, as they relate to theft and falsity – it implies a lack of adequateness to social life norms.

In academia, plagiarists are equally viewed as criminals against scientific progress who, therefore, are supposed to be expelled. However, besides the possible existence of cases in which plagiarism takes place intentionally, as mentioned previously, it is important to consider levels of seriousness when determining the sanctions for each case in order to establish clear boundaries that differentiate dishonesty and bad-intentioned attitudes from the learning process one goes through to become a scientist and writer. Because of that, each university is supposed to take a stance about how plagiarism will be defined and treated in its setting. In the UoB, for instance, the code of practice states in the principles that

Plagiarism is the act of a Student claiming as his or her own, intentionally or by omission, work which was not done by that Student. For the

purpose of this Code of Practice this includes auto-plagiarism and fabricating evidence, results or data as well as copying work done by others. More detailed information on what constitutes plagiarism is contained in the separate document ...

Therefore, based on the characteristics that determine how plagiarism is considered by the institution, it is possible to work on sanctions.

2.2. Historical factors and authorship rights

As already stated, the present study focuses on textual plagiarism in the academic context and its implications for education. However, it is important to analyse its relation to issues of authorship rights and intellectual property so as to contextualise where plagiarism is inserted. In addition, it is important to distinguish between academic plagiarism and authorship infringements because some peculiarities make them require different kinds of treatment. In addition, there are ideological aspects of what we consider today as being plagiarism, which may relate to a set of variables involving power, social control and financial interests.

Although copyright and plagiarism are different areas, there are some things they have in common. During my stay in Birmingham I had the opportunity of talking to the licensing and copyright advisor at the University – the one who clarifies doubts regarding what members of academic staff can make available and use in classes. He gave an example that can help understand the differences between copyright and plagiarism: UK and US governments determine that everything that is funded by them and produced for research purposes must be in the public domain. Therefore, one can use a picture of the aurora taken by NASA in a class, for instance, without the need of paying, and there is no copyright infringement. If the source is not mentioned, then, despite not having breach of copyright in that respect, as he said, there is plagiarism. However, later on, I discovered he was wrong, since the law of authorship involves not only propriety rights, but also moral rights, which means that not mentioning the source is also an infringement to the law of authorship in addition to plagiarism. Therefore, copyright and plagiarism are related in the sense that the principle sustaining both of them has to do with protecting the individual's work: in one case, to protect financial and moral rights, and in the other to preserve certain

values, ethical principles and academic conventions. Basically, when it comes to the law of authorship, there are, additionally, monetary issues. When I asked his opinion about the importance of copyright and whether it would be restrictive, he told me that copyright aims at providing access to knowledge at the same time that authors can be compensated for their works.

There was a case that the UoB licensing and copyright advisor let me know which clearly depicts the difference between plagiarism and copyright law. It involved a Colombian student, Diego Gomez, who was accused of committing authorship infringement by making a Masters thesis (not his own) available in a website. Therefore, there was no plagiarism but the aim of sharing knowledge with other colleagues since, as he explained, they faced some lack of material in the area. Therefore, he did not insert the other's words into his own text without acknowledgement, but made the entire work available, keeping the author's name, but without having asked permission from the author. Due to that he suffered prosecution from the author of the thesis, who claimed that Diego had sought financial benefits by doing that since the website had started implementing a system of paying some amount for those who upload a file¹⁵. Gomez denied such accusations, but he was running the risk of facing eight years in jail. Maybe it was coincidence and therefore he was really unlucky to then have his good intention doubted, but it got hard to prove that he had not sought financial advantage from that. However, there were some campaigns on the Internet in order to give him some support¹⁶. According to latest news that could be accessed about the case, it has not reached a final outcome yet.

Another case, which occurred in 1998, involved a student's poem whose structure was used by her professor as the basis for one of his¹⁷. Below there is the beginning of each poem in order to illustrate the problem:

¹⁵ For more details about the case, see: <http://www.newsweek.com/colombian-biology-student-falls-afoul-hollywoods-copyright-laws-263357> Last access: 06/01/2015.

¹⁶ <https://www.eff.org/deeplinks/2014/09/support-diego-gomez-and-join-global-open-access-movement> Last access: 06/01/2015.

¹⁷ <http://www.independent.co.uk/arts-entertainment/mcough-poet-and-plagiarist-1198633.html> Last access: 12/01/2015

IN CASE OF FIRE

Jenny Lewis

In case of fire, break glass

In case of water, lift glass

In case of wine, lift several glasses

IN CASE OF FIRE

Roger McGough

In case of FIRE break glass

In case of GLASS fill with water

In case of WATER wear heavy boots

McGough included an acknowledgement, which however would not be reproduced everytime the poem was broadcasted. Besides, it was an inappropriate citation since it is only said that his poem was inspired by the student Jenny Lewis, not by her poem. Therefore, worse than the benefits McGough had accomplished alone with the publication and some consequent fame with the poem, was the fact that Lewis' students (from the school she used to teach), who had previously known their teacher's poem, when learning about McGough's poem in a presentation, thought *she* was the one who had plagiarised it.

The protection of people's inventions and artistic creations has been undoubtedly a very important achievement for social development. For most of human history even after the discovery of writing there was the predominance of oral culture, and, therefore, wordings were not protected and ideas belonged to the whole community. Access to written texts was very restricted until 1440, when the press was invented. However, the only ones who really benefitted financially were printers and publishers, those who had the machinery to make printed copies and sell texts – authors themselves did not profit if a book sold well as they were only paid for producing the manuscript. In England it was only in 1710, with the Statute of Queen Anne, that authors began to have some rights, still in a limited way (Coulthard and Johnson, 2007).

In 1886, there was the *Berne Convention*, which had the participation of many countries who discussed the protection of literary and artistic works, and established some norms¹⁸ on the basis of which each country could create their own laws containing the necessary specifics. Brazil, one of these subscribers, has a law, 'Lei 9.610 de 19 de fevereiro de 1998', concerned with an author's moral and property rights. It establishes important features to help protect people's intellectual and artistic creations. In relation to the protection of other types of inventions there is other specific legislation, for industrial property, which includes patents and trademarks. The law of copyright

¹⁸ See http://www.wipo.int/treaties/en/ip/berne/trtdocs_wo001.html Last access: 06/01/2015.

and intellectual property restricts its protection to intellectual work, which is defined in Article 7 as follows (Brasil, 1998 – my translation):

Protected intellectual works are creations of human spirit, expressed through any means or registered in any tangible or intangible physical support known today or to be created in the future, such as: I – texts of literary, artistic or scientific work¹⁹

Then, a list follows the first item presented in the quote, containing twelve other possibilities, such as drawings and computer programmes. Interestingly, the law states that it protects what was actually produced, i.e., expressed or registered in any physical form. Therefore, ideas by themselves are not protected if they were not made concrete some way, be it an audio recording or a piece of paper.

When mentioning the limitations of authors' rights, the law states that anyone is allowed to make photocopies for personal use and/or educational and cultural purposes without the payment of royalties. It is also possible to reproduce the words of others in one's own text without payment provided there are no financial gains involved and as long as the source is appropriately acknowledged. Then, as the law allows one to use other people's works as long as you reference them and plagiarism consists of unacknowledged appropriation, such an act may be characterised as an infringement to the copyrights and, therefore, as a crime. The law itself prescribes sanctions for those who do not respect the established conditions, which include responding for moral turpitude, among other penalties to be applied for each case. Although it defends an author's moral rights, the law mostly covers issues related to financial interests, which is not the main problem of academic plagiarism – at least not in the educational arena. What is produced in this environment views the evolution of human knowledge and, therefore, the merits go beyond monetary compensation. It is important to point out, however, that in academia there is money involved in issues of getting a position, an improvement in salary, etc. by means of titles and publications. Therefore, when there are these implications, plagiarism deserves careful investigation and judicial procedures.

¹⁹ Original quote: “São obras intelectuais protegidas as criações do espírito, expressas por qualquer meio ou fixadas em qualquer suporte, tangível ou intangível, conhecido ou que se invente no futuro, tais como: I – Os textos de obras literárias, artísticas ou científicas.”

Some would question to whom knowledge belongs. We could all produce knowledge together with no need to attribute merit specifically to anybody but to the whole of humanity – since scientific discoveries are, or at least should be, for the benefit of everyone. As stated by Professor Balve²⁰, “the original finding is not necessarily related to the person. It is mostly a product of collaborative knowledge construction.” However, looking from a different perspective, several points can be raised: we are distinct individuals and everyone can make a unique contribution, being valued for that, and serving as an example for others; it seems to be unfair that the one who did not work has the same reward as the person who made the effort to produce something; and, in addition, it is important to have scientific advances historically registered. Besides, by contrast with collectivist peoples (such as some Asian countries), Western society lives in a capitalist culture, and, therefore, there are financial considerations involved. Such a dilemma, balancing knowledge sharing and individual protection, leads to reflection about the reasons that undermine the way plagiarism is considered today. Marsh (2007) makes some criticism regarding academic writing conventions, stating that

where students and instructors have come together over the task of composition, course lessons have stressed not only the conventions of good writing and research but also a broader set of disciplinary practices grounded in a late-nineteenth-century need to uphold and propagate bourgeois values and hierarchies (p. 57)

He argues that issues of power and social control have contributed to categorise plagiarism as something morally wrong and that, based on this view, educational practices have led individual writing practices to be constrained within a standard model. This critical view presented by Marsh (2007) also suggests that most of the reasons underlying concerns related to plagiarism are financial, and he calls academic writing courses and plagiarism detection software “antiplagiarism remedies” (ibid, p. 43), which he considers as “evidence of broader economical and commercial practices”. Therefore, considering these social and economic aspects behind the problem, it is important for academia to establish, as proposed by Pecorari (2010, p. 166)

²⁰ See: http://plagiarismadvice.org/research-papers/item/intellectual-property?category_id=1. Last access: 05/01/2015.

the kinds of source use that best serve the needs of academic discourse, and the kinds of textual plagiarism which are (and are not) disruptive of the community's activities.

It is important to determine what is going to be considered as plagiarism and what kind of instances can be tolerated, i.e., up to what point is it a matter of social control and when is it harmful for scientific progress. Reaching such a consensus regarding appropriate academic writing practice, including how to deal with plagiarism, demands some maturing promoted through reflection, which needs to be constantly modified and improved.

2.3. The author and changes in communication

In April 2016, a news item was released about *Google* winning a judicial prosecution it had been facing, sued by the Guild of Authors in relation to the availability of books²¹. Since 2004 the company has been scanning books and making some parts of them accessible to Internet users who are interested in reading them. An argument that helped *Google* win the case was that they were making fair use of the material since they were working as a kind of digital library.

Technological improvements achieved in present days have led to changes in communication channels. Computers have taken over most of our reading and writing practices, and online resources provide several tools that, in time, some predict may lead to the abandonment of paper. There are many discussions regarding that, and some believe that the evolution of writing in human history is an irreversible process, i.e., we have moved from the clay tablets of Babylon to Egyptian papyri to traditional books to today's e-books²².

Considering such changes, which have occurred in the development of writing systems, as well as huge technological improvements that have made texts more accessible, some specificity in law appears to be necessary in order to control distribution and access. In addition, the possibility of becoming an author and being read by

²¹ News retrieved from: <http://www.bbc.com/news/technology-36072243> Last access: 10/06/2016.

²² See: <http://g1.globo.com/jornal-da-globo/noticia/2010/08/grandes-nomes-discutem-o-que-vai-ser-do-livro-em-papel.html> Last access: 14/12/2014.

others has become a reality for many people. Brazilian entrepreneur Isabel Pesce, for instance, published her first book, ‘A menina do Vale’, by making it available in PDF format for free on the Internet²³. As the book became a huge success, it was published in hard copy later on, and she got some visibility in Brazil due to that – especially in the areas of business and entrepreneurship. Therefore, the book was a means to give her financial profit in the long-term by spreading her ideas and telling her history. Another example, popular worldwide, is the series of international bestsellers (the first of which has also been turned into a film) ‘Fifty Shades of Grey’. The author started by posting stories in fan fiction websites for the ‘Twilight’ series, but later on she had to remove them due to the “sexual nature of the material”²⁴. Then, she created her own website with characters’ names changed. However, the stories were removed before she published them, managing to make her books bestsellers.

Besides the possibility of publishing books online, everyone who has access to the Internet can create their own websites and blogs – I myself created a blog during my stay in Birmingham, for instance²⁵. In addition, social networks such as *Facebook*, *Twitter* and *Instagram* have given people the possibility of expressing themselves by posting photos, videos, messages and, therefore, authoring texts that could be considered as having been published, since they are made available to the public – or to a circle of friends or followers. Such evolution in communication, therefore, has given many people the possibility of not only authoring texts, but mainly of sharing links, news, videos, pictures, etc. that they find interesting. In some cases one could ask whether there is plagiarism in some *Facebook* posts. The original source is usually kept, but if one shares one’s friends’ video, the friend is not acknowledged. In order to illustrate that, I present the following example.

One of my friends on *Facebook* posted a video from the NASA *Facebook* page taken by astronaut Barry Wilmore from the International Space Station – it shows the aurora. I liked this post and decided to share it in my *Facebook* timeline as well:

²³ The book can be downloaded in the following link: <http://ameninadovale.com/versaoonline/AMeninadoVale-BelPesce.pdf> Last access 05/01/2014.

²⁴ Retrieved from: http://en.wikipedia.org/wiki/Fifty_Shades_of_Grey Last access: 12/02/2015.

²⁵ To visit the blog, access: <http://bruninhainbirmingham.blogspot.com.br/> Last access: 13/06/2016.

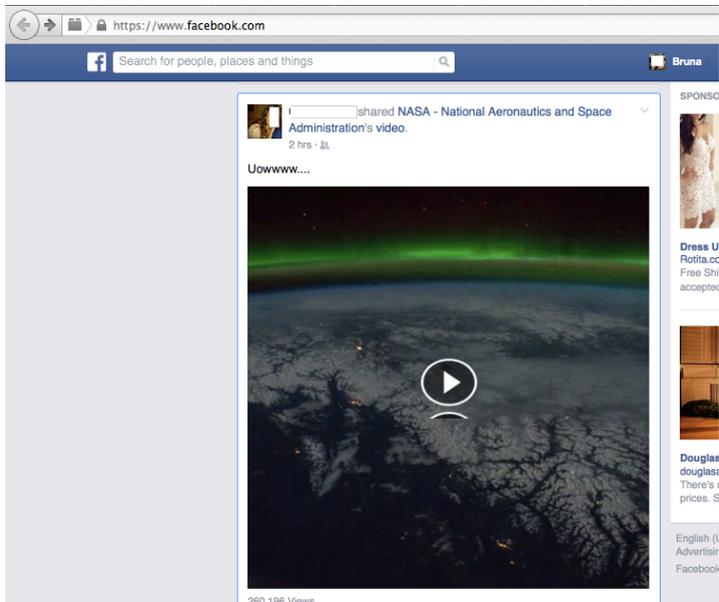


Figure 2.1. – A friend's post

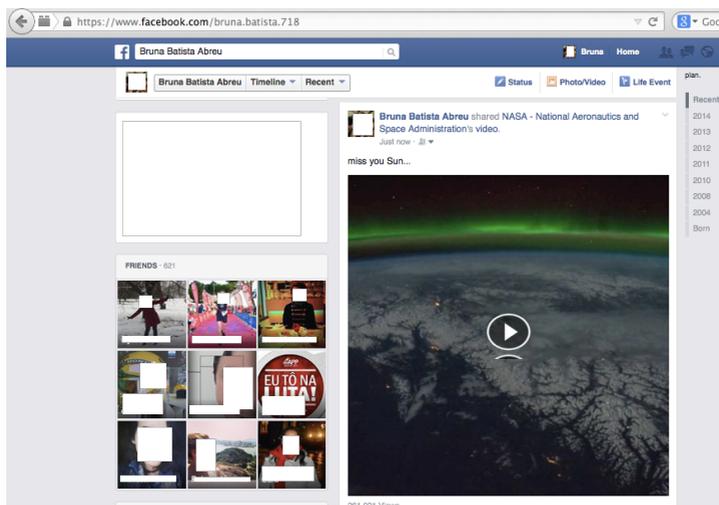


Figure 2.2. – Sharing my friend's post

However, my friend did not get any credits in my post for having been the one who introduced me to the original source, which is referenced in

the video and link. Since I saw she *likes* the NASA *Facebook* page, she probably had seen it in her *News Feed* and decided to share it²⁶. Does the fact that I did not mention my friend (the ‘secondary source’) make me a plagiarist? If I were in the academic context, probably yes; but in an informal environment, such as *Facebook*, the fulfilment of those academic conventions are not required nor considered relevant.

Although these new practices that have arisen from new technologies do not alter the concept of the individual author, they challenge, to a certain extent, the official means of media communication and publishers. One could question what could be considered as a work, i.e., could a post on *Facebook* be considered as a publication of the same relevance as an article written by the same person, for instance? Regarding this, Foucault (1969) had already wondered in his essay ‘What is an Author?’

If we wish to publish the complete works of Nietzsche, for example, where do we draw the line? Certainly, everything must be published, but can we agree on what ‘everything’ means? (...) what if, in a book filled with aphorisms, we find a reference, a reminder of an appointment, an address, or a laundry bill, should this be included in his works? Why not? (Foucault, p. 119)

Interestingly, in this excerpt Foucault states that he would focus on the relationship between author and text, and not address other questions, such as “how the author was individualised in a culture such as ours; the status we have given the author” (p. 115). Here it is important to mention the ghost-writers, who are hired and paid to write without having their names made known by the public. Such anonymity in authoring resembles a genre that has emerged as a result of this shift in technology, which has challenged the concepts of individual authorship: the ‘wiki’. The most popular one, ‘Wikipedia’, has attracted many readers and contributors. The fact that anyone can contribute to it implies that the texts published in this media are almost always multi-authored – there is not a single individual who gets credit. According to the website itself, “Wikipedia is a free-access, free-content internet-encyclopaedia, supported and hosted by the non-profit Wikimedia Foundation. Anyone who can access the site can edit almost any of its

²⁶ After this event, I myself started to *like* the page as well.

articles.”²⁷ (Wikipedia). Since it is supported by a non-profit organisation, the content that is produced for the website is in accordance with Creative Commons, which allows free use of works. Creative Commons are, according to their website²⁸, a “non-profit [organisation] that makes free legal licenses that anyone can use for free, anywhere in the world”. By registering their works to Creative Commons authors declare they allow them to be freely distributed.

Although the actual text that is broadcast through Wikipedia does not have a single author, there is the concern with the proper attributing of sources and including references in order to give some credibility, which reinforces the not only ethical but mainly scientific need of acknowledging external authors used in a text. In some articles that lack citations, there is usually a warning stating that and asking for contributions to improving the article. In this same line of thought, a question that stands out is how reliable Wikipedia is. I remember that during the undergraduate Programme one of my instructors warned my group to choose reliable sources to produce our texts. We were told that texts extracted from websites could not always be trusted. However, although Wikipedia may not be as scientifically valid as a paper published in a journal, some of its articles provide objective information especially in relation to certain issues for a quick search. In a lecture I attended at the 6th International Plagiarism and Academic Integrity Conference, on June 18th 2014, Toni Sant, who works for Wikipedia, raised important points about that, declaring that there are people who work on it to watch especially some articles in order to keep information reliable. As an illustration of that, a comparison between some articles published by Wikipedia and Encyclopaedia Britannica demonstrates that the first is not behind in terms of amount of content and accuracy. For instance, the article in Wikipedia about the Beatles provides more information than the one in Encyclopaedia Britannica. Besides, Wikipedia presents the possibility of displaying information in several different languages, which is not the case in Encyclopaedia Britannica.

Another question that could be raised is whether using Wikipedia without acknowledgement constitutes plagiarism, since authors are usually various and anonymous, and anyone can edit the texts at the website. However, one of the purposes of mentioning

²⁷ Retrieved from: <https://en.wikipedia.org/wiki/Wikipedia> Last access: 04/01/2015.

²⁸ Retrieved from: <https://creativecommons.org/licenses/by-sa/3.0/> Last access: 05/01/2015.

sources is differentiating one's own text from external materials, which is the case of the Wikipedia, since despite not belonging to a single author, it is an organisation apart.

Despite the fact that we are inserted in an individualistic culture, Wikipedia seems to balance that by allowing and motivating people to share knowledge. At school, collaborative work and working in groups usually present some challenges. In general, students are not taught how to work this way – I say that from the perspective of my own experience as a student, especially in secondary and high school. As classes are usually very large in public schools (teachers have about 40 students to watch per class), working in groups might be a way of getting fewer assignments to mark. However, it is common that in a large group only one or two members take over the task, and the others' names are just added without them having contributed much – or even anything at all. Sometimes it may be that the student leader is afraid of getting a low grade if the others give wrong answers; or simply because they are not interested in learning, but just in having the task done, so that it would be better let the 'most intelligent one' take responsibility for the entire work to guarantee success. Such fears and excuses are extremely harmful for students' learning processes in particular with respect to how to profit from working in groups. In addition, this ends up not encouraging students who do not participate actively in the work to produce their own texts, relying only on their colleagues, which in the future may contribute to plagiarism.

An important debate we can find especially in academia is the issue of auto-plagiarism or self-plagiarism. Some people take it very seriously, as there is the concern that authors may reuse their previous works and double-profit in their curricula without much effort. However, the logic surrounding authorship rights and plagiarism has to do with protecting authors' creations from the appropriation of others. In addition, it seems important to improve one's own use of words by starting from where s/he has achieved, and this is the main objective in the teaching of academic writing. In addition, authors should be allowed to reuse certain amounts of their own writing, especially in relation to the definitions underlying their own works. To illustrate that, I reproduce below two definitions, extracted from different sources, but published by the same author.

At its simplest, plagiarism, or more accurately the type of plagiarism linguists are competent to deal with, is the theft, or unacknowledged use, of text created by another. (Coulthard et al, 2008 p. 523)

At its simplest, plagiarism, or more accurately the type of plagiarism linguists are competent to deal with, is the theft, or unacknowledged use, of text created by another. (Coulthard and Johnson, 2007, p. 187)

Should the authors be accused of 'self-plagiarism' for reusing the same words for an important definition created by them? Who would he be damaging by publishing the same sentence written by them twice? There is the possibility of quoting himself, but in a sense it would be odd to reuse his own words as a direct quotation in a text about the same topic of the other. Of course giving references to his own previous works, for the reader to access later on, seems to be something valid, and it is important to mention that the context is always a very important variable to be considered when defining something as plagiarism or not. For instance, the double publication (or submission, in the institutional contexts) of substantial amounts or entire articles or assignments should not be allowed, as this type of repetition seems not to contribute nor to make sense. Conversely, the reutilisation of one's own good definitions already conceived and without need of improvement should be considered if it will contribute to the work, as there is no violation of authors' moral rights. Another circumstance to consider is that the same publication could be used for different outlets and, consequently, for different audiences – of course with some textual changes and adaptations to better fit the genre. The same way actors repeat the very same words night after night for different audiences, for instance, an author could reuse some extracts that had been written for a scientific article in a news report, as readers are prone to be different.

As discussed previously, linguistic studies consider the uniqueness of utterance principle, which presents that, after a certain small length (and leaving aside formulaic expressions), words will not recur in the same sequence in two different texts unless copied. Such a phenomenon helps to sustain the idea of the individual author, which is undeniably important. However, we are not isolated – there is the need of communicating with other texts in order to enrich ours and allow the growth of the studies in a given area. Such a phenomenon, which is highly present in diverse texts, including academic ones, is intertextuality. As defined by Fairclough (2003, p. 39),

In its most obvious sense, intertextuality is the presence of actual elements of other texts within a

text — quotations. But there are various less obvious ways of incorporating elements of other texts. If we think, for instance, of reported speech, writing or thought, it is possible not only to quote what has been said or written elsewhere, it is possible to summarise it.

As we are inserted in the academic community, it is important to have the support of other voices. Therefore, due to the use of quotations and also reports and paraphrases, I have included other texts in my own while pointing to the sources used. The fact that I have chosen the authors and the textual instances I found important to put into the text is what makes it unique and different from any other that could have been written by someone else. This is also one of the features that make a text unique and original. Then, there is nothing wrong in including others' words in one's own text since the way of doing that is distinctive – and this is one of the skills that needs to be incorporated into students' academic writing knowledge.

2.4. Specificities of plagiarism in the academic context

As mentioned in section 2.1., plagiarism in academia possesses some peculiarities, which distinguish it significantly from plagiarism in other contexts, such as in journalism and literature. According to Krokosz (2014), in the educational context, there is an additional participant besides the one who plagiarises and the author whose words are stolen; this participant is the educator or the educational institution. Furthermore, even in those cases in which the author consents, i.e. agrees in letting the plagiariser use their text as in the type of plagiarism classified as collusion (when the work is produced by another person, who gives it or sells it to the student), there is still the reader who is deceived (Krokosz, *ibid*, p. 26 – my translation):

The one who receives the work believes that the responsible author is the one who hands in the text as his/ her own. It is presupposed that the work presents the student's abilities and competence in relation to the topic. However, such knowledge does not truly belong to him/ her. As a result, such dissimulation deceives the teacher who monitors the work, weakens the evaluation process, and harms the belief regarding the seriousness in the

teaching/learning process and the reputation of the institution²⁹.

Considering these implications and the ultimate goal of educational institutions, which is to contribute to the students' intellectual development, it is possible to highlight that the major concern when dealing with such occurrences needs to go beyond punishment. When cases occur in the academic context it is important to consider students' educational background and other implications behind the practice in order to judge whether they constitute an offense or just a lack of academic writing skills and, then, to effectively deal with each situation. In different institutions from around the world, especially the UK, the US and Australia, rules for punishing plagiarism as well as some work on prevention are adopted – at least when it comes to the university.

In Brazil, besides the usual lack of policies in universities, schools generally do not provide students with information about appropriate acknowledgement and do not teach academic writing skills. Instead, students are encouraged to copy. In my own personal experience in primary and secondary school, many teachers considered verbatim copies from textbooks to be totally acceptable answers – which we were supposed to memorise for the exams. Therefore, if one dared to write a text using one's own words one ran the risk of getting a bad grade. Then, since good grades are the main goal, students' efforts are directed towards achieving them, which, in this case, seems not to satisfactorily contribute to the development of their intellectual skills and certainly does not encourage critical thinking.

Impacted by such a lack of basic academic writing skills, students enter university having to face a different reality. We could say that this is very cruel to the individual students, who are exposed to

²⁹ Original quote: “quem recebe o trabalho acredita que o responsável autoral é o acadêmico que entrega a obra intelectual como própria, caracterizando materialmente suas habilidades e competências em relação ao conhecimento, mas que verdadeiramente não lhe pertence, não o identifica. Consequentemente, tal dissimulação desdobra-se na enganação do professor que acompanha o trabalho, na fragilização do processo de avaliação, na obstrução da crença na seriedade do ensino e da aprendizagem e no comprometimento da credibilidade e reputação da instituição.”

contradictory standards in two different phases of their educational lives. After having always been stimulated to memorise, to copy, and to repeat the 'correct' answers of others, they find themselves disoriented and helpless, nor knowing how to conduct their studying and writing practices in accordance with the new demands of the scientific community. In this context, they are expected to be more critical, to have their own positions and to express their ideas by creating appropriate and well-written texts. Therefore, throughout the learning process of these new practices many students, facing insecurities, lacking academic writing skills and not knowing what plagiarism is, end up plagiarising.

Taking these issues into account, one may conclude that plagiarism deserves to be treated differently depending on students' levels and social purposes involved in the produced texts. For instance, plagiarism in a thesis is unacceptable since it is expected that its writer possesses (at least) a good level of academic writing ability and makes an original contribution. In addition, such work provides an academic title, which may lead to financial rewards. Conversely, how should 'plagiarised' texts that provide neither profit nor status (besides course grades), produced by high school students and undergraduates at beginning stages, who are learning the craft of academic writing, be treated?

From a linguistic perspective, plagiarism may be considered a writing strategy – but one that is viewed negatively. However, many times plagiarism may function as scaffolding for further writing development (Pecorari, 2002). Considering this, Howard (1995) created the term 'patchwriting', as previously mentioned, which is a strategy adopted by those students whose academic writing is incipient – which includes non-native speakers, whose linguistic knowledge in the target language is generally much more limited than in the native one. 'Patchwriting' consists of rearranging textual chunks (copying, changing some words, etc.), and even providing citations, but without respecting the appropriate academic writing conventions. Pecorari (2002, p. 27) observes that although it is an unacceptable academic practice, it is important to treat it differently from 'prototypical plagiarism', and adds that 'patchwriting' "deserves what Howard calls a pedagogical, rather than a punitive response". Therefore, although this strategy may help students throughout their learning process and in adapting to the new demands of academia, it must be substituted by the understanding and consequent use of appropriate academic writing skills.

In relation to the development of such skills, Pecorari (2002, p. 227) emphasises that instead of focusing on prescribing rules for students to follow, it would be better to leave them free to write by themselves without so much pressure. She observes that

The cure to patchwriting is in helping insecure writers find their voice rather than encouraging them to follow rules for source use more carefully ... the final cure from patchwriting, then may be the development of a clear discorsal identity ... to target efforts towards the lack of voice which seems to cause patchwriting rather than its textual symptoms.

In relation to the treatment to be given for each case, one could question whether the same tolerance should exist depending on the text type (if it is a research paper or a power point presentation, for example) and the writer's main area (such as a course paper in a different area from the student's main interest). Furthermore, there is also the issue of originality to be considered, i.e., how original are these texts supposed to be? Drawing on this, Kelly McBride, in a webcast presentation for *Plagiarism Advice*³⁰, states that a well written text which appropriately acknowledges sources and presents authors' ideas in a coherent way already contains some level of originality even if the author does not produce new and relevant discoveries. She claims that an original text does not necessarily need to be a 'remarkable' one in which only unpublished ideas are presented. Therefore, even if students' knowledge of the topic is limited, they can study about it and attempt to have their own ideas, opinions and critical positioning, which means that they can create something that is their own in any area. Original texts can be produced through writers' expression of their understanding of external sources and by reporting such knowledge in a unique way.

In addition to awakening the will to learn and contribute to knowledge creation, it is important to emphasise some values that contribute to research integrity, which include appropriate source

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See:

http://pages.turnitin.com/WC_042613_Recording.html?mkt_tok=3RkMMJWWfF9ws

Rolu6vNZKXonjHpfsX54%2BkuWqC%2BgIkz2EFye%2BLIHETpodcMSMB
rN6%2BNFAAgAZVnyRQFE%2FCUboFE8%2FJQGA%3D%3D Last access:
06/07/2013.

attribution. This procedure of citing other authors contributes not only to value their efforts in bringing new discoveries to the area, but also to legitimise the student writer's work. As a result, it is necessary to teach students that their arguments are more reliable if they are supported by previous studies carried out by other scholars. In addition, the incorporation of other voices and studies in one's work allow them to advance further from that point, without being necessary to 'reinvent the wheel'. Because of that, despite the improbability of grasping everything that has been produced in their area, it is important for the researcher to seek to be up to date about what has been investigated. In this way the researcher can accomplish more and help strengthen the research community.

However, it seems that some people have forgotten the real reason why we have to cite and just repeat the procedure in 'automatic pilot' without even questioning. In general, there is not a concern about following scientific principles neither of acknowledging the efforts of other people, but solely satisfying personal interests – showing how much has been read, for instance. This observation is supported from a study carried by Angelil-Carter (2000). The author conducted a survey, in which she interviewed some students about the role of citing sources. Interestingly, most of them answered that it is important to do it in order not to 'steal' from the others (i.e., not to become a criminal) and to demonstrate to the tutor/teacher that they had read those texts. Therefore, the reasons are superficial and external, generated by fear and the search for fitting into a system to get a good grade – students are not aware of the real reason why it is important to cite.

The educational implications involved in plagiarism that were presented in this section point to the need of considering the problem as a whole in order to determine better ways in which we can treat plagiarism in this context. It was observed that plagiarism may originate in the first years of education at school as a result of deficient teaching methods. This points to the need of a more successful (and maybe definitive) solution for the problem, which implies treating its causes.

In Chapter 3, I will present a panorama of the situation in Brazil, more specifically at UFSC, and how the problem has been handled in the UK, with emphasis on the UoB, where I spent one year as visiting researcher.

CHAPTER 3

DESCRIBING TWO CONTRASTIVE PICTURES

I'm not sure about the rules, it is something that I have to check. (Student's response to questionnaire applied at UFSC in 2012)

The narrative style of most scientific research reports emphasises the concepts and techniques through which the scientist conceives of and delimits nature. Thus, despite the sense of impersonality and abstraction they may convey to non-scientists, scientific texts do, in fact, foreground the human and social elements of science (Myers, 1994, p. 179)

Throughout the first three broad sections of this Chapter I will strive to follow the 'sense of impersonality' suggested by Myers in the epigraph, and present the findings of this study regarding the situation at UFSC in relation to plagiarism and the situation I found at the University of Birmingham (UoB) in England. In these sections I describe what I could picture through observations, interviews, questionnaires and contact with both universities. However, before taking this position, I would like to express some facts, which despite sounding somehow personal, may provide the reader with some background knowledge and (I hope!) involve your interest in the present research.

As noted previously, the main objective of this study is to contribute to discussions of plagiarism, particularly in Brazil, where there is very little research and few institutional policies to investigate and deal with this issue. Therefore, in order to do that and provide suggestions to handle plagiarism, it is important to describe the situation at UFSC and compare it to one overseas university in order to gather ideas to base proposals on.

One of the inspiring events that have originated this thesis was the production of my final assignment for a course on Forensic Linguistics, for which I chose to follow the suggestion of a research task

presented on page 197 of the book ‘Introduction to Forensic Linguistics’ by Couthard & Johnson (2007). The rubrics said

Examine the official definition of plagiarism in your own institution, discover what the penalties are and study the documents that give advice to students on how to avoid plagiarising. Then devise a questionnaire to discover: (i) how well do your colleagues understand the rules and know the penalties; (ii) what are their views on the penalties; and (iii) what solutions do they propose for reducing the problem?

Then, with this idea in mind, I created a questionnaire in order to extract those pieces of information from my post-graduate colleagues and produce an article. The experience was very positive: I felt very excited about reading participants’ answers and the topic really triggered my interest. There were so many aspects about plagiarism I had never considered, and I had so many prejudices, which used to restrict my understanding of what it consists of simply to moral aspects! In addition, I could not find any institutional policies at UFSC – a fact that was repeated in the ‘Black History Month’ case reported in section 1.1.1 of Chapter 1. As a result of contemplating this panorama, I decided to investigate the topic if not to change things at least to initiate some discussion.

In 2014 I was granted a one-year scholarship by the Brazilian government through the CAPES ‘Sandwich Programme’ to live in England and study at the UoB. Before carrying out my investigation in Birmingham, I had read some material about how plagiarism is handled in the UK. From what those texts suggested, one could believe that everything was perfectly sorted out there and that all institutions would deal with plagiarism in the same way. So much so that there was a news item from the website ‘Plagiarism Today’, in which the UK was pointed out as the country that was “winning the war against plagiarism”³¹. However, although in the UK they are well ahead of us in many aspects in the way they deal with plagiarism, I found out that there are no magic

³¹ See: http://www.plagiarismtoday.com/2013/04/11/why-the-uk-is-winning-the-war-on-academic-plagiarism/?mkt_tok=3RkMMJWWfF9wsRoluq7OZKXonjHpfSx57uQpXa61gIkz2EFYe%2BLIHETpodcMMSMFqN6%2BNFAAgAZVnyROFE%2FCUboFE8%2FJQGA%3D%3D Last access: 18/09/2014

bullets to make the problem vanish from that Kingdom, as will be reported in section 3.2. Obviously, their approach could not be ‘perfect’, but they were working on solutions, almost in contrast to the little that was being done at UFSC, as will be reported now, starting from section 3.1.

3.1. Panorama at UFSC

The Universidade Federal de Santa Catarina (UFSC) is a public university, with no tuition fees. UFSC’s main campus, located in Florianópolis (the capital of the state of Santa Catarina in Brazil), was founded in 1960, and it offers more than 100 options of undergraduate degrees and several post-graduate programmes that have Masters and Doctoral degrees as well as specialisations and professional programmes³². In order to enter the undergraduate level, students are required to hold a high school degree and be approved in an entrance exam, called the ‘vestibular’. Some vacancies are also allocated to students who get good grades in the national exam ‘ENEM’ (in Portuguese, “Exame Nacional do Ensino Médio”). Entrance in post-graduate programmes requires students to be graduated, i.e., to hold a university degree (not necessarily in the same area of the post-graduate programme, though it may depend) and be approved in the specific entrance exam which every programme demands since each of them has some autonomy to decide on that.

In the next sub-sections, 3.1.1. and 3.1.2., a panorama of UFSC in relation to plagiarism is presented based on material collected from student questionnaires, websites and observation. These resources were important to help create a picture of the problem and assist the present study, which has an ethnographic and exploratory nature.

3.1.1. The situation at UFSC: website and attempts for a specific legislation

When searching the UFSC website for ‘plágio’ (in 2012, 2013, 2014 and 2015), the first hits were: a power point presentation from a lecture; some articles; links to GEDAI (Grupo de Estudos em Direito Autoral e Informação), which used to be a group from the Law Department

³² See: <http://estrutura.ufsc.br> Last access: 30/03/3016

concerned with issues of authorship and intellectual property³³; a link to the Forensic Linguistics group (<http://www.linguisticaforense.ufsc.br>); some news; the notification of a workshop at the Distance Learning Education programme; and a two-page document entitled ‘Memorandum Circular’ dated January 27th 2011, from the Pró-Reitoria de Pós-Graduação to Post-Graduate Programme Chiefs. The issue of the memorandum letter was ‘procedures in the case of plagiarism’, which is assumed to refer to what should be done when facing plagiarism in the post-grad context. This document is reproduced as Appendix A1.

As can be seen, the document has a very poor visual presentation, with no accurate formatting and a piece of news from CAPES pasted in – from which part of the quotation in Chapter 1 was extracted. Basically, it consists of a simple two-page file restricted to the following ‘post-fact’ procedures:

- 1 – to open a process in the Pro-rectory with a series of specificities;
- 2 – to vote in the programme’s staff meeting;
- 3 – to send the case back to the Pro-rectory;
- 4 – to send the case to the rector’s office;
- 5 – to create a commission to investigate the case;
- 6 – to call participants for an audience;
- 7 – to give the verdict; and
- 8 – finally the Rector him/herself must approve the proposed verdict.

Therefore, only legal and moral aspects, which are important but by no means the only ones in such a context, are taken into account in this document.

Furthermore, when looking carefully at this official paper, it is worryingly significant that there is plagiarism in the text that was issued by CAPES (the one in Appendix A1), i.e., they did not appropriately acknowledge their source through the use of inverted commas and an indication of the original source. In other words, CAPES could be considered guilty of the very kind of plagiarism for which the document is trying to propose a solution! As demonstrated in Chapter 1, the extract

³³ Currently, it has moved to Universidade Federal do Paraná since its creator, Marcos Wachowicz, was transferred there. Link to their website: <http://www.gedai.com.br/?q=pt-br/content/equipe-gedai> Last access: 02/03/2016.

presented in its epigraph was a *verbatim* copy from the source it was referring to, the OAB³⁴ document.

This document, the ‘Memorandum Circular 004’, is restricted to punishment procedures – there is nothing about pedagogical and preventive ones. Besides, it only concerns post-graduate programmes, and it does not include undergraduate ones. Furthermore, one could wonder: if not even text-matching software is made available to markers, how could such control be operationalised? Therefore, would only the cases found by chance be prosecuted? Then, would it be fair to find and punish some instances, but not others?

In addition, plagiarism is conceived in a very narrow way, without considering the levels (which may range all the way from poor academic writing skills to serious plagiarism), in order to decide on the cases, which may be considered crimes. However, putting everything in the same basket seems not to be useful, especially when a series of old preconceptions have not been revised nor even questioned.

Currently, a research group³⁵ from the Universidade Estadual de Londrina (UEL) has been conducting a quantitative research investigation about plagiarism through a questionnaire, which was sent around the academic community. It is intended to get one thousand respondents and this had not been achieved before the conclusion of this thesis, and therefore final results could not be reported here. It contains general questions about the region in which participants live in Brazil, their school level, the level in which they teach, and the four following questions with limited options about plagiarism (my translation):

- 1 – Do you consider plagiarism: a) admissible; b) inadmissible.
- 2 – Plagiarism in academia must be: a) punished; b) not punished.
- 3 – Indicate (one) punishment for students who commit plagiarism: a) failure; b) expulsion; c) a fine; d) prison; e) none of these options.
- 4 – Indicate (one) punishment for teachers who commit plagiarism: a) temporary suspension; b) a fine; c) dismissal; d) none of these options.

It was very positive to have found out about such initiative, since this area still has little research in Brazil. I was able to contact the researchers of the study, who were willing to establish dialogue, and they offered me to deliver results as soon as they get them. However,

³⁴ OAB (Ordem dos Advogados do Brasil) is a Brazilian institution for lawyers / barristers/ solicitors.

³⁵ See their website: <http://www.uel.br/projetos/etica/> Last access: 09/06/2016

this study is focused on the ethical dimension of plagiarism, which is highly valid, but it has not considered the pedagogical aspect. The questionnaire does not provide or ask for a definition of plagiarism, it does not consider the differences between intentional and unintentional occurrences, and in addition it does not allow a ‘depends on the fact’ option, just yes/no replies. For instance, in relation to whether plagiarism is admissible or inadmissible in academia: ethically, in certain levels, yes, it is certainly inadmissible; but for students, especially those beginning to learn academic writing skills, it may be even normal to find some unintentional plagiarism (or ‘patchwriting’) – but the respondent can only say yes or no. Similarly, punishment may depend on the level of the offense and, in addition, for educational purposes, punishment should be considered as opportunities to learn from mistakes. Undoubtedly, as already stressed previously, ethical issues are crucial, but they should not be the only ones considered when discussing plagiarism in academia.

It is important to emphasise that my study does not intend to criticise negatively what has been done in Brazil and at UFSC in relation to the topic, but rather to analyse it and propose alternative solutions. It is evident that there is the good intention of defending scientific progress and providing some support to deal with cases of plagiarism, especially the ones that really may cause damage to the academic community. Therefore, the purpose of this work is to join forces to help improve what has already been done and to broaden our understanding in order to find better ways of facing such phenomenon, which is highly complex and full of intricacies.

The detection of plagiarism in ‘Memorandum Circular 004’ had already been made by Krokosz (2011). In this article, the author reports a study based on the 2009 edition of the “Webometrics Ranking of World Universities”. Using this ranking he selected the three best universities from each continent: America, Europe, Asia, Oceania, Africa, and added Brazil – there was no sub-category for South America, since at the time the three best Brazilian universities were also considered to be the best in South America as well³⁶. At the time UFSC was considered the third best university in South America – and, consequently, in Brazil.

³⁶

For more information, see: http://www.webometrics.info/en/Previous_editions Last access: 30/10/2013.

	America	Europe	Asia	Oceania	Africa	Brazil
1	Massach. Inst Tech	Cambridge	Tokyo	Australian Nat. Univ.	Cape Town	USP
2	Harvard	Oxford	Taiwan Univ.	Queensland	Pretoria	Unicamp
3	Stanford	Swiss Inst.Tec	Kyoto	Monash	Stellenbosch	UFSC

Table 3.1. - Adapted from Krokosz (2011)

The features Krokosz chose to include in his analytical comparison were:

1 - Institutional matters, involving: a) quality of the website in terms of plagiarism; b) policies; c) distribution of guidelines, manuals and documents; and d) existence of a committee to deal with cases of plagiarism.

2 - Prevention, including the provision of: a) guidance; b) teaching; and c) emphasis on ethical values.

3 - Detection, whether the institution had the support of software.

4 - Punishment, including: a) the existence of a definition of plagiarism; and (b) rules for punishment.

In order to conduct the study, Krokosz accessed the institutions' websites, and typed the word 'plagiarism' into the search interface in order to get information. According to the investigation, American and European universities were the ones that most satisfactorily comprehended the four features presented (institutional matters, prevention, detection, and punishment) whereas Asian and African countries had more emphasis on prevention, and in Oceania the only aspect not covered was detection. In Brazil, the only features contemplated in part at the three universities were prevention and correction.

In a more recent search of those Brazilian universities' websites, it was found that USP now provides a portal for academic writing matters³⁷. Regarding the other two institutions, the Unicamp website had very little about plagiarism as did UFSC. Such (lack of) findings in these universities provide further evidence of the need for more work on plagiarism in the Brazilian academic context.

³⁷ See their websites: <http://www.escritacientifica.sc.usp.br/o-que-e/> and <http://www.escritacientifica.sc.usp.br/anti-plagio/> Last access: 30/10/2013.

3.1.2. Informal surveys with students³⁸

In 2012, 2013, 2014 and 2015 five small-scale investigations related to this research were carried out at UFSC: the very first one, previous to the present thesis, with students from the Post-graduate Programme in English (PPGI); then, in 2013 with students from the undergraduate and post-graduate programmes of Engineering and Computational Sciences for the pilot study; in 2014 in a class with a group of students from the undergraduate Programme in English; again in 2014 in a class with another group of MA students from the Post-graduate Programme in English; and in 2015 with a different group of undergraduate students of English who were taking a course in Forensic Linguistics in which the researcher worked as teaching assistant. One of these studies has been published³⁹ (Abreu & Coulthard, 2014) and used in further studies (Abreu, Muck & Rodrigues, 2015).

As previously explained, the idea of applying questionnaires to students came from a task provided at the end of the chapter ‘On language borrowing’ in the book by Coulthard & Johnson (2007). Despite the adaptations and improvements made to each of the five versions of the questionnaire, it was basically guided by the following aspects: (1) students’ understanding of what plagiarism consists of; (2) students’ knowledge of and access to information about institutional policies towards plagiarism; (3) their opinions regarding the adoption of such procedures as well as the use of detection software; (4) whether they knew of past occurrences of plagiarism and how they had learnt about them; and (5) their opinion about the probability of non-native speakers plagiarising more than native speakers. In addition, students were asked to give suggestions and opinions in general about the topic.

Regarding the first point, most students from UFSC demonstrated that they knew in general terms what plagiarism is, referring to it as the use of others’ words and ideas, and as something that is not accepted in academia. For the sake of illustration, some of their answers are presented below:

³⁸ Some of these questionnaires were applied in classes I have taught. Participants’ anonymity has been kept.

³⁹ It was published at the Programme journal ‘Echoes’ in 2014. It is available at the e-book: <http://ppgi.posgrad.ufsc.br/files/2014/09/echoes-reflections-on-language-and-literature.pdf> Last access: 25/11/2014.

Using parts of someone else's written work without giving reference.
(Participant from the 2014 MA Group)

I define plagiarism when a person deliberately copies someone else's piece of work. The copy might be a citation or an idea. (Participant from the 2012 PG Group)

Unauthorised copy of products, texts, research, without indicating the 'owner', researcher, writer. (Participant from the 2013 Computational Sciences Group)

The exact copy of a text and defining it as yours. (Participant from the 2014 UG Programme in English)

These groups of Brazilian students demonstrated that they knew in general what plagiarism consists of: they mentioned issues of intentionality, references, appropriation of other people's words and ideas, among other elements usually involved. However, they did not consider that although in many cases plagiarism is a crime, it sometimes occurs due to lack of knowledge about what it consists of. They were aware that generally plagiarism is an unacceptable practice, but very few questioned the taboos that surround discussions of the topic and at the same time the usual indifference towards the creation of policies to deal with it most appropriately. Such lack of knowledge from participants was expected, though, since studies in the area have been quite recent.

When it came to their awareness of institutional rules, most of them gave vague answers, based on what they thought, imagined or guessed were the correct procedures. There were some who answered that they were not aware of what these rules were, which was a sensible reply since UFSC still lacks a complete official regulation. Others, on the other hand, although most times admitting not to know of any norms, tried to provide answers based on their opinions and the common knowledge that plagiarism is something highly negative. As a result, their answers included a series of somehow logical (but not official) alternatives, such as expulsion, loss of title or job, the need of refunding the government if the student had had a scholarship, and a failing minimal grade in the course. Some extracts from the 2012 study provide examples:

As far as I know we can even lose the degree (M.A for example) or have to leave the course.

A student most likely loses his degree and has to legally explain himself to society, in a court for example.

The candidate can be sued, lose his/her title, lose the scholarship (obviously) and even has to refund the money received from the government.

Some of them were accurate since the Programme in which this data was collected contains, to a certain degree, rules to punish for plagiarism: exclusion from the Programme or loss of title, as the Coordinator at the time confirmed in an e-mail. In addition, this Programme demands students to sign a contract when they enter, which contains a definition of plagiarism and states that they promise not to do it, but few participants remembered that. Besides, generally, markers (tutors, teachers or professors) are the ones who decide on what to do, sometimes supported by the advice of other colleagues in their Programme or Department.

In relation to the records of previous cases in the institution, participants were not sure about how everything went and could not guarantee the reliability of their information. Some answers resembled reports of urban legends and, in addition, it is possible to notice some fear in them. Although there should be an amount of discretion in the announcement of such kind of information, it seemed that the subject is treated with certain prejudice, as a sin or a taboo that people avoid talking about. Some of these interesting answers provided by participants in the 2012 research are the following:

I don't know the names, but I heard about several cases in the department. One of them lost both his classification as a doctor and his job.

I have heard once that a man was punished and his degree was cancelled, but I do not know if this story is true.

There are rumors that a student [...] once committed plagiarism without even knowing and that his master's thesis was cancelled and forbidden to be published.

Finally, regarding their opinions, several participants emphasised that they think plagiarism is a crime and that it should be severely penalised by the institution. On the other hand, some students provided positively surprising suggestions to be applied in the prevention of plagiarism,

such as the inclusion of more specific rules in the Programme legislation and teaching students academic writing skills.

The experience of collecting data about the topic from students did not fulfil the main objective of the present research though it helped me to see the need of investigating the topic. Although some students may give valuable insights and it is important to know their opinions, they demonstrated not to be a reliable source to provide certain pieces of information that can be accessed by other means, such as through members of staff, university websites and legislation. In addition, despite what participants have said, some of them plagiarise and even admit to doing so, which emphasises the need of more teaching to prevent plagiarism. Therefore, for the present study, gathering data from students served as motivation to carry out further investigations since I noticed the lack of more discussion about plagiarism and the implications that it holds.

3.2. Panorama at the UoB

The University of Birmingham (UoB) was founded in 1900 and, like all universities in the UK, it charges tuition fees, and the entrance process demands a written application, which itself includes a test for plagiarism of the ‘personal statement’ all students must submit with a series of entry requirements, which allow the inclusion of overseas students⁴⁰. In relation to the institutional organisation, according to their website⁴¹,

The University of Birmingham is structured into five colleges, each of which is divided in a number of schools and departments. The five colleges are Arts and Law; Engineering and Physical Science; Life and Environmental Sciences; Medical and Dental Sciences; Social Sciences.

Furthermore, in the College of Arts and Law there are five schools, and, among them, the School of English, Drama and American and Canadian Studies (EDACS), where I was based in during my stay there, and,

⁴⁰ Check, for instance, the undergraduate entry requirements: <http://www.birmingham.ac.uk/undergraduate/requirements/index.aspx> Last access: 02/03/2016.

⁴¹ Retrieved from: <http://www.birmingham.ac.uk/university/colleges/index.aspx> Last access: 25/07/2014.

inside this school, there are five further departments: Drama and Theatre Arts; English Language and Applied Linguistics; English Literature; Film and Creative Writing; and the Shakespeare Institute.

3.2.1. Structure at the UoB to deal with plagiarism

Every university in the UK, from Oxford and Cambridge to the less prestigious ones, has its own internal institutional regiment and structure to deal with plagiarism. The UK has had a national programme since 2002, ‘PlagiarismAdvice’, and all UK colleges and universities provide information, materials and resources regarding prevention as well as the use of *Turnitin* to help detect instances of plagiarism.

Some words about *Turnitin* are necessary at this point: it consists of a text-match software, i.e., it detects textual similarities between a given uploaded text and other texts stored in the software database. This database includes university term papers that have been submitted through the program, and some Internet sources. This system was contracted by the UK JISC (Joint Information Systems Committee) for all universities in the UK. Therefore, when students submit an assignment, before being sent to the professor for grading, it first goes through this software, which produces an ‘Originality Report’, pointing out the similarities found. At various points below more information regarding the software is presented.

The UoB has a series of codes of practice for varied aspects, which are displayed on their website⁴². Among them, inserted into the category ‘Misconduct (discipline)’, there is the Code of Practice on Plagiarism, which is reviewed every year by those who are responsible for dealing with plagiarism in their specific centres (the plagiarism officers) and other members of staff who are involved in the university structure for plagiarism. Each school in the UoB has a Plagiarism Officer, who is generally a lecturer in the school, not a specialist from the area of language. In the School of EDACS, for instance, there is one Plagiarism Officer for the undergraduate students and another one for post-graduates.

Something that had been planned for my stay in the UoB was the possibility of working directly with some plagiarism officers in the investigation of cases. However, this ended up not being possible; as these procedures demand complete confidentiality they could have been

⁴² See: <http://www.birmingham.ac.uk/university/governance/Legislation/codes-of-practice-policies-and-guidance.aspx> Last access: 19/09/2014.

kept anonymous. In addition, the function of the plagiarism officers was not to detect plagiarism and carry out linguistic investigations (this is mostly done by the markers), but rather to proceed institutionally with the student whose text was reported by arranging and conducting a Plagiarism Meeting with him/ her. Such meetings are restricted to four people: on one side the Plagiarism Officer and the marker; and on the other side the student and a “friend” (as they spell, between inverted commas) whom s/he can choose to go with – this person is generally a member of the Guild of Students. The Guild of Students, which is the student’s union at the UoB, provides help and support to students in such cases, and presents information on their website⁴³. Therefore, apparently students have a lot of assistance available and they can easily access information regarding their rights and duties.

In the institutional structure to deal with plagiarism and other academic misconduct, there is the Student Conduct Officer, who is responsible for all plagiarism officers in the UoB, and for coordinating the writing of the Code of Practice – and for making sure it is being followed. Besides the Code of Practice, there is also the Students’ Guide. Every academic year the responsible staff produce a new version of both documents – to improve them and keep them updated. Generally such improvements are based on what could be learnt from experiences in the previous year in order to avoid future problems.

When students enter the university, they learn about the guide and the code of practice, which can be accessed online. There is the Fresher’s week for undergraduate students, and the induction week for post-grads, in which there are lectures and courses/ workshops. Such events introduce the students to the university by making important information available – and this includes guidance about plagiarism.

Regarding the origin of the policies in the UoB, such as how they started there, there is the QAA⁴⁴ (Quality Assurance Agency), which is an independent institution that reviews quality standards in universities in the UK. In addition, the UoB is part of the Russell Group⁴⁵, which comprises the 24 best UK universities. Besides, just to mention, the UoB had been elected the University of the Year in 2013.

⁴³ See: http://www.guildofstudents.com/pageassets/help-advice/thearc/advice_direct/academic/_ACADEMIC-plagiarism.pdf Last access: 19/08/2014.

⁴⁴ For more information, see: <http://www.qaa.ac.uk/en> Last access: 18/08/2014.

⁴⁵ For more information, see: <http://www.russellgroup.ac.uk/> Last access: 18/08/2014.

In relation to the Plagiarism Meeting, it occurs after the marker reports the suspicion of plagiarism in a student's assignment to the Plagiarism Officer. Then, the Plagiarism Officer can check evidence and dialogue with the marker in order to take the decision of carrying out the Plagiarism Meeting. Then, the student is sent a notification letter, which informs him/ her about the instance and invites him/ her to this meeting. Similarly, after the meeting occurs, the student is sent the outcome letter, which contains the decision from the meeting (whether the case of plagiarism was serious, moderate or poor academic practice). The letters are very polite and, summing up, they contain the following information⁴⁶:

Notification Letter: the Plagiarism Officer introduces himself/ herself and his/ her role; explains what had happened (allegation of plagiarism); presents a small extract of the suspicious work; describes the rights and duties as well as the procedures, which are in accordance with the code of practice; sets a day and time to hold plagiarism meeting; and provides additional information for the student to proceed.

Outcome Letter: there is a brief description of what went on during the meeting; the decision that was taken is presented (if it was poor academic practice, moderate plagiarism or serious plagiarism); the student is told that the happening would be in the records; and that the student has the right of not accepting the outcome, but that s/ he should be aware of the code of practice and the implications; for moderate and serious outcomes, it is mentioned that the case will be taken to the Student Conduct Office, which would set the sanctions and contact the student.

As mentioned previously, the main role of plagiarism officers is to conduct plagiarism meetings. In the first conversation I had with the UoB Plagiarism Officer, he described how these sessions are run: the student is asked how s/ he defines plagiarism; then evidence is presented, i.e., matching text found in the student's text and the original sources; the student can either assume s/ he has plagiarised or deny the accusation; after the discussion, the student and his/ her "friend" leave the room and the staff come to a decision. The "verdict" fit into one of

⁴⁶ Since it was not allowed to reproduce them here, I present an outline of what kind of information they contain for the reader to be familiar with this part of the procedure at the UoB.

the three categories, as pointed out in the outcome letter: poor academic practice, with generally no penalty; moderate plagiarism, for which there are different levels of penalties; and serious plagiarism, which takes the case to go to the College Misconduct Committee. The university considers cases in which students buy essays as serious plagiarism, though in fact this practice does not actually constitute plagiarism, but a different type of academic misconduct – unless the ‘ghost author’ has himself plagiarised. Therefore, certain decisions depend on the definition of plagiarism held by the institution. When serious cases occur, there is another formal meeting. Furthermore, if students appeal the decision at this second meeting, then there may be another formal session, which resembles a Court – and some students even hire a lawyer.

In sum, at the UoB, there was a predominant focus on detecting and punishing plagiarism. Despite that, besides being told about the importance of avoiding plagiarism in lectures, students also receive some support towards prevention, as presented in the following subsection.

3.2.2. Work on prevention at the UoB

Despite the perceived greater emphasis on detection and legislation to determine punishment, the UoB also adopts some preventive measures. In addition, since there are many international students who enrol in the university, there is a unit that provides them with some special assistance.

On the occasion of the annual meeting of plagiarism officers with the Student Conduct Officer to evaluate the academic year of 2014, the need for more work on teaching best practices (not simply a lecture at the beginning of the semester) was discussed – since these lectures are introductory. However, I could attend one of these lectures, and I thought it was very interactive and clarifying. For instance, it started with a ‘Plagiarism Quiz’: students were given a sheet with ten statements they should judge if the cases presented constituted plagiarism (yes) or not (no). They were given some minutes to discuss in pairs. After that, the lecturer presented the answers while explaining the reasons. For instance, one of the statements was the following:

“You have copied sentences from a book (word for word) and used these in your essay”

Then it was explained that it could be either 'yes' or 'no', depending on the use of quotation marks and acknowledgement of sources.

After that, students were given two other handouts: one of them contained general instructions about referencing in academic writing, stating the conventions and presenting some examples; the second handout presented information about plagiarism, including a definition ("Plagiarism means passing off somebody else's work as one's own") with a list of things that are considered to encompass that (such as "copying a fellow-student's essay"), links to the University Guidance for Students on Plagiarism and the Code of Practice, and some examples of the right and the wrong ways of quoting and paraphrasing.

Then, at the bottom of the last page, in larger font, bold and italics, there was the following saying, reinforcing the punitive emphasis: "Any student who attempts to pass off someone else's work as his/ her own may be expelled from the university."

In the 'Induction Week' for a Post-grad Programme, I participated in a course on academic writing delivered to beginning Masters students. Generally, when a student hears about a course on writing they tend to think it will be boring. However, the lecturer who conducted the course approached writing in a very comprehensive, fun and easy way. One of the things I found highly positive about the course is that she sought to get students closer to the topic. For instance, she started by asking them to write down a good and a bad thing about writing so that a discussion was generated from that. After this 'warm-up', she explained about the types of writing in academia, the general skills one needs in order to write a good piece of work, and handed out some examples of essays for students to evaluate if they were good or poor pieces of writing.

Along the course, she mixed some expository parts with practical exercises and discussions, which contributed to making the class more dynamic. Several points about writing were raised and discussed, such as the use of first person in academic writing, and the importance of knowing how to use punctuation and other valuable resources to improve style and presentation in academic texts. All these aspects are important to develop writing abilities, get more confident with one's own writing and, consequently, avoid plagiarism.

There is a specific centre in the UoB called the Academic Skills Centre (ASC), which provides assistance for undergraduate students by offering support in their academic writing skills. Therefore, while the Student Conduct Officer's job is to deal with plagiarism officers, the

code of practice and all the procedures ‘post factum’, the Manager of the ASC works towards prevention.

The main funding that is provided to the centre covers undergraduates. These students are allowed to have up to four ‘one-to-one’ sessions to ask for help and they are assisted anonymously. Many of them come to visit the Centre in despair, due to the need of handing in an assignment. However, the aim is to foster students to get independent, and because of that they are told to take advantage of the sessions for clarifying doubts that may be useful for other situations, not just for that urgent paper.

This Centre is also responsible for selecting and implementing the online course, which is produced by an external company and hired by several universities. Then, students are offered a Plagiarism Course on the university online platform *Canvas*, which could be taken with no need of enrolment to be graded. This course is explained in more detail in Chapter 6 (subsection 6.2.1).

Besides providing personal meetings, the ASC also offers workshops for undergraduate students. Almost every week there is a release of the generic course that is offered, covering a small group of students who can take it. In these courses students are taught about referencing and citation rules. It was important to find out that efforts have been made at the UoB to work towards prevention by supporting students through this Centre. The Manager herself told me that they are still developing, especially because the project had started quite recently, in August 2012. Furthermore, it seems that their popularity has increased: in the first year they provided assistance for 600 students whereas in the second academic year (2013-2014) this number multiplied five times – covering 3,000 students. However, this includes generic courses, individual assistance and also the maths sessions, which are also provided, for the development of mathematical skills.

Most students who take these courses are female and home students. In relation to the majority being female, the Manager thought this is probably due to the ‘doctor’s syndrome’, i.e. women are more prone to look for medical help if they feel they are ill whereas men would hardly look for support, with the belief that they would demonstrate weakness by doing that. In relation to home students, they are the majority because there is a specific centre that provides assistance to international students, the English for International Students Unit (EISU). At the UoB I had the chance of interviewing the

director of such unit. On the website of the EISU, there is the following notice⁴⁷:

Once you are enrolled on your undergraduate or postgraduate academic programme at the University of Birmingham, you can attend our free open access English classes, self-assess your academic English, book individual language tutorials, get answers to your language queries, and download self-study materials.

The Unit also offers some courses along the term-time during lunchtime, from 1 to 2 p.m. These courses teach not only academic writing, but also other subjects, such as British culture, speaking and listening. These are free courses that any student can take without assessment.

Through this Unit, students are offered a series of courses to improve their proficiency in English. There are pre-sessional courses that can last from 42 to 6 weeks before the start of the academic year, which the student can commence depending on their needs. Students generally take it if they have not got a high enough grade in the proficiency exams or if despite having got them, they still need to improve their English. By the end of the pre-sessional courses students are examined, and they are either approved or failed. During these courses students are taught academic writing skills, and they have the opportunity of practicing and being assisted in their development. One of the sessions carried out in these courses covers plagiarism, in which students are told about the university rules and academic misconduct issues – since there are cases that have to do with unethical matters, such as cheating. However, the director explained that most times plagiarism happens due to a poor level of English, the fact that many students do not feel confident enough to write in a language in which they are not native, and also for cultural issues. In Eastern cultures, for instance, memorisation and repetition is a sign of respect. In addition to that, in some cases there may be a life and death issue, since some students come from countries in which they need to face a very difficult reality, with wars and limitations to their freedom. In addition to that there are also financial aspects, which cause a lot of pressure for them to perform well since money has been invested. Furthermore, in some cultures,

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more strongly than in the west, failing is face threatening. Therefore, due to several issues, including those social and political ones, there is a tendency of being more tolerant with international students in the sense of understanding why they do it many times. However, they are given opportunities to develop their academic writing skills, and they need to achieve a minimal level. Therefore, it seems non-native students are given several opportunities to be assisted in their academic writing learning process at the UoB.

3.2.3. Plagiarism Officers' opinions

During the period of data collection at the UoB I had the opportunity of interviewing several staff members who deal with plagiarism, including five plagiarism officers. In addition, there was a sixth plagiarism officer who replied to my e-mail (which had been sent to all plagiarism officers of the UoB) telling his opinion about the way plagiarism is handled in the UoB and what he thought would be the most effective way of dealing with it. He had worked as Plagiarism Officer at the time the UoB was starting to use the software *Turnitin*.

His opinion was that works should be submitted to *Turnitin*, which provides a report indicating textual similarities traced, the sources, and the amount of similarity (in percentage) in each source. Then, the ones with high percentage of matching should be further investigated. He also considered it important to monitor changes from one year to another to see if there was improvement in the training given to students to prevent plagiarism. He believes it is important to tell students explicitly about plagiarism and what are the penalties for it, but this was not enough – interactive classes were very helpful. He exemplified in the e-mail:

We found that an interactive teaching session was more effective: they were given a real *Turnitin* report to discuss it in small groups. Each group was asked to indicate if the report showed plagiarism and if so was it moderate or serious; if there was plagiarism what should happen to the student; if a second similar assignment was submitted by the same student, what should happen to the student? The groups sometimes disagree and debated their answers in the feedback session. They were then told that this was a real assignment, that it was plagiarism and the student

failed and had to resubmit. This interactive teaching did seem to change the degree of text match from one year to the next.

His opinion was that the university places too much emphasis on punishment, and that courts do not prevent crime. He thinks students should be given the opportunity to either resubmit the work (he did not mention whether the maximum grade they could receive should be diminished) or receive a zero. He believes they should not pass without any punishment since they had done something wrong, but that it is important not to penalise them excessively. In addition, he shared an article about the experience of monitoring plagiarism in students' assignments in order to assess the effectiveness of the actions taken towards prevention (Marshall et al., 2011).

The Plagiarism Officer of a different Post-grad Programme who was interviewed claimed that their focus is on professional development. Therefore, students generally do not intend to become academics, but rather to improve their professional skills as managers. Such background implies that most of them are not (or no longer are) used to academic writing and, besides, they are not interested in developing it since it may not be necessary for their future careers. In the interview he also explained about the National Student Survey (NSS), a survey that provides students with the opportunity of expressing their opinions and dissatisfactions in relation to the university. One of the points students raised as positive was anonymous marking. It may have to do with issues of power relations, and students may feel more comfortable with that. However, there is a good side in knowing the student's name, which is that s/ he can be evaluated taking into account their entire historic records. In addition, the marker can identify if that writing style belongs or not to the student and, due to that, find plagiarism. However, there are many unfinished discussions for and against, pointing to advantages and drawbacks in both practices.

Regarding the best way to prevent plagiarism, plagiarism officers raised the point that it is important to be innovative, creative and also careful in the development of assignments in order to demand students to think and deliver their own opinions. They said there are too many worries with assessment, evaluation, and little concern with the learning process itself, and that the emphasis on 'catching and punishing' prevents the university from looking at the holistic process and at the real objective, which is learning.

3.3. Contemplating the pictures

There is a lot that can be learnt from a more developed university that has invested in anti-plagiarism policies. However, just as everyone is unique in the writing of their own texts, so every country is also unique in culture, educational and social needs. Therefore simply ‘copying and pasting’ the British way of dealing with plagiarism probably would not work for the Brazilian context. However, a lot could be observed and adopted regarding what to do and what to avoid, which gave rise to some suggestions that were based on their policies, and they are presented in Chapter 6.

In Europe, along with what has happened in the UK, there has been some work in relation to plagiarism. During my stage in the UK I met Irene Glendinning, from the university of Coventry, who conducted research with universities from different countries in Europe. Her project is entitled IPPHEAE (Impact of Policies for Plagiarism in Higher Education Across Europe), and it lasted from 2010 to 2013. There is a website (<http://ippheae.eu>) with detailed results and the possibility of contacting Irene for further data. She conducted the study in all 27 countries of the European Union, which were: Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Republic of Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, and the United Kingdom. As presented on the website

The IPPHEAE project is funded by the European Union. The project team is investigating policies and procedures in place in Higher Education Institutions (HEIs) across the whole of Europe for detecting and preventing student plagiarism. We are interested in comparing the situation within and across countries and we are also interested in finding out how effective the current practices are. The project also includes the development of some new tools for helping with this global problem.

Therefore, very important research was being carried out there in order to improve education in Europe.

In Brazil the work of dealing with plagiarism seems to be still in its infancy, though there have been some attempts, such as the

Universidade Federal Fluminense, which has produced a document⁴⁸ containing advice about what constitutes plagiarism and the legal implications, and examples of inappropriate and appropriate academic writing techniques for including external sources in one's text. Unisinos, another Brazilian university, has also made a video⁴⁹ available about plagiarism, and they offer some courses to prevent it. Some universities have implemented text-match software *Turnitin*, such as the University Positivo in Curitiba, a private university. One of the members of staff from there, who I met at the 6th International Plagiarism and Academic Integrity Conference, explained that although they still did not have a solid work on prevention nor policies about plagiarism, he found it useful to have the software at least to have something in order to start facing the problem. Such initiatives are important especially because attention is thereby drawn to the problem. However, one wonders from where it is better to start dealing with plagiarism: detection or prevention? Or should we work on both in parallel? An example that may help visualise that regards speeding in the traffic context: is it better to talk to drivers, proving manuals and lectures or conferences, or to have detection and punishment by the use of radars, fines and other resources in order to prevent accidents?

During my experience at the UoB it was possible to see how important it is to provide students and educators with support for both prevention and detection. In addition, the existence of specific internal legislation was a very important point, such as the university determining what it will consider as plagiarism. For instance, in the UoB, plagiarism is defined in the Code of Practice. Therefore, starting with a definition and a solid institutional code seems to be efficient. Then, preventive measures are also highly important. In relation to the use of detection software, it is important to choose one that is reliable and feasible. Some options of software are presented in Chapter 5.

When I had the opportunity of teaching a class about plagiarism to undergraduate students on the course 'Language and the Law' at the UoB, I applied a questionnaire similar to the ones I had used previously, with some adaptations, as a pedagogical tool. Therefore, before starting the class, I asked students (there were twelve) to complete the questionnaire, expressing their knowledge of plagiarism and of the

⁴⁸ See: <http://www.noticias.uff.br/arquivos/cartilha-sobre-plagio-academico.pdf>
Last access: 02/07/2016.

⁴⁹ To watch the video, go to the link: <https://www.youtube.com/watch?v=6wEy3vGZSnA> Last access: 18/04/2016.

institutional policies. Contrary to the expected answer from UFSC students of not knowing since they are non-existent, it could be assumed UoB students would know them. However, the group of participants to whom I could apply the questionnaire did not comprehensively describe what the procedures are. Rather, they provided fragmented information of what is done when plagiarism occurs in the university.

At the 6th International Integrity and Plagiarism Conference, held in Newcastle in June 2014, several scholars, most of them from the UK, shared their experiences. They repeatedly reported that despite the adoption of policies, the dialogues about plagiarism and the teaching of academic writing skills, students still kept plagiarising. Therefore, although a lot had already been improved due to their constant work on prevention and detection, the real solution to eliminating plagiarism had not yet been found – probably because this may involve longer-term actions and, most importantly, transformations in each individual. However, some actions must be taken and, as Sutherland-Smith (2005) suggests, we need to open the Pandora's box in order to make it explicit the complexity of plagiarism, and try to find a solution.

3.4. Coda

So, from this discussion, we can conclude that the panorama in Brazil, especially at UFSC, still presents little research and actions in relation to plagiarism. Students have demonstrated difficulties to define it and prevent it, no satisfactory specific regulations were found nor support for detection have been provided to markers in this university. In addition, except from Krokosz (2011; 2014; 2015), in general, studies in Brazil in relation to the issue have been restricted to the moral/ ethical dimension of plagiarism, which, as demonstrated in this work, is not restricted to that. It was also shown that in the UK there is some work on prevention, but the predominance of a punitive approach to plagiarism. For educational purposes, this should not be the main focus, though actions in this respect are necessary. Considering this, some suggestions to be applied at UFSC based on observations pointed out in this Chapter are further developed in Chapter 6.

In Chapter 4 plagiarism is discussed in its relations with translation, referring to both plagiarism *in* translation and plagiarism *via* translation.

CHAPTER 4

PLAGIARISM AND TRANSLATION

In an undergraduate course I can copy from a student from a university abroad, *I translate it and hand it in*, then only my teacher will read it and evaluate it; it is harder to be detected.⁵⁰ (Student' response to interview for pilot study – my translation)

In the same way that authors have authorship rights, translators also do, and they have been stated in the law. This is because translations demand a creative effort even if they are not of artistic works. The Brazilian Law of Authorship Rights (9.610/1998 – my translation) states, in chapter 1, article 7, paragraph XI (my emphasis):

It is considered *protected intellectual work* the creations of spirit, expressed by any means or displayed in any tangible or intangible material, already known or to be created in the future, such as: (...) XI - adaptations, arrangements, orchestrations, *translations and other transformations of original work, all of them presented as new intellectual creations.*⁵¹

The law clearly assigns to the translator rights over their creations in the same way as to authors of original works, since it is stated that they consist of 'new intellectual creations'.

⁵⁰ Original quote: “numa cadeira de graduação, posso copiar de um aluno de outra universidade estrangeira, *traduzo e entrego* aí só o meu professor irá ler e avaliar; é mais difícil ser detectado”

⁵¹ Original quote: “São obras intelectuais protegidas as criações do espírito, expressas por qualquer meio ou fixadas em qualquer suporte, tangível ou intangível, conhecido ou que se invente no futuro, tais como: (...) XI – as adaptações, os arranjos, as orquestrações, as traduções e outras transformações de obras originais, apresentadas como criação intelectual nova”

However, the work of translators is not usually valued – in Brazil, ‘translator’ has only been officially considered to be a profession since 1988, after a series of efforts to gain recognition⁵². In forensic contexts, for instance, any person, independent of their level of education, can be employed as a translator or interpreter in a given case or, worse, become a public translator if they are approved in a written exam. The general lack of demand for proper educational qualifications and poor criteria in selection processes hinder, in many circumstances, the possibilities of having the most capable professionals admitted. This is probably related to the common belief that in order to translate one only needs to know how to speak a foreign language, and that this skill can be acquired quickly at anytime. Furthermore, translators are supposed to be invisible in their text, which must not read like a translation, i.e., the less it resembles the source language and, therefore, the more it seems to have been written originally in the target language, the better it is.

Re-writing a text in a different language, being faithful to its content and at the same time sounding comprehensible to readers of the target language is a very demanding task. This is because a word-for-word decoding is not enough, as machine translation tools have demonstrated in ungrammatical and sometimes very odd sentences. Despite their constant improvement, it seems it will always be necessary to count on human supervision at least to read both the original and the translated versions in order to check occasional mistakes. Although there are several different ways in which a translation could be done and still be equally good, one wonders whether there is one ‘perfect’ single translation for a text, which I personally doubt, since sometimes we need different translations of the same text for different audiences. Some also may wonder if someday translations will be done solely by an automatic translation machine – an experiment, demonstrated in section 4.2., provides an answer. Anyway, humans are the ones who have created them, and, so far at least, we humans also control them, which means that they still have not become completely independent – and nor completely reliable.

⁵² See: <http://www.sintra.org.br/site/index.php?p=c&id=31&codcat=19> Last access: 14/03/2016.

4.1. Plagiarism and translation: setting the differences

Since this Chapter is about plagiarism and translation, it is important to distinguish between the two and also to point out the aspects in which they may resemble and relate to each other. Undoubtedly, while one is highly negative, the other provides a valuable good, of allowing people who do not speak a certain language to access knowledge produced in it. Translation has the power of uniting people from different languages and cultures; plagiarism does neither admit nor value the contribution that the works of others could give to one's own.

Chapter 2 presented a series of attempts to describe what plagiarism is, which is not simple since there are many specificities and complexities to be considered. Despite that, plagiarism can be defined, in sum, as the use of external sources without attribution. Following a parallel line of thought, translation, which is similarly rich in detail, could be considered a legitimate and authorised appropriation with transformation of external sources from one linguistic code into another. Whereas those who plagiarise may be punished if their appropriation is found, translators have rights over their works the same way as authors. The original idea continues to belong to the author, but the translator has property over the way it is expressed in the different (or same, if it is an intralingual translation) language s/he produced the new text, since translations are legitimate works. In addition, as stated in the Brazilian Law of Authorship Rights, article 29, paragraph IV, it is necessary to have permission from authors in order to translate works to any language.

Generally plagiarism occurs between texts written in the same language, which is the most common type and usually very difficult to detect, especially when the plagiarism is not a verbatim copy. However, plagiarism can also occur between texts written in different languages, which is plagiarism by translation or plagiarism via translation. Generally, the plagiariser translates a text (or uses an automatic machine to do so) and makes use of it without attribution, as if the content and the words had been originally his own. Again, plagiarism could be prevented through the adoption of conventions for direct quotations, with the inclusion of the original extract used (in a footnote, for instance). It is interesting to note that although the words are actually different and that the translation may have demanded some creative effort, these cases constitute plagiarism, as while on the one hand the words apparently belong to the plagiariser, the content, sequencing and verbal encoding of the original author has conditioned the text. In these

cases, it is even more difficult to trace plagiarism. However, this is not impossible, and some studies in the area have supported the improvement of knowledge to trace such cases, which is explored in the present Chapter.

4.2. Plagiarism via translation and plagiarism in translation

The feeling one has when finding some very elaborate instances of plagiarism is that the person who did it probably had to work very hard – probably harder than if they had written something using their own words. However, unaware of this and of the reasons why one should not plagiarise, many people keep trying to find ‘easier’ ways to produce their texts. One of these strategies is translating a text (or parts of it) produced in a language that is different from the one required for a certain assignment/publication. Depending on the way it is done, it can be very hard to find plagiarism in these cases, even though there have been technological advances. One of the reasons may be because many people are unaware of this practice, including academics and educators. In addition, differently from the high frequency of this strategy, there have been few studies about it, as noted by Sousa-Silva (2013, 163):

Most investigations into linguistic plagiarism until this date have been limited to monolingual plagiarism, where a text borrows from another original in the same language, and relatively little research attention has been paid to plagiarism across different languages, by means of translation.

Sousa-Silva (*ibid*) argues that an important distinction concerns ‘plagiarism of ideas’ and ‘linguistic plagiarism’ and then he discusses whether plagiarism done via translation should be considered as one or the other. Part of this is because although the linguistic part will obviously be different, as there are lexico-grammatical differences among languages, most words are prone to be the same (or synonymous) if only they are reconverted into the language of the source text. For instance, the sentence in English ‘I love my family’ could be translated into Portuguese as ‘Eu amo a minha família’. We can see that the words are different, but most of them correspond to each other in meaning, such as ‘I’ and ‘Eu’, and ‘family’ and ‘família’.

In other words, whereas ideas are the same, be it linguistic plagiarism or not, plagiarism via translation has certain specificities which makes it very complex to understand: the words are not the same (since the languages are different), but their meanings correspond. For instance, let us suppose a high school student, who is very good at English, is studying about the ‘Pythagorean theorem’ in her maths classes. Then, she needs to hand in an assignment in which the biography of Pythagoras has to be reported. After a search on the internet, she finds a website in English which is very useful, and decides to translate it into Portuguese and include it in the assignment⁵³.

Pythagoras of Samos is often described as the first pure mathematician. He is an extremely important figure in the development of mathematics yet we know relatively little about his mathematical achievements. Unlike many later Greek mathematicians, where at least we have some of the books which they wrote, we have nothing of Pythagoras's writings. The society which he led, half religious and half scientific, followed a code of secrecy which certainly means that today Pythagoras is a mysterious figure.

Pitágoras é considerado o primeiro grande matemático da matemática pura. Trata-se de uma figura de extrema importância para o desenvolvimento da matemática, ainda que saibamos tão pouco sobre suas descobertas. Ao contrario de muitos matemáticos gregos cujos livros podemos conhecer, não temos acesso a nenhum escrito por Pitágoras. A sociedade que ele liderava, em parte religiosa e em parte científica, seguia um código secreto, o que significa que para nós hoje Pitágoras é uma figura misteriosa.⁵⁴

Had our student learnt at school that by using inverted commas to open and close her translation inside the text and presenting the original extract in a footnote, acknowledging the source, it would not be plagiarism, she would probably do that.

As can be seen, the words are different, but the content is the same. The information is not necessarily presented in the same sequence as in the original text due to syntactic differences, and there are some omissions and changes in order to make it more appropriate to the target language. This is because a translation does not consist of a mere code transfer between languages – although some people believe it does. New theories in the area of translation studies have defined translation not as

⁵³ Retrieved from: <http://www-groups.dcs.st-and.ac.uk/~history/Biographies/Pythagoras.html> Last access: 21/03/2016. Original in English.

⁵⁴ My translation, for demonstration purposes.

a word transfer procedure, but, rather, as a negotiation of meaning between a source language and a target language, which involves the re-writing of a text. As presented by Palumbo (2009, p. 1),

Early linguistic approaches looked at translation essentially from a contrastive point of view and mainly in terms of isolated stretches of language, especially at word or sentence level. Soon, however, interest in other levels of linguistic description emerged and, based on work carried out in text linguistics, discourse analysis and pragmatics, translation came to be looked at as a re-creation of texts.

Therefore, when translating a text it is necessary to first read it and understand what it is about in order to be able to create a new text, adapting it to the target audience and objectives, balancing with the minimum ‘faithfulness’ that translated texts are supposed to have to the original. In addition, the translator is supposed to possess and/ or develop a series of competences, which include textual competence, cultural competence, background knowledge about the content being translated, among other abilities as presented in the model proposed by Schäffner & Adab (2000). It must resemble the source text, but in a way that it will not look like a ‘translated text’, since this will usually make the reading unpleasant.

Bearing in mind the implications that translation involves, as presented by Sousa-Silva (2013), the detection of linguistic plagiarism, which is the one “linguists are competent to deal with” (Coulthard & Johnson, 2007, p. 187), seems not to include plagiarism via translation since “although the ideas are the same, the wording is necessarily different” (Sousa-Silva, *ibid*, p. 163). In a nutshell, detecting plagiarism between texts of the same language seems easy in comparison with the situation of identifying linguistic similarities between texts written in different languages.

Examples, analogies and stories are valuable resources to help clarify the explanation of some concepts and definitions. In order to better understand the difference between plagiarism via translation and a plagiarised translation, let us first remember the story about the student who plagiarised for the biography of Pythagoras. In that case, she translated a text in English into Portuguese, and used it as her own for a school assignment. She could include the link to the article in the

references list; however this fact would not prevent her from getting involved in a case of *plagiarism via translation* if she did not note in the text that the Portuguese was her translation of the English original.

Now the second story: let us pretend a translator, called ‘True’, was hired to translate a famous novel into Portuguese, which could be entitled ‘The Plagiarism Saga’. Some years later, another translator, who we could call ‘False’, is hired to translate ‘The Plagiarism Saga’ into Portuguese, too. Contrary to True, False is not a good translator and since he sees there is a previous translation of the same work, done by True, he decides to base his own translation on True’s. Then, he simply changes some words, but basically uses True’s translation and sends it to be published as a new translation, on which False gets authorship rights. This is a case of *plagiarism in translation*.

In order to demonstrate that translated texts are original works, somehow different even from the source text and that plagiarism between translations of the same text can be detected despite both texts being based on the same original piece, I report a study about plagiarism in the translation of literary texts (Turell, 2004). The author recounts how the software *CopyCatch* helped her to gather linguistic evidence in a case involving a translation into Spanish of Shakespeare’s *Julius Caesar* suspected of plagiarism. Differently from scientific texts, of which we generally do not find more than one translation into the same language, literary works may have several versions since in such cases the translators in general add something that makes their translations artistically distinct from the others. Another justification for having different translations may be a different publisher wanting their own translation for a work. Although there are discussions in the area of translation studies regarding issues of originality as encompassing not only literary texts but also non-literary ones, it is agreed that a literary translation is a unique work that may receive high social value, and which also obtains authorship rights⁵⁵. However, the choices open to the translator are severely constrained by the language of the original and, therefore, the likelihood of novelty is lower.

In the case of detecting plagiarism between two translations of the same original text, some complexities arise, one of them being that “the more faithful to the original these translations are, the more difficult it is to detect their [own] originality” (Turell, 2004, p. 1). Therefore, two approaches were necessary: a quantitative one, with the support of the

⁵⁵ In Brazil, as previously mentioned, translations and adaptations are endowed with authorship rights.

program *CopyCatch*, which allowed the detection of identical strings; and also a qualitative investigation, in order to account for some semantic features that a broad quantitative analysis could not reveal. In addition to these two approaches, Turell (ibid) had the support of corpora analysis in order to identify the frequency of the words used in the compared texts. Furthermore, two other previously translated versions were used as a control group. All these diverse resources employed by the analyst contributed in a different way to reaching a satisfactory solution.

Among the features investigated, two are illustrated in the table below, which are: (1) shared once-only words, encompassing the types that appear in both texts; and (2) shared once-only phrases, considering 3-words-long phrases. According to Turell (ibid), these measures “can be used to show strong similarity between two translated texts of the same original” (p. 9), as the higher the number of words and phrases both texts share, the higher is the probability that one was based on the other. These two features provided straightforward evidence presented through the clearly identified contrasts between the pairs that were compared. Participants C and D refer to the control texts, B to the translation in which plagiarism was found, and A to the text that was argued to have been plagiarised.

	Shared once-only words	Shared once-only phrases
A-C	393	46
B-C	432	47
C-D	445	48
B-D	668	31
A-D	698	46
A-B	1094	164

Table 4.1. – Adapted from Turell (2004)

As the numbers demonstrate, some degree of similarity is to be expected, since all texts were created based on the same source text. However, the excessive number of items in common (words and phrases) between translations (A-B) could not have happened by chance, i.e., the extent of their similarities diverges too much from those found in the other pairings. Evidence shows a too high degree of similarity to have occurred by chance – the two texts were clearly not produced independently and thus the analysis supports the contention the later text B must have derived from A. In this case, the detection programme used, *CopyCatch*, provided the researcher with valuable information that

enabled the analysis of quantitative features that could hardly have been identified without software support, such as the number of words and phrases in common between translations presented above.

Although this study carried out by Turell concerns translation, its approach compares two texts from the same language. Therefore, detection of plagiarism in this case is similar to the one carried out for monolingual plagiarism, as observed by Sousa-Silva (2013). Consequently, although such a study raises important questions regarding the originality of one's writing even when such a text is entirely based on others', it does not present how to detect similarities between texts produced in different languages. This demands, therefore, an explanation concerning why we must differentiate the plagiarism of a translation from plagiarism via translation or translingual plagiarism, a term coined by Sousa-Silva (2013). The author proposes a method to detect this type of plagiarism. Basically, it consists of back-translating suspected instances and then comparing them to probable plagiarised original sources – see example below in Table 4.2. There are three lines for comparative analysis: the suspected text is inserted into the first line (for instance, a text in Portuguese), then the machine translation version, produced by 'Google Translate', is presented in the second line (with the translation from Portuguese into English). After that, such translation may be *googled* in order to help find out the original text, which was probably the basis of the suspect text. This text is therefore included in the third line to check comparisons with the machine translation in the second line. Interestingly, this method can be efficient even with texts that are not suspected and for which there are no probable original sources to compare to, as the *Google* search carried out after the translation can provide possible sources from which the text may have plagiarised. Below, an example extracted from Sousa-Silva (*ibid*, p. 187) is presented – it is a text in Portuguese (from Portugal) that was suspected of plagiarising an original text in English:

PT	Pode ser quase completamente bloqueada pelos protectores solares. A chave deste novo autobronzeador está num extrato de plantas chamado forskolina que, nas experiências da equipa, protegeu ratinhos sem pêlo de radiação ultravioleta e permitiu-lhes desenvolver um bronzeado natural, estimulando os seus melanócitos.
PT-EN	It can be almost completely blocked by sunscreen . The key to this new self-tanning is a plant extract called forskolin that the experience of the team, protected hairless mice to ultraviolet radiation and allowed them to develop a natural tan by stimulating their melanocytes .
EN	is almost completely blocked by virtually all sunscreens. The key chemical , a plant extract called forskolin, protected mice against UV rays and allowed them to develop a natural tan by stimulating pigment-producing cells called melanocytes .

Table 4.2. - Extracted from Sousa-Silva, 2013, p. 187

In this case we can see that in the second box, which contains the machine translated version, it was possible to recognise a good number of similarities with the original, which is in the third box. Such a method has many advantages, one of them being the fact that it is of low cost and, in addition, the quality tends to be improved – since *Google* tools are usually constantly updated. On the other hand, that might be a disadvantage if the plagiarism is old, as an improved *Google* might have different word-link and therefore produce a different back-translation. Furthermore, Sousa-Silva (ibid) points out that the probability of accuracy is prone to be high since students who do plagiarism via translation will probably try to save as much time as possible, searching for a cheap, quick and practical means of translating, not spending too much energy to ‘improve’ their translations or to make a high-quality one, as a professional translator could do. Some could argue that the constant improvement of *Google* tools may eventually make it difficult to suspect it was plagiarism via translation. This is because one of the clues that may alert the reader to the fact that a text might be a plagiarised translation is precisely its poor quality, or, more precisely, its *awkwardness*. In order to have an example, let us take the epigraph of the present chapter (the original, in Portuguese):

numa cadeira de graduação, posso copiar de um aluno de outra universidade estrangeira, traduzo e entrego aí só o meu professor irá ler e avaliar; é mais difícil ser detectado

If we insert it into *Google Translate*, this is the result:

a graduate chair, I copy of a student from another foreign university, translate and give there only my teacher will read and evaluate; It is more difficult to be detected

It can be compared with my translation, presented in the first footnote:

in an undergraduate course I can copy from a student from a university abroad, I translate it and hand it in, then only my teacher will read it and evaluate it; it is harder to be detected

We can note that the first phrase, ‘a graduate chair’, which in fact is a circumstance of location (or an adverbial phrase) is misplaced in the first extract, whereas ‘in a’ contextualises the ‘undergraduate course’ in the human-translated version. Then, further on, ‘translate and give there only my teacher...’ lacks punctuation and some conjunction to connect the clauses. Interestingly, the last clause is cohesive, though the choices were different. It is also important to consider that this experiment was carried out March 2016 and, again, in July 2016 with the same result. However, at a different date in the future this same extract could be translated differently, depending on the improvements of *Google Translate*. As explained by Sousa-Silva (2013, p. 212),

Google Translate [...] returns the text translated into the desired language, allowing the user to pick and choose alternatives, when available, and even suggest corrections to the translation offered. This procedure contributes to improving the system collaboratively. Therefore, although this translation engine is based mainly on statistical and crowdsourcing translation, the fact that some of the alternatives offered to the user are common phrases, collocations and/ or multi-word units suggests that the collaborative contribution of different people is used to improve the system via a rule-based approach.

This same Portuguese extract was also inserted in two other online machine translation programmes, PROMT and Worldingo, and below are the two results found (the main different words from the previous translations are highlighted):

in a graduation chair, I can copy of a *pupil* of another foreign university, translate and hand there only my teacher *will be going to* read and to *value*; it is more difficult to be detected (PROMT, <http://www.online-translator.com>)

in a graduation chair, I can copy of a *pupil* of another foreign university, there I translate and I *deliver alone* my *professor will go to* read and to evaluate; it is more difficult to be detected (Worldlingo, <http://www.worldlingo.com>).

Interestingly, there are significant differences among the three machine translations in this small textual extract, which demonstrates that translations do not escape the principle of linguistic uniqueness – not even when they are done through machines. Another important piece of information derived from this quick experiment was that Worldlingo offers an option to pay for a professional translation. This strongly suggests that professional translation is valued more highly and differentiated from automatic free translations. On the other hand, it could also be an indication that the company might deliberately produce inferior automatic translations in order to get people to hire their professional translation service.

4.3. Can *Turnitin* help?

As noted previously, detecting plagiarism via translation is not an easy task. In addition, different types of software that claim to detect plagiarism (without mentioning plagiarism via translation) do not in fact do that, but instead they help tracing word similarity between texts. They can provide useful support in order to do the first scan and this way help the marker; but they cannot trace the linguistic alterations that could have been introduced and, therefore, identify the complex type of translanguagual plagiarism, which makes the automated detection task almost impractical.

However, in 2012, *Turnitin* released a ‘plus’ to their anti-plagiarism detection tool, which seems not to have been widely advertised – probably because it ended up not working out as planned. The news in which this was found says the following (my emphasis)⁵⁶:

⁵⁶ See: <https://thejournal.com/articles/2012/01/17/turnitin-adds-translated-plagiarism-detection.aspx> Last access: 07/03/2016.

iParadigms has added a new tool to its Turnitin Suite that's designed to *detect plagiarised material* that has been translated from English to another language.

The new software, currently available as a beta release, *translates student assignments to English* then compares them to more than *17 billion* Web pages, *200 million* student papers, and *tens of thousands* of books, newspapers, and periodicals.

In this quotation, one can observe some assumptions, which are taken for granted: that the software detects 'plagiarised material', when in fact plagiarism goes beyond verbatim copy, which is basically the only type of plagiarism automated software can find; there are some programmes, such as *CopyCatch* (which is better explained in Chapter 5), that can allow the identification of synonyms or the same word root despite the different grammatical differences (for instance, in this software the words 'hated' and 'hates' in different texts are matched), but this is a limitation of *Turnitin*. Then, it is mentioned that the given software 'translates' assignments, when in fact a translation involves a lot more than a mere automated transfer of words from one language into another, i.e., there is not a translator working on the translations of assignments, but a machine, which simply does some sort of word-decoding. Finally, there is a strong appeal concerning the powerfulness of the software, which besides translating texts, as guaranteed, compares them to billions, millions, and ten of thousands of other sources. Undoubtedly, *Turnitin's* database can be considered its strongest point. Even so, however impressive this might be, it seems to be aimed at fulfilling the company's concerns of satisfying their clients. In the same news, the CEO is quoted saying the following about the new device (my emphasis; to check the source, see footnote 53):

Translated matching has been a '*much requested*' innovation from our international *customers* who are struggling with translated plagiarism and *previously didn't have a solution* to help them.

Therefore, it is assumed the solution has been given, and that they were able to create the innovation of 'detecting translated plagiarism' – in a very simple way, which would be very good, but unfortunately not consistent with reality. Besides, there is the word 'customers', which again implies the concerns of selling the product and, therefore, mixing educational concerns with business interests.

When the researcher was in Birmingham and had the opportunity of accessing *Turnitin*, this translator device passed unnoticed, since it really had not been widely notified. However, some scholars who have access to the programme and who were contacted to provide information about this ‘innovation’ as well as their opinions on its effectiveness, reported that the software keeps the beta release option for translation, which can be selected. However, they say that it simply does not work.

4.4. Who likes plagiarism?

When searching on the Internet about cases of plagiarism, one can find several occurrences along the last years. When it comes to plagiarism and translation, however, a special highlight must be given to the blog ‘*não gosto de plágio*’⁵⁷ (‘I don’t like plagiarism’), in which the author, Brazilian translator Denise Bottman, lists names, publishers, textual extracts, and links to cases delivered by media related to plagiarism. In her blog there is an immense and largely rich source of materials from which it is possible to extract relevant information of situations involving plagiarism and translation. She does a very important work of defending translators’ rights and communicating these cases, one of them by the way involving her and the Brazilian publisher Martin Claret – she was prosecuted for delivering information in her blog which criticised them. In order to understand this better, however, it is important to have a picture of this publisher.

Martin Claret sells books very cheaply. This way, they have published classics of literature usually making use of lower quality paper and, sometimes, smaller font in the printing. However, it has been suspected of appropriating translations by attributing them to another person – usually an unknown person who, mysteriously, can translate from several different languages. Such a strategy may prevent them from paying authorship rights for translations. But the most absurd case was having a translation (to Portuguese) of ‘*Quincas Borba*’, a work by Brazilian author Machado de Assis, already written in Portuguese⁵⁸! Some could argue that an intralinguistic translation could have been done, but that was not the case.

⁵⁷ See: <http://naogostodeplagio.blogspot.com.br> Last access: 04/03/2016.

⁵⁸ See: <http://livroseafins.com/juiz-rejeita-queixa-crime-da-martin-claret-contrablogueira-denise-bottmann/> Last access: 04/03/2016.

On the one hand, the publisher claims to have the aim of facilitating access to books for those who cannot afford to pay the usual expensive prices some of them cost⁵⁹. However, it seems they were not free from financial interests since the reason of the prosecution of Denise Bottman was the fact that they could not sell the publisher to a Spanish company because she had shared some ‘damaging’ information in her blog about accusations against the publisher⁶⁰. The case was considered inconsistent and, therefore, refused by the judge. Today, Denise Bottman keeps the blog, in which she not only delivers information about plagiarism and translation, but also other interesting translation issues. I contacted her and asked her to provide some more relevant information, and then she mentioned another publisher, ‘Nova Cultural’, where plagiarised translations were also found in at least three collections of books which apparently aimed at easing accessibility to classical literature. Nevertheless, the quality of the translations has not been attested.

One of the cases, which can also be read on the blog⁶¹ and which is similar to the one presented by Turell (2004) reported above, is the book ‘Little Women’ by Louisa May Alcott. It was translated by Marcos Bagno in 1998 for the publisher ‘Melhoramentos’, but in 2003 another translation of the book appeared published by ‘Nova Cultural’, this time with the translation attributed to Vera Maria Marques. Bottman explains that although the two first pages are different, in the following ones the words start to be very similar, including the little mistakes and translation choices such as omissions and word changes. These features are strong demonstrations of plagiarism, and unfortunately not the only ones, since there is a huge list of problematic titles that can be consulted in her blog.

4.5. Strategies in plagiarism via translation: 2 experiments

Although practices of plagiarism via translation have been widely admitted as recurrent in academia, it is not an easy task to trace them by chance. Therefore, a solution to carry out such relevant investigation and

⁵⁹ See a comment about it: <http://glauberataide.blogspot.com.br/2009/06/martin-claret-pura-picaretagem.html> Last access: 04/03/2016.

⁶⁰ See: <http://livroseafins.com/martin-claret-processa-editora-do-blog-nao-gosto-de-plagio/> Last Access: 04/03/2016.

⁶¹ See: <http://naogostodeplagio.blogspot.com.br/2015/09/mulherzinhas.html> Last access: 30/03/2016.

identify the possible strategies of plagiarism via translation that could be used is to count on known texts. In this case, I present a comparison of two texts written in different languages about the same topic in which one of them is said to be a translation and ‘partial rewriting’ of the other – both have been published. Then, we could *pretend* to be facing a case of plagiarism via translation since in fact it is not: the translation was done by one of the authors of the original text and, in addition, it is satisfactorily acknowledged as a translation. In addition, let us leave aside any moral and ethical concerns, and solely focus on linguistic matters.

All paragraphs in both texts perfectly correspond to each other in the same sequence. The only structural differences found concern the use of sub-titles to separate sections in the translated version. Therefore, it has a different organisation, which, however, did not change the text content and sequence. In order to illustrate the linguistic differences and similarities between the texts, the following extract is presented:

Unsurprisingly, therefore, forensic linguistic analysis benefits from the contribution of other scientific domains, including statistics and computational linguistics. **These** are especially useful for conducting the quantitative analysis of large amounts of data, where manual processing and qualitative analysis are difficult or even humanly impossible. (Sousa-Silva and Coulthard, 2016).

Por conseguinte, não é de admirar que a análise linguística forense beneficie do contributo de outros domínios científicos, incluindo a estatística e a linguística computacional, **que** são particularmente úteis no caso da análise quantitativa de grandes volumes de dados, em que o processamento manual e a análise qualitativa são difíceis ou, mesmo, humanamente impossíveis. (Sousa-Silva and Coulthard, 2016).

The translation choices (in the Portuguese version) considered, for instance, that whereas in English it is better to have shorter sentences, Portuguese allows one to write longer ones, as signalled in bold. In the beginning of the extract, in addition, the two initial phrases are placed in inverted positions, as highlighted in italics: ‘por conseguinte’ and ‘therefore’; and ‘unsurprisingly’ and ‘não é de admirar’.

Other strategies that may be used and which are presented below include the change from active to passive or the other way around (in bold), nominalisation, i.e., a conjugated verb to be turned into a noun (in italics) and the inclusion/ exclusion and substitution of some words (underlined).

Detecting plagiarism in same-language texts has become increasingly simple and straightforward, especially as new plagiarism detection software has been introduced. However, *detecting translingual plagiarism*, where text lifted from an original in another language is translated and reused in a second language, is significantly more complex since **a direct comparison with the possible original(s) cannot be made** (Sousa-Silva and Coulthard, 2016).

A deteção de plágio em textos na mesma língua tornou-se cada vez mais simples e direta, sobretudo grças ao software de deteção de plágio colocado no mercado. Contudo, *a deteção de plágio translingue*, em que o texto retirado de um original noutra língua é traduzido e reutilizado numa segunda língua, é consideravelmente mais complexo, uma vez que **não é possível estabelecer uma comparação** direta com os possíveis originais. (Sousa-Silva and Coulthard, 2016).

Besides these differences identified in the translations, basically the version in Portuguese stays faithful to the original in English, which makes it a translation – of high quality, for being done by a human, who is one of the authors of the article and in addition experienced and specialised in the area of translation. Nevertheless, there may exist other strategies students could use to conceal plagiarism as much as possible, as the following experiments carried out with these same texts aim to demonstrate.

4.5.1. Experiment #1: testing Sousa-Silva’s model

In order to test the model proposed by Sousa-Silva, the same extract was tested with *Google Translate*, in which the original version in English is placed in the first row, then the translation into Portuguese, done through *Google Translate*, and finally the original translation in Portuguese:

EN	Detecting plagiarism in same-language texts has become increasingly simple and straightforward, especially as new plagiarism detection software has been introduced. However, detecting translingual plagiarism, where text lifted from an original in another language is translated and reused in a second language, is significantly more complex since a direct comparison with the possible original(s) cannot be made.
EN-PT	Deteção de plágio em textos do mesmo idioma tornou-se cada vez mais simples e direta, especialmente como novo software de deteção de plágio foi introduzido. <u>No entanto</u> , a deteção de plágio translingual, em que o texto levantada a partir de um original em outro idioma é traduzido e reutilizado em um segundo idioma , é <u>significativamente mais complexa</u> , <u>pois uma comparação direta com</u> a possível origem (s) não pode ser feita.
PT	A deteção de plágio em textos na mesma língua tornou-se cada vez mais simples e direta, sobretudo graças ao software de deteção de plágio colocado no mercado. <u>Contudo</u> , a deteção de plágio translingue, em que o texto retirado de um original noutra língua é traduzido e reutilizado numa segunda língua , é <u>consideravelmente mais complexo</u> , <u>uma vez que</u> não é possível estabelecer uma comparação direta com os possíveis originais.

Table 4.3. – Testing Sousa-Silva’s model

As demonstrated in the highlights with same words in bold and synonyms underlined, similarities are high, which adds evidence to the effectiveness to help trace plagiarism via translation supported by this model. In addition, if we back-translate with *Google Translate* the two Portuguese translations (the one done with *Google Translate* and the original in Portuguese) and compare with the English original, we can find many lexical similarities between each of the translations with the original text:

EN	Detecting plagiarism in same-language texts has become increasingly simple and straightforward, especially as new plagiarism detection software has been introduced. However, detecting translingual plagiarism, where text lifted from an original in another language is translated and reused in a second language, is significantly more complex since a direct comparison with the possible original(s) cannot be made.
<i>Google Translate (GT)</i> back-translation from <i>GT</i>	Plagiarism detection in the same language texts <u>became</u> increasingly simple and straightforward, especially as new plagiarism detection software <u>was</u> introduced. However, the detection translingual plagiarism , wherein the text lifted from a document in another language is translated and reused in a second language, is significantly more complex <u>because</u> a direct comparison with the potential source (s) can not be made.
<i>GT</i> back-translation from original in Portuguese	Plagiarism detection in text in the same language has become increasingly simple and straightforward, <u>mainly</u> thanks to plagiarism detection software on the market. However, the detection of plagiarism translingue, where text <u>taken from an original in another language is translated and reused in a second language, is considerably more complex, since it is not possible to establish a direct comparison with the possible original</u>

Table 4.4. – Testing Sousa-Silva’s model

4.5.2. Experiment #2: *fake* plagiarism

A group of students was sent an exercise in which they were indirectly asked to do a plagiarism via translation with the following rubrics:

Pretend that you are writing a final paper, and you have already produced by yourself the following two first paragraphs ... (two paragraphs of the text, in Portuguese, were given to students) ... After having written these two paragraphs, you do not know how to go on, but you find the following text on the Internet ... (two more paragraphs of the text, now in English, were given to students) ... Then, you decide to use this text, translating it to Portuguese and

making it become part of your own text. Feel free to do as many alterations and use different resources you wish.

An important detail, which had not been told to students, was that the paragraphs in English were the continuity of the paragraphs in Portuguese, which had been translated from the original text, in English.

As demonstrated by Sousa-Silva (2013), a text-match tool almost everyone has in their computers without realising is the software *Microsoft Word Office*. There is a resource that allows documents to be compared, and this was done with two students, Participant J and Participant N, who completed the exercise and had their texts compared to the original, as presented in figures 4.1. and 4.2. below. Their texts are placed in the slot ‘Documento Comparado’ at the middle, in which: the new words are in red, and underlined; the words that were kept similar to the original text are in black; and the excluded words are crossed out, in red. On the left, the exclusions and inclusions done in the student’s text are highlighted. On the right, the two texts compared are inserted (original above and the student’s text below).

The screenshot displays the Microsoft Word 'Documento Comparado' (Document Comparison) interface. It features three main panes: 'Documento Comparado' (center), 'Documento Original' (right), and 'Documento Fontes' (bottom right). The 'Documento Comparado' pane shows a text about linguistics with red underlines for new words and red strikethroughs for excluded words. The 'Documento Original' pane shows the original text in black. The 'Documento Fontes' pane shows the student's text with red underlines for new words. On the left, a list of changes is shown with 'Excluído' (Excluded) and 'Inserido' (Inserted) labels and 'Autor' (Author) text.

Figure 4.1. - Participant J's text in comparison to the original

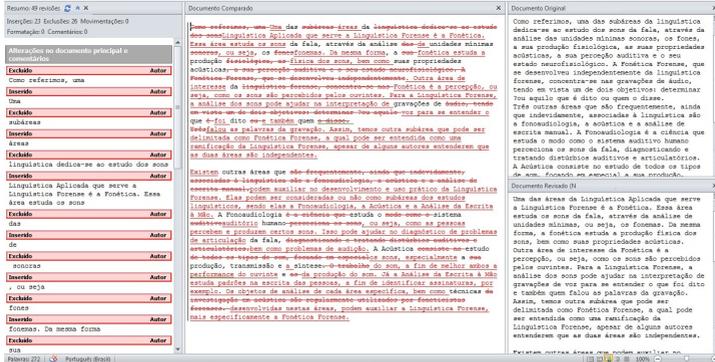


Figure 4.2. – Participant N's text in comparison to the original

The central columns are reproduced below in larger size font:

~~Como referimos, uma das subáreas~~Uma ramificação da linguística ~~dedica~~concentra-se ao estudo dos sons da fala, através da análise das ~~analisando~~ as unidades mínimas ~~sonoras, os fonemas, ade sons,~~ a sua produção fisiológica, ~~as suas~~ propriedades acústicas, ~~a sua percepção~~ percepção auditiva e ~~o seu estado~~ status neurofisiológico. ~~A Fonética Forense, que se desenvolve~~Desenvolve-se independentemente da linguística forense, ~~concentra-se~~ concentra-se na ~~Fonética Forense~~ Fonética Forense ~~tem como foco~~ gravações de áudio, ~~sendo em vista~~ em vista a um ~~de dois~~ dois objetivos: determinar ~~ou aquilo que é~~ realmente foi dito ou por quem ~~e disse~~ as palavras foram proferidas.

Três outras áreas ~~que são frequentemente, ainda que indevidamente, com frequência, erroneamente~~ associadas à linguística ~~são~~; a fonologia, a acústica e a análise de ~~escrita manual~~ escrita manual. ~~A Fonoaudiologia~~ A Fonoaudiologia ~~é a ciência que estuda e~~ ~~modea~~ forma como o sistema auditivo humano ~~perceciona~~ percebe os sons da fala, ~~diagnosticando~~ preocupa-se em diagnosticar e ~~tratando~~ gerenciar os distúrbios auditivos e articulatorios. ~~A Acústica~~ Acústica ~~consiste na~~ acústica é o estudo de todos os tipos de som, ~~focando~~ em especial a ~~suas~~ produção, transmissão e síntese. ~~O trabalho~~ Os resultados e as técnicas ~~derivadas da~~ derivadas da ~~investigação~~ investigação em acústica são ~~regularmente~~ regularmente utilizados por foneticistas forenses.

Figure 4.3. – Central column of Word report of Participant J's text

~~Como referimos, uma das subáreas áreas da linguística dedica-se ao estudo dos sons. Linguística Aplicada que serve a Linguística Forense é a Fonética. Essa área estuda os sons da fala, através da análise das de unidades mínimas sonoras, ou seja, os fonemas. Da mesma forma, a sua fonética estuda a produção fisiológica, a física dos sons, bem como suas propriedades acústicas, a sua percepção auditiva e o seu estado neurofisiológico. A Fonética Forense, que se desenvolveu independentemente. Outra área de interesse da linguística forense, concentra-se na Fonética é a percepção, ou seja, como os sons são percebidos pelos ouvintes. Para a Linguística Forense, a análise dos sons pode ajudar na interpretação de gravações de áudio, tendo em vista um de dois objetivos: determinar se aquele voz para se entender o que é dito eu e também quem o disse. Três falço as palavras da gravação. Assim, temos outra subárea que pode ser delimitada como Fonética Forense, a qual pode ser entendida como uma ramificação da Linguística Forense, apesar de alguns autores entenderem que as duas áreas são independentes.~~

~~Existem outras áreas que são frequentemente, ainda que indevidamente, associadas à linguística são a fonoaudiologia, a acústica e a análise de escrita manual, podem auxiliar no desenvolvimento e uso prático da Linguística Forense. Elas podem ser consideradas ou não como subáreas dos estudos linguísticos, sendo elas a Fonoaudiologia, a Acústica e a Análise da Escrita à Mão. A Fonoaudiologia é a ciência que estuda o modo como o sistema auditivo auditório humano percebe os sons, ou seja, como as pessoas percebem e produzem certos sons. Isso pode ajudar no diagnóstico de problemas de articulação da fala, diagnosticando e tratando distúrbios auditivos e articulatorios, bem como problemas de audição. A Acústica consiste no estudo de todos os tipos de som, focando em espectros sons, especialmente a sua produção, transmissão e a síntese. O trabalho do som, a fim de melhor ambos a performance do ouvinte e a da produção do som. Já a Análise da Escrita à Mão estuda padrões na escrita das pessoas, a fim de identificar assinaturas, por exemplo. Os objetos de análise de cada área específica, bem como técnicas de investigação em acústica são regularmente utilizados por fonetistas forenses, desenvolvidas nestas áreas, podem auxiliar a Linguística Forense, mais especificamente a Fonética Forense.~~

Figure 4.4. – Central column of Word report of Participant J's text

It was possible to see that J translated the two paragraphs into Portuguese much more faithfully to the original than N, who altered many parts and included more information that was not in the original – probably because she seemed to be more concerned with not doing plagiarism, as she indicated, between parenthesis, the need of citing the source. In addition, in the middle slot of the analysis of J's text many parts have been kept in black whereas in N's text there are several additions, as can be seen in the amount of words in red, underlined. See the rubrics of the exercise, the original paragraphs and participants' complete translations in Appendix F.

Interestingly, this resource in Word turned out to be very efficient. Two other programmes were also tested, WCopyfind and Dupli Checker (<http://www.duplichecker.com>). The last one suggested there was no plagiarism in J's text, as presented in figure 4.5.

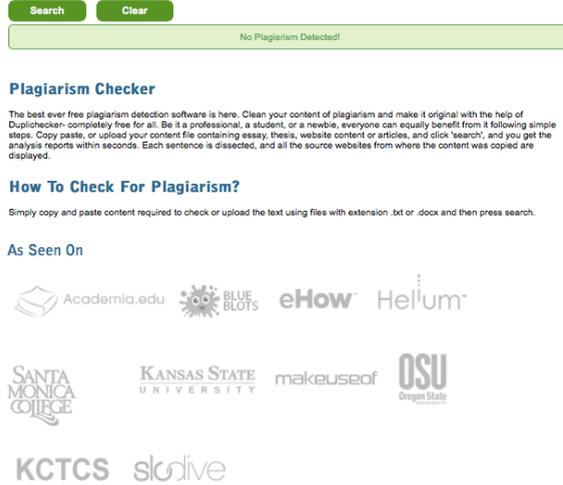


Figure 4.5. – Outcome from ‘Dupli Checker’ regarding J’s text

WCopyFind on the other hand reported some findings in both J’s and N’s texts. However, it was necessary to set the ‘Comparison Rules’, decreasing the shortest phrases to match to only 3 words and also diminish the fewest matches to report. Figure 4.6. below presents a view of the software, 4.7. the setting established for analysing J’s text, and 4.8. the result of the comparison, with the original text and J’s text side by side.

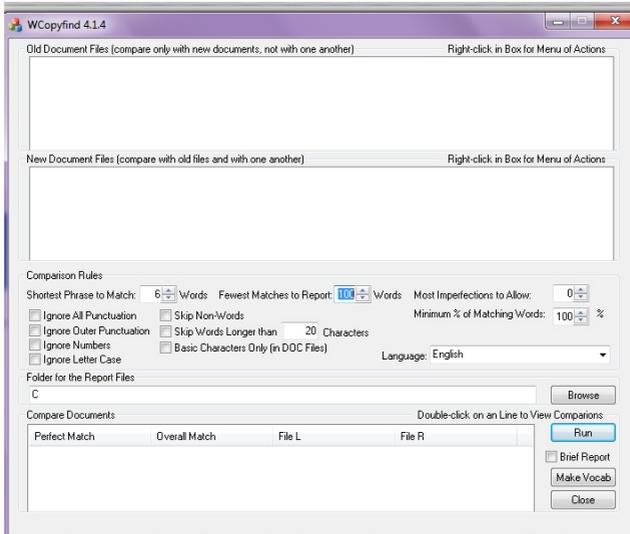


Figure 4.6. – WCopyFind

File Comparison Report

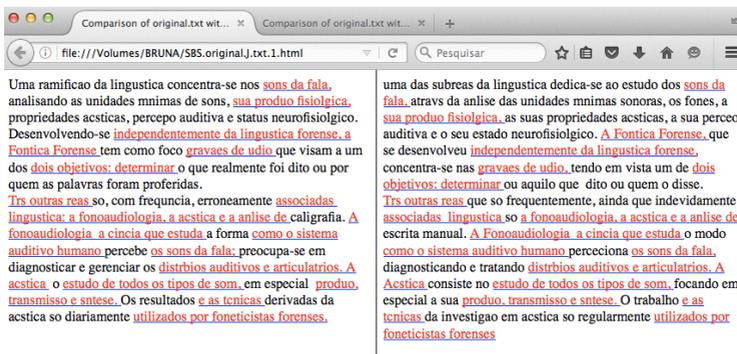
Produced by WCopyfind.4.1.4 with These Settings:

Shortest Phrase to Match: 3
 Fewest Matches to Report: 1
 Ignore Punctuation: Yes
 Ignore Outer Punctuation: Yes
 Ignore Numbers: Yes
 Ignore Letter Case: Yes
 Skip Non-Words: No
 Skip Long Words: No
 Most Imperfections to Allow: 0
 Minimum % of Matching Words: 100

Perfect Match	Overall Match	View Both Files	File L	File R
73 (52% L, 47% R)	73 (52%) L; 73 (47%) R	Side-by-Side	J.txt	original.txt

WCopyfind.4.1.4 found 1 matching pairs of documents.

4.7. – Settings for analysing J's text



4.8. – Comparison of Original with J's text

Therefore, when using WCopyFind and some other programmes it is necessary to set the criteria for detection and evaluate results, which points out that software to identify textual similarity may play an important role to help trace plagiarism, but it does not substitute the one that must be taken by the forensic linguist and/ or the teacher.

4.6. Coda

This chapter has raised important aspects about plagiarism and translation, first by presenting the relation between translation and authorship rights, and then by pointing out to the differences between plagiarism in translation and plagiarism via translation – or translangual plagiarism. In addition, a method developed by Sousa-Silva (2013) to help trace this complex strategy of plagiarism was introduced. Then, some experiments were carried out with the use of some automated text-match detectors that could help trace plagiarism, and which have shown some (restricted) efficiency.

In Chapter 5, detection software is further explored.

CHAPTER 5

THE ROLE OF DETECTION SOFTWARE

Corrective measures are necessary to defeat the trivialization of plagiarism, but they are insufficient for the problem to be effectively avoided (Krokosz, 2014, p. 47)⁶²

That Turnitin.com and plagiarism detection more broadly promise not only to help fix the Internet plagiarism problem, but also to protect the copyright and market interests of legitimate authors, student and otherwise, is precisely the point. Web-specific plagiarism detection algorithms are both productive and reproductive in that regard. The more specific question, then, is how and to what end does a service such as Turnitin.com reproduce traditional signifying forms? (Marsh, 2004, p. 433)

Machines can compensate for some human limitations. In the film *Imitation Game*, for instance, we are presented with the impossibility of decoding encrypted messages fast enough without the aid of a machine invented by Turing. There we see that, humans have a mind that is able to create something that can do what they cannot do alone. This can be observed along human history, such as in the design of tools for hunting and in the invention of writing to help record what time would erase from memories. All this is undoubtedly a strong proof of our intellectual capacity and ability to adapt.

The Discourse Practices of text production, distribution and consumption (Fairclough, 1995) have evolved through technological development and the series of advantages of access to information it has brought. However, despite the legitimate good purposes guiding most people in their search for knowledge, sometimes this is corrupted by

⁶² Original quote: “Medidas corretivas são necessárias para combater a banalização do plágio, mas são insuficientes para que este problema seja de fato evitado”

another type of human limitation, which is not technical. Whereas guns do not kill, but those who use them, people can choose what they will (not) do with something made available.

Forensic linguists have benefited from the use of text-matching software in the solution of cases, especially in those works related to authorship attribution. There are some issues that could hardly be perceived by the human eye only – or it would take too long. In addition, certain features that shape a given author's profile can more easily be tackled with electronic methods.

Another important aspect to be considered regarding the use of text-matching detection programmes, however, has to do with the need of continuously improving them since different plagiarism strategies are constantly created. As stated by Sousa-Silva (2013, p. 19),

Plagiarism is inherently a creative act, so in the same way that anti-virus software is updated everyday with new virus definitions and new computer viruses are being invented and released immediately after, so should plagiarism detection software be regularly updated with new 'plagiarism definitions' to cater for the sophisticated, newly developed plagiarism strategies.

Therefore, there is a constant challenge to improve the design of text-matching software, which demands intense effort, including the research and development of computational resources to overcome the many limitations these services have. Contributing to that, in 2009 there was the 1st International Competition on Plagiarism Detection, together with the 3rd PAN Workshop⁶³, and such events have happened every year since. This obviously requires computational expertise: competitors are given tasks and therefore they are challenged to design software or improve already existing software to solve a given problem of authorship identification⁶⁴.

⁶³ See http://www.uni-weimar.de/medien/webis/publications/papers/stein_2009e.pdf for more information about the 1st competition. Last access: 30/04/2016.

⁶⁴ See: <http://pan.webis.de/tasks.html> for more information about PAN and the competition. Last access: 30/04/2016.

When it comes to the educational context, further questionings arise, though. Teachers usually know their students' writing styles and levels, as well as the content being taught and several publications in the area in which they lecture. However, when marking the assignments of a large group of students, how could teachers be completely sure none of them had cheated or omitted to acknowledge sources? Would a search on *Google* be enough or useless or time consuming? What difference does detecting plagiarism make to teachers, students and to educational concerns in general? In addition, what role does detection software play (or should it play) in the handling of plagiarism?

This chapter presents some advantages and disadvantages that could be observed in the use of a specific text-matching programme in '*Turnitin* Cases 001 & 002'. Then, some considerations about the creation and implementation of the mentioned program are addressed in the section entitled '*The rise and the fall of Turnitin*'. After that, some options of other software are briefly shown and some notes are made about the most advisable way they could be applied. Finally, I present the analysis of the same texts from Cases 001 & 002 using another software, *CopyCatch*.

5.1. *Turnitin* Cases 001 & 002

The two cases, arising from the same student, came up at two different moments. Some extracts are used in this section with the sole purposes of illustrating how text-match software *Turnitin* works and of drawing some observations about positive and negative points that could be found in the experience.

Differently from the practice adopted at UFSC for handing in assignments (such as e-mail or hard copy), in the UoB they have adopted an online platform called *Canvas* – in some ways it resembles *Moodle*⁶⁵, although in fact it is quite different. In this platform students can access both materials and the syllabus of their courses and, in addition, they are supposed to submit assignments, anonymously. In this process, their texts automatically go through a scan carried out by *Turnitin*, which presents detected similarities highlighted and, subsequently, a list of the sources traced – these form the 'Originality

⁶⁵ *Moodle* was mentioned for comparison with *Canvas* because it is a very popular system widely used in Distance Learning Education Programs at UFSC and other institutions.

Report'. Then, markers are able to access and grade posted assignments through this platform. Picture 5.1. below illustrates that:

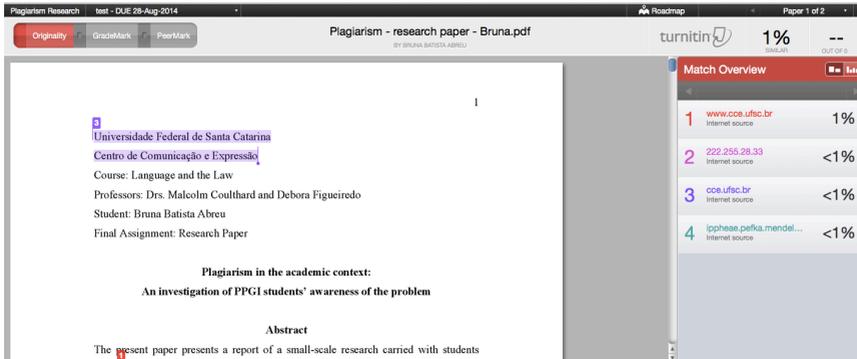


Figure 5.1. – ‘Originality Report’: highlights in the body of the text and the list of sources traced with the percentage of matching

In order to provide me with access to *Turnitin* at the university and, therefore, for me to be able to investigate some texts and learn how to deal with such software, the Educational Technological Team from the College of Arts at the UoB created a mock unpublished discipline on *Canvas* exclusively accessible to me and my supervisor. This way I could look at some suspected texts with the support of *Turnitin* and find out how it works. Due to this experience it was possible to observe both positive and negative points in using such software to evaluate plagiarism in some suspected assignments from one student.

‘*Turnitin* Case 001’ consisted of three suspected essays, which will be referred to as Papers 1a, 1b and 1c. The ‘Originality Report’ delivered by *Turnitin* presented the following data:

Item	1a	1b	1c
Similarity index %	9%	31%	17%
Number of sources	10	33	16
First source %	7%	6%	5%
Second source %	1%	4%	2%
Third source %	1%	3%	2%

Table 5.1. - ‘Originality Report’ of Papers 1a, 1b and 1c

The first item, ‘Similarity index %’ refers to the matched percentage of unoriginal text in the scanned material. ‘Number of sources’ refers to the total of external sources identified by *Turnitin* in the text, which are

presented in order of frequency of occurrence – the table presents data for the first three. It is important to point out that *Turnitin* presents *all* the text matching found in the text, including appropriately acknowledged direct quotations since they are also external sources. This fact is already an important piece of evidence against the assumption that *Turnitin* detects plagiarism and one of the reasons why scores may differ across disciplines, as some disciplines like English literature expect a significant amount of acknowledged quotation.

Something several users complained about was that only the most recent occurrence of a given matched extract is presented. For instance, if an extract of a book from the 1960's had been appropriated in a student's assignment in 2013 scanned by *Turnitin* (and therefore stored in its database), and this same textual instance had also been used in a investigated assignment of say 2015, the primary source listed would not show the 1960 book but the 2013 paper – even though the student of the 2015 assignment could not have accessed the 2013 document, produced by a student from another university s/ he does not know – unless of course the student had bought it on line! Furthermore, neither could the marker him/ herself access the 2013 paper, since certain sources indicated by *Turnitin*, which include student assignments, are usually restricted to staff members of the student author's institution. In addition, the marker would not be informed by *Turnitin* about the 1960 book, as it will not be listed in the 'Originality Report', unless the 2015 student quoted more from the book than the 2013 student. As a result, on many occasions the actual original source from which students plagiarise is not to be identified. Here is when *Google* can help, but that means that markers have the additional work of re-checking for original sources, something that should be unnecessary when the university has paid for a programme which should automatically do this mapping for them!

Later, it was found out that if you click a button *Turnitin* presents another list of sources in addition to the one containing the 'primary sources'. As illustrated below, it can deliver a list with 'all sources'⁶⁶:

⁶⁶ See https://tech4academics.jwu.edu/ulearn/Faculty/userguides/turnitin_originality_report.pdf

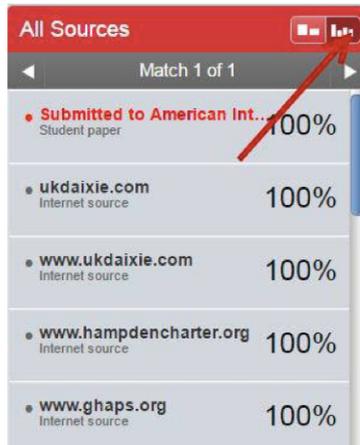


Figure 5.2. – ‘Primary sources’ and ‘All sources’

However, it was not possible to discover the criteria used to classify a given matched source as ‘primary’ or as ‘not primary’. Apparently, the list with ‘all sources’ does not (as one would have hoped, indeed expected) comprise the oldest sources of the extracts traced, but just ones in which some similarity (though less) was found. In addition, one of the professors at the UoB who was contacted replied that this option is not available in their version, and a professor at another university admitted the option exists in his version, but that, as one can imagine from the brief characterisation above, it is not very helpful in practice.

One more drawback is that *Turnitin* usually presents a long list of suspected sources when presumably plagiarising students would not copy from many (too much effort required) but in general from just one or two – there may be more, especially depending on the essay size, but it can be presumed that in most cases it would be too time consuming to plagiarise from many different sources. Then, although not impossible, it can be assumed that more than 30 sources (such as 33 in 1b) could hardly have been used.

During Plagiarism Meetings at the UoB (which have been explained previously, in Chapter 3, page 60), students are presented with some extracts from their essays in which plagiarism was detected as well as the suspected sources shown by *Turnitin* in the ‘Originality Report’. However, as just pointed out, the sources listed by *Turnitin* are not necessarily the same as those used by the student! In ‘*Turnitin Case 001*’, for instance, the main source of text similarity indicated by

Turnitin was a blog that in fact was not the original source – which was actually an encyclopaedia entry that had not been mentioned in the *Turnitin* report nor of course in the student's list of references. Therefore, it is striking that there may be a huge number of sources listed in the 'Originality Report' that are not the ones actually used by the student. In this sense, it is important to think and suggest possible changes to the *Turnitin* system that would improve its usefulness. For instance, it would be good to have a setting that would allow an option for reanalysis, which excluded not only inaccessible texts but also latest sources and even an option which showed the links to the first discovered published source.

Due to its having the highest similarity score, Paper 1b was further investigated. Papers 1a and 1c had the detected parts also searched on *Google* in order to confirm/ disconfirm the 'original' sources revealed by *Turnitin*. Interestingly, this led to the discovery that Paper 1c was actually on sale on the website *scribd.com* – offered by the student himself.

Regarding Paper 1b, as mentioned above, the primary source indicated by *Turnitin* was a website which had published (and acknowledged) the text from another source – the Stanford Encyclopaedia. Of course, confirmation regarding from where the student had actually copied could only be provided by the student – maybe it was neither of the two we had traced. Independently of that, however, it could be demonstrated that the student was not the real author despite the subtle alterations done. Some instances are presented below, in which one can notice the similarities between the first (student's text) and second (source 1) extracts. What is in italics in the first extract are additions/ alterations made by the student from the source. It is interesting to notice the words substitutions and inclusions/ exclusions made.

1b: *Many feminist theorists have made major contributions to the philosophy of corporeality and have ensured, along with race and disability theorists, that consideration to the body plays an outstanding role in social and political thinking.*

Source 1: Feminist theorists of embodiment have made a central contribution to philosophy of embodiment and ensured, along with critical race theorists and theorists of disability, that attention to the body plays a central role in social and political thought.

1b: *For regarding embodiment with suspicion, early feminists chose to give more emphasis to the rational powers of the female mind. [...] as claimed by*

Wollstonecraft in the *eighteenth* century and by Harriet Taylor Mill in the *next*,
Source 1: It is unsurprising that early feminists should have regarded embodiment with suspicion, choosing instead to stress the rational powers of the female mind [...] Wollstonecraft in the 18th century and Harriet Taylor Mill in the 19th, to regard their bodies with suspicion.

Furthermore, plagiarism of quotations was also found, i.e., the student may not have accessed the original source from which the quote derived, but rather from someone else who had actually read it and used it to build the argument in their own text – or also possibly copied it from someone else, it is hard to say. For instance, the following quote presented by the student and clearly acknowledged, would not have been problematic if it had not been found in source 1 exactly the same way – except that the original quote starts three words before:

1b: Braidotti claims *that* being a woman ‘is always already there as the ontological precondition for my existential becoming a subject’ (1994: 187)

Source 1: Rosi Braidotti claims “being a woman is always already there as the ontological precondition for my existential becoming a subject” (1994, 187).

In ‘Turnitin Case 002’ five new suspected assignments by the same student were analysed, and numbers from the ‘Originality Report’ showed the following:

	2a	2b	2c	2d	2e
Similarity index %	18%	39%	3%	23%	21%
Number of sources	6	10	1	27	47
First source %	7%	9%	3%	3%	3%
Second source %	6%	8%	-	2%	3%
Third source %	3%	8%	-	2%	2%

Table 5.2 - ‘Originality Report’ of Papers 2a, 2b, 2c, 2d and 2e

In this case most occurrences demonstrated something that could be considered as bad paraphrasing. In Paper 2b, for instance, in which the highest similarity score was traced, *Wikipedia* was presented as the first source – although the student never acknowledged it. Besides, several instances of unsuccessful paraphrasing are found. In the following extract, for example, the student kept the same rewriting strategies as in the previous essays:

1b: The cyborg *way arises* as a rejection of rigid boundaries, *mainly* those separating human from animal *as well as* human from machine.

Source 1: the concept of the cyborg is a rejection of rigid boundaries, notably those separating "human" from "animal" and "human" from "machine."

Turnitin only highlights the similar words, which means that the use of synonyms hinders text matching, as figure 5.3. presents, referring to the detected instance shown above.

The cyborg way arises as a rejection of rigid boundaries, mainly those separating human from animal as well as human from machine.

Figure 5.3. - Extract from Paper 2b

From these two investigations, it was concluded that although it would be harder to undertake analysis without software support, it would still be possible, though time consuming. For instance, to carry out a search using *Google* could be helpful, but for a marker who needs to read and assess dozens and sometimes even hundreds of students' assignments, *Turnitin* can ease the job by filtering what could deserve further scrutiny. Therefore, it is important to state that despite a series of limitations, some of them appearing to be solvable, *Turnitin* could be very useful to at least raise suspicion. The problem is if someone relies solely on its 'Originality Report' and conceives it as self-sufficient, without acknowledging that *human* expertise is necessary in order to properly diagnose and handle plagiarism cases. Moreover, some other issues related to *Turnitin* have been observed, and they are explored in the next sub-section.

5.2. The rise and fall of *Turnitin*

iParadigms is a company that deals with technological services to the educational sector. On its website (<http://www.iparadigms.com>), four main products are featured: *Turnitin*; *iThenticate*; *WriteCheck*; and *Turnitin for admissions*, all of them working on the same basis but to different audiences. They say *Turnitin* is for instructors whereas *WriteCheck* is for students to check both plagiarism and grammar in their works. In relation to *iThenticate*, this is a version of detection software for publishers, companies and other organisations, and *Turnitin for admissions* is focused on Admissions Offices to check plagiarism in personal statements, admissions essays, etc. As previously mentioned, in the UK, all universities and colleges have licensed use of *Turnitin* as

part of a national project financed by JISC since 2002, the Plagiarismadvice.org.

Some of the services that used to be made available by Plagiarismadvice.org for free to educators and anyone else interested are live events, such as one I attended in August 2013 in São Paulo, during an afternoon with four very good presentations.

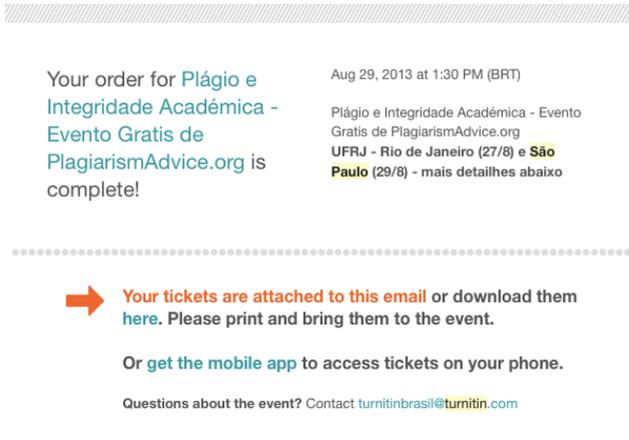


Figure 5.4. - Ticket to free event by Plagiarismadvice.org

In addition, *Turnitin*, which is one of its partners, used to offer some online Webcasts in which important issues about plagiarism, academic writing and other educational aspects were discussed. It seemed there was some concern with improving the approach to plagiarism, but sometimes the attempt to sell the product was more prominent and, therefore, its limitations were not mentioned. For instance, in one of these online Webcasts I attended, entitled “Is it a #clone or a #remix? Tagging Plagiarism in the Classroom”⁶⁷, the discussion was on how to classify plagiarism among the following ‘ten types of plagiarism’, also referred to as ‘The Plagiarism Spectrum’, as they have called it: clone; CTRL-C; find-replace; remix; recycle; hybrid; mashup; 404 error; aggregator; and re-tweet. Figure 5.5. below briefly explains each of them.

⁶⁷ The recording can be listened at <http://go.turnitin.com/l/45292/2014-10-27/22wt9> Last access: 29/04/2015.



Figure 5.5.: 'The Plagiarism Spectrum'⁶⁸

The names given to the so called 'ten types' seem funny as well as the interesting fact that they could all be comprised in a round number. In addition, throughout the Webcast these labels are explained and participants are asked to answer quizzes in which they would evaluate instances so as to 'test' their understanding in classifying plagiarism. Ironically, this resembles evaluation methods that have been highly used in traditional education, which imposes what is the right answer – the one that perfectly fits into a pattern. To me, the borderlines proposed to divide the 'ten types' do not always seem very clear, especially because they can collide with each other depending on the case.

It was noticeable in this Webcast that all the ten types listed are limited to what can be detected by *Turnitin* – and to a certain extent, depending on the quantity. Take, for instance, the 'Find-Replace type': it includes changes in key words, which means that most words in a sentence, i.e., all the other words besides the key ones changed, must have been kept identical to those from the original source – since *Turnitin* can only find identical textual strings! In Paper 1b of 'Turnitin Case 001' several instances could only be matched because only few words in a sentence were changed from the original source. Therefore, plagiarism in translation, bad paraphrasing, use of synonyms and nominalisations, shifts in sentence order, changes in words with maintenance of structure, among other strategies, which are the ones generally adopted in serious cases of plagiarism, were not discussed in the talk. Similarly, the fact that the system can be fooled by the use of hidden characters was not raised.

⁶⁸ Source: http://turnitin.com/assets/en_us/media/plagiarism_spectrum.php Last access: 29/04/2015.

Plagiarism Officers interviewed in the UoB gave their opinions about the use of such software, and most of them were practically united in the position against it. They all agreed *Turnitin* may help in the sense of allowing the marker to see how much the student has used of (acknowledged) external sources, not necessarily plagiarism, and help to a certain extent by providing a general scan. However, although it is comfortable to have such a program, it is not that effective, since it cannot detect any of the strategies mentioned above, which can all ‘pass off’ *Turnitin*.

Some Plagiarism Officers said they do not like the fact that the university depends on a private company whose sole interest is selling their products no matter to whom. For instance, students who can afford to buy a copy of *Turnitin* could manipulate their texts before submitting to *Canvas* by changing words, structure, etc. – which would make it harder for markers to find plagiarism. Therefore, something that had been discussed in the UoB was whether to allow or not students to access *Turnitin*. It would be important for them to know how the system works and have a tutor to explain it at the beginning of the course, but not to allow them to always check their own assignments before submission or without a tutor’s monitoring. Nevertheless, a good question and challenge to be posed to both markers and students would be to find out whether it is harder to use *Turnitin* to manipulate a plagiarised text to escape detection or to write your own text from scratch.

One of the Plagiarism Officers interviewed at the UoB expressed that he thought *Turnitin* would *saturate* at a certain point due to the number of texts already inserted in its database. In a sense, he was afraid that one day there would be so many texts stored in *Turnitin* that it would be virtually impossible not to find at least a little of plagiarism in every text. Will *Turnitin* collapse one day or is it collapsing already? Recently, its quality has decreased, as reported by some scholars who have it available at the institutions they work. A worsening problem being tackled is that recently the textual instances it has traced have been fragmented. Several hypotheses, not yet proved, may explain this qualitative decrease. One of them is that *Turnitin* may be refusing to pay for access to the open set database they need in order to operate. Conversely, a second possibility is precisely that the database is too large, i.e., comparing a single text to a vast worldwide production may exceed the possibilities of a detection machine – these could work more efficiently with a selected group of (relevant) texts to be compared, which essentially is what the Open University does. Furthermore, since

it only reports the most recent publications, and they keep increasing as time goes by, it has become almost impossible to trace relevant sequences of textual strings that correspond to the actual original source plagiarised; therefore only irrelevant small phrases that end up matching with the most recent sources stored in the database have been highlighted. In addition, and most importantly, computational software has some limitations, and probably *Turnitin* has stopped evolving in the solution of problems with a computational algorithm. Besides, perhaps the biggest problem was to have put forward such software as an effortless solution to a problem – which indeed may not even be a problem in the context *Turnitin* has been applied, but instead a learning phenomenon with its proportions increased.

One of the reasons that sustains the need for software to help fight plagiarism is the popularity of the internet, which has made it easier to access information and as a consequence, to plagiarise – furthermore, with little effort, just by using the shortcut ‘copy and past’. As pointed by Howard (2007, p. 4), historically,

previous revolutions in access to text, such as those precipitated by the advent of the printing press and again by mass education, also incited cultural fears. This time, the cultural fears are focused on issues of property and especially on students’ incursions on the words and ideas of others.

In addition, the creation and use of detection software are supported by concerns regarding authorship and intellectual property, which may not necessarily apply with such rigour in the educational context, when there is the objective of guiding students in the development of academic skills, particularly how to search for the existing knowledge in data bases and then use it to create new knowledge. Therefore, the purely punitive role such software plays has become inappropriate and obsolete due to a revision that has started to be done of the concept of authorship. In his book ‘Plagiarism Alchemy and Remedy in Higher Education’, Marsh (2007) touches on several important points regarding plagiarism in the Internet era and the role of detection software. Although I agree with Pecorari (2009) in her review of the book that it does not present practical tools to solve the problems of plagiarism in higher education, the theoretical issues raised for reflection appear to be relevant. The author describes detection software as a “new lucrative

market in plagiarism-hunting” (Marsh, 2007, p. 128), a definition that indicates his approach to such programmes.

In addition, as stated by Sousa-Silva (2014, p. 33) and in several of his articles (2012; 2014; among others), *Turnitin* and other brands of software that claim to detect plagiarism are in fact text-matching detectors.

Most common plagiarism detection software packages currently available operate via an external analysis, by establishing a comparison between the suspect text(s) and the known originals, in order to determine the degree of similarity or identity between the texts (...) Systems that use this approach perform well in detecting identical texts, based on verbatim, word-for-word borrowing, but less well when changes are introduced to the original text.

Then, he explores the fact that such software programmes are not effective in detecting more complex linguistic alterations, which are usually done in more serious cases. This was perceived in the cases presented in sub-section 5.1.: only similar words were traced. It is necessary to think of solutions to cover these limitations since the support of such tools may be very important. However, without human analysis and, in several cases, the specific work of a forensic linguist, the mere report provided by software is not enough to answer whether there was plagiarism or not.

Plagiarism is a very complex phenomenon, which cannot be limited to the ‘ten types’ listed for the Webcast and named with funny labels in a context it should be seriously addressed. In addition, although classifications may be helpful to a certain extent, they generally end up becoming too strict and limiting. Interestingly, those live Webcasts are no longer offered, and the website ‘Plagiarismadvice.org’ has not been updated and is about to be removed. Such fact therefore provides more evidence of the decline of *Turnitin*.

Turnitin has several flaws, as mentioned previously, such as listing a bunch of sources when in fact the student might not have used all of them or indeed any of them. It may cause anxiety in students since they do not know how the software works and therefore they may feel terrified of making a mistake inadvertently and being wrongly accused.

Some questions worth further investigation would be: how much can such a programme evolve and be less dependent on manual

analysis? How much can we trust its effectiveness? How much can and indeed should the university depend and rely on a program controlled by a private company? How can this ‘mediator’ affect the relationship between students and teachers/ university? And, finally, how can we identify and measure the harms and benefits that the use of this tool can generate to scientific and educational purposes?

The answers to these questions seem to have started being answered as time passes and the weaknesses of such software have become more evident. In my understanding, language is an extremely rich resource and the possibilities of combination are endless. However, whereas language has no limits, *Turnitin* certainly does.

5.3. Are detection software programmes *really* necessary?

By contemplating a series of flaws related to a specific company of text-matching software, the reader may be asking whether educational institutions should hire them or not. First, it is important to point out that generally, detection software can be classified according to two types: intrinsic and extrinsic. One could argue that a combination of these two approaches would be very effective. According to Stamatatos (2009, p. 38), intrinsic “deals with cases where no reference corpus is available and it is exclusively based on stylistic changes or inconsistencies within a given document”. There is a series of advantages to this type of operation, but these options of text-matching programs are usually less common than those of the extrinsic type, in which a given text is compared to other texts, included in the software database.

There are several extrinsic text-matching detection programmes available besides *Turnitin*, including free programmes⁶⁹. However, some of them may not be reliable, involving the risk users may run of having their uploaded files appropriated and later on sold. Furthermore, they are not usually as effective as a paid-for program. In the experience of sending an assignment to a free programme, *Copia e Cola*⁷⁰, which was recommended by some colleagues and designed by a reliable public institution, the feedback received was not very helpful. I received the file I had sent containing some suspect paragraphs followed by the text below, with the advice to check some websites, which were not useful, and that was all.

⁶⁹ See: <https://ijnet.org/pt-br/blog/cinco-verificadores-gratuitos-de-plagio-online>
Last access: 18/07/2016.

⁷⁰ See <http://www.copiaecola.com.br/copiaecola/> Last Access: 02/05/2016.

O parágrafo anterior está sob suspeita favor verificar o endereço <http://www.wendymcelroy.com/reason.htm>
<http://www.wendymcelroy.com/reason.htm>

Figure 5.6. - Feedback received from ‘Copia e Cola’:

“The paragraph above is under suspicion, please check the link...”

There is also a list of some other options of text-matching software, presented in figure 5.7., provided by Sousa-Silva.

Software tool	Verbatim	Paraphrase	Translation	Lexical
<i>Article Checker</i>	Y	N	N	N
<i>CiteReader</i>	Y	N	N	N
<i>CopyCatch</i>	Y	N	N	Y
<i>Docol@c</i>	Y	N	N	N
<i>Dupli Checker</i>	Y	N	N	N
<i>Ephorus</i>	Y	N	N	N
<i>Glatt</i>	Y	N	N	N
<i>Google Translate</i>	Y	N	Y	Y
<i>Plagiarism Checker</i>	Y	N	N	N
<i>Plagiarisma</i>	Y	N	N	N
<i>Plagium</i>	Y	N	N	N
<i>SafeAssign</i>	Y	N	N	N
<i>Turnitin</i>	Y	N	Y	N
<i>Urkund</i>	Y	N	N	N
<i>Viper</i>	Y	N	N	N
<i>WCOPYFind</i>	Y	N	N	N
<i>WriteCheck</i>	Y	N	N	N

Figure 5.7. - Options of text-matching software (Sousa-Silva, 2013, p. 227)

The list points to the possibilities covered and not covered by each of them (‘Y’ for ‘yes’ and ‘N’ for ‘no’). As can be seen, verbatim extracts are always covered, but none of them is able to match paraphrase. *Turnitin* provides the option to detect translation though it actually does not work (as discussed in Chapter 4); *Google Translate* has been considered an option to support the investigation of plagiarism via translation and examine lexical items. Another one, which opens the

possibility of detecting lexical similarities, is *CopyCatch*, created by David Woolls. Differently from *Turnitin*, which has a huge database that is constantly fed, *CopyCatch*'s database is set by the user, who can include/ exclude any sources they want. Then, comparisons can be drawn between the assignment and all the files stored and also among students' assignments. Because of this, it does not have the flaw found in *Turnitin* of just reporting the most recent occurrence, which very often is not the original one; *CopyCatch* reports *all* the instances of a given word-sequence with matched similarity so that the marker can evaluate or inquire the student about the actual source used.

The theoretical basis of *CopyCatch* includes some linguistic theorists, such as Eugene Winter, Charles Fries, studies arising from the area of corpora, and Halliday's Systemic Functional Linguistics, such as the consideration of given and new – the more given, more plagiarism is suspected. In addition, *CopyCatch* provides a more qualitative approach: the user can select how many (content) words in a sequence they wish to detect by configuring the 'Similarity Threshold'. Furthermore, the analysis is done at sentence level. For instance, sentences are numbered and compared, and the percentage of similarity is given *per* sentence. The programme signals identical matches in red, and in blue there are nominalisations and synonyms of adjectives. In addition, it crosses sentences and gives a more detailed report. Figure 5.8. illustrates a little of the working of the programme.

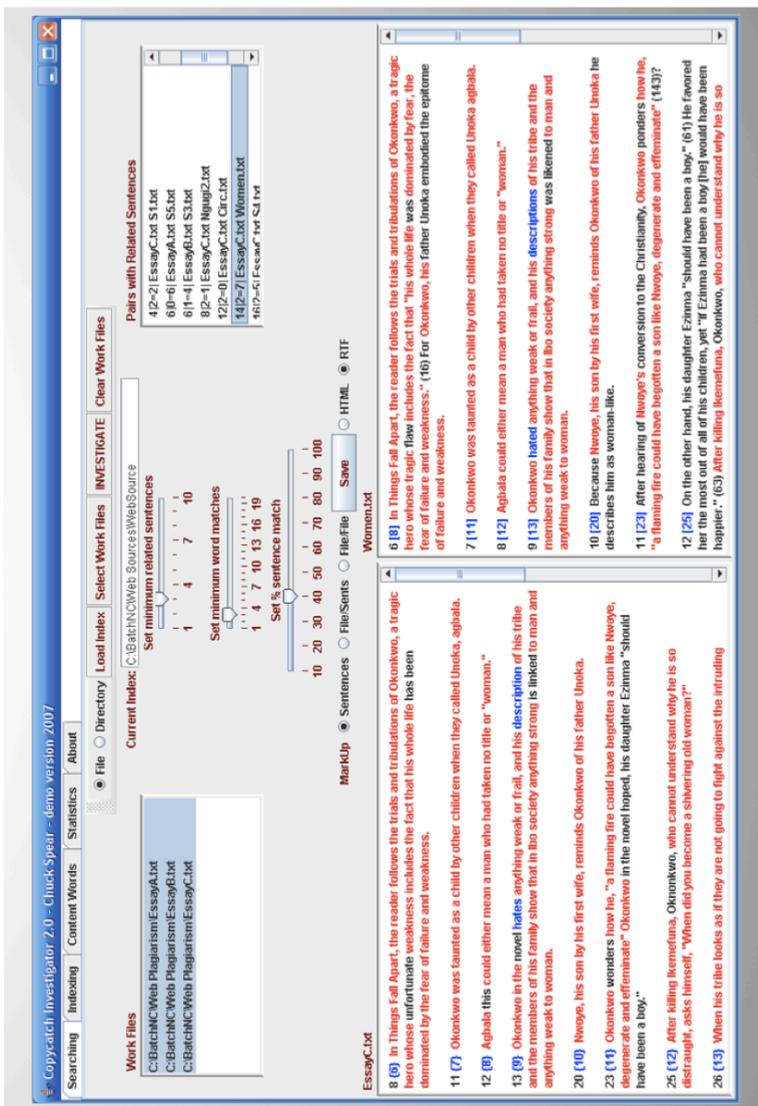


Figure 5.8. – CopyCatch in action (slide made available by Dr. Woolls)

It is possible to see that the software detects even when there are changes in singular and plural (description/ descriptions) as well as verb conjugation (hates/ hated), which gives it a huge qualitative advantage. Differently from *Turnitin* and several other detection programmes,

CopyCatch allows extrinsic and intrinsic analysis, i.e., it can compare a suspected text with others (in a closed database) and, at the same time, analyse the linguistic characteristics of the suspected text.

The effectiveness of this type of software to help investigate plagiarism has been demonstrated in several studies. Johnson (1997), when finding too many similarities between three students' texts about the same topic, suspected of plagiarism. After analysing them manually, she carried out another analysis using *Vocalyse* and *File Comparison*, two at the time unpublished programs that allow the investigator to identify linguistic items and compare documents – both had been developed by Woolls, the creator of *CopyCatch*. Through them, it was possible for her to categorise words, count their occurrence, and check similarities between the students' texts. The programmes work based on a classification of words as belonging to either a closed set group or an open lexical set. The closed set consists of some 450 items, which include all grammatical words plus some adverbs, i.e., those items generally used by all writers independently of the content, in order to help cohere texts, such as articles (a, the, some, etc.), pronouns (he, she, their, etc.), prepositions (under, besides, until, etc.), and conjunctions (but, either, and, etc.). The lexical items group, on the other hand, includes all the “[linguistic] choices [through which] writers distinguish themselves as individuals” (ibid, p. 221), i.e., lexical items are the ones that mostly contribute to make a text unique. Therefore, in order to find items relevant to the analysis of plagiarism, Johnson compared the three suspected texts with each other, focusing on identifying the number of lexical types they had in common.

<i>Text 1</i>	<i>Text 2</i>	<i>Text 3</i>
It is essential for all teachers to understand the history of Britain as a multi-racial, multi-cultural nation.	In order for teachers to competently acknowledge the ethnic minority, it is essential to understand the history of Britain as a multi-racial, multi-cultural nation.	It is very important for us as educators to realise that Britain as a nation has become both multiracial and multicultural. ...

Figure 5.9. - Extract from the three suspected texts (Johnson 1997)

It is important at this point to briefly explain the difference between token and type in the linguistics context. Basically, the term ‘type’ refers to specific words, whose occurrence is counted only once, without taking account of the number of times they appear in the text. The term

‘token’, on the contrary, refers to one occurrence of the type, and the total number of tokens is the total number of occurrences of a given type in a given text. In the previous three sentences of the present paragraph, for instance, there are four tokens of the type ‘type’.

As a means of gathering additional evidence, Johnson (1997) also had a control group, in which she investigated essays written by three other students about which she had no suspicion, written on the same topic as those produced by first three students. She found a huge difference between the suspect and control groups especially regarding the number of shared word types. In the control group participants had a total of 13 word types in common, and all of them predictable and expected, as they related to the content of the task. The suspected ones, on the other hand, shared 74 identical word types, which very significantly increased the evidence that they had accessed each other’s texts or based them on an identical external source.

	T1 T2 T3	C1 C2 C3
Common lexical types/ tokens (T123 & C123)	74/395	13/128

Figure 5.10. – Types/tokens of lexical items in the suspected texts (T123) and control texts (C123) (Johnson 1997)

As can be seen, the effectiveness of this type of program is undoubtedly enormous and it has proved to be extremely useful in providing support both to researchers and teachers in the task of monitoring plagiarism. One advantage it could be argued that *Turnitin* has over them is its huge database, which includes the web, allowing the comparison to an open set of documents, contrary to the closed database operating in *CopyCatch*. For instance, if the program database is limited to what is stored by the user, which generally consists of the materials that had been made available for students during their course, then if a student has plagiarised from a source that is not in the program database and that is unknown to the marker, it cannot detect. In a different perspective, however, having a closed group of documents to be used for comparison can be more effective and, in addition, play a very important role to contribute in the work of prevention by teaching students the right way of acknowledging the sources they used. In the case of *Turnitin* we may ‘get lost’ because there are too many sources that it can refer to – and sometimes it may point to unreliable links on the web. This way, other options that work similarly to the way

CopyCatch does have pedagogical outcomes that may be beneficial to both students and teachers. In fact, as stated by Woolls and Coulthard (1998, p. 33), these programs “can massively reduce the time spent on the mechanical aspects of text analysis”. Then, the authors present a description of some programs: Wordsmith Tools; Vocalyse Toolkit; Filecomp; and Abridge, arguing that in the article they had intended “to emphasize their role as tools, as means to an end and not as an end in themselves” (ibid, p. 55). This point, raised by Woolls and Coulthard, summarizes what function text-matching software should play in the work of forensic linguists and educators: to provide support to the professional who is carrying out the investigation and, therefore, being the one guiding the use of resources.

5.4. *Turnitin* Cases 001 & 002 revisited

The texts analysed in section 5.1. with *Turnitin* were also submitted to *CopyCatch* with the purpose of not only contrasting the working of both programs, but also of observing the effectiveness of having a qualitative comparative analysis of the suspected texts with possibly plagiarised original sources. Although *Turnitin* had successfully identified many suspected extracts as well as indicated possible sources through a wide scan, these were not *totally* accurate. *Turnitin* just indicates the latest occurrence of a sequence of words, and the latest occurrence is very likely not to be the original source, especially if it consists of an important one and, therefore, often quoted passage. As a result, the system fragments and therefore under-represents the amount of actual plagiarism in a given assignment, i.e., if the student has extracted more from the same material, this additional text risks not being traced as belonging to the same source, but probably to a different one, with the latest occurrence. In order to illustrate that, let us create a hypothetical example of a student who has submitted a text in which the following extract has been traced by a *Turnitin* scan:

We can understand that the cell *is the basic, structural, functional and biological unit*. It **is the smallest unit of life**.

Then, in the ‘Originality Report’, let us pretend the software has pointed out the part in italics as originating from the *Wikipedia*, and the part in bold from the website *Ask a Biologist*, which will be considered in this example as a more recent source than *Wikipedia*. Textual similarities with the fictitious student’s text are emphasised below:

The cell (from Latin *cella*, meaning "small room"[1]) *is the basic structural, functional, and biological unit of all known living organisms. A cell is the smallest unit of life that can replicate independently, and cells are often called the "building blocks of life"*. The study of cells is called cell biology. (Source: Wikipedia; my emphasis)

Cells - Tissues are made of cells. The cell **is the smallest unit of life**. What does that mean? It means that the cell is the smallest living thing capable of replicating. (source: <https://askabiologist.asu.edu/content/ingredients-life>; my emphasis)

Let us suppose the student has actually plagiarised everything from *Wikipedia* and has never consulted the other source. This way, a higher percentage of text similarity that could have been attributed to *Wikipedia* is not accounted in the 'Originality Report', although such information would be more significant to prove plagiarism.

Moreover, there is a user misconception that needs to be stressed: although the company does not claim it, some people believe that *Turnitin* detects plagiarism, and that the extracts and sources it presents in the 'Originality Report' correspond to truth. However, as mentioned above, *Turnitin* picks the most recent occurrences of similar word sequences, irrespective of whether they were acknowledged or not. In addition, considering that in academic contexts the objective is to teach students how to write, the database to investigate plagiarism could consist only of texts about the content, which could have been used in class, and also other sources that the marker may consider relevant – not an excessively large database crowded with irrelevant sources, like that provided by *Turnitin*. Therefore, despite the possible usefulness of the very broad scan that *Turnitin* does, its analysis is limited in quality and it may not fulfil most important educational demands.

Texts from Cases 001 & 002 were analysed more closely, with the support of *CopyCatch Gold*, more especially Papers 1a, 1b, 2b, 2d and 2e. Three texts were omitted: Paper 2a, which is a summary of a book Chapter which I could not access and therefore could not compare; Paper 2c is a very short essay in which very little was traced; and in relation to Paper 1c, despite having had some extracts traced in the *Turnitin* analysis, it was found that most of them are either quotations or parts of an essay I could not access (possibly it was bought by the student).

Paper 1a was compared to a thesis, but it was decided to do it with its individual chapters, as comparison with the whole file had not

shown significant results. Chapters 1 and 2 were then inserted in the database, and some similarities were found – *CopyCatch* traced 10%. When chapters 3 and 4 were included in the analysis this similarity decreased since the plagiarised instances are almost exclusively centred on the first two chapters. Interestingly, the student presents this source in the reference list, but he cites it only once in the thesis. Basically, he copied and rewrote several sentences, substituting words and changing sentence order, and even using the same quotations from the original, as the examples below demonstrate (similarities are underlined):

1a: Within the family arena, the opening scene brings viewers into the world of frayed mother-daughter relationships across three generations: Ivy, Betty and Carol.

Source: Within the family arena, we are presented in the first scene with three generations of mothers and daughters: Ivy, Betty and Carol.

1a: In scene five Betty laments: “We don’t even talk any more like we used to” (Daniels 1991:117), and in scene twelve, she emphasises, after a slight pause, that the last thing the two of them did together was buying the material for Carol’s wedding dress (Daniels 1991:155).

Source: Betty laments in Scene Five: “We don’t even talk any more like we used to” (p. 117), and in Scene Twelve, she points out that the last thing she and Carol actually did together was buy material for Carol’s wedding dress.

1a: Lastly, the strategies to achieve solidarity that Daniels offers women, i.e., the power of laughter and relaxed atmosphere as a close connector whereby women confront their problems and fears, and seek out possibilities for change have always been part of male culture as a chief communal response.

Source: Finally, the strategies that Daniels offers women in this play to achieve solidarity (such as the sharing of problems and laughter, the questioning of ideas, mutual understanding, encouragement, and political activism), have always had their counterpart in male culture.

In addition to showing similarities at sentence level, *CopyCatch* also has the option of analysing the lexical items of the text, both content and function words, which are presented in different slots. These lists have four columns, containing: shared vocabulary; shared once only (words that appear only once in both texts); only in the original source; and only in the suspected text. The picture below exemplifies the list delivered for Paper 2d:

Shared	Shared Once only	Only in Economic Works of Karl Marx 1861 origins...	Only in economic works comparison 2d
129 labour 230 99	active	20 net	21 art
153 production 111 42	added	15 appears	19 cultural
136 productive 95 43	alienated	13 appear	16 williams
136 capital 118 18	applicable	12 via	15 culture
108 capitalist 83 25	artistic	11 valorisation	13 engels
91 value 62 31	artisan	10 general	13 immaterial
62 worker 47 15	bourgeois	8 confront	10 new
61 process 50 11	classes	8 consists	10 theory
57 social 32 25	collective	8 gross	8 marxists
50 product 44 6	come	8 millions	7 emphasis
45 man 1 44	condition	8 subjective	7 rymond
41 surplus 37 6	conducted	8 purpose	6 arts
38 unproductive 14 24	confined	8 quantity	6 critical
35 form 28 7	confronting	8 science	6 manifest
35 means 31 4	connected	8 self	6 relationship
33 use 24 9	consider	7 london	5 century
31 workers 25 6	constitutes	7 machinery	5 criticism
28 money 26 2	contribute	7 people	5 ideology
28 same 20 8	cost	7 represents	5 industry
28 wage 23 5	define	7 talor	5 pleasure
27 produce 20 7	delivers	6 capitalists	5 politics
26 commodities 22 4	destroyed	6 capitalists	4 alternative
26 products 13 13	dimensions	6 law	4 artists
24 development 19 5	doctrine	6 perform	4 base
24 material 10 14	done	6 variable	4 concepts
24 mode 18 6	extracted	5 absolute	4 experience
24 work 6 18	factors	5 agriculture	4 light
23 labourer 17 6	factory	5 book	4 model
22 wealth 19 4	favourite	5 communal	3 ability
22 fact 17 5	final	5 converted	3 action
21 artists 1 20	follows	5 covers	3 aesthetic
21 capacity 18 3	formulas	5 employs	3 afford
21 forms 14 7	gets	5 formal	3 analyses
20 conditions 19 1	poet	5 imminent	3 artwork
20 directly 17 3	hackwork	5 increases	3 assumption

Figure 5.11.: Content words in Paper 2d

By presenting the list of types and tokens in common in the first column, then of shared once only vocabulary in the second, and the unique lexical items in each text, the software provides more means to gather evidence in order to prove plagiarism.

In relation to Paper 1b, which has been previously presented in section 5.1. with the *Turnitin* analysis, *CopyCatch* was able to trace 9% similarity with the source stored, in 43 sentences. Interestingly, *Turnitin* also marked some of these sentences, but it failed to trace some of them, and attributed some parts to other sources, as shown below in Figure 5.12.:

The writings of Elizabeth Cady Stanton (1860/1881, 681), a social activist and a major figure of the early women's rights movement in the United States, furthered the debate on how bodily markers are used to doubly subordinate through relations of sexual and racial oppression.

Figure 5.12. – Extract of Paper 1b analysed by *Turnitin*

As can be seen, there is a fourteenth source, identified by *Turnitin*, which is not the original. On the other hand, *CopyCatch* presented the following for the same extract with underlining used to indicate matched text:

1b: The writings of Elizabeth Cady Stanton (1860/1881, 681), a social activist and a major figure of the early women's rights movement in the United States, furthered the debate on how bodily markers are used to doubly subordinate through relations of sexual and racial oppression.

Source: Moreover in the writings of Elizabeth Cady Stanton we find a recognition of the way bodily markers are used to perpetuate both racial and sexual oppression.

The following instance, in Figure 5.13., depicts what *Turnitin* pointed out, as findings in sources 1 and 18, with some markings missing, and then below, in Figure 5.14., the comparison between the student text and the original source, as delivered by *CopyCatch*:

The descriptions on the female body offered by Beauvoir in stark contrast to the valorisation of the body problematized by sexual difference scholars: 'What is at stake in the debate is not the causality, the chicken-and-the-egg argument, but rather the positive project of turning difference into a strength, of affirming its positivity' (Braidotti 1994:187). Descriptions aiming to

Figure 5.13. – Extract of Paper 1b analysed by *Turnitin*

Stanford article - 1b
[P27 S1] The descriptions which Beauvoir offers us of the female body as lived, are in marked contrast to the valorisation of that body which we find in the writings of sexual difference theorists. What is at stake in the debate is the positive project of turning difference into a strength, of affirming its positivity (Braidotti 1994, 187).

comparison 1b
[P9 S1] The descriptions on the female body offered by Beauvoir are in stark contrast to the valorisation of the body problematized by sexual difference scholars: What is at stake in the debate is not the causality, the chicken-and-the-egg argument, but rather the positive project of turning difference into a strength, of affirming its positivity (Braidotti 1994:187).

Figure 5.14. – Sentence of Paper 1b analysed by *CopyCatch*

Some of these comparisons could also be undertaken in relation to Paper 2b, which has similarly been scanned by *Turnitin*, with 39% of similarity, including acknowledged text. The primary source listed was Wikipedia, with 9%, and the following two had 8%. However, it was decided to compare Paper 2b only with the Wikipedia text since it appears to be the most probable source.



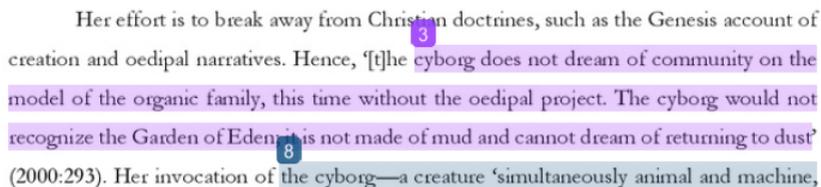
Figure 5.15. – Similarity report of Paper 2b by *Turnitin*

The *CopyCatch* analysis suggested 14% similarity – the other 25% belonged to acknowledged material, since the student presented a lot of quotes in this paper – but some of them were appropriated from Wikipedia, as presented below.

2b: Hence, “[t]he cyborg does not dream of community on the model of the organic family, this time without the oedipal project. The cyborg would not recognize the Garden of Eden; it is not made of mud and cannot dream of returning to dust” (2000:293).

Source: She writes: “The cyborg does not dream of community on the model of the organic family, this time without the oedipal project. The cyborg would not recognize the Garden of Eden; it is not made of mud and cannot dream of returning to dust.”

Turnitin has also detected this extract, but it does not attribute it to Wikipedia, but rather to the third source (pointed out as ‘flightline.highline.edu’):



Her effort is to break away from Christian doctrines, such as the Genesis account of creation and oedipal narratives. Hence, “[t]he cyborg does not dream of community on the model of the organic family, this time without the oedipal project. The cyborg would not recognize the Garden of Eden; it is not made of mud and cannot dream of returning to dust” (2000:293). Her invocation of the cyborg—a creature ‘simultaneously animal and machine,

Figure 5.16. – Extract of Paper 2b analysed by *Turnitin*

As a parenthesis, in this case, the tracing of plagiarism of quotations raises the interesting question on how to classify such instances, as they are plagiarised although acknowledged quotations, i.e., it is the quoting, not the quotation which is plagiarised, a fact that may challenge some definitions of plagiarism.

Since 47 sources were pointed out by *Turnitin* in the ‘Originality Report’, it was hard to find one to compare Paper 2d to. Leaving aside the acknowledged quotations, traced again, in this paper, an unquoted part was typed on *Google*, and an article was discovered, which was therefore compared with the student’s paper through *CopyCatch*, delivering 7% similarity, corresponding to 18 sentences. The use of the same textual structures was very frequent, with some elaborations, similar to instances traced in the other texts. Unfortunately it was not possible to trace the actual source used by the student, and

neither *Turnitin* nor *CopyCatch* were helpful in this sense. In some cases, the forensic linguist must do the search with the support of other tools, such as *Google*.

Finally, Paper 2e was also a very challenging one since the student has quoted a lot – and even the list of references was marked in the *Turnitin* analysis.



Figure 5.17. – Plagiarism of List of References in Paper 2e

From this case it could be concluded that when dealing with instances in students' assignments, the marker should get in touch with the student in order to get information about the consulted sources. Despite that, both types of programme could work collaboratively: one operating with an open set database, such as *Turnitin*, raising suspected plagiarised instances and pointing out to possible sources; and the other such as *CopyCatch*, with a closed database and the possibility of intrinsic analysis in order to make it more accurate and qualitative.

5.5. Coda

Both detection software programmes presented in this Chapter, *Turnitin* and *CopyCatch*, have strong and weak points. They fulfil a helpful role,

but they do not take over the central human role, which forensic linguists and markers must assume in investigations of plagiarism.

All these considerations lead to the conclusion that since hiring detection software implies a great investment from the institution, it is important to analyse the advantages and disadvantages in order to ponder if it is worthwhile and, if so, which one to choose. Then, by making use of a programme that has been formally hired by the institution, it is possible to be more coherent regarding such matter in the whole university/ school/ college. However, something that has been observed is that the mere acquisition of text-matching software is not helpful if the institution does not have policies to handle plagiarism nor preventive work to help educators and students learn more about it and find ways to avoid it. Otherwise, it becomes a race for catching and punishing plagiarisers, treating students as criminals, and losing sight of the educational purposes that must be the basis for this concern. This topic will be taken up again in the next chapter, in which I present proposals about dealing with plagiarism at UFSC.

CHAPTER 6

APPROACHING PLAGIARISM IN EDUCATIONAL CONTEXTS

My rule of thumb to avoid plagiarism is always keeping summaries of what I read, using my words, my understanding of the text and always keeping records of direct citations with full reference to the original. (Student's response to questionnaire applied at UFSC in 2012)

A document with orientations about plagiarism was also found. However, unfortunately, in this document it was possible to trace *verbatim* reproduction of entire extracts without citation and reference 'to' or 'from' another text, which depicts plagiarism. [...] the way academic plagiarism has been faced by teaching institutions in Brazil can be considered, in the best way, very incipient, and, in the worst way, a shame.⁷¹ (Krokosz, 2011, p. 760 – my translation)

Considering the number of variables to be analysed for dealing with cases of plagiarism in the educational context, it seems hard to reach a satisfactory solution. Each case demands a slightly different treatment, since, in order to be accurate, it is necessary to take into consideration the quantity and complexity of textual similarity traced, students' background and level, the type and outcome of suspected texts, i.e., if it consists of an important final work or a regular discipline assignment, among other factors. Then, one could ask: what would be the best way to approach this phenomenon in teaching institutions? Are detection programs necessarily a given to cope with the issue in educational

⁷¹ Original quote: "Também foi encontrado um documento com orientações sobre o plágio, contudo, infelizmente, nesse mesmo documento foi constatada a reprodução literal de trechos inteiros sem citação e referência de outro texto, o que caracteriza plágio. [...] a forma como o plágio acadêmico vem sendo enfrentado pelas instituições de ensino no Brasil pode ser considerado, da melhor forma, muito incipiente e, da pior forma, chega a ser constrangedor."

contexts? Furthermore, what resources and teaching materials can best assist prevention of plagiarism?

These and some other questions are addressed in this chapter, which consists of an attempt to propose actions that could improve the approach to plagiarism at UFSC. Nevertheless, in order to present suggestions to deal with plagiarism, it is important to analyse what has been accomplished in the UoB that could be adapted and applied to UFSC. Generally, the main positive aspects found in the British university were: the existence of specific policies to deal with plagiarism; the setting of an institutional structure to specifically carry out investigative procedures with students who have submitted suspected texts; the establishment of detection software to assist the entire institution; the organisation of regular meetings among staff members to update policies as well as openness for discussion to improve them; the offer of website pages about plagiarism as well as lectures, courses and workshops; and the possibility that students have of counting on the Guild of Students and an Academic Skills Centre, two organisations created in the university to assist them. The main negative points observed, which could be avoided in the implementation of new policies in UFSC, include: the emphasis on punitive aspects to treat cases of plagiarism, such as extremely formal meetings that are held, when students are judged by the accusers themselves⁷²; the use of *Turnitin*, which, despite some advantages, has, as we have already seen in Chapter 5, some technical flaws that may actually interfere with detecting more serious cases of plagiarism; and, paradoxically, the abundance of material available to students about plagiarism, apparently without enough broadcasting and guidance concerning their use.

Despite these limitations, however, the issue has been more widely discussed, investigated and handled in the UK than here, which means that there is a lot to learn from them. There, despite the predominance of the punitive approach (or ‘Corrente Legalista’/ ‘Legalist Approach’, see Krokosz, 2014, p. 122), there has been some awareness among education professionals that plagiarism is not simply an ethical issue, but mainly a linguistic phenomenon that deserves a fair and effective treatment in the educational realm.

The present chapter comprises two main sections: 1) about the importance of designing institutional policies to specifically deal with plagiarism, including the necessary procedures and resources; and 2) about the need of adopting pedagogical measures to prevent it through

⁷² These procedures are explained in Chapter 3.

different ways of teaching and assessing. It is important to state that it is not a definitive proposal to indicate how to deal with plagiarism since it is focused on what the researcher was able to access and observe in a period of time, and, based on her own experience and readings in the area, to evaluate and elaborate suggestions. However, it contains a series of indications that could be helpful to assist the development of institutional policies to work on both detection and prevention of plagiarism.

6.1. The importance of institutional policies

One could wonder why it is necessary for an institution to have a specific regulation about plagiarism since it is already common knowledge and agreed by everyone that it is a wrong and unaccepted practice. Besides, the unacknowledged use of other people's work constitutes a violation of authorship rights, which are already protected by law. Due to that, it seems we already have enough to deal with the matter.

In this sense, in order to recognise the need of adopting such specific policies it is essential to understand that plagiarism cannot simply be defined as a crime. Though it may be considered so in some cases, most times this is not what happens in educational contexts, where several implications have to be taken into account – as already stated in previous chapters. Therefore, it becomes necessary to have an institutional stance regarding how plagiarism will be defined, prevented, and when cases occur how they will be handled. In addition, having a special code for plagiarism can protect the institution as a whole, the administrative officers, educators and the students themselves.

It is important to give a fair and pedagogical response to plagiarism; fair in the sense of being just for all students by demonstrating that they are supposed to respect the rules, otherwise sanctions may occur – for them to have the opportunity to learn from their mistakes. Then, it is essential for the institution to have a legal document providing: the institutional definition of plagiarism and its position in relation to it; a classification taking into account the various levels of plagiarism, from poor academic writing skills to moderate to serious; the description of procedures to be adopted when facing each of the levels described; the implications for works produced individually or in groups; the indication of possible consequences and penalties to be applied to first occurrences and re-occurrences; the criteria in the establishment of punishment, such as students' historic record, their

course phase, and the weight of the assignment; and the prescription of any other institutional measures related to plagiarism, such as detection, pedagogical work on prevention, ethical issues, etc. In sum, this is what the Code of Practice on Plagiarism at the UoB comprises: it is a fairly short document (of about ten pages) that is updated every year, to incorporate improvements. Such fact demonstrates that it may not be complicated for an institution to create and adopt its own policies to approach plagiarism, though it involves some work from staff members in order to give birth to such policies and, most importantly, to apply them.

6.1.1. Attempts to help create policies at UFSC

In Chapter 3, UFSC's 'Memorando Circular 004' was described especially in relation to the aspects that could be improved. It consists of a document issued by the university in 2011 prescribing procedures to deal with (serious) cases of plagiarism in post-graduate programmes.

In 2015, UFSC released two new 'Memoranda', numbered 029 and 032. The former circulated among post-graduate programmes with the purpose of gathering information and suggestions in order to subsequently create a new 'Memorandum', number 032, with updated recommendations to deal with plagiarism⁷³. In order to contribute to the debate, my supervisor and I sent a proposal with ideas and issues that could be included in UFSC's new document⁷⁴. First, we suggested those procedures should be expanded to the undergraduate sphere since it is important to start facing the problem as soon as possible to prevent future occurrences. We also highlighted the importance of accounting for the different levels of plagiarism (in general terms, poor academic practice, moderate and serious), and whether it is thought to be intentional or unintentional: in the first case, further ethical aspects must be accounted for and protected, whereas in unintentional cases, when students lack a satisfactory proficiency in academic writing, the adoption of some preventive measures would be highly beneficial. Furthermore, we suggested the implementation of policies for prevention and detection, such as: the inclusion of information about plagiarism and institutional procedures on the UFSC website; the offer of lectures to students and university staff members to raise awareness about the issue; and the provision of detection software in order to

⁷³ See Appendix A

⁷⁴ See Appendix B

enable markers to more easily identify and trace plagiarism and therefore not to allow cases to escape.

Apparently, the suggestions were not considered useful or relevant, because when ‘Memorandum 032’ was released, it only featured procedures to deal with plagiarism after occurrences had been found, i.e., how to carry out investigations and apply sanctions. Differently from ‘Memorandum Circular 004’, issued four years earlier, it mentions DITS (Departamento de Inovação Tecnológica e Social), a department of technological innovation, which is responsible for dealing with cases of plagiarism at UFSC. Basically, this department is concerned with the protection of intellectual property of technological innovations that have originated from research in the university. There are some areas in which private companies invest in research that is carried out at UFSC, which ends up creating some problems especially related to patents⁷⁵.

The document, ‘Memorandum 032’, also mentions that individual post-graduate programmes have autonomy to designate a committee to issue a report with expert analysis of the case. Despite that, it does not differ much from ‘Memorandum 004’, as it has kept the same objective, which is to simply prescribe procedures for cases of detected plagiarism in the post-graduate level, i.e., it does not present how such cases could be detected nor how the occurrence of future cases could be avoided. Although having such procedural norms is already an important step, since it is essential for the university to have an official schedule to deal with cases of plagiarism, it has been restricted to prescribing punishment for serious instances and, in addition, it has left aside a very important part of the university – all undergraduate programmes.

6.1.2. Documents and the way we submit assignments

Although UFSC lacks a holistic institutional policy to cover the entire institution and to set consistent rules and procedures to deal with all cases of plagiarism, some Programmes have adopted local actions. One post-graduate Programme, for instance, after the occurrence of a serious case involving a PhD thesis, started to ask students to sign a document when they enrol, declaring they know what plagiarism is as well as the sanctions to be applied (expulsion or loss of graduate title), and promising not to plagiarise in their assignments; and when they hand in

⁷⁵ More information can be found at their webiste: <http://sinova.ufsc.br>

final assignments for disciplines, declaring their original authorship of the work. In a sense, such documents inform students about the position the Programme holds about such issue, although it is not enough to appropriately let them know about the further procedures they could go through if plagiarising, but not how to avoid it.

Programmes are allowed to implement actions that they consider relevant, independently of the university, as long as (of course) they do not contradict its norms. However, it would be beneficial to establish some dialogue among Programmes in order to exchange successful and unsuccessful experiences. For instance, the procedure of signing documents adopted by a specific Programme could similarly be suggested to other Programmes to help them avoid some future problems.

As previously explained in Chapter 5, at the UoB students submit their assignments through an online platform, *Canvas* – they usually do not hand in printed copies and do not send texts directly to their teachers' e-mails. Such a system makes it more formal and reliable for both teachers and students: students can see that their assignments have been posted and they have proof of submission. In addition, teachers can access assignments in a device created specifically for that, without the need of replying to students' emails twice (to inform they have received and to send the marking); instead, marks are simply posted. Students' assignments are very important documents, which, therefore, deserve the implementation of normalised institutional procedures, including students' signature or (when online) an affirmative response declaring authorship. Therefore, having a specific platform to submit assignments can be very helpful to improve organisational demands and to allow markers to carry out investigations of plagiarism having students' official consent and awareness.

6.1.3. Coherence to plagiarism detection

The implementation of policies to support the entire institution is a means of seeking as much fairness and equality as possible in the handling of different cases of plagiarism. However, in addition to being comprehensive regarding corrective measures, it is also important to achieve coherence in the methods used to detect suspected textual instances, and this work can hardly be done by the marker alone, without the support of detection software.

Taking into account the considerations presented in Chapter 5, that detection software alone cannot attest that there has been plagiarism

in a given text, on the other hand they fulfil an important role humans cannot cope with, which means they have a helpful role to find plagiarism. Therefore, leaving markers unassisted, without any official technological support to evaluate students' texts, may be harmful for the institution, since: some cases of plagiarism may pass unnoticed; there would not be a fair and coherent approach to identifying plagiarism across the whole institution, which is very serious; findings would rely solely on markers' individual actions and resources, and, in the absence of discussions in the institution about practices to avoid plagiarism, these would hardly be shared with others; and a series of other disadvantages that could also be enumerated.

In sum, the task of marking students' assignments making sure there is no plagiarism (especially without software support) may be demanding, and evaluation is a crucial part in the teaching of disciplines, since students can only pass them and, as a result, graduate and get the title from the institution, if they have achieved sufficient quality in their work to achieve the minimum grade. Therefore, if such evaluation fails and allows students who plagiarise or who ignore basic skills in academic writing to pass, the name of the institution risks losing prestige and failing in its social contribution by inserting such professionals into the markets of their respective areas. Then, it is advisable that the institution hires detection software and, in addition, provides basic training to teach markers operate it.

6.1.4. Establishing a Committee

An important point that could be found in UFSC 'Memorandum 032' is the autonomy given to post-graduate programmes to create a committee to investigate reported cases of plagiarism. However, it would be more beneficial to provide some expert assistance or at least to offer some reliable options of forensic linguists to carry out the investigation of cases. Furthermore, despite the possible advantages that giving autonomy to programmes may have, such openness makes it difficult for the institution to reach equality and coherence in the approach to a very serious problem, which involves crucially important pedagogical and ethical issues. This way, the establishment of a department to deal with plagiarism in the institution (in this case, DITS) is highly promising.

In addition, similarly to what occurs at the UoB, a reasonable option would be to establish a group of professors to represent the different Programmes at UFSC and therefore to form a 'Permanent Committee' (that could be regularly changed) to get together annually to

share experiences, update the rules about plagiarism in the institution and, in addition, to apply the procedures in the university as a whole, each professor in their respective Programme. These professors could similarly be called plagiarism officers, and their role would be to provide support to markers from the postgraduate and undergraduate Programmes they belong to and which they are responsible to assist. The creation of such a ‘Permanent Committee’ would not demand big changes or investment from the institution, but rather a different organisation to help improve the approach to plagiarism.

6.2. The need for pedagogical measures

While as a forensic linguist one looks at texts in order to identify and classify plagiarism, as a teacher one has the objective of guiding students to avoid it. It is important to make them aware of the seriousness of the problem, and provide solutions. As pointed out by Pecorari (2010, p. 2),

the instructions students receive about plagiarism are often in the form of warnings and information sheets emphasizing declarative knowledge about the act, rather than the skills needed to avoid it.

Therefore, it is necessary to teach about the reasons why we should avoid plagiarism as well as how to do that. Then, instead of simply alerting students to the negative consequences of plagiarism, it is more effective to encourage them to write using their own words and to equip them with academic writing skills, which include appropriately citing from external sources. In addition, there are other means to prevent, and one of them is improving the design of tasks and the way evaluation is carried out. An example to illustrate two different types of question, one of them ‘encouraging’ plagiarism, and the other one ‘discouraging’, is presented in subsection 6.2.4.

6.2.1. Teaching about plagiarism and academic writing

In relation to attempts that have been made to prevent plagiarism, several pedagogical materials can be found to exercise academic writing skills and writing practice in general as well as guidelines about citation and referencing conventions, tips for good paraphrasing, etc. However, despite the fact that it is important to have some work in order to

improve those resources, one may ask how to make such tasks more motivating for students and, furthermore, more effective. Are courses, lectures and workshops necessary? What other kinds of instruction could be given to students that would make them more active and willing to learn about the importance of appropriately following academic writing conventions and how to do that?

Considering that there is a vast literature exploring passive and active tasks as well as reading and writing strategies, the present work is inspired in this differentiation to define what will be addressed here as 'preventive passive resources' and 'preventive active resources'. Such inspiration to create this classification comes from the research by Davies (1995, as cited in Tomitch, 2000), which presents the distinction regarding passive and active reading tasks. The former ones refer to traditional tasks, such as yes/no questions, multiple-choice and true/false statements. Active tasks, on the other hand, comprehend the use of authentic and contextualised texts, inferential questions, and students' interaction and encouragement to do critical reading.

Following this line of thought, 'passive preventive resources' in this work refers to information made available on folders, websites, etc., expository lectures and other types of activity that do not demand students' direct participation and feedback – although there is always interaction to a certain degree. Conversely, 'active preventive resources' relate to those events that require students to be actively involved, such as in the case of practical activities, workshops or courses in which they can engage during teaching sessions or even online. I address the necessity of 'passive preventive resources' despite their limitations, and point to the need of promoting more use of 'active preventive resources' to help contemplate the goals of preventing plagiarism.

Passive preventive resources

Undoubtedly, it seems highly necessary to provide students with easy access to information, which is also important for the institution itself in legal terms. Therefore, the general lecture and courses offered at the beginning of the academic year at the UoB as well as information made available on paper and on the university website and some workshops carried out throughout the year, fulfil a central role by raising students' awareness regarding the need to pay attention to plagiarism and learning about institutional procedures in relation to that.

In addition to lectures, workshops and academic writing courses, the UoB has an Interactive Plagiarism Course available online

for all students – it is called ‘interactive’ although the student is supposed to attend it alone and, therefore, s/he interacts with the texts and tasks proposed in this course through the computer screen. There are no grades neither is there any obligation to complete the course – for UFSC, however, including such course in the obligatory curriculum would probably be more effective. Basically, its objective is to explain what plagiarism is and the benefits of referencing, to give some advice on how to prevent it, and to inform about how it may affect the student. Furthermore, there are tasks to help assess their own understanding of the topic, the answering of FAQ’s and the provision of additional sources to learn more about the issue. The course is structured with an introduction, file contents split into three units (entitled ‘What is plagiarism?’, ‘Referencing’, and ‘Avoiding plagiarism: Tips and tales’), opportunity for application in a ‘practice scenario’, the closing with summary and references, and a course quiz. The fact that the choice of taking it or not usually depends solely on the students’ initiative gives them responsibility for their own learning processes, i.e., they have support and freedom. Despite the good aspects that have been pointed out about this course, some limitations could also be found. For instance, in the ‘practice scenario’, in which a hypothetical situation is posed, we find the following: a fictional student is writing an essay and some questions related to that are pointed out, such as how to appropriately acknowledge the sources used, how to effectively help a colleague doing the same task, and what reference system should be used. Despite the attempt to make this realistic, the solutions to those tasks are put in multiple-choice questions that seem obvious. Figure 6.1. below demonstrate that.

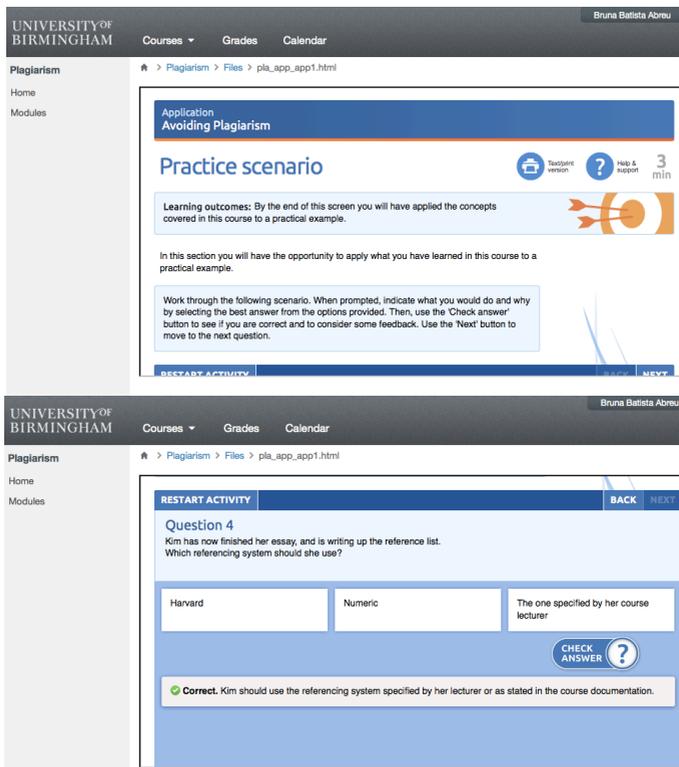


Figure 6.1. – Screens to demonstrate the online course

As we all know, studying demands some discipline, dedication and time, and therefore studying without enthusiasm and interest can turn learning into a heavy burden. Due to that, some students may find it boring if they do not have the right motivation that can push them to learn about academic writing skills and plagiarism – they may do it just for obligation, which forces them to move, though. Technology can play an important role to help make studying more attractive, and attempts have been created to turn the task of preventing plagiarism more enjoyable with the use of these facilities. An example of this is a video that has been produced to try to give a somehow more ‘humorous’ tone to talk about plagiarism, by the Yavapai College⁷⁶. The plot is the story of a student’s paper that goes to the hospital in order to receive medical assistance to be ‘cured’, i.e., to correct the lack of quotation marks, to

⁷⁶ https://www.youtube.com/watch?v=n3_tin1ik6E Last access: 09/12/2014.

fix bad paraphrasing, etc. There are many positive aspects that could be observed in this video, such as the attempt to approach plagiarism in a more fun and attractive way and the fact that the student who had made such infringement in the story was not treated as a criminal, but rather as someone who did not know that what she had done was wrong. However, despite the instructive purpose of this video resource, there is the maintenance of the same obsolete pedagogical practices, such as repetition of sentences to be memorised and the prescription of rules.

To sum up, the ‘passive preventive resources’ presented in this sub-section, including the online course, informative texts about plagiarism published on the university website and access to videos are important means to inform about plagiarism. The use of these facilities gives a series of advantages in relation to feasibility of application, i.e., students can access them and use them alone independently of teachers – their personal assistance this way may be optional. However, in order to prevent plagiarism most efficiently, the additional implementation of ‘active preventive resources’ is also suggested.

Active preventive resources

Due to the existence of a variety of learning styles, people have different preferences and, therefore, some strategies that work best for some may not be equally good for others. One of the online resources that the UoB provides is GEL⁷⁷, a website that gives information and tips to improve learning, and which points to the need of identifying one’s learning style. One of the most popular classifications of learning styles, and which is referred to in this website, is the VARK model⁷⁸, developed by Neil D. Fleming (Wikipedia). Basically, the learning categories proposed by this model are visual, aural, read/write and kinaesthetic – and there is also the multimodal one, for those who do not have a specific preference and therefore benefit, in parts, from all of them. As a result, it is important to contemplate all different learning styles and preferences students may have when developing materials to prevent plagiarism. It seems that read/ write, aural and even visual modes are the ones mostly used since it is easier to produce and distribute material constituted by these modes. Examples of materials and resources that prioritize these modes include written texts, expository classes, and figures, charts and tables. In addition, these modes are more easily

⁷⁷ <http://diglibdr.bham.ac.uk/clad/GEL.html> Last access: 11/03/2015.

⁷⁸ <http://vark-learn.com> Last access: 11/03/2015.

contemplated in the use of the ‘passive preventive resources’ presented previously. The kinaesthetic mode, in which learners benefit from the use of practical examples, on the other hand, demands more interaction and the implementation of activities that somehow require more time and creativity to be designed and applied. To have a glimpse of how this learning style demands more practical tasks, in one of the questions of the test to identify one’s learning style the respondent is asked how they would explain to someone the way to get to a certain place. Whereas the visual learner would draw a map, for instance, the person with preference for the kinaesthetic mode would prefer to go to the place with the person. Some general examples of materials and activities that make use of the four different types are provided in the figures below. Considering a class on Biology about cells, the teacher could provide students with: written texts (read/write mode); oral explanations or videos (aural mode), pictures to represent it (visual mode) or ask students to build a ‘maquette’ using polystyrene or any other materials (kinaesthetic mode).

Célula animal é uma célula que se pode encontrar nos animais e que se distingue da célula vegetal pela ausência de parede celular e de plastos. Possui flagelo, o que não é comum nas células vegetais.

Figure 6.2. – Written text about cells (read/write mode)

Source:

<http://www.sobiologia.com.br/conteudos/Seresvivos/Ciencias/Celulaanimal.php>



Figure 6.3. – Video of expository class about cells (aural)

Source: <https://www.youtube.com/watch?v=c-eurfej7OM>

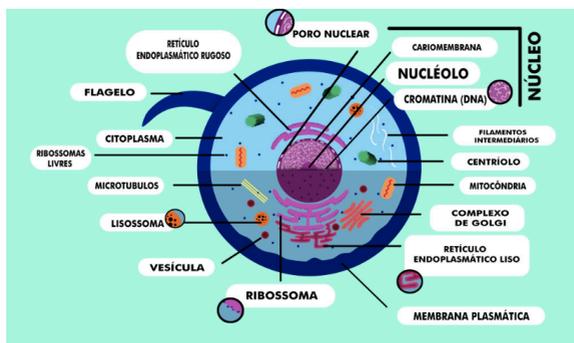


Figure 6.4. – Picture to represent a cell (visual)

Source: <http://www.todoestudo.com.br/biologia/celula-animal>



6.5. – Maquette of a cell (kinaesthetic)

Produced by my 16-year-old sister at high school

As pointed out by one of the plagiarism officers contacted in the UoB when reporting about his experience, engaging students in active tasks had very positive results. As written in the article, “advice and warnings against plagiarism were ineffective, but a subsequent interactive seminar was effective at reducing plagiarism.” (Marshall et al, 2011, p. 375). In this case, students were given an anonymised paper (from a real case that they did not know) with the *Turnitin* report. They were asked to judge if that was a case of plagiarism or not, and, if so, to decide how serious it was, and then what sanctions should be applied according to

the code of practice. After that, a discussion was carried out and students were told about how the case had been handled. The author argues that engaging students in such a task contributed to help them understand what constitutes plagiarism (for instance, inappropriate paraphrasing), to find out how the software used by the university works, and have the chance of experiencing how to apply the rules of the university to deal with the case. By having some practical knowledge of how it works, students can become more aware of the problem and, in addition, know about the policies, what procedures are taken and how sanctions are applied.

As mentioned in Chapter 3, at the UoB there is the Academic Skills Centre (ASC), which provides a series of services to assist students, one of them being the 'Academic Writing Workshop', which is available for undergraduate students. One of the editions is entitled 'Referencing, Quoting & Paraphrasing: Good Academic Practice'. It is structured with expository and practical parts, and students are given a 12-page handout. In the first part, they are informed about the reasons why referencing is needed and they are told that there are different systems they can apply, and that it will depend on the discipline. Then, more information is provided about how to use sources effectively, the differences between paraphrasing and quoting, and FAQ's regarding references are answered. After that, students are given some textual extracts to assess the uses of references in them. More activities, on paraphrasing, are provided for students to say which one was best written: the one in which the structure was kept with some word changes, or the one also based on what was read but presented with a different structure? Then, the Writing Skills Advisor gives some tips for paraphrasing, especially the care that needs to be taken during note-taking, which have to be organised so that students can keep track of what they have read and know who they should refer to later on. Then, some advice regarding the use of quotations is given, such as being selective with them. Finally, there is a summary and references for further reading.

Unfortunately, the workshop I had booked to participate in could not be run because none of the students who had enrolled (they were six) actually showed up. Therefore, it was not possible to see how the workshop works, i.e., in what ways the content is presented, how students engage, etc. The Writing Skills Advisor told me such sessions are busier at the beginning of terms, when students have more free time. During March, when I went, students are usually struggling with

deadlines, and they are not as available to take the courses⁷⁹. Despite not watching the session because of the absence of students, that was a great opportunity to talk to the Advisor, who kindly explained the course structure and gave me a copy of the booklet. Later on, she also sent some files of presentations she conducts to teach students about paraphrasing and note taking.

Most of these measures at the UoB to defeat plagiarism have been implemented quite recently – the use of detection software *Turnitin*, for instance, started to be obligatory in 2006, and the ASC started only in 2013. Therefore, their approach and the success of the teaching materials are likely to improve over time.

The joint use of ‘passive’ and ‘active preventive resources’ to combat plagiarism appears to provide a more comprehensive approach in order to assist the different learning styles and needs students at the university have. In addition, both types of resource are useful to help distribute information and to give students the opportunity of practicing what they have studied and, most importantly, connecting it to the development of their own academic work.

6.2.2. Teaching how to incorporate others’ voices

Learning how to do direct quotation appears to be relatively easy: the writer just needs to follow conventional rules, which generally involve putting the verbatim passage between quotation marks and indicating the author’s surname, year and page. However, it is important to know *when* and *where* to use it in the text – since voice is being given to another author. In addition, direct quotations need to contain the actual words used by the author without alterations, although some parts may be cut as long as conventions are followed (for instance, by inserting suspension points when there is a cut between the selected extracts).

The use of indirect quotation or paraphrasing involves some additional writing skills, since the writer is supposed to state in their own words what they intend to incorporate from what they have read. Such a task requires the absence of (at least too strong) misunderstandings, and the possession of writing abilities, such as summarizing, in order to be appropriately done. For instance, simply changing some words from the original source does not transform a

⁷⁹ It is important to mention, however, that the ASC Manager herself, when I interviewed her in August, had told me not to enrol in the busiest period due to the high demand – that is why I had let it to a more quiet period.

direct quotation into an indirect one, the same way one cannot alter the original words from a direct quotation – and this is an important piece of information many students lack by imagining that the mere alteration of some words is enough to build a paraphrase. Finally, an additional burden arises when there is the use of secondary sources that are not appropriately acknowledged – both for direct and indirect quotations. For instance, previously, when I mentioned the work of Davies (1995), I referred to Tomitch (2000), since I have learnt about the former author’s differentiation of active and passive tasks through Tomitch’s article, which I could access. Therefore, I have (hopefully, clearly!) acknowledged a secondary source. The fulfilment of all these features mentioned above has to do with what Pecorari (2010, p. 59) has called “transparent source use”.

Besides learning how to produce direct and indirect quotations, it is important to know how to incorporate them into a text in order to cause the desired impact. Therefore, writers have to know in which part of their texts certain citations can be included and in what ways, so as to be in accordance with their purposes. Pecorari (2010) describes different types of citation, explaining the different effects each of them produces in a given text. There is the impact of reporting verbs chosen, their tense, voice and the parts of the text in which other voices are included. Their different dispositions fulfil different purposes and cause different effects. Therefore, besides mastering such skills, the writer needs to be aware of the semantic implications of their choices within the text, including the impact they may cause on readers. For instance, in the clause of the previous paragraph I have included Pecorari’s quotation just towards the end of the sentence, which contributed to put more emphasis on my own words, which were in the beginning. Contrary to that, in the third clause of the present paragraph I emphasise Pecorari’s name as I have included it in thematic position.

In relation to how students can learn to avoid plagiarism, Pecorari (*ibid*) suggests two means: (1) through explicit instruction; and/or (2) by promoting practical tasks and contact between novice and expert writers. In a sense, her proposal relates to the suggestions about the combined use of ‘preventive’ and ‘active resources’ to teach about plagiarism as described in the previous sub-section. Then, she presents both alternatives and points out some of the drawbacks they have.

In relation to explicit instruction, when such courses are optional and offered in paid institutions, students usually do not prioritise them, since they are considered as ancillary. Therefore, it is important that such courses are obligatory and for free, which at UFSC

would not be a problem since it is a public university. However, this would demand some dedication and time commitment from staff. Therefore, it is important to raise awareness among teachers (especially those who supervise monographs, theses and dissertations) about the importance of providing students with better help to improve their writing.

It is important to stress that expository courses on academic writing are less effective if they do not require practical tasks especially those using students' own texts. Therefore, although some explicit teaching is important, it is usually not enough to enhance the acquisition of skills if there is no application to real texts.

The second means of teaching students how to avoid plagiarism seeks to involve novice and expert readers and writers working together on their own texts in order to learn from and help each other. It appears to be a more effective way, since it promotes practical activities and observation. Novice writers learn from reading experts' texts whereas the experts have the opportunity of reviewing their novice colleagues' texts and helping them to learn to write academically. One of the drawbacks of such a procedure is that it is not possible for the novice writers to see on what basis the experts produce indirect quotations for their texts, which consists of necessary information for them to learn how to create their own citations. On the other hand, for the expert writers it is not possible to evaluate whether novice writers have paraphrased or copied from another text citing the sources appropriately. A possible solution would be to make sources used available to have these pieces of information checked. Despite such difficulties, however, the learning and teaching of academic writing skills may be more effective when there is the involvement of one's own texts and some interaction, especially among students who can help each other – certainly both parts have the opportunity of learning.

Preventing plagiarism through educational work is a very important part of the task to face the problem since it aims at raising students' awareness and at teaching appropriate academic writing skills. Therefore, the institution can decide, according to its reality and possibilities, the best way of implementing policies in this sense so as to effectively assist students and teachers in order to successfully deal with plagiarism.

6.2.3. Teaching academic norms for citation and referencing

Undergraduate students in Brazil are supposed to produce a monograph to complete their degrees, and one of my sisters was facing this situation – she was writing her conclusion work for the college of Administration. One day she was very upset while dealing with the list of references because she did not know how to include a given source correctly, as she did not have the name of the publisher – a piece of information that is demanded by the ABNT norms she had to follow. She was using a website to assist her in this task, ‘More’⁸⁰, a free platform designed by UFSC to help students produce references accurately. There is also another system, ‘EndNote’, more efficient, but a paid one.

In the ‘More’ page, users insert information that is required, such as author, title, year, etc., and then the reference is generated, as figure 6.6. below presents:

The screenshot shows the 'More' platform interface for creating a book reference. The page is titled 'Mecanismo Online para Referências' and includes a navigation menu with options like 'Início', 'Criar Referências', 'Pesquisar', 'Minha Conta', 'Ajuda', 'Links', 'Sobre', 'Contato', 'Tutorial', and 'FAQ'. The main content area is titled 'ELABORAR REFERÊNCIA A LIVROS' and contains a form with the following fields:

- Escolha uma Coleção de Referências:** Não Classificada
- 3º Autor:** Nome completo do 3º autor. (Ex: 1998)
- Ano(aaaa) *:** (Ex: 1998)
- Tipo do Autor:** Pessoa(s) Física(s)
- Título *:** Transcrever o título do livro.
- Nº de Páginas, Volumes ou Folhas:** (Ex: 326)
- Responsabilidade Intelectual:** Autor da Obra
- Subtítulo:** Transcrever o subtítulo do livro.
- Série:**
- Mais de 3 Autores:** Não
- Nº da Edição:** (Ex: 5)
- Notas:** (Ex: Tradução de: Machado de Assis)
- Autor *:** Nome completo do 1º autor.
- Local (Cidade) *:** (Ex: Florianópolis)
- On-Line?:** Não
- 2º Autor:** Nome completo do 2º autor.
- Editora *:** (Ex: Pearson Prentice Hall)

At the bottom of the form, there are two buttons: 'Cancelar' and 'Gerar Referência e Citações'.

Figure 6.6. – ‘More’ platform

However, the system still has some limitations, and in this case of unknown publisher there was a failure on the page, so my sister decided to do the references manually, and therefore she checked the ABNT manual. There, she found out that it is possible to include an

⁸⁰ See <http://novo.more.ufsc.br/inicio>

abbreviation of ‘sine nomine’ between brackets, [s.n.], in the position the publisher should be put. Therefore, necessity pushed her to look at the norms and get to know how this is done.

The way citations and references, two very important concepts and skills to avoid plagiarism, have been introduced to under- and post-graduate students has usually emphasised memorisation of rules and little practice. Some time ago, my father was doing a specialisation degree and he was taking a subject entitled ‘Scientific Methodology’, a typical discipline that is offered in these types of programmes to expose students to some content related to scientific writing and research, and one of the topics covered was citations and references. It is important that this content is taught, and this module had the purpose of introducing them to and raising some awareness about the norms. Nevertheless, the way it is presented does not seem to be very effective since students are not asked to apply them in an assignment they have been working on, but rather just to memorise the content and answer questions in a test in order to get a good grade and pass. In other words, teaching was more focused on passive rather than on active resources. As a consequence, in the future, when they come writing their final monographs, students may find some difficulties remembering such content and using it – as in the situation experienced by my sister. A possible solution would be to request the use of citation and references in all assignments from the beginning.

In my father’s textbook there is an entire unit, encompassing some fifty pages, dedicated to citations and references. The text is written in a less formal register in order to try to establish a closer relationship with the reader, since it is part of a distance learning education Programme. The authors use some resources to interact with students, such as questions, the use of ‘you’, examples and summarisations. Throughout the topic on citations, these are first introduced in relation to their function, and authors briefly mention the following roles that they fulfil: “to sustain authors’ ideas; to develop reasoning; to corroborate the ideas defended by the author; to identify the legitimate ‘owner’ of ideas; and to allow access to the original⁸¹” (Bazzanella, Tafner and Silva, 2013, p. 147). Of course citations have these functions, which are important, but why to limit them? Authors

⁸¹ Original quote: “sustentar as idéias do autor do texto; desenvolvimento do raciocínio; corroboração das ideias ou da tese que o autor defende; permitir a identificação do legítimo ‘dono’ das ideias apresentadas; possibilitar o acesso ao texto original.”

say in the beginning that citations have many objectives, but only these are emphasised. A suggestion to improve this part would be to propose that students reflect and discuss among themselves what other functions they think citations have, what deeper purposes could exist behind, and why it is important to include them in their texts.

Citations are then explained in relation to their types, if they are direct or indirect, and many specifications are raised, such as if they are long or short and how this influences on their formatting and placement in the text. They also talk about the use of apostrophes and the correct text characters to point out to omission and how to indicate sources. Conversely, the explanation for 'paraphrase' was extremely superficial, and it lacks essential information. Considering that usually paraphrases are a doorway to plagiarism, more information about what are the elements of a good paraphrase should be presented. Authors just mention general technical issues, i.e., that paraphrases are not verbatim copies, and therefore no apostrophes and page numbers are needed. They also say that it must keep the same meaning as the original text, but they do not indicate that the mere change of some words from the original does not constitute a paraphrase. In addition, they do not provide contrasting examples of 'good' and 'bad' paraphrasing or exercises to help learn how to build them, which would certainly help. Interestingly, plagiarism is only mentioned in the end of the explanation about the role of citations, but the word appears inside a direct quotation, which presents a definition of plagiarism, and after that it is not further explained.

Then, the topic of references is presented in a similar way, with emphasis on the details that must be covered in the building of the list of references, including the elements that are supposed to be presented according to the type of publication as well as the right order and formatting. Both cases, of citations and references, are taught according to the usual Brazilian ABNT norms.

Generally, the contents in the textbook are very well organised, and authors describe the prescriptions that can be found in the ABNT manual. However, the somehow repetitive and rigid way in which the module has been presented and evaluated, despite the interactive tone, does not seem much motivating. In relation to evaluation, for instance, my father was going to have a test with multiple-choice questions about the content of the unit. Then, by the end of each topic, on citations and then on references, students are invited to perform a 'self-activity' ('autoatividade', in Portuguese). However weird this word seems, it refers to the moment students are invited to perform a 'rehearsal' for the

test by doing an exercise on their own about the content. Basically, it would be a resource to check students' learning (or memorisation) of the topic. In the exercise about citations, for instance, students were asked to identify and correct the mistakes in some extracts of direct quotes. These mistakes included not placing authors' names into parenthesis when this was demanded and keeping inverted commas in citations with more than three lines. The same kind of question was also demanded from students in the topic on references, i.e., they were supposed to check the mistakes in some examples of references, which meant that students should know what parts of a given reference should contain demarcations in bold as well as what was the right gap to include the year and place of publication. Usually, this 'automated' ability to build a reference list is gained along time, with constant practice – and many times the manual needs to be checked. Therefore, it seems unfair to demand this knowledge about all the tiny technical details of citations and references from students, especially beginner ones.

When my father was studying this unit and preparing for the test, I revised the topics on citation and references with him. He was supposed to get a given grade, which would allow him to pass the discipline, and therefore he needed to memorise all the content in order to choose the correct alternatives in the written exam that would evaluate his 'learning'. It would have been much more relevant to ask him about the importance of citation to the development of his pieces of writing, or perhaps to build a more elaborate and challenging task in order to practice the amount of information to which he had been exposed. However, the mere reciting of contents seems to be an easier and perhaps the cheapest way of teaching and carrying out evaluation, especially to a large group of students, although it is not the best to achieve learning.

6.2.4. Changing assessment and the design of tasks

Designing appropriate tasks appears to be one of the most important measures to prevent plagiarism in its origin. Basically, if students are asked broad questions that apply to several contexts and that could have been already done and answered, copying and pasting becomes an easy solution. On the other hand, when there is the need of thinking more deeply, or relating to a specific situation, or elaborating a differentiated solution to a task, or even creating a task, for instance, the mere reproduction of external sources is not enough to satisfactorily succeed in a course assessment.

Designing activities that demand students to not only look at information in the texts and report them, but mainly to elaborate answers that connect to their own experiences and previous knowledge can help prevent plagiarism. As students are supposed to provide answers that are somehow more personal, they would not focus on extracting explanations solely from texts, as they would need to elaborate on them. To stress this difference, I present what Tomitch (2000) refers to as literal comprehension questions (that demand answers that can be easily found in a text), and implicit questions, which

should be considered more active tasks, since they require the reader to connect different pieces of information within the text and also information from the text with information contained in the relevant schema stored in his/her memory in order to come up with the answer. (p. 89)

In order to briefly exemplify these different types of questions, I propose the two following tasks, which could be applied to a course on academic writing:

1 – What are indirect quotations?

2 – Write a paragraph about [a given content] including a paraphrase of the following textual extract [provide one or more paragraphs of a text and its source].

Whereas in the first case students would not need to think, they would only need to check the definition in their textbooks or on the internet, the answer to the second question requires them to apply what they have learnt about the writing of paraphrases. Similarly, in the teaching of different areas, students may be asked to simply repeat what has been lectured or, rather, based on what they have been exposed to, to create their own solutions to a posed problem.

It may happen that some teachers who lecture on the same discipline in different years/ semesters repeat questions without improving them when groups change. In these cases, there is the additional burden that students from previous classes may pass around not only the questions but also the answers, which fosters plagiarism and (mainly) cheating.

To sum up, the constant improvement in systems of evaluation of students' progress in their learning processes is an extremely

important step towards the prevention of plagiarism. The mere posing of questions that only demand literal answers may lead students to seek ready-made responses. On the other hand, when there is the request for connecting ideas, delivering opinions or writing answers to specific cases presented, students are less prone to find materials to substitute their own voices in the text. Therefore, whereas designing more active tasks is in a sense more demanding, they may prevent future problems and, in addition, make evaluation become something more interesting.

6.3. After all, what is plagiarism?

I gave my 16-year-old sister, at the time a high school student, a task: she had to produce a 100-300 words text about the topic ‘cells’, basing it on four sources I had provided. Then, I compared her text with the sources, and submitted them to the machine analysis of *CopyCatch*, which reported the following results: 9% similarity with both sources 1 and 2, 18% similarity with source 3; and no similarity with source 4. In general, her essay was built with parts of the sources I gave her, and which she did not acknowledge (see Appendix E, with the plagiarised parts highlighted). Below there is the beginning of the text, with parts in bold referring to source 1, parts in italics referring to source 2, and the word with no formatting was included by her.

Célula animal é uma célula que se pode encontrar nos animais e que se distingue da célula vegetal pela ausência de parede celular e de plastos.
Alem do núcleo, as células animais possuem organelas que realizam muitas funções específicas para o funcionamento celular.

In order to change from one source to another, it seems she preferred to use a part that contained a conjunction to give some cohesion when she starts using the second source (‘além de’, which could be translated as ‘besides’). Basically, she rarely included her own words in the text, and relied mostly on the sources. Few exceptions include the insertion of the word ‘muitas’, which seems to have been used in order to prevent her from the need of explaining what the functions of the cells are, as she had just said they are ‘many’.

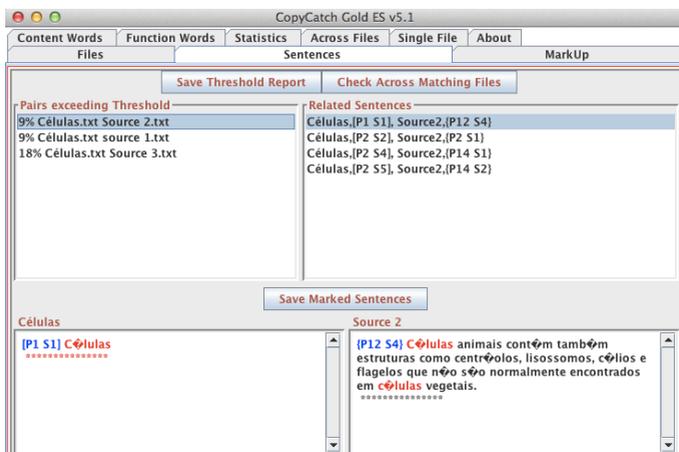


Figure 6.7. – Copycatch’s general report of my sister’s plagiarised text

When I asked her if she knew that what she had done was plagiarism she said she had no idea, and was visibly surprised. She told me that since I had told her she could use those sources she thought there was no problem copying from them in order to produce a text about the topic. I asked her if her teachers had taught about citation and references at school, and she denied it. Then, a question came to my mind: should that be considered plagiarism, or ‘patchwriting’, since it had been unintentional? Well, the word ‘plagiarism’ seems to carry a very negative connotation; therefore, by telling her that she had plagiarised, would I make her feel bad? Or, rather, would it be worse not to tell her that? In other words, should unintentional plagiarism not be classified as plagiarism? Of course, the problem is who decides on intention and what are the writing conventions. For my sister, she did what she was allowed to do!

Using again the example of traffic, let us suppose Driver A knows that it is forbidden to keep going when the light is red but he does even so. Driver B also makes the same mistake, but he had not learnt that was incorrect. The offense is the same, it will be named the same, and if both drivers are caught, they will have the same sanction. In addition, it seems it will be important for Driver B to know what it is and how serious it was in order to avoid future infractions, as he will keep driving. However, when it comes to the educational context, it seems students who have not been taught what plagiarism is and how to prevent it deserve to be treated differently from those who plagiarise deliberately. Therefore, I believe that as a teacher one must be aware of

the differences between intentional and unintentional plagiarism in order to find the best way to punish or help/ guide students to get out of this practice. On the other hand, in relation to students, they must be told that what they had done *is* plagiarism, without inculcating fear but warning them about the negative aspects of this practice, which is considered a serious offense in academia, and which makes their work less reliable. In addition, it is necessary to show them how good it is to be able to produce their own text and to differentiate it from the work of others, which however can also be inserted in their works if appropriately acknowledged – and teach them how to do that. Furthermore, it seems such teaching should start earlier, since high school (or before that) for students to be more prepared when they enter the university – the ‘motorway’.

6.4. Coda

Together with efforts towards long-term measures to defeat plagiarism, which implies deeper changes in education, some short-term and medium-term actions, such as the ones that have been suggested in the present chapter, can be taken at universities in order to deal with plagiarism. Summing up, the suggestions presented were the following:

- To nominate one professor in each undergraduate and post-graduate Programme to be responsible to assist the handling of plagiarism in their respective Programmes – DITS could request this nomination from Programmes; in addition, the union of all these professors could make a ‘Permanent Committee’ at UFSC that would be engaged to discuss and combat plagiarism.
- The ‘Permanent Committee’ together with DITS could create a document at UFSC similar to the ‘Code of Practice’ used at the UoB, containing the following information: 1) definition of plagiarism considered by the institution; 2) the different levels of plagiarism (ranging from less to more serious); 3) the procedures, criteria and penalties to be applied to each level; and 4) the description of detection and prevention initiatives the university will adopt to deal with plagiarism.
- To provide information on the university website about plagiarism, the legislation, and materials about academic writing.
- To give orientation to staff members about plagiarism and ‘patchwriting’ (explaining their differences and the pedagogical implications of the second type), and to suggest them to review the way

they have created evaluation tasks, showing that some can more easily lead students to do plagiarism.

- To hire detection software (we suggest the use of closed database ones, such as *Copycatch* – not open ones, like *Turnitin*) and to provide markers (professors, tutors) with some training to enable and motivate them to use it. In such training sessions, to demonstrate that it is possible to compare students' texts to the ones used in class in order to see the amount of textual borrowing, and that they are supposed to analyse the results in order to classify whether there was appropriate source use or plagiarism or 'patchwriting'.
- To create a platform for the perhaps anonymised submission of assignments, and to request students to check an agreement in which they declare themselves to be aware of what plagiarism is and that they have not done it, every time they submit work.
- To offer an obligatory discipline on academic writing to undergraduate and beginning post-graduate students in which they can work on their own texts, and preferably with peer support – in order to make it more practical; a part of such course could be done online, but it would be vital to have some live meetings, in class.

These suggestions are presented (in Portuguese) in a formal document created for UFSC, which can be found in Appendix G. Again, it is important to emphasise that these are some initial suggestions, which were created specifically for the current context at UFSC. The ideas were roughly shaped, and therefore a series of improvements and details are supposed to be discussed in a wider group inside the university. For instance, the definition of plagiarism is an institutional decision although there are several ready-made ones that could help. Similarly, procedures and penalties, whether they will be more or less severe, also demand a position from the university. However, some further considerations have been made in the present study in relation to the need of balancing between punishment and prevention, i.e., it is important to avoid mistakes derived from a punitive approach (since it usually does not give preeminence to the process of students' academic writing development), and at the same time to be consistent and careful in the establishment of rules to seriously treat plagiarism.

As pointed out by Krokosz (2014), very few studies about plagiarism have been carried out in Brazil, and the ones we can find focus on "lack of knowledge of what plagiarism is, difficulties in academic writing, ethical issues and dishonesty, and the development of

detection software⁸²” (p. 46). Therefore, there have not been studies about the creation of policies, which makes the present research pioneer in this respect, and as a result without many previous references from the Brazilian context. Then, it is expected that the suggestions presented here can be improved according to results achieved (and not achieved) in their expected application.

⁸² Original quote: “...desconhecimento do que é plágio, dificuldades na escrita acadêmica, desonestidade ou falta de ética e o desenvolvimento de sistemas de detecção do plágio...”

CHAPTER 7

CONCLUSION

Clear rules are necessary but, at the same time, creating a positive academic culture could also help. Sometimes I feel that the “publish or perish” culture may contribute to negative attitudes such as plagiarism. (Student’s response to questionnaire applied at UFSC in 2012)

In mental life, when intelligence, in continuous effort, develops a vast work of comprehension, investigation and production, it is necessary to distinguish what is one’s own, i.e., what arises from one’s own production, from what belongs to others. (González-Pecotche, 2002 [1944], p. 125 – my translation⁸³)

Throughout this thesis plagiarism has been discussed considering a series of implications besides the ethical ones which are usually those that are mostly emphasised when the topic is mentioned. Plagiarism was described as a linguistic phenomenon, unacceptable for a series of reasons, which were also questioned. In addition, a panorama about how the issue has been handled in two different countries, Brazil and UK, more specifically in two universities, UFSC and UoB, was reported, with the aim of analysing positive and negative points in order to build up suggestions for institutional policies. Besides that, translation was also explored in relation to cases of plagiarism involving it as a strategy, and a method that helps trace instances of this type was described. Finally, the role of detection software was also examined, pointing out the need to support both forensic linguists and those who mark student

⁸³ Original quote: “Na vida mental, quando a inteligência desenvolve num contínuo esforço um vasto trabalho de ilustração, investigação e produção, deve-se distinguir o que é próprio, quer dizer, o que surge da própria produção, daquilo que pertence à produção alheia.”

work, but at the same time acknowledging that these tools alone cannot reliably detect plagiarism, as some people believe.

In the following sections, the main contribution of the thesis is restated, with a focus on the policies presented in Chapter 6, which have been summarised on pages 162-163. Then, the implications and limitations of the thesis are pointed out, and suggestions are made for future research. However, first I briefly address some educational issues.

7.1. Some words about education

Plato's 'Allegory of the Cave' is used in the beginning of the film/documentary 'La Educación Prohibida'⁸⁴ ('The Forbidden Education') to introduce the way schools have been shaped. Generally, at school pupils stay sitting, listening to their teachers or reading or copying from the board or book, doing the 'exercises', sometimes asking questions, less frequently discussing in groups, and rarely going outside for a school trip or even to a different room in the building – the computer lab, the library or the video room. As analogy with Plato's text, only shadows of the reality outside are shown.

In 2007 I had the chance of conducting research at a public school around Florianópolis about the literacy practices and use of multimodal resources at the high school level: I observed some classes, interviewed students and teachers, and asked the former ones to produce a diary journal of their daily literacy practices, emphasising what they used to do in their routines inside and outside school (Abreu, 2008). Then, it was possible to contrast the literacy activities they used to perform in different environments with the ones they would use in the classroom. The main pedagogical implications of the study were

- 1) the recognition that multimodality is present in the students' lives outside school, whereas inside school students are taught mostly through traditional practices; 2) the understanding that school subjects cannot be separated from the students' practices outside school, but must be connected; and 3) the understanding that multimodality can be used in class even in the absence of modern resources, with the use of what

⁸⁴ This film can be watched at <https://www.youtube.com/watch?v=-1Y9OqSJKCc> Last access: 03/05/2016.

is available, such as newspapers, magazines, television, pictures, among others (ibid, p. 52).

The clear-cut separation between school and students' lives was strongly stressed through participants' answers. When describing their daily activities in the diary journal, two students said, when referring to having been to school (ibid, p. 41 – my translation):

In the afternoon I went to school, and there the same happened⁸⁵

Everyone knows what happens at school, right: nothing⁸⁶

Both participants reported the events at school as monotonous, with nothing interesting worth mentioning in their diaries. Contrary to that, however, when describing other daily activities, they were very active, and they would: read magazines, watch videos, play the guitar, read books, access the internet, especially *Orkut* (famous social network at the time), listen to music, send text messages, etc. Therefore, the energy and resources that could have been directed towards learning were not wisely invested; instead, they were dedicated solely to leisure activities. In sum, the content presented at school was usually not related to students' reality, which makes studying seem boring and therefore something apart from the life that is lived outside school. Of course there may be exceptions, and these assumptions have been made based on research and my own experience as a student and teacher.

From this investigation in 2007, it became clear for me that some issues in education needed improvement, and when I started to study about plagiarism, I realised that probably the main causes that lead students to plagiarise are: the absence of teaching about norms of academic writing; and the lack of greater encouragement for students to write using their own words.

In 2012, I was able to access some material that opened my understanding of plagiarism, and then to revise some old preconceptions I used to have about this topic. As already mentioned, there was a news article that said the UK was “winning the war against plagiarism”

⁸⁵ Original quote: “A tarde fui para a escola, e lá ocorreu o de sempre.”

⁸⁶ Original quote: “Todo mundo sabe o que acontece na escola né, nada...”

(website *Plagiarism Today*⁸⁷), and I wondered: against whom was such a war being waged? It should not be against students, as they are the ones that should be assisted by teachers, but rather against the bad practices that undermine research integrity.

Unintentional Plagiarism therefore should not be simply considered to be an unforgivable ‘academic sin’. It is something that can be avoided through (preferably early) teaching: not only of the appropriate way of doing citations and references, but mainly of the importance of respecting the efforts of others, and of developing one’s own individuality and potential to create unique works.

7.2. Summarising the main contribution of the thesis

This thesis had the objective of investigating the way plagiarism has been handled in Brazil, especially at UFSC, and to propose institutional policies to deal with the matter. This proposal was based on observations of other policies, especially at the university which the researcher was able to visit in England, the UoB. Since the main purpose of the thesis was to create suggestions of policies to deal with plagiarism in a Brazilian institution, these are briefly summarised in this section.

The policies suggested and addressed in this study involve working both on prevention and detection, basically through:

- The creation of a specific document with the rules held by the institution in relation to plagiarism, including: the definition adopted to plagiarism; a discrimination of its different levels; a description of procedures to treat/ punish each level; and the establishment of institutional measures to detect and prevent plagiarism, such as the employment of detection software to support markers as well as the creation of courses on academic writing and plagiarism to be offered;
- The establishment of a group/ committee responsible to deal with the matter, which can be formed by the current department at UFSC responsible for that (DITS) and representatives of the different programmes;

⁸⁷ See: http://www.plagiarismtoday.com/2013/04/11/why-the-uk-is-winning-the-war-on-academic-plagiarism/?mkt_tok=3RkMMJWWfF9wsRoluq7OZKXonjHpfSx57uOpXa61gIkz2EFye%2BLIHETpdcMSMFqN6%2BNFAAgAZVnyRQFE%2FCUboFE8%2FJQGA%3D%3D Last access: 18/09/2014

- The provision of detection software to support markers and to make the tracing of instances coherent in the entire institution;
- The offering of obligatory and practical courses on academic writing, especially to beginning undergraduate students; and
- The improvement in the design of evaluative tasks as well as the way they are assessed.

As previously mentioned, these suggestions were based on an analysis of policies adopted in the UK, though there was an attempt to adapt them to the context at UFSC. There is a concern with not reproducing a punitive approach, but rather of amplifying the current understanding of plagiarism and of the need and importance of having specific norms and actions to improve the way of dealing with such phenomenon.

7.3. Pedagogical implications of the study

It is expected that this work can add contributions to the areas of forensic linguistics and education. To the former, it has raised some awareness about the importance of having the professional expertise of forensic linguists to carry out investigations of cases that demand further analysis. For instance, the importance of detection software was stressed, but at the same time it was observed that machines alone cannot make the decisions that require human competence, especially when there is the use of complex strategies, such as translation.

In relation to the area of education, the main implications are related to two types of prevention: one of them, aiming for medium and short-term results, through the application of specific policies to plagiarism in institutions, with suggestions presented in Chapter 6; and the other, referring to the need for longer-term changes in education, which should start at least at high school level through the teaching of academic writing skills and scientific norms for incorporating the work of others into students' writing. In addition to that, deeper pedagogical modifications would be necessary in order to make school and studying more connected to students' lives.

7.4. Limitations and suggestions for further research

This study is one of the first in Brazil to address and demonstrate the need of implementing specific policies to plagiarism in educational institutions. However, a lot of work still needs to be done about plagiarism since this work has focused on one specific university. In

addition, universities in other countries (besides the UK) and also in Brazil could be investigated in relation to the way they deal with plagiarism.

There is also a need for more investigation about the way plagiarism has been defined and faced as well as how it has become this serious issue in education and science – since its origin is concerned mainly with authorship rights. Besides the need for more theoretical studies presenting investigations and revisions of plagiarism and other practices related to it, there is a bigger need for practical work not only to find the best policies to detect and prevent plagiarism, but mainly to evaluate their actual application in teaching institutions. Therefore, case studies, analysing the efficiency in the implementation of policies to plagiarism in different institutions, could be carried out.

Another suggestion involves the replication of the idea of applying questionnaires to students/ teachers (from various educational levels) and the audience in general about their perceptions of plagiarism (see a template on Appendix D). Such investigation could help broaden the panorama about the situation of plagiarism in Brazil.

Finally, we highlighted the need for more studies about plagiarism via translation, which is a strategy usually related to the deliberate form of plagiarism, and employed by ‘higher level’ academics, such as doctoral students and researchers. It is mainly translation from English to Portuguese, and this type of plagiarism has been noticed by translators who are asked to translate articles written in Portuguese into English for submission to international journals. Therefore, this is a very important area for future study and one which the Brazilian academy needs to be aware of and then deal with.

7.5. Coda

In addition to preparing good academic writers, educational institutions also have the duty of teaching and fostering students’ scientific thinking by providing an adequate environment for the growth of potential researchers. It has been observed that teachers and schools/ universities can play a central role in providing stimuli for students to view learning as an opportunity to feel useful to humanity and also as a source for happiness by enabling them to expand their knowledge. Carl Sagan (1997, p. 301-2), a widely known scientist, astronomer and popularising writer, emphasised the importance of encouraging students to formulate questions – even if they seem ‘dumb’ ones. He contrasts kindergarten children’s eagerness to learn about the world with high school students’

fearful and indifferent positioning – probably created as a result of the negative treatment they have received during childhood, as he believes:

when I talk to high school seniors, I find something different. They memorize ‘facts’. By and large, though, the joy of discovery, the life behind those facts, has gone out of them. They’ve lost much of the wonder, and gained very little scepticism. They’re worried about asking ‘dumb’ questions; they’re willing to accept inadequate answers; they don’t pose follow-up questions; the room is awash with sidelong glances to judge, second-by-second, the approval of their peers.

However, such a limitation seems to originate not only from the fear of being ridiculed – which is very important for adolescents. Children usually wonder more, and they seem not to be worried about posing questions. Nevertheless, not all kids are motivated to keep inquiring and to investigate their doubts; rather, many times their questions are received with ready-made responses (some lacking truth and logic) to make them quiet. To a certain extent, this may limit the ability to understand and ask questions (see Gonzalez-Pecotche, 2009 [1963]). Norman Fairclough (1995; 2003), a scholar in the area of Critical Discourse Analysis, explains the connection between language use and social change, and the need of challenging some power relations established in texts. Therefore, enabling students to be the authors of their own legitimate texts and critical readers of others’ works, not simply to criticise, but to select information and question, seems to be an important step towards social change.

Encouraging students to think and have their own ideas, and teaching them to organise their unique way of expressing their thoughts in words in accordance with ethical and scientific requirements seems to be an important role schools and teachers must fulfil. Undeniably, the most efficient way of solving a problem is attacking the roots, which means that despite the need of institutional policies presented in this study, such teaching seems to be the best ‘policy’ to avoid plagiarism – though it may take a long time for us to achieve the results. Therefore, to conclude, it would be wonderful if UFSC could develop a plagiarism programme that became a model for other Brazilian universities.

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APPENDIX A – UFSC Memoranda

APPENDIX A1 – Memorandum 004


**UNIVERSIDADE FEDERAL
DE SANTA CATARINA**

Pró-Reitoria de Pós-Graduação

Campus Prof. João David Ferreira Lima –CEP 88040-900

 Trindade - Florianópolis - Santa Catarina - Brasil | www.prgp.ufsc.br / +55 (48) 3721-8314

 Florianópolis, 27 de janeiro de 2011 **MEMORANDO CIRCULAR 04/PRPG/2011**

Da: Pró-Reitora de Pós-Graduação

Aos: Coordenadores de Programas de Pós-Graduação

Assunto: procedimentos em caso de plágio

Caros Coordenadores e caras Coordenadoras,

Preocupados com o aumento de casos de plágio que vem acontecendo no meio acadêmico, principalmente em dissertações e teses, procuramos orientação junto ao DIT – Depto. de Inovação Tecnológica/PRPE, que após ouvir a Procuradoria Federal/UFSC, esclareceu o seguinte procedimento quando da suspeita de plágio:

1. O Programa de Pós-Graduação protocolará processo administrativo contendo a denúncia e documentação pertinente e constituirá comissão técnica, com representação discente, para análise e emissão de parecer (avaliação de conteúdo de área);
2. Após apreciação pelo Colegiado do Programa, o processo será enviado à Pró-Reitoria de Pós-Graduação que, após ciência, o enviará ao DIT para análise preliminar e manifestação;
3. Ao retornar à PRPG o processo será encaminhado ao Gabinete do Reitor que constituirá Comissão de Inquérito, podendo acatar ou não a sugestão da PRPG de nomes dos membros da referida Comissão;
4. A comissão de inquérito deverá formar uma convicção a partir do parecer do DIT e da avaliação de conteúdo de área;
5. Depois de formada a convicção deverá ser convocado, através do setor encarregado dos Processos Administrativos Disciplinares, o implicado no plágio para defesa;
6. Após ouvir a defesa do implicado, a Comissão de Inquérito emitirá um veredicto final que será encaminhado ao Reitor para apreciação;
7. O Reitor pode acatar o parecer da comissão e determinar a cassação do diploma de Pós-graduação ou solicitar outro parecer.

Por fim, esclarecemos que a decisão de cassação do diploma é exclusiva do Reitor e a função da Comissão de Inquérito é apresentar todos os argumentos para esta decisão.

Transcrevemos, a seguir, as orientações da Capes sobre o combate ao plágio divulgada em 04/01/2011:

“Orientações Capes - Combate ao plágio

Brasília (4/01/2011) - A Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (Capes) recomenda, com base em orientações do Conselho Federal da Ordem dos Advogados do Brasil (OAB), que as instituições de ensino públicas e privadas brasileiras adotem políticas de conscientização e informação sobre a propriedade intelectual, adotando procedimentos específicos que visem coibir a prática do plágio quando da redação de teses, monografias, artigos e outros textos por parte de alunos e outros membros de suas comunidades.

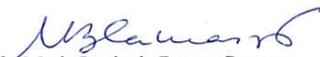
A orientação é proveniente de proposição da Comissão Nacional de Relações Institucionais e da Seccional da OAB/Ceará (n. 2010.19.07379-01) aprovada pelo referido Conselho em sessão plenária no dia 19 de outubro de 2010. O texto ressalta que as ferramentas tecnológicas da informática e o advento da internet proporcionam acesso irrestrito a muitos bancos de dados oficiais e particulares e que algumas distorções advindas desta facilidade de acesso eletrônico têm gerado preocupações no sentido da prática nociva de copiar e colar textos. *"Além da prática ilegal de apropriar-se da obra de terceiros sem autorização e sem a referência devida, o procedimento nefasto infecciona a pesquisa, produzindo danos irreparáveis."*

A OAB recomenda o uso de softwares que fazem a leitura eletrônica do texto (artigo, monografia, dissertação ou tese). Em seguida, realizam rastreamento comparativo em vários sites de busca na internet e em base de dados, verificando se o autor copiou frase ou parágrafo, por exemplo, identificando a base de dados e o texto copiado. A OAB orienta ainda que, por não se tratar de programa absoluto, procedimentos internos nas instituições acadêmicas devem ser adotados para aferir se houve ou não plágio. Um deles, citado como necessário, é que as instituições criem comissão que avalie os resultados obtidos pelo software de forma objetiva, aferindo o grau de gravidade no caso dos textos copiados.

A Capes concorda com as orientações da Ordem dos Advogados do Brasil e reforça a necessidade de combate ao plágio onde quer que este se manifeste.

A íntegra do documento aprovado pelo Conselho está disponível na internet no seguinte endereço: <http://www.oab.org.br/combateplagio/CombatePlagio.pdf>

Atenciosamente,


Prof.ª Maria Lucia de Barros Camargo
Pró-Reitora de Pós-Graduação

APPENDIX A2 – Memorandum 029



SERVIÇO PÚBLICO FEDERAL
MINISTÉRIO DA EDUCAÇÃO
UNIVERSIDADE FEDERAL DE SANTA CATARINA
PRÓ-REITORIA DE PÓS-GRADUAÇÃO
CAMPUS UNIVERSITÁRIO REITOR JOÃO DAVID FERREIRA
LIMA - TRINDADE
CEP: 88040-900 - FLORIANÓPOLIS - SC
TELEFONE: (48) 3721-9284
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Memorando Circular n.º 029/PROPG/2015

Florianópolis, 09 de outubro de 2015.

Às Senhoras e Senhores Coordenadoras e Coordenadores dos Programas de Pós-Graduação.

Assunto: Recomendações para Identificação, Apuração e Sanção de Casos de Plágio nos Programas de Pós-Graduação.

1. Instado pelas mais variadas demandas que chegavam ao seu conhecimento, o CNPq instalou em 2011 uma Comissão de Integridade de Pesquisa que teve como objetivo discutir e propor ações e recomendações no sentido de identificar e coibir práticas consideradas antiéticas no que tange à pesquisa. Essa Comissão produziu um relatório denominado "Ética e Integridade na Prática Científica"⁸⁸, divulgado em outubro daquele ano, onde define condutas censuráveis.

⁸⁸ " Podem-se identificar as seguintes modalidades de fraude ou má conduta em publicações: **Fabricação ou invenção de dados** - consiste na apresentação de dados ou resultados inverídicos. **Falsificação**: consiste na manipulação fraudulenta de resultados obtidos de forma a alterar-lhes o significado, sua interpretação ou mesmo sua confiabilidade. Cabe também nessa definição a apresentação de resultados reais como se tivessem sido obtidos em condições diversas daquelas efetivamente utilizadas. **Plágio**: consiste na apresentação, como se fosse de sua autoria, de resultados ou conclusões anteriormente obtidos por outro autor, bem como de textos integrais ou de parte substancial de textos

2. Na UFSC, a Pró-Reitoria de Pós-Graduação compilou as suas recomendações por meio do Memorando Circular 04/PRPG/2011, esclarecendo às Coordenadorias dos Programas de Pós-Graduação sobre como agir em caso de suspeitas de plágio em trabalhos de conclusão de cursos - teses e dissertações.

3. Mais uma vez, sensível aos desdobramentos da sociedade informacional, a PROPG/UFSC procura, por meio deste documento, e em parceria com o Departamento de Inovação Tecnológica e Social (DITS), atualizar e reforçar as recomendações apresentadas em 2011.

4. A justificativa dessas Recomendações é de, a partir delas, agir mesmo na ausência de disposições normativas da Universidade e fomentar um debate não apenas no âmbito da Pós-Graduação, mas também de outras esferas de ensino, no sentido de dotar a Universidade de uma política consistente, clara e democrática sobre a questão.

5. Ressalte-se ainda que as sanções para as confirmações de plágio são apenas recomendações, uma vez que a Pró-Reitoria e as Coordenadorias dos Programas ou os seus Colegiados não possuem respaldo legal para aplicação de sanções. Apenas os docentes, na qualidade de responsáveis por disciplinas ou membros das bancas de qualificação e/ou defesa de tese ou dissertação, podem aplicar as sanções sugeridas com as consequências disciplinadas na Resolução N° 05/CuN/2010.

6. As Recomendações apresentadas em anexo, de ordem estritamente procedimental, têm o condão pedagógico de publicizar as práticas de plágio, a fim de que a comunidade acadêmica possa notá-las, evitá-las e coibi-las, e de dar respaldo institucional às decisões dos docentes na aplicação das sanções sugeridas.

7. Aguardamos até o dia 16/10/2015, para o e-mail: propg@contato.ufsc.br, sugestões de mudanças tanto neste memorando quanto nas recomendações anexas.

7. Esperamos que as Recomendações sejam acolhidas e implementadas pelas Coordenadorias dos Programas de Pós-Graduação, assim como comunicadas aos Colegiados e aos discentes, no sentido de dar

alheios sem os cuidados detalhados nas Diretrizes. Comete igualmente plágio quem se utiliza de ideias ou dados obtidos em análises de projetos ou manuscritos não publicados aos quais teve acesso como consultor, revisor, editor, ou assemelhado. **Autoplágio:** consiste na apresentação total ou parcial de textos já publicados pelo mesmo autor, sem as devidas referências aos trabalhos anteriores" In: CNPq. Relatório "Ética e Integridade na Pesquisa". Disponível em: <http://www.memoria.cnpq.br/normas/lei_po_085_11.htm#etica>. Acesso em: 14.ago.2015.

visibilidade a esta prática silenciosa e corrosiva da credibilidade acadêmica.

Atenciosamente,

Prof.^a Dr.^a Joana Maria Pedro
Pró-Reitora de Pós-Graduação

RECOMENDAÇÕES AOS PROGRAMAS DE PÓS-GRADUAÇÃO NA IDENTIFICAÇÃO, APURAÇÃO E SANÇÃO DE CASOS DE PLÁGIO

1. Identificação da suspeita de plágio e encaminhamento pelo PPG

Identificado um caso suspeito de plágio no Programa de Pós-Graduação (seja ele em trabalhos de conclusão de disciplinas, texto publicado ou encaminhado para publicação, material entregue para exame de qualificação, dissertações ou teses depositadas e com defesa pendente ou com defesa realizada), a Coordenadoria do respectivo Programa, ouvido o seu Colegiado, Delegado encaminhará, por meio de processo administrativo, o material suspeito de plágio à Pró-Reitoria de Pós-Graduação, contendo a descrição do caso, a delimitação da suspeita e os indícios de plágio no(s) trabalho(s) anexado(s).

2. Manifestação do DITS/PROPESQ sobre a suspeita de plágio

Recebido o processo pela Pró-Reitoria de Pós-Graduação, ele será encaminhado ao Departamento de Inovação Tecnológica e Social (DITS) que emitirá parecer, manifestando-se sobre os indícios de autoria e materialidade do plágio, solicitando ou não à Pró-Reitoria de Pós-Graduação a designação de uma Comissão para análise.

3. Designação de comissão de especialistas para apuração do plágio

A Comissão será composta de, pelo menos, 3 especialistas na área do plágio. Os membros serão nomeados por Portaria da Pró-Reitoria de Pós-Graduação, a partir de nomes indicados pela Coordenadoria do Programa de Pós-Graduação envolvido, ouvido, se for o caso, o seu Colegiado Delegado. Conforme a extensão, complexidade e gravidade do caso, poderão ser nomeados membros externos à Universidade.

4. Emissão de laudo por comissão de especialistas na área

A Comissão emitirá um laudo fundamentado nos padrões de ética em pesquisa aprovados pelo CNPq no relatório "Ética e Integridade na Prática Científica" e nos mais renomados padrões de ética e integridade

empregados na respectiva área de investigação. No Laudo, a Comissão confirmará ou refutará os indícios de plágio levantados pelo Programa de Pós-Graduação, fazendo constar controvérsias entre seus membros, caso existam. O DITS/PROPEQS poderá ser acionado para assessorar a Comissão a qualquer momento. O Laudo será enviado pela Comissão à Pró-Reitoria de Pós-Graduação.

5. Notificação e prazo recursal do(s) envolvido(s) no plágio

O(s) envolvido(s) no plágio será(ão) notificado(s) pela PROPG/UFSC para, no prazo de até 15 dias, contestar(em) o Laudo emitido pela Comissão. O Laudo e a Defesa serão encaminhados pela PROPG/UFSC ao Colegiado Delegado do Programa para apreciação e aplicação ou não da respectiva sanção, de acordo com a natureza do plágio.

6. Sanção ao(s) envolvido(s) no plágio

A partir da configuração do plágio, as seguintes sanções poderão ser aplicadas:

A. No caso de verificação de plágio em trabalhos de conclusão de disciplinas, recomenda-se que o conceito “E” será atribuído pelo professor responsável pela disciplina (vide Art. 46, inciso II da Resolução N° 05/CuN/2010);

B. No caso de verificação de plágio em material entregue para exame de qualificação, recomenda-se que o estudante seja reprovado pela Banca de Defesa da Qualificação e, conseqüentemente desligado do Programa (Art. 46, Inciso III da Resolução N° 05/CuN/2010);

C. No caso de verificação de plágio em tese ou dissertação com defesa pendente, recomenda-se que o estudante seja reprovado no exame de dissertação ou tese pela respectiva Banca de Defesa (Art. 46, Inciso IV da Resolução n° 05/CuN/2010);

D. No caso de verificação de plágio em tese ou dissertação defendida, recomenda-se que o processo seja encaminhado ao Gabinete da Reitoria para que o título seja cassado pelo(a) Reitor(a) da UFSC, a quem compete aplicar a cassação;

E. No caso de verificação de plágio em textos publicados ou encaminhados para publicação, recomenda-se que o(s) envolvido(s) receba(am) advertência da Coordenação do respectivo Programa de Pós-Graduação e esta advertência seja comunicada aos editores da publicação.

APPENDIX A3 – Memorandum 032



SERVIÇO PÚBLICO FEDERAL
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Memorando Circular n.º 032/PROPG/2015

Florianópolis, 20 de novembro de 2015.

Às Senhoras e Senhores Coordenadoras e Coordenadores dos Programas de Pós-Graduação.

Assunto: Novas Recomendações para Identificação, Apuração e Sanção de Casos de Plágio nos Programas de Pós-Graduação.

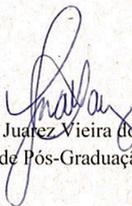
1. Considerando que a imagem de uma Universidade repousa na confiabilidade e respeitabilidade dos títulos acadêmicos que ela outorga, a constante vigia sobre o plágio - de modo preventivo ou repressivo - é essencial para a manutenção deste status. Assim, a Pró-Reitoria de Pós-Graduação (PROPG/UFSC) em parceria com o Departamento de Inovação Tecnológica e Social (DITS/UFSC) deu continuidade a discussão sobre o tema, no sentido de alertar a comunidade acadêmica sobre os efeitos danosos desta prática bem como propor procedimentos institucionais para desestimular, coibir e punir aqueles que se utilizam deste expediente nos seus trabalhos acadêmicos.
2. A consulta realizada aos Programas de Pós-Graduação por meio do Memorando Circular N.º 029/PROPG/2015, de 09 de outubro de 2015, permitiu, dentro da margem das resoluções vigentes na Universidade, estabelecer um caminho institucional para desestimular, identificar e punir as práticas de plágio que podem ocorrer ao longo da pós-graduação, desde trabalhos entregues como conclusão de disciplinas até o próprio trabalho de conclusão de curso.
3. Ao centro dos procedimentos propostos está a instauração de uma comissão designada para avaliar os casos de suspeita de plágio e emitir um parecer técnico. A formação desta comissão é necessária para garantir diferentes apreciações sobre o material suspeito de plágio e de modo a levar em consideração as especificidades de cada área. Destaca-se que não se pode, a priori, indicar quantitativamente o que seja plágio, uma vez que a vastidão do conhecimento científico comporta várias interpretações de acordo com a área de cada

pesquisa. Assim, a comissão é autônoma para determinar, segundo as variáveis que ela elegeu e que deve consignar em sua decisão fundamentada, a existência ou não de plágio.

4. As Recomendações apresentadas em anexo, de ordem estritamente procedimental, têm o condão pedagógico de publicizar as práticas de plágio, a fim de que a comunidade acadêmica possa notá-las, evitá-las e coibi-las, e de dar respaldo institucional às decisões dos docentes na aplicação das sanções sugeridas.

5. Espera-se que as Recomendações sejam acolhidas e implementadas pelas Coordenadorias dos Programas de Pós-Graduação, assim como comunicadas aos Colegiados, aos docentes e aos discentes, no sentido de dar visibilidade a esta prática silenciosa e corrosiva da credibilidade acadêmica.

Atenciosamente,



Prof. Dr. Juarez Vieira do Nascimento,
Pró-Reitor de Pós-Graduação em exercício.



SERVIÇO PÚBLICO FEDERAL
MINISTÉRIO DA EDUCAÇÃO
UNIVERSIDADE FEDERAL DE SANTA CATARINA
PRÓ-REITORIA DE PÓS-GRADUAÇÃO
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RECOMENDAÇÕES AOS PROGRAMAS DE PÓS-GRADUAÇÃO NA IDENTIFICAÇÃO, APURAÇÃO E SANÇÃO DE CASOS DE PLÁGIO

1. Identificação da suspeita de plágio e encaminhamento pelo PPG

Identificado um caso suspeito de plágio no Programa de Pós-Graduação (seja ele em trabalhos de conclusão de disciplinas e material entregue para exame de qualificação, dissertações ou teses depositadas e com defesa pendente ou com defesa realizada), a Coordenadoria do respectivo Programa, ouvido o seu Colegiado Delegado encaminhará, por meio de processo administrativo, o material suspeito de plágio à Pró-Reitoria de Pós-Graduação, contendo a descrição do caso, a delimitação da suspeita e os indícios de plágio no(s) trabalho(s) anexado(s).

2. Manifestação do DITS/PROPESQ sobre a suspeita de plágio

Recebido o processo pela Pró-Reitoria de Pós-Graduação, ele será encaminhado ao Departamento de Inovação Tecnológica e Social (DITS) que emitirá parecer, manifestando-se sobre os indícios de autoria e materialidade do plágio, solicitando ou não à Pró-Reitoria de Pós-Graduação a designação de uma Comissão para análise.

3. Designação de comissão de especialistas para apuração do plágio

A Comissão será composta de, pelo menos, 3 (três) especialistas na área do plágio. Os membros serão nomeados por Portaria da Pró-Reitoria de Pós-Graduação, a partir de nomes indicados pela Coordenadoria do respectivo Programa de Pós-Graduação envolvido, ouvido, se for o caso, o seu Colegiado Delegado. Conforme a extensão, complexidade e gravidade do caso, poderão ser nomeados membros externos à Universidade.

4. Emissão de laudo por comissão de especialistas na área

A Comissão emitirá um laudo fundamentado nos padrões de ética em pesquisa aprovados pelo CNPq no relatório "Ética e Integridade na Prática Científica" e nos mais renomados padrões de ética e integridade empregados na respectiva área de investigação. No Laudo, a Comissão confirmará ou refutará os indícios de plágio levantados pelo Programa de Pós-Graduação, fazendo constar controvérsias entre seus membros, caso existam. O DITS/PROPESQ poderá ser acionado para assessorar a Comissão a qualquer momento. O Laudo será enviado pela Comissão à Pró-Reitoria de Pós-Graduação.

5. Notificação e prazo recursal do(s) envolvido(s) no plágio

O(s) envolvido(s) no plágio será(ão) notificado(s) pela PROPG/UFSC para, no prazo de até 15 (quinze) dias, contestar(em) o Laudo emitido pela Comissão. O Laudo e a Defesa serão apreciados pela PROPG/UFSC e, confirmado o plágio, o processo será encaminhado ao Colegiado Delegado do Programa com a recomendação que seja aplicada a respectiva sanção, de acordo com a natureza do plágio.

6. Sanção ao(s) envolvido(s) no plágio

A partir da configuração do plágio, as seguintes sanções serão sugeridas:

- A.** No caso de plágio em trabalhos de conclusão de disciplinas, a sanção sugerida é a atribuição de conceito "E" pelo professor responsável pela disciplina (vide Art. 46, inciso II da Resolução N° 05/CUN/2010);
- B.** No caso de plágio em material entregue para exame de qualificação, a sanção sugerida é a reprovação pela Banca de Defesa da Qualificação e consequente desligamento do estudante do Programa (Art. 46, Inciso III da Resolução N° 05/CUN/2010);
- C.** No caso de verificação de plágio em tese ou dissertação com defesa pendente, a sanção sugerida é a reprovação no exame de dissertação ou tese pela respectiva Banca de Defesa (Art. 46, Inciso IV da Resolução n° 05/CUN/2010);
- D.** No caso de plágio em teses ou dissertações defendidas, a sanção sugerida é a cassação do título, sendo o processo encaminhado ao Gabinete da Reitoria, a quem compete aplicá-la.

7. Material plagiado que tenha sido publicado ou encaminhado para publicação:

Além das sanções sugeridas, caso o material plagiado (trabalhos de conclusão de disciplinas, material entregue para exame de qualificação, dissertações ou teses depositadas e com defesa pendente ou com defesa realizada) tenha sido publicado ou encaminhado para publicação, o editor deverá ser notificado para tomar as medidas cabíveis.

APPENDIX B – Suggestions sent to the creation of Memorandum 032**Sugestões ao Memorando Circular no. 29/2015/PROPG -
Recomendações para Identificação, Apuração e Sanção de Casos de
Plágio no PPG**

Primeiramente, sugerimos que seria importante aplicar as políticas contidas no Memorando não só para a Pós-Graduação, mas também para a Graduação, considerando que o plágio é um problema que precisa ser tratado com a maior antecedência possível.

É importante destacar também que existem diversos níveis de plágio: há casos em que se incorre nele de forma intencional, muitas vezes plagiando-se grande quantidade de texto; tais condutas ferem a ética científica, a qual devemos proteger. No entanto existem também casos em que o aluno, iniciando sua trajetória acadêmica, desconhece as normas de citação e referência e se situa num estágio inicial de seu aprendizado na escrita, o que pode levá-lo a recorrer à cópia indevida. Assim, é importante que em tais casos os alunos (especialmente os que se iniciam na Graduação) recebam o apoio da universidade e de seus professores para melhorar suas aptidões na escrita.

Além disso, sugerimos que devem haver diferentes punições para: a) graduação, pós-graduação e professores; b) primeira ocorrência e reincidência; c) auto-plágio; e d) grau e quantidade de plágio – já encontramos casos envolvendo cópia de apenas uma frase de nove palavras e outros com apropriação de um artigo inteiro. Percebemos, portanto, que os profissionais da universidade necessitam de orientações precisas da instituição, com critérios para avaliar a gravidade de cada caso e decidir a melhor forma de lidar com eles.

Abaixo enviamos algumas sugestões para auxiliar na prevenção, detecção e punição do plágio na UFSC:

1. Criar uma página na internet contendo informações relevantes para alunos e professores, com definição de plágio e descrição dos procedimentos e sanções que a UFSC adota nos casos de plágio. É importante que haja ampla divulgação do posicionamento da universidade bem como, se possível, disponibilização de materiais, links, etc., os quais favorecem a prevenção.
2. A cada novo semestre oferecer uma palestra sobre plágio, como evitá-lo e as normas da universidade para todos os calouros, apresentando

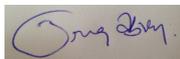
aspectos relevantes, dentre eles a lei de direitos autorais e os perigos do plágio de tradução.

3. Oferecer uma Palestra para professores e servidores da UFSC sobre plágio, detecção de plágio, os procedimentos adotados na universidade e as sanções estabelecidas para cada tipo de ocorrência.

4. Disponibilizar para os professores ferramentas eletrônicas de detecção de plágio. Observa-se que na ausência destas a identificação de plágio torna-se mais difícil, o que pode fazer com que muitos casos passem inadvertidos.



Dr. Malcolm Coulthard
Professor Visitante, PPGI/CCE
Perito em casos de Plágio na Inglaterra



Dranda. Bruna Batista Abreu
Aluna, PPGI/CCE
Escrevendo Tese sobre Plágio

PPGI/DLLE/CCE/UFSC
Florianópolis

15 de outubro de 2015

APPENDIX C – CopyCatch analyses of texts from Turnitin cases 001 & 002

Red: words that are identical in both files

Black: words that are different in comparison

P: paragraph (number)

S: sentence (number)

Example:

Original text (work file):

[P2 S8] I have therefore undertaken a text-based approach to her plays, examining first and foremost what is happening on the page and on stage. {P1 S11}

Plagiarised text (comparison file):

{P1 S11} Hence, I have chosen to undertake a (con)text-based approach to this play, analysing primarily the details on the page in connection with the social atmosphere of the early 1980s Britain, rather than relying on a specific stage production. [P2 S8]

APPENDIX C1 – Paper 1a

(work file)

[P2 S2] For one who never set out to be a 'Feminist Playwright', nor even a playwright at all, her achievement is all the more remarkable. {P1 S8}

[P2 S8] I have therefore undertaken a text-based approach to her plays, examining first and foremost what is happening on the page and on stage. {P1 S11}

[P3 S10] Before introducing such themes and features generally, however, I will first provide a brief overview of Daniels' career. {P1 S15}

[P4 S1] On September 7th, 1981 Ripen Our Darkness opened at the Royal Court Theatre Upstairs. {P1 S6}

[P4 S3] Four years later, the play opened at the Cottesloe, Royal

National Theatre the second play by a female playwright to be staged there. {P4 S4}

[P4 S5] With this play Daniels won the 1983 Plays and Players Most Promising Playwright Award. {P4 S5}

[P4 S6] Back in August 1983, the Theatre Upstairs also presented The Devil's Gateway. {P23 S1}

[P6 S2] Between 1990-93, three more plays, all commissioned as well, appeared: *Beside Herself at the Royal Court* (1990), *Head-Rot Holiday at the Battersea Arts Centre* and on tour (1992), and *The Madness of Esme and Shaz at the Theatre Upstairs* (1994). {P6 S2}

[P6 S4] With the exception of this last play, all these plays too have been published. {P2 S2}

[P6 S6] She has also been Writer-in-Residence at the Royal Court (1984) and a visiting lecturer at various universities in Britain and abroad. {P7 S3}

[P7 S2] Apart from the storm created by certain reviewers following such plays as *Masterpieces* or *Beside Herself*, Carole Woddis' description of the playwright in the Bloomsbury Theatre Guide as "the only radical lesbian feminist to have made it into the mainstream", may go some way in explaining the source of Daniels' notoriety. {P8 S9}

[P9 S4] I didn't set out to further the cause of Feminism. {P15 S2}

[P19 S5] Second, out of all Daniels' {P1 S8}

[P24 S2] Klaver, 'The Play(s) of Sarah Daniels: Performing Feminisms' (Masters thesis, University of Calgary, 1993), and Julie Morrissy, 'Materialist-Feminist Criticism and Selected Plays of Sarah Daniels, Liz Lochhead, and Claire Dowie' (doctoral thesis, University of Sheffield, 1994). {P82 S4}

[P32 S1] 111Theatres of Choice and the Case of "He's Having Her Baby", *New Theatre Quarterly*, 9 (1993), pp. 364 {P78 S2}

[P40 S2] With astute insight into the social, sexual and economic inequalities between women and men in society, Daniels deftly balances

in all three plays a serious **indictment of patriarchal ideology** with a black **and often absurd sense of humour**. {P24 S3}

[P64 S2] As she **says**, "I like being posh. {P55 S2}

[P95 S3] While all of these 'units' are interconnected in terms of plot (for example, **Ivy is mother to Betty; Betty is mother to Carol and friend to Enid; Enid is mother to Linda; Linda is former friend to Carol and current lover of Fiona; Fiona is social worker to Betty and Ivy and conveyor of political information about the women at Greenham Common**), many are nevertheless portrayed at the beginning of the play as ideologically and spiritually distanced from one another. {P28 S3}

[P97 S14] While this is the general movement **of the play**, Daniels focuses its **themes and events** around a **central figure**. {P38 S1}

[P97 S15] Like Mary in Ripen, **Betty is portrayed initially as a downtrodden domestic servant** ("a washing-up machine on legs", p. 75) **tied to a condescending, autocratic husband**. {P38 S1}

[P98 S3] **Within the family arena**, we are presented in the first **scene** with **three generations of mothers and daughters: Ivy, Betty and Carol**. {P52 S1}

[P98 S5] **Betty**, although **caring and considerate of her mother**, nevertheless harbours great **resentment towards her** for having years ago **slept with** (or so she presumes) **her fiancé**. {P52 S4}

[P98 S7] **Carol**, **similarly**, harbours a **grudge towards her mother** stemming from **her past**. {P52 S6}

[P98 S12] As we discover eventually, Carol's attempts at **social climbing** do **not buy her the sense of self-worth and prestige** she saw sadly **lacking in her mother's marriage**. {P52 S8}

[P99 S3] **While the image of this group's solidarity and power** speaks volumes **to Betty**, **other characters** are more sceptical about the **motives of the** individual women in it. {P55 S2}

[P100 S12] **Betty laments in Scene Five: "We don't even talk any more like we used to"** (p. 117), and in Scene Twelve, she points out that the

last thing she and Carol actually did together was buy material for Carol's wedding dress. {P53 S12}

[P100 S13] As Daniels made apparent in Ripen, here too she points to the way in which women have been socialised to give more time and energy to the men in their lives than to their relationships with other women, or indeed to themselves. {P53 S13}

[P101 S9] She alone feels they "...should be grateful for what those women are doing." {P54 S5}

[P102 S1] Apart from everything else, authority, which is male oriented, is confused, bemused and deeply threatened by the growth and the assertion of women working together in a different way. {P57 S2}

[P102 S2] The women's peace camp is dealing with the tip of the iceberg... {P57 S3}

[P102 S3] Cruise missiles, and at the same time, the base patriarchy. {P57 S3}

[P104 S3] Rowbotham writes: {P82 S5}

[P108 S4] Both Ivy and Carol have frank exchanges with Betty where they try to explain past actions and sort out their differences. {P63 S3}

[P108 S9] Enid, initially sceptical about the women at Greenham Common, becomes Betty's research assistant and collects newspapers for her daily. {P66 S3}

[P108 S11] When Carol asks what "patriarchy" is, for example, she replies: "We know all about it and we know what the opposite is an' all; matriarchy, and even though that's been extinct for a few thousand years, me and Betty is raising it from the dead." {P66 S5}

[P109 S2] In this scene, Ivy, Carol, Betty and Enid all decide either to make major changes in their lives, or to do something entirely for themselves which, we sense, will result in change. {P67 S2}

[P109 S3] Betty, transforming her spiritual journey into a physical one, decides to travel independently to Newbury, despite tyrannical

protestations from Jim. {P67 S8}

[P109 S5] With suitcase in hand, she declares: "I'm going to do something that will change me. {P67 S4}

[P109 S6] You do what you want but I want something more." {P67 S5}

[P109 S7] (p. 157) Carol, as well, takes a step in a similar direction and decides to leave her miserable marriage, if only for a day, and accompany her mother to Newbury. {P67 S7}

[P109 S9] Rejecting the patriarchal structure that has oppressed and ignored them, they form a new model of female unity: a 'matriarchal' alliance. {P67 S15}

[P110 S2] While it is true that certain aspects of a separatist feminist politics inform her work, she is not, however, promoting a wholesale rejection of men and elevation of women. {P68 S7}

[P110 S4] In her examination of the factors which impede women's solidarity and liberation, moreover, Daniels points out that these factors, as we have just seen in Gateway, can stem also from women themselves as from men and patriarchal institutions. {P68 S9}

[P110 S6] Finally, the strategies that Daniels offers women in this play to achieve solidarity (such as the sharing of problems and laughter, the questioning of ideas, mutual understanding, encouragement, and political activism), have always had their counterpart in male culture. {P68 S10}

[P138 S3] Can't you see I have to go through with it? {P56 S5}

[P164 S1] 'Hidden from History', in *Dreams and Dilemmas* (London: Virago, 1983), p. 188. {P82 S6}

[P171 S1] 19In her Introduction to Plays: One, however, Daniels reveals regret at having incorporated so many references to television programmes at the time. {P60 S2}

[P171 S2] The play, she said, "incorporating a flavour of the Radio and T.V. {P60 S3}

[P171 S3] Times of the period, now, like a lot of contemporary plays, looks dated." p. x. {P60 S4}

635 Identical words 3% of text

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(comparison file)

{P1 S6} S A Glimpse into Sarah Daniels's The Devil's Gateway Since her first play, *Ripen Our Darkness*, staged at the Royal Court Theatre in 1981, Sarah Daniels has been hailed as one of Britain's most prolific writer and major contemporary feminist playwright. [P4 S1]

{P1 S8} An achievement all the more remarkable for someone who never set out to be a feminist playwright, nor even a playwright at all (Daniels 1991:ix). [P19 S5]

{P1 S11} Hence, I have chosen to undertake a (con)text-based approach to this play, analysing primarily the details on the page in connection with the social atmosphere of the early 1980s Britain, rather than relying on a specific stage production. [P2 S8]

{P1 S15} Before presenting my assessment, however, I will provide a brief overview of Daniels' career and oeuvre. [P3 S10]

{P2 S2} A native Londoner born in 1957, Daniels is a lesbian feminist playwright who attempted her first play almost by chance when she was twenty-three.¹ Feeling bored with the job she held in the late 1970s, Daniels was prompted by an article published in the 1 The biographical and bibliographical details henceforth are largely based on Aston 1995, Bartlett 2003 and 2010, Daniels 1991 and 1994, Debling 2008, Milling 2012, Minwalla 1990, and Stephenson & Langridge 1997. [P6 S4]

{P4 S4} The play opened four years later at the Cottesloe Royal National Theatre—the second original playscript by a woman to be produced in what is arguably Britain's most prestigious studio venue. [P4 S3]

{P4 S5} Masterpieces, winner of the 1983 Plays and Players Most Promising Playwright Award, was first performed at Manchester's

Royal Exchange Theatre on 31 May 1983. [P4 S5]

{P4 S10} The Royal Court Theatre Upstairs also hosted Daniels' new play The Devil's Gateway back in August 1983. [P4 S6]

{P6 S2} But the conflicting views of female madness gained more emphasis in Beside Herself (a co-production with the Women's Playhouse Trust, first staged at the Royal Court in 1990), Head-Rot Holiday (first performed by female ex-prisoners in 1992), The Madness of Esme and Shaz (Theatre Upstairs in the Royal Court, 1994), and the 1995 radio play Purple Side Coasters, which tells the story of two mothers experiencing puerperal psychosis. [P6 S2]

{P7 S3} She became an associate writer-in-residence at Royal Court Theatre in 1984 and has been a visiting lecturer at universities both in Britain and abroad. [P6 S6]

{P8 S9} Despite the endless barrage of acrimonious attacks from theatre critics, following plays such as Masterpieces or Beside Herself, Carole Woddis has described Daniels as 'the only radical lesbian feminist to have made it into the mainstream' (Woddis 1988:71), which basically means how Daniels' notoriety feeds on bringing marginal issues and the outcast to the centre stage. [P7 S2]

{P15 S2} But her dramaturgy is not a deliberate attempt to disseminate feminist theory: 'I didn't set out to further the cause of Feminism'. [P9 S4]

{P23 S1} The Devil's Gateway (hereinafter referred to as Gateway) was first performed at London's Royal Court Theatre on 24 August 1983, under the direction of Annie Castledine. [P4 S6]

{P24 S3} With an astute eye for the gender wage gap, the domestic violence, and the social and political inequalities between women and men, Daniels deftly balances the painful absurdity of life and a scathing indictment of paternal tyranny with a disturbing, often absurd sense of humour. [P40 S2]

{P24 S4} In short, the play lays bare the plight of women shackled by domestic chores (Betty feels like 'a washing-up machine on legs', p. 75), economic dependency on men (Jim does not want Betty to go out to

work because her income would be a [P101 S9]

{P28 S3} The dense and tangled web of relations **in the play** works as follows: **Ivy is mother to Betty**, whose daughter **is Carol and closest friend is Enid**, who **is mother to Linda**, who is Carol's **former friend and is currently dating Fiona**, who is a **social worker** that does on-call work and pops in now and then to see how **Betty and Ivy are** doing, as well as to convey some **political** comments about the rebellious **Greenham Common** anti-nuclear protesters. [P95 S3]

{P38 S1} While the storyline aligns stage performance with camp activities, the basic plot glimpses into the themes and events in the life of **Betty**, the central figure in the play, **initially portrayed as a downtrodden domestic servant tied to** her patronising, **autocratic husband** Jim. [P97 S15]

{P52 S1} **Within the family arena, the opening scene** brings viewers into the world of frayed mother-daughter relationships across **three generations: Ivy, Betty and Carol**. [P98 S3]

{P52 S4} Though **caring and considerate**, **Betty** continues to harbour **resentment towards her mother** due to past grievances and misunderstandings Ivy presumably **slept with Betty's fiance?** [P98 S5]

{P52 S6} **Carol, similarly**, still holds **a grudge towards her mother** for some **past** animosities related to her working-class origins. [P98 S7]

{P52 S8} As we learn later, Carol's attempt to climb **the social** ladder through **marriage** does **not buy her the sense of self-worth**, status or **prestige she finds lacking in her** mother's marital choice. [P98 S12]

{P53 S12} **In scene five Betty laments:** 'We don't even talk any more like we used to' (Daniels 1991:117), **and in scene twelve, she emphasises, after a slight pause, that the last thing the two of them did together was** buying the **material for Carol's wedding dress** (Daniels 1991:155). [P100 S12]

{P53 S13} Apart from its dramaturgical purpose of facilitating exchanges between major characters, the situation contributes in significant ways to document certain aspects of women's liberation, as it **points to the way in which** domestic struggles and social convulsions

contribute to sparkling women's dependence, and to reflecting on how they sometimes **give more time and energy to their** husbands and homes **than to their relationships with other women, and even less to themselves.** [P100 S13]

{P54 S5} Jim's attempt to overpower his wife is mainly motivated by fear of female bonds, the same fear he **feels** towards the group of **women** protesting at Greenham Common a 'bunch of headcases', as we have seen in the opening scene. [P101 S9]

{P55 S2} While a euphoric **image of women's solidarity and power** at Greenham Common says a lot **to Betty, other characters are** motivated mainly by selfish concerns, sceptically or cynically dismissing **the motives of the** peace- camp activists. [P99 S3]

{P56 S5} Even not having a clear idea of what the peace camp is about, Betty becomes interested in knowing what this 'bunch of headcases' on telly want, and media coverage encourages her **to go** after the meaning of the Greenham community. Meanwhile, Betty's curiosity reigns unstifled. [P138 S3]

{P57 S2} **Apart from everything else, authority, which is male oriented, is confused, bemused and deeply threatened by the growth and the assertion of women working together in a different way.** [P102 S1]

{P57 S3} The women's peace camp is dealing with the tip of the iceberg...Cruise **missiles, and at the same time, the** base patriarchy. [P102 S3]

{P60 S2} She 2 In **the introduction to her** first collected edition of **plays, Daniels** laments the abundance of anachronistic cultural **references** in this play: 'I have never written to become immortal but I do wish now I hadn't put in quite **so many references to television programmes.** [P171 S1]

{P60 S3} The Devil's Gateway, **incorporating a flavour of the Radio and T.V.** [P171 S2]

{P60 S4} **Times of the period, now, like a lot of contemporary plays, looks** dated (Daniels 1991:x). [P171 S3]

{P63 S3} Ivy and Carol try will reconsider **their past actions and** attempt to get closer **to Betty** in order to solve **their differences**. [P108 S4]

{P66 S3} An **initially** disbelieving **Enid** has eventually become Betty's personal **assistant** to help gather **daily** news cuttings covering the female protests **at Greenham Common**. [P108 S9]

{P66 S5} In scene ten, **when Carol** does not seem to grasp the meaning of 'patriarchy', Enid retorts **'We know all about it and we know what the opposite is an? all; matriarchy, and even though that's been extinct for a few thousand years, me and Betty is raising it from the dead'** (Daniels 1991:146). [P108 S11]

{P67 S2} There, grandmother **Ivy, Betty and** her friend **Enid, and** Betty's daughter **Carol will all** take unexpected detours **in their lives, which will** somewhat **result in** positive lifestyle **changes**. [P109 S2]

{P67 S4} **Suitcase in hand, she** announces: **'I'm going to do something that will change me**. [P109 S5]

{P67 S5} **You do what you want but I want something** more? (Daniels 1991:157). [P109 S6]

{P67 S7} She no longer wants to be a mouthpiece for her husband Darrel **and decides to** 'bugger the Sunday dinner' (Daniels 1991:158); she has been visibly influenced by Enid's brave attitude **and takes a step, even if only for a day, in the direction** of leaving **her miserable marriage**. [P109 S7]

{P67 S8} **Betty, converting her spiritual** quest **into a physical one** and ignoring Jim's **tyrannical** objections, **decides to travel independently to Newbury** on 12 December 1982, the exact date of the 'Embrace the Base' event. [P109 S3]

{P67 S15} By **rejecting the patriarchal structure that** oppresses and ignores them, all these women come together to strive for **a new model of unity: a 'matriarchal' alliance**, symbolizing the necessity for them making a step forward and occupying power positions within the traditional political and social structures. [P109 S9]

{P68 S7} It is also unquestionable that a certain tone of separatist feminist discourse as an only feasible political strategy can be felt in Daniels' work; nonetheless, it would be puerile to affirm she is promoting an outright rejection of men and promotion of women only. [P110 S2]

{P68 S9} To capture the whole range of constraints hampering genuine solidarity and liberation among women, Daniels additionally points out that these apparatuses of power can stem from both women themselves as well as from men and patriarchal institutions. [P110 S4]

{P68 S10} Lastly, the strategies to achieve solidarity that Daniels offers women?i.e., the power of laughter and relaxed atmosphere as a close connector whereby women confront their problems and fears, and seek out possibilities for change?have always been part of male culture as a chief communal response. [P110 S6]

{P78 S2} 'Theatres of Choice and the Case of 'He's Having Her Baby'?' *New Theatre Quarterly* 9.36 (1993): 357-66. [P32 S1]

{P82 S4} 'Materialist-Feminist Criticism and Selected Plays of Sarah Daniels, Liz Lochhead, and Claire Dowie.' Doctoral thesis, University of Sheffield, 1994. [P24 S2]

{P82 S5} Rowbotham, Sheila. [P104 S3]

{P82 S6} *Dreams and Dilemmas*, London: Virago, 1983. [P164 S1]

589 Identical words 8% of text

APPENDIX C2 – Paper 1b

(work file)

[P2 S3] Problematically for feminists, the opposition between mind and body has also been correlated with an opposition between male and female, with the female regarded as enmeshed in her bodily existence in a way that makes attainment of rationality questionable. {P5 S2}

[P2 S6] Challenging such assumptions required feminists to confront corporeality in order to elucidate and confront constructions of sexed

difference. {P5 S5}

[P14 S3] Reason, they mostly claimed, was a universal human capacity independent of corporeal differences (Wollstonecraft, Mill and Taylor Mill). {P6 S4}

[P16 S3] ?I have as much muscle as any man, and can do as much work as any man. {P8 S1}

[P16 S8] ? (Truth 1851) Moreover in the writings of Elizabeth Cady Stanton we find a recognition of the way bodily markers are used to perpetuate both racial and sexual oppression. {P10 S1}

[P17 S6] But an implicit dualism remained. {P11 S1}

[P17 S7] The body was seen as something owned by, and thereby separate from, the self, something over which the self had rights. {P11 S2}

[P19 S3] What is central to her account is that such bodily existence and the point of view it provided, is lived differently for men and women. {P11 S4}

[P21 S1] In the first chapter of The Second Sex Beauvoir reviews the data of biology. {P11 S5}

[P21 S3] Such data are not to be thought of as determining individual characteristics or social life. {P11 S6}

[P27 S1] The descriptions which Beauvoir offers us of the female body as lived, are in marked contrast to the valorisation of that body which we find in the writings of sexual difference theorists ?What is at stake in the debate ? is the positive project of turning difference into a strength, of affirming its positivity? (Braidotti 1994, 187). {P13 S1}

[P27 S2] Engagement with female embodiment, the goal of which is to give positive accounts of it, are found in two very different strands of feminist thought: Anglo American radical feminism (particularly in the late 1970's and 80's) and psychoanalytic feminism drawing on the work of Freud and Lacan. {P13 S2}

[P29 S3] Women's **maternal bodies** are seen as a source of positive values **to set against male norms**, stressing care and inter-subjectivity, as opposed **to autonomy and duty** (O'Brien 1981, Rich 1979, Ruddick 1989). {P13 S4}

[P29 S8] Claims celebrating **female embodiment** therefore **need to heed** Beauvoir's **insistence that the experience of embodiment is a product of situation**. {P15 S1}

[P29 S11] If we interpret these writings **in this way** then they come **closer to the projects of re-imagining the feminine found in psychoanalytic sexual difference theorists**, all of whom owe a debt to the writings of Luce Irigaray. {P15 S3}

[P31 S2] She points out **that in these bodies of work man is presented as the universal norm**, and **sexual difference is not recognised**, or it is recognised in such **a way that woman is conceptualised as the ?maternal-feminine,?** which has been left behind in the move to abstract thought. {P15 S5}

[P31 S6] She sees this as **?the one of form, of the individual, of the (male) sex organ.?** In contrast **?the contact of at least two (lips) keeps woman in touch with herself,?** (1985b, 79), and suggests an ambiguity of individuation, a fluidity and mobility, a rejection of stable forms. {P16 S1}

[P32 S1] Such claims have been interpreted by some as suggesting that Irigaray is a **biological essentialist**, that she **sees the biology of male and female bodies as yielding (potentially) different patterns of thought**, and that she is insisting that the thinking and writing which is expressive of women's **bodies** should be made visible. {P17 S1}

[P32 S8] It also references the Lacanian **imaginary, the domain of affective identification with illusory ideals**, which **yields our sense of our bodies as bounded** materialities. {P17 S7}

[P36 S1] **Sexual difference** theorists, whether working from **a radical feminist tradition** or from **a psychoanalytic feminist tradition**, insist on the **specificity of female embodiment**, a horizon which becomes invisible when **the male is taken as the norm of the human**. {P18 S1}

[P36 S2] For many of these theorists sexual difference is fundamental and immutable. {P18 S2}

[P36 S3] Rosi Braidotti claims ?being a women is always already there as the ontological precondition for my existential becoming a subject? (1994, 187). {P18 S3}

[P37 S1] Elizabeth Grosz insists on ?the irreducible specificity of women's bodies, the bodies of all women, independent of class, race and history? (Grosz 1994, 207). {P18 S3}

[P37 S2] For both these theorists class and race are mutable, and identities are woven on to a sexual categorisation which takes priority. {P18 S4}

[P37 S3] The fundamental nature and inevitability of sexual difference is anchored, for Grosz, in bodily processes of reproduction, though she accepts that the ways these are experienced are not universal. {P18 S5}

[P37 S6] They are, however, the condition which makes such sexed identities possible. {P18 S7}

[P37 S8] ?There will always remain a kind of outsidersness or alienness of the experience and lived reality of each sex for the other. {P18 S8}

[P37 S9] Men, contrary to the fantasy of the transsexual, can never, even with surgical intervention, feel or experience what it is like to be, to live, as women? (Grosz 1994, 207). {P18 S8}

[P38 S3] Butler and others also pointed out that the attack, made by Irigaray, on the imaginary of the female body found in the writings of philosophers and psychoanalysts, is an attack on a specific, western tradition, which is not universal. {P19 S3}

[P39 S5] Such disciplinary practices attach not only to the production of appropriately gendered bodies, but to other aspects of bodily identity subject to social normalization. {P31 S3}

[P47 S2] But her view is much more radical than this. {P27 S7}

[P53 S7] Haraway's project had some overlap with that later articulated

by Butler. {P27 S1}

[P53 S9] She was also concerned to draw attention to the complex factors which go into constituting what is to count as nature for us. {P27 S3}

[P53 S12] In pointing to the cyborg as the figure which captures our ?bodily reality?, Haraway is resisting any appeal to a pure nature which is supposed to constitute our bodily being. {P28 S6}

[P69 S3] The phenomenological and psychoanalytic accounts are, however, interwoven here. {P42 S4}

[P69 S4] Feminists employing the concept of the bodily imaginary, influenced by the work of Irigaray (discussed above), stress that the awareness we have of our bodies is not a neutral or purely cognitive one. {P42 S5}

[P69 S5] The way we have of experiencing our bodies invests particular contours with emotional and affective salience. {P42 S6}

[P69 S6] Some of our bodily zones and shapes become significant to us, while others are barely noticed (see also Butler 1993, 56). {P42 S7}

[P69 S7] What shape that body is taken to have and the salience of that shape is therefore formed by affect, emotion, and desire, mediated by the relations we have with significant others, and by the images we encounter in a public culture. {P42 S8}

[P73 S1] Feminist theorists of embodiment have made a central contribution to philosophy of embodiment and ensured, along with critical race theorists and theorists of (dis)ability, that attention to the body plays a central role in social and political thought. {P6 S1}

[P73 S3] They provide a general account of the relations between bodies and selves. {P12 S3}

609 Identical words 6% of text

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(comparison file)

{P5 S2} The mind/body distinction has posed many problems for feminists, as it usually entails an opposition between male and female, with females enmeshed in their bodily existence and unable to accomplish rationality. [P2 S3]

{P5 S5} Challenging such assumptions requires a feminist rework of corporeality in order to elucidate and disentangle the (mis)constructions of sexual difference, most of which built upon a dualist distinction between male and female bodies. [P2 S6]

{P6 S1} Many feminist theorists of embodiment have made major contributions to the philosophy of corporeality and have ensured, along with race and disability theorists, that consideration to the body plays an outstanding role in social and political thinking. [P73 S1]

{P6 S4} The belief that all humans are essentially rational, as claimed by Wollstonecraft in the eighteenth century and by Harriet Taylor Mill in the next, was a universal capacity independent of bodily differences. [P14 S3]

{P8 S1} I have as much muscle as any man, and can do as much work as any man. [P16 S3]

{P10 S1} The writings of Elizabeth Cady Stanton (1860/1881, 681), a social activist and a major figure of the early women's rights movement in the United States, furthered the debate on how bodily markers are used to doubly subordinate through relations of sexual and racial oppression. [P16 S8]

{P11 S1} Along this path of criticism, the body was continuously seen within an implicit dualism. [P17 S6]

{P11 S2} Something over which the self had rights, given that the self would own the body and be separate from it. [P17 S7]

{P11 S4} A crucial tenet in her account was that the bodily existence occurred in different ways for men and women. [P19 S3]

{P11 S5} Beauvoir opens the first chapter of her book with an account of sexual difference based on evolutionary biology. [P21 S1]

{P11 S6} In this chapter, The **Data of Biology**, Beauvoir intends to present an ultimate refusal of biologist explanations **as determining individual characteristics or social life**. [P21 S3]

{P12 S3} Despite its clear limitations and much controversy among later feminists who saw its almost unmitigated negativity, Beauvoir's analysis is still the main point of departure for contemporary studies on the intricate **relations between bodies and selves**. [P73 S3]

{P13 S1} The descriptions on the female body offered by Beauvoir are in stark **contrast to the valorisation of the body** problematized by **sexual difference** scholars: **What is at stake in the debate is not the causality, the chicken-and-the-egg argument, but rather the positive project of turning difference into a strength, of affirming its positivity?** (Braidotti 1994:187). [P27 S1]

{P13 S2} Descriptions aiming to give positive accounts of the female **embodiment** arise from two distinct **strands of feminist theory**: the **Psychoanalytic Feminism**, based on early feminist appropriations of Freud and Lacan; and the **Anglo-American Radical Feminism**, a debate that culminated **in the late** 1970s through the early 1980s. [P27 S2]

{P13 S4} But for most Anglo-American radical feminists, women's sexuality, fertile powers of birth-giving **and maternal bodies** were **seen as boosts to empower the female body and to set positive goals against male norms, stressing care and inter-subjectivity versus autonomy and duty** (see Rich 1979 and 1980, O'Brien 1981, Lorde 1984, Ruddick 1989). [P29 S3]

{P15 S1} The celebrators of female **embodiment need**, however, to heed Beauvoir's **insistence that the body experience is a product of situation**. [P29 S8]

{P15 S3} **This way** it comes closer to the re-imagination of the feminine found in psychoanalytic sexual difference theorists, all of whom are indebted to the works of Belgian-born French feminist Luce Irigaray. [P29 S11]

{P15 S5} According to her, **these bodies of work present man as the universal norm, deny sexual difference, or identify it in a way that**

woman is thought of as the ?maternal-feminine?. [P31 S2]

{P16 S1} ?The one of form, of the individual, of the (male) sexual organ, of the proper name, of the proper meaning... supplants, while separating and dividing, that contact of at least two (lips) which keeps woman in touch with herself? (1985:79; emphasis original) [P31 S6]

{P17 S1} For many, Irigaray is a biological essentialist who sees the biology of male and female bodies as a potential source of different patterns of thought. [P32 S1]

{P17 S7} It also refers to Lacan?s Imaginary, crucial to his accounts of ego-formation, and associated with the domain of consciousness, self-awareness, and illusory ideals, which yields our corporeal sense as bounded materiality. [P32 S8]

{P18 S1} Sexual difference thinkers, whether adopting a radical feminist perspective or a psychoanalytic one, persist in the particularity of female embodiment, which is shrouded by the male embodied experience as the norm to be mirrored. [P36 S1]

{P18 S2} These theorists usually see sexual difference as fundamental and immutable. [P36 S2]

{P18 S3} Braidotti claims that being a woman ?is always already there as the ontological precondition for my existential becoming a subject? (1994:187), and the ?irreducible specificity of women?s bodies,? according to Elizabeth Grosz (1995:207), depends not on class, race or history. [P37 S1]

{P18 S4} Both Braidotti and Grosz agree that class and race are variable, but identities are dependent upon sexual categorisation based on birth genitals. [P37 S2]

{P18 S5} For Grosz, the adamant nature of sexual difference is the bodily experience of reproduction, though it is not universal. [P37 S3]

{P18 S7} Although sexual difference determines neither sexual identities nor female body experiences (which are historically and socially mutable), it is nonetheless the condition to make such sexed identities possible. [P37 S6]

{P18 S8} As a result, it rules out the chances of trans-sexuality, which remains relentlessly ?a kind of outsidersness or alienness of the experience and lived reality of each sex for the other,? provided that ?[m]en, contrary to the fantasy of the transsexual, can never, even with surgical intervention, feel or experience what it is like to be, to live, as women? (Grosz 1995:207). [P37 S9]

{P19 S3} For Butler (1990), Irigaray?s attack on the imaginary of the female body is one that is entrenched into a specific Western (psychoanalytical and philosophical) tradition, not being thus universal. [P38 S3]

{P27 S1} Haraway?s 1985 A Cyborg Manifesto (here published in 2000) had some overlap with what was later articulated by Butler in Gender Trouble. [P53 S7]

{P27 S3} She was concerned with the complex factors constituting what is to count as nature for us. [P53 S9]

{P27 S7} These dualisms, in Haraway?s view, ?have all been systemic to the logics and practices of domination of women, people of colour, nature, workers, animals?in short, domination of all constituted as others, whose task is to mirror the self? (2000:313). [P47 S2]

{P28 S6} By resorting to the cyborg as the fiction which captures our ?social and bodily reality? (2000:292), Haraway resists any appeal to a pure nature which is believed to carve our corporeal being. [P53 S12]

{P31 S3} Such disciplinary practices reflect the production of appropriately raced and gendered bodies, tied to bodily-self-consciousness, social normalization and a relentless commitment to consumption and commodity culture. [P39 S5]

{P42 S4} The phenomenological and psychoanalytic accounts may be helpful here. [P69 S3]

{P42 S5} Feminist theorists influenced by Irigaray?s discussion on the bodily imaginary stress that the awareness one has of one?s own body is neither neutral nor purely cognitive. [P69 S4]

{P42 S6} The way of experiencing the body draws particular contours with emotional and affective salience. [P69 S5]

{P42 S7} Some corporeal zones and shapes become more significant and noticeable than others (see also Butler 1993:56). [P69 S6]

{P42 S8} The shape and salience the body takes or gains are therefore interwoven with affection, emotion, power and pleasure through the relations we have established with significant others and the images and lived examples we find in social practices. [P69 S7]

551 Identical words 10% of text

APPENDIX C3 – Paper 2b

(work file)

[P3 S1] In Donna Haraway's essay, the concept of the cyborg is a rejection of rigid boundaries, notably those separating "human" from "animal" and "human" from "machine." {P5 S5}

[P3 S2] She writes: "The cyborg does not dream of community on the model of the organic family, this time without the oedipal project. {P5 S2}

[P3 S3] The cyborg would not recognize the Garden of Eden; it is not made of mud and cannot dream of returning to dust {P5 S3}

[P7 S1] Haraway highlights the problematic use and justification of Western traditions like patriarchy, colonialism, essentialism, and naturalism (among others). {P4 S4}

[P7 S2] These traditions in turn allow for the problematic formations of taxonomies (and identifications of the Other) and what Haraway explains as "antagonistic dualisms" that order Western discourse. {P4 S5}

[P7 S3] These dualisms, Haraway states, "have all been systematic to the logics and practices of domination of women, people of color, nature, workers, animals... all [those] constituted as others." {P4 S6}

[P7 S4] She highlights **specific problematic dualisms** of self/other, culture/nature, male/female, civilized/primitive, right/wrong, truth/illusion, total/partial, God/man (among others). {P4 S7}

[P9 S1] Haraway's **cyborg theory** rejects the notions of essentialism, proposing instead a chimeric, monstrous **world of fusions between animal and machine**. {P6 S1}

[P9 S2] Cyborg theory relies on writing as "the technology of cyborgs," and asserts that "cyborg **politics is the struggle for language and the struggle against perfect communication, against the one code that translates all meaning perfectly, the central dogma of phallogocentrism**." {P6 S3}

[P9 S3] Instead, Haraway's **cyborg calls for a non-essentialized, material-semiotic metaphor** capable of uniting **diffuse political coalitions** along the lines of **affinity rather than identity**. {P7 S1}

[P12 S2] The views of traditional feminism operate under the totalizing **assumptions that all men are one way, and women another**, whereas "a **cyborg theory of wholes and parts**," does not desire **to explain things in total theory**. {P6 S6}

173 Identical words 7% of text

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(comparison file)

{P4 S4} She emphasizes **the problematic use and defence of western models** such as **patriarchy, colonialism, naturalism, essentialism** etc. [P7 S1]

{P4 S5} Such **traditions allow for the sticky formations of taxonomies (designation of the Other) and ?antagonistic dualisms? that order western discourse**. [P7 S2]

{P4 S6} **These dualisms**, in Haraway's view, **?have all been systemic to the logics and practices of domination of women, people of colour, nature, workers, animals?in short, domination of all constituted as others**, whose task is to mirror the self? (2000:313). [P7 S3]

{P4 S7} She stresses **specific problematic dualisms** such as ?self/other, mind/body, **culture/nature, male/female, civilized/primitive, reality/appearance, whole/part, agent/resource, maker/made, active/passive, right/wrong, truth/illusion, total/partial, God/man?** (2000:313). [P7 S4]

{P5 S2} Hence, ?[t]he **cyborg does not dream of community on the model of the organic family, this time without the oedipal project.** [P3 S2]

{P5 S3} The **cyborg would not recognize the Garden of Eden; it is not made of mud and cannot dream of returning to dust?** (2000:293). [P3 S3]

{P5 S5} The **cyborg way arises as a rejection of rigid boundaries, mainly those separating human from animal as well as human from machine.** [P3 S1]

{P6 S1} To replace essentialist ideas, **the cyborg theory proposes a chimerical world of fusions between animal and machine.** [P9 S1]

{P6 S3} As she explains: ?[c]yborg **politics is the struggle for language and the struggle against perfect communication, against the one code that translates all meaning perfectly, the central dogma of phallogocentrism?** (2000:312). [P9 S2]

{P6 S6} Such feminists work with essential **assumptions** according to which **all women are this way and all men are that other way**, but on the other hand ?a **cyborg theory of wholes and parts?** has no drive **to explain things in total theory.** [P12 S2]

{P7 S1} Her **cyborg**, after all, **calls for a non-essentialised, material-semiotic metaphor** able to unite **diffuse political coalitions** in keeping with **affinity and political kinship rather than identity** (2000:296). [P9 S3]

170 Identical words 17% of text

APPENDIX C4 – Paper 2d

(work file)

[P6 S2] It produces products and commodities. {P25 S6}

[P7 S1] That worker is productive who performs productive labour, and that labour is productive which directly creates surplus value, i.e. valorises capital. {P21 S5}

[P13 S1] The first condition may occur without the second. {P71 S3}

[P13 S4] Every productive worker is a wage labourer; but this does not mean that every wage labourer is a productive worker. {P23 S4}

[P17 S1] A further error has two sources. {P25 S4}

[P22 S5] The specific relation between objectified and living labour, which makes the former capital, makes the latter productive labour. {P27 S2}

[P23 S1] The specific product of the capitalist production process, surplus value, is only created through exchange with productive labour. {P61 S2}

[P25 S1] It emerges from what has been said so far that to be productive labour is a quality of labour which in and for itself has absolutely nothing to do with the particular content of the labour, its particular usefulness or the specific use value in which it is expressed. {P49 S1}

[P26 S1] [484] Labour with the same content can therefore be both productive and unproductive. {P49 S1}

[P27 S1] Milton, for example, who did Paradise Lost, was an unproductive worker. {P2 S1}

[P27 S2] In contrast to this, the writer who delivers hackwork for his publisher is a productive worker. {P3 S1}

[P27 S3] Milton produced Paradise Lost in the way that a silkworm produces silk, as the expression of his own nature. {P25 S6}

[P38 S1] The difference between productive and unproductive labour consists merely in whether labour is exchanged for money as money or for money as capital. {P23 S1}

[P39 S1] [486] (With non-material production, even if it is conducted purely for the purpose of exchange, purely produces commodities, two things are possible: {P12 S1}

[P40 S1] 1) it results in commodities which exist separately from the producer, hence can circulate in the interval between production and consumption as commodities; this applies to books, paintings, and all the products of artistic creation which are distinct from the actual performance of the executant artist. {P13 S1}

[P40 S2] Here capitalist production is applicable on a very restricted scale. {P13 S2}

[P40 S5] Here too there is only a restricted field for the capitalist mode of production, and it can in the nature of things only take place in a few spheres. {P14 S2}

[P76 S1] Capital is therefore productive: {P25 S5}

212 Identical words 3% of text

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(comparison file)

{P2 S1} ?Milton,?who did Paradise Lost was an unproductive worker.
[P27 S1]

{P3 S1} In contrast to this, the writer who delivers hackwork for his publisher is a productive worker [P27 S2]

{P12 S1} With non-material production, even when it is conducted purely for exchange, hence produces commodities two things are possible: [P39 S1]

{P13 S1} 1) It results in commodities, use values, which possess an independent shape separate from the producers and consumers; hence

may exist in the interval as saleable commodities, as in the case of books, paintings, in short all the products of artistic creation, which are distinct from the artistic performance of the executant artist. [P40 S1]

{P13 S2} Here capitalist production is only applicable to a very limited degree? [P40 S2]

{P14 S2} Here too the capitalist mode of production only occurs to a slight extent, and can in the nature of things only take place in certain spheres. [P40 S5]

{P21 S5} In principle, the differentiation is simple and didactically exposed by Marx and Engels (1994: 443; emphasis in the original): ?That worker is productive who performs productive labour, and that labour is productive which directly creates surplus value, i.e. valorises capital [P7 S1]

{P23 S1} The concept of unproductive labour can be extracted from Marx as a reverse to productive labour, as the latter is that which that creates exchange value, and thus it is exchanged for capital (not for money), which is opposed to the very workforce. [P38 S1]

{P23 S4} He recalls, therefore, that not every wage labourer is a productive worker, though all productive worker is a wage labourer (Marx and Engels 1994: 444-6). [P13 S4]

{P25 S4} Productive labour, therefore, counts as activity and not as a ?thing,? and a common error is to believe that one can determine what is productive or unproductive labour for the content of the production (and so a worker can be productive even if the result of his/her labour is non-material). [P17 S1]

{P25 S5} This misconception occurs, among many other factors, due to the commodity fetishism, which is believed to have value in itself and therefore productive labour should only be that which yields material product. [P76 S1]

{P25 S6} In this context, to discuss the issue in light of art objects, artistic products and intellectual achievements, Marx takes the example of Milton, who, according to him, produced Paradise Lost?and we could add a singer or any artists who express the world through their

talents??for the same reason **as a silkworm produces silk**. [P27 S3]

{P27 S2} This is the relationship **between objectified and living labour: living labour** set to function as **capital** is **objectified labour**. [P22 S5]

{P49 S1} Marx specifically notes that ?to **be productive labour** is a quality of **labour** which in and for itself has absolutely nothing to do with the particular **content** of **the labour**, its particular usefulness or the specific use value in which it is expressed?Labour **with the same content can therefore be both productive and unproductive.**? (Marx and Engels 1994: 448; emphasis in the original). [P26 S1]

{P61 S2} And above all, since its role goes beyond a mere expression of individual will presented as a service to be consumed, it ultimately capitalises **exchange value**, as embodied by **the surplus value created** by workers? **labour** power?i.e. it amounts to an added **value** in the form of capital (**productive**) or income (unproductive). [P23 S1]

{P71 S3} It also has to do with a historical **condition**: for communism to succeed, a society must be kept under strict control, misery, watertight theories, central planning commissions and rewritten/falsified history. [P13 S1]

178 Identical words 3% of text

APPENDIX C5 – Paper 2e

(work file)

[P1 S1] ‘Cognitive **capitalism**’ and the rat race: {P118 S2}

[P2 S1] **how capital measures immaterial labour in British** universities* {P118 S2}

[P20 S1] Yet, we argue in this paper, **the war over measure continues right there, at the point of immaterial, self-organised and cooperative production**. {P54 S2}

[P21 S2] An army of economists, **statisticians, management scientists and consultants, information specialists, accountants, bureaucrats, political strategists and others** is engaged in a struggle to commensurate

heterogeneous concrete human activities on the basis of equal quantities of human labour in the abstract, that is, to link work and value. {P54 S2}

[P100 S4] But in a social system such as capitalism this process {P52 S1}

[P167 S3] A few observations are worth making here. {P68 S1}

[P176 S2] Workers are granted more freedom to self-manage, but this freedom is always framed and constrained by management's goals, i.e. to maximise profitability. {P55 S2}

[P185 S1] First, immaterial labour is not a practice that is inherently communist because it is 'outside' or 'beyond measure', which is what Hardt and Negri seem to imply. {P52 S1}

[P186 S4] The 'law of value' is wholly dependent for its continued operation upon measure against some universal equivalent. {P6 S1}

[P186 S5] Thus capital's struggle to impose and reimpose the 'law of value' is always a simultaneous struggle to impose (a single, universal) {P6 S2}

[P211 S1] De Angelis, Massimo 2007, *The Beginning of History: Value Struggles and Global Capital*, London: Pluto Press. {P120 S2}

[P214 S4] *New York: New Press.* {P129 S2}

[P218 S2] *War and Democracy in the Age of Empire*, New York, The Penguin Press. {P125 S2}

139 Identical words 1% of text

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(comparison file)

{P6 S1} The 'law of value' is wholly dependent for its continued operation upon measure against some universal equivalent. [P186 S4]

{P6 S2} Thus capital's struggle to impose and reimpose the 'law of

value' is always a simultaneous struggle to impose (a single, universal) measure. [P186 S5]

{P24 S3} In light of the 'real subsumption of labour under capital' by which Marx meant the subordination of labour **process** to capital in the context of a technologically specific mode of production which definitely transforms the nature and the conditions of the labour process?the capitalist **system** changes the mode of production, the productivity and the relationship between the capitalist and the worker?the agent of labour process?and becomes the 'socially combined labour capacity' (Marx and Engels 1994: 443; original emphasis). [P100 S4]

{P52 S1} If **Hardt and Negri** think of the totality of contemporary **labour** as 'beyond measure' and of postmodern capitalism as a total system with no 'outside', De Angelis (2007) challenges that perspective by demonstrating that the 'outside' is well alive, survives and accumulates in spaces of communality, enclosure, autonomy and sharing. [P185 S1]

{P54 S2} Moreover, for De Angelis and Harvie (2009:7), 'the war over measure continues right there, at the point of immaterial, selforganised and cooperative production.' Accordingly, many 'economists, **statisticians, management scientists and consultants, information specialists, accountants, bureaucrats, political strategists** and others' are strenuously **engaged** with the problem of commensurating 'heterogeneous **concrete human activities on the basis of equal quantities of human labour in the abstract, that is, to link work and value**' [P21 S2]

{P55 S2} My aim now is to show, in accordance with De Angelis and Harvie, how measurement and evaluation is very much entrenched in the way that culture industries (show business, marketing strategies, etc.) and state cultural policymaking **is always framed and constrained by management's goals, i.e. to maximise profitability and** diminish the costs?be they economic or political. [P176 S2]

{P56 S4} And when the underground produces, say, an 'authentic' artist that becomes increasingly valuable in the contemporary viral of sharing, promotion and events, the cultural industry hooks into its underground networks and appropriates its creativity by **making** it 'mainstream'. [P167 S3]

{P68 S1} making explicit [P167 S3]

{P118 S2} ‘Cognitive capitalism’ and the rat race: how capital measures immaterial labour in British universities.? Historical Materialism 17.3 (2009): 3-30. [P2 S1]

{P120 S2} The Beginning of History: Value Struggles and Global Capital. [P211 S1]

{P125 S2} Multitude: War and Democracy in the Age of Empire. [P218 S2]

{P129 S2} New York: International Publishers, 1994. [P214 S4]

121 Identical words 2% of text

APPENDIX D – Suggestion to replicate questionnaire

1 – How would you define plagiarism?

2 – What are the rules in your institution about plagiarism?

3 – When you entered the institution, were you informed about these rules? If so, how, when and by whom?

4 – Does the violation of these rules lead to any penalties?

If so:

4.1. What are the penalties?

4.2. Does the penalty depend on the degree of plagiarism? If so, how is this measured?

4.3. What is your opinion about these penalties? Are they too lenient, too heavy or about right?

4.4. Do you know of any actual cases of students who were punished? Do you have any views on the level of their punishment?

5 – What changes, if any, would you make to the way this problem is currently treated?

6 – Do you think non-native speakers run higher risk of plagiarising? Explain your answer.

APPENDIX E – Experiment with my 16-year-old sister

APPENDIX E1 – The task

Escreva um texto que contenha entre 100-300 palavras explicando o que é a célula, qual sua função, quais as suas partes e demais aspectos que você julgue necessário mencionar. Você deve basear seu texto em pelo menos uma das fontes abaixo.

Célula animal

A palavra célula foi usada pela 1º vez em 1665, pelo inglês Robert Hooke(1635-1703). Com um microscópio muito simples ele observou pedaços de cortiça, e ele percebeu que ela era formada por compartimentos vazios que ele chamou de células.

Célula animal é uma célula que se pode encontrar nos animais e que se distingue da célula vegetal pela ausência de parede celular e de plastos. Possui flagelo, o que não é comum nas células vegetais.

Fonte:

<http://www.sobiologia.com.br/conteudos/Seresvivos/Ciencias/Celulaanimal.php>

Célula Animal

Além do núcleo, as células animais possuem organelas que realizam funções específicas para o funcionamento celular.

A célula é a unidade básica da vida. Todos os organismos são constituídos por células (ou, em alguns casos, uma única célula). A maioria das células são muito pequenas, sendo invisíveis sem a utilização de um microscópio. São cobertas por uma membrana celular e podem apresentar formatos diferentes.

As células animais são células eucarióticas, ou seja, com um núcleo ligado à membrana. Ao contrário das células procariontes, o DNA em células animais está alojado no interior do núcleo.

“Bactérias e cianófitas (algas cianofíceas) são procariontes. Os

procariontes, nos anos mais recentes, foram desvinculados da natureza de animais e vegetais e classificados num reino especial só deles, que é o Reino Monera.” (SOARES, 1997, p.38)

Além de ter um núcleo, células animais também contêm outras organelas ligadas à membrana que realizam as funções específicas necessárias para o funcionamento celular. O surgimento dessas organelas foi essencial para a evolução da célula, com cada compartimento realizando uma função definida.

“Essa divisão de trabalho permitiu que cada função se realizasse com maior eficiência, propiciando também o aparecimento de seres vivos maiores, pluricelulares, que consomem mais energia e dependem de sistemas mais eficientes tanto para captar energia e alimento como para distribuí-los para toda a célula.” (LINHARES, 1998, p.96)

Essas organelas têm uma ampla gama de funções, como por exemplo a produção de hormônios e enzimas para fornecer energia para as células animais. Os organismos procariontes, mais primitivos, não apresentam organelas membranosas, sendo essa uma característica exclusiva dos seres procariontes.

1. Célula Animal x Célula Vegetal

As células animais são semelhantes às células vegetais, sendo ambas células eucarióticas e com a presença de organelas semelhantes. As células animais são, geralmente, menores do que as células de uma planta. Enquanto as células animais têm vários tamanhos e tendem a ter formas irregulares, as células vegetais são mais semelhantes em tamanho e são geralmente retangulares ou em forma de cubo.

“É bem verdade que existem algumas diferenças notáveis entre células animais e células vegetais. Mas, grosso modo, a arquitetura e o padrão geral de funcionamento são os mesmos para todas as células.” (SOARES, 1997, p.39)

Uma célula vegetal também contém estruturas que não são encontradas em uma célula animal. Algumas delas incluem uma parede celular, um grande vacúolo, e plastídios. Os plastos, tais como os cloroplastos, auxiliam no armazenamento e recolhimento de substâncias necessárias para a planta. Células animais contêm também estruturas como

centríolos, lisossomos, cílios e flagelos que não são normalmente encontrados em células vegetais.

[...]

Você sabia que?

Organismos animais podem ser compostos por trilhões de células. Estas células vêm em todas as formas e tamanhos e a sua estrutura se adapta à sua função. Por exemplo, as células nervosas do corpo, os neurônios, tem uma forma e função muito diferentes do que as hemácias do sangue. As células nervosas conduzem impulsos elétricos ao longo do sistema nervoso. Elas são alongadas e finas, com projeções que se estendem para fora para se comunicar com outras células nervosas, a fim de conduzir e transmitir os impulsos nervosos. O principal papel dos glóbulos vermelhos é transportar oxigênio para as células do corpo. Sua forma de disco pequeno, flexível, lhes permite manobrar através de pequenos vasos sanguíneos para fornecer oxigênio para órgãos e tecidos.

Referências

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Fonte: <http://www.todoestudo.com.br/biologia/celula-animal>

Célula animal

Por Márcio Santos Aleixo

As células eucarióticas podem ser consideradas parecidas quando nos referimos ao aspecto estrutural e funcional, ou seja, existem diversos membros da composição interna que se assemelham bastante quando comparamos uma célula e outra. Além disso, os mecanismos responsáveis pela produção de diversas moléculas, como proteínas, DNA, entre outros, são basicamente os mesmos. Entretanto, existem diferenças cruciais entre os grupos existentes.

Quando se pensa em célula animal, existe uma tendência em acreditar que é um tipo específico de célula. Isso é um impulso que pode levar ao erro. Veja bem, nos seres humanos existem hepatócitos, osteócitos, adipócitos, células epiteliais, entre diversas outras. Assim, quando levamos em consideração todos os organismos vivos que são

formados por esse grupo celular, esse número de tipos de células aumenta muito. Dessa forma, é correto afirmar que célula animal se trata de uma classificação geral de um grupo para diferenciá-lo de outro, o das células vegetais.

As células animais são todas aquelas que compõem os seres vivos de todos os filos do grande reino Animalia. Esse grupo é feito por células eucarióticas, compostas por membrana plasmática, citoplasma e núcleo verdadeiro separado do restante pela carioteca. Imersas no citoplasma, existem diversas organelas membranosas e não membranosas, como mitocôndrias, complexo de Golgi, lisossomos, centríolos etc.

Embora ambas sejam células eucarióticas, como citado anteriormente, existem algumas diferenças entre a célula animal e a célula vegetal. Com relação à região externa da membrana plasmática, não há a presença de uma parede celular nas células animais, como ocorre nas vegetais. O que frequentemente é encontrado nessa área é o glicocálix. Essa estrutura se trata de um envoltório associado externamente à membrana plasmática que confere certa resistência sem tornar a estrutura rígida. Além disso, o glicocálix fornece capacidade de reconhecimento celular, barrar agentes do meio externo e reter moléculas de importância para célula, como nutrientes.

Com relação à parte interna da membrana plasmática é possível citar outros pontos que diferenciam os grupos. Nos seres vegetais existem plastídios pigmentados responsáveis pela fotossíntese denominadas cloroplastos. Diferentemente dessas, as células animais não possuem plastos ou plastídios. Isso se mostra bastante razoável uma vez que os animais são seres heterótrofos e não autótrofos. Outra diferença interna reside nos vacúolos citoplasmáticos. Ambos os grupos têm essa estrutura, entretanto nas células animais elas se apresentam com o tamanho muito inferior às das vegetais.

Além das supracitadas, podem ser mencionadas outras divergências na configuração. As células, de maneira geral, têm a capacidade de realizar uma reserva de energia na forma de algum açúcar complexo. No caso dos animais, esse polissacarídeo é o glicogênio, enquanto nas vegetais a forma que ele se apresenta é o amido. Também no sentido de existirem duas estruturas diferentes para exercer a mesma função, em ambos os grupos existe o trânsito de moléculas por algum tipo de conexão entre as células justapostas. Nas células animais, essas estruturas se chamam junções comunicantes e nas vegetais plasmodesmos.

Enfim, a classificação de células em animais e vegetais é uma

forma de diferenciar dois grandes grupos. Isso é feito para que as células sejam agrupadas em função de suas características para, então, se tornar mais fácil a compreensão e o estudo dos organismos.

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Fonte: <http://www.infoescola.com/citologia/celula-animal/>

Célula animal

Célula animal é uma célula eucariótica, ou seja, uma célula que apresenta o núcleo delimitado pela membrana nuclear (carioteca). Como toda célula eucariótica, a célula animal é delimitada pela membrana plasmática. Possui organelas citoplasmáticas como o ribossomo, lisossomo, mitocôndria, centríolo e núcleo.

A palavra célula (que vem da palavra *cella*, que significa caixa pequena) foi usada pela 1ª vez em 1665, pelo inglês Robert Hooke (1635-1703). Com um microscópio muito simples ele observou pedaços de cortiça, e ele percebeu que ela era formada por compartimentos vazios que ele chamou de células.

Matthias Schleiden e Theodor Schwann, após muitos anos de observações, propuseram a teoria celular. Essa teoria afirma que todo ser vivo é formado por células. Em 1855, o pesquisador alemão Rudolph Virchow deu um passo adiante, declarando que toda célula surge de outra célula preexistente.

Na célula animal não há celulose em suas paredes nem clorofila no seu interior, diferente da célula vegetal. Ou seja é uma célula sem cloroplastos.

Fonte: Wikipédia

APPENDIX E2 – Participant’s text highlighted: red – first source; blue – second source; green – third source; and black – participant

Células

Célula animal é uma célula que se pode encontrar nos animais e que se distingue da célula vegetal pela ausência de parede celular e de plastos. Além do núcleo, as células animais possuem organelas que realizam muitas funções específicas para o funcionamento celular. As células animais são células eucariontes, diferente das bactérias e cianófitas que são caracterizadas por um reino só delas, o Reino Monera. Organismos animais podem ser compostos por trilhões de células. Estas células vêm em todas as formas e tamanhos e a sua estrutura se adapta à sua função. Quando se pensa em célula animal, existe uma tendência em acreditar que é um tipo específico de célula. Isso é um impulso que pode levar ao erro. Veja bem, nos seres humanos existem hepatócitos, osteócitos, adipócitos, células epiteliais, entre diversas outras. Assim, quando levamos em consideração todos os organismos vivos que são formados por esse grupo celular, esse número de tipos de células aumenta muito. Dessa forma, é correto afirmar que célula animal se trata de uma classificação geral de um grupo para diferenciá-lo de outro, o das células vegetais. As células animais são todas aquelas que compõem os seres vivos de todos os filões do grande reino Animália.

APPENDIX E3 – *CopyCatch*’s report **Source 1:**

[P1 S1] Células

[P2 S1] **Célula animal é uma célula que se pode encontrar nos animais e que se distingue da célula vegetal pela ausência de parede celular e de plastos.** {P3 S1} [P2 S2] Além do núcleo, as células animais possuem organelas que realizam muitas funções específicas para o funcionamento celular. [P2 S3] As células animais são células eucariontes, diferente das bactérias e cianófitas que são caracterizadas por um reino só delas, o Reino Monera. [P2 S4] Organismos animais podem ser compostos por trilhões de células. [P2 S5] Estas células vêm em todas as formas e tamanhos e a sua estrutura se adapta à sua função. [P2 S6] Quando se pensa em célula animal, existe uma tendência em acreditar que é um tipo específico de célula. [P2 S7] Isso é um impulso que pode levar ao erro. [P2 S8] Veja bem, nos seres humanos existem

hepatócitos, osteócitos, adipócitos, células epiteliais, entre diversas outras. [P2 S9] Assim, quando levamos em consideração todos os organismos vivos que são formados por esse grupo celular, esse número de tipos de células aumenta muito. [P2 S10] Dessa forma, é correto afirmar que célula animal se trata de uma classificação geral de um grupo para diferenciá-lo de outro, o das células vegetais. [P2 S11] As células animais são todas aquelas que compõem os seres vivos de todos os filos do grande reino Animalia.

Source 2:

[P1 S1] **Células** {P12 S4}

[P2 S1] Célula animal é uma célula que se pode encontrar nos animais e que se distingue da célula vegetal pela ausência de parede celular e de plastos. [P2 S2] **Alem do núcleo, as células animais possuem organelas que realizam muitas funções específicas para o funcionamento celular.** {P2 S1} [P2 S3] As células animais são células eucariontes, diferente das bactérias e cianófitas que são caracterizadas por um reino só delas, o Reino Monera. [P2 S4] **Organismos animais podem ser compostos por trilhões de células.** {P14 S1} [P2 S5] **Estas células vêm em todas as formas e tamanhos e a sua estrutura se adapta à sua função.** {P14 S2} [P2 S6] Quando se pensa em célula animal, existe uma tendência em acreditar que é um tipo específico de célula. [P2 S7] Isso é um impulso que pode levar ao erro. [P2 S8] Veja bem, nos seres humanos existem hepatócitos, osteócitos, adipócitos, células epiteliais, entre diversas outras. [P2 S9] Assim, quando levamos em consideração todos os organismos vivos que são formados por esse grupo celular, esse número de tipos de células aumenta muito. [P2 S10] Dessa forma, é correto afirmar que célula animal se trata de uma classificação geral de um grupo para diferenciá-lo de outro, o das células vegetais. [P2 S11] As células animais são todas aquelas que compõem os seres vivos de todos os filos do grande reino Animalia.

Source 3:

P1 S1] Células

[P2 S1] Célula animal é uma célula que se pode encontrar nos animais e que se distingue da célula vegetal pela ausência de parede celular e de plastos. [P2 S2] Alem do núcleo, as células animais possuem organelas que realizam muitas funções específicas para o funcionamento celular.

[P2 S3] As células animais são células eucariontes, diferente das bactérias e cianófitas que são caracterizadas por um reino só delas, o Reino Monera. [P2 S4] Organismos animais podem ser compostos por trilhões de células. [P2 S5] Estas células vêm em todas as formas e tamanhos e a sua estrutura se adapta à sua função. [P2 S6] **Quando se pensa em célula animal, existe uma tendência em acreditar que é um tipo específico de célula. {P4 S1} [P2 S7] Isso é um impulso que pode levar ao erro. {P4 S2} [P2 S8] Veja bem, nos seres humanos existem hepatócitos, osteócitos, adipócitos, células epiteliais, entre diversas outras. {P4 S3} [P2 S9] Assim, quando levamos em consideração todos os organismos vivos que são formados por esse grupo celular, esse número de tipos de células aumenta muito. {P4 S4} [P2 S10] Dessa forma, é correto afirmar que célula animal se trata de uma classificação geral de um grupo para diferenciá-lo de outro, o das células vegetais. {P4 S5} [P2 S11] As células animais são todas aquelas que compõem os seres vivos de todos os filões do grande reino Animalia. {P5 S1}**

APPENDIX F – Experiment: Plagiarism and Translation

Exercício: Faça um plágio de tradução! Não vamos recriminar você por isso - será um ‘plágio consentido’, para fins didáticos e de pesquisa! :-)

Você pode escolher o método que mais lhe convém: pode fazer a tradução ou adaptação para português livremente, ou usar ferramentas online, como *Google Translate* ou qualquer outro recurso, para ajudar a fazer da maneira mais prática e rápida possível - e, se quiser, de qualidade.

Faça de conta que você está escrevendo um texto em português para essa disciplina. O títulos e os dois primeiros parágrafos do seu texto estão assim:

Linguística Forense: uma introdução

A linguística é o estudo sistemático da linguagem, incluindo as suas estruturas e os seus usos. Esta área científica encontra-se dividida em duas subáreas principais: descritiva e aplicada. A Linguística Descritiva dedica-se ao estudo da estrutura da linguagem e à caracterização do conhecimento linguístico dos falantes e abrange: a fonologia, o estudo da organização dos sons da fala; a morfologia, o estudo da estrutura e formação das palavras; a sintaxe, o estudo da combinação das palavras e da sua organização na frase; e a semântica, o estudo do significado de determinadas palavras e combinações de palavras. Por contraponto, a Linguística Aplicada é a área da linguística que estuda e soluciona problemas da vida real, incluindo, entre outras, a Linguística Forense.

A Linguística Forense pode definir-se no sentido lato ou no sentido mais restrito (Coulthard & Johnson, 2010). No sentido lato, inclui três subáreas: a) linguagem escrita da lei; b) interação verbal em contextos legais; e c) linguagem como prova. Em sentido restrito, a definição de Linguística Forense limita a disciplina à linguagem como prova. Neste capítulo, adotamos a definição restrita e concentramo-nos no trabalho do linguista forense como testemunha pericial.

Depois de escrever esses dois parágrafos você não sabe como continuar... mas encontra o seguinte texto na internet, em inglês:

One sub-branch of linguistics focuses on speech sounds analysing the minimal units of sound phones, their physiological production, acoustic properties, auditory perception and neurophysiological status. Forensic Phonetics has developed independently of forensic linguistics and focuses on audio recordings for one of two purposes to establish either what was actually said or who spoke the words.

Three other areas are often mistakenly associated with linguistics: phono-audiology, acoustics and handwriting analysis. Phono-audiology is the science that studies how the human auditory system perceives speech sounds and is concerned with diagnosing and managing hearing and articulation disorders. Acoustics is the study of all kinds of sound, in particular production, transmission, and synthesis. Findings and techniques derived from acoustics are used daily by forensic phoneticians.

Você decide então utilizar esse trecho, traduzindo-o para o português, para que faça parte do seu próprio texto. Fique à vontade para alterar, incluindo/excluindo trechos, modificando a sequência, etc.!

APPENDIX F1 – Translations

ORIGINAL:

... uma das subáreas da linguística dedica-se ao estudo dos sons da fala, através da análise das unidades mínimas sonoras, os fones, a sua produção fisiológica, as suas propriedades acústicas, a sua percepção auditiva e o seu estado neurofisiológico. A Fonética Forense, que se desenvolveu independentemente da linguística forense, concentra-se nas gravações de áudio, tendo em vista um de dois objetivos: determinar ou aquilo que é dito ou quem o disse.

Três outras áreas que são frequentemente, ainda que inevitavelmente, associadas à linguística são a fonoaudiologia, a acústica e a análise de escrita manual. A fonoaudiologia é a ciência que estuda o modo como o sistema auditivo humano percebe os sons da fala, diagnosticando e tratando distúrbios auditivos e articulatórios. A Acústica consiste no estudo de todos os tipos de som, focando em especial a sua produção, transmissão e síntese. O trabalho e as técnicas da investigação em acústica são regularmente utilizados por foneticistas forenses.

PARTICIPANT J:

Uma ramificação da linguística concentra-se nos sons da fala, analisando as unidades mínimas de sons, sua produção fisiológica, propriedades acústicas, percepção auditiva e status neurofisiológico. Desenvolvendo-se independentemente da linguística forense, a Fonética Forense tem como foco gravações de áudio que visam a um dos dois objetivos: determinar o que realmente foi dito ou por quem as palavras foram proferidas.

Três outras áreas são, com frequência, erroneamente associadas à linguística: a fonoaudiologia, a acústica e a análise de caligrafia. A fonoaudiologia é a ciência que estuda a forma como o sistema auditivo humano percebe os sons da fala; preocupa-se em diagnosticar e gerenciar os distúrbios auditivos e articulatórios. A acústica é o estudo de todos os tipos de som, em especial à produção, transmissão e síntese. Os resultados e as técnicas derivadas da acústica são diariamente utilizados por foneticistas forenses.

PARTICIPANT N:

Uma das áreas da Linguística Aplicada que serve a Linguística Forense é a Fonética. Essa área estuda os sons da fala, através da análise de unidades mínimas, ou seja, os fonemas. Da mesma forma, a fonética estuda a produção física dos sons, bem como suas propriedades acústicas. Outra área de interesse da Fonética é a percepção, ou seja, como os sons são percebidos pelos ouvintes. Para a Linguística Forense, a análise dos sons pode ajudar na interpretação de gravações de voz para se entender o que foi dito e também quem falou as palavras da gravação. Assim, temos outra subárea que pode ser delimitada como Fonética Forense, a qual pode ser entendida como uma ramificação da Linguística Forense (CITAR FONTE*), apesar de alguns autores entenderem que as duas áreas são independentes (CITAR FONTE).

Existem outras áreas que podem auxiliar no desenvolvimento e uso prático da Linguística Forense (CITAR FONTE). Elas podem ser consideradas ou não como subáreas dos estudos linguísticos, sendo elas a Fonoaudiologia, a Acústica e a Análise da Escrita à Mão (CITAR FONTE). A Fonoaudiologia estuda o sistema auditório humano, ou seja, como as pessoas percebem e produzem certos sons. Isso pode ajudar no diagnóstico de problemas de articulação da fala, bem como problemas de audição. A Acústica estudo os sons, especialmente a produção, transmissão e a síntese do som, a fim de melhorar ambos a performance

do ouvinte e da produção do som. Já a Análise da Escrita à Mão estuda padrões na escrita das pessoas, a fim de identificar assinaturas, por exemplo. Os objetos de análise de cada área específica, bem como técnicas desenvolvidas nestas áreas, podem auxiliar a Linguística Forense, mais especificamente a Fonética Forense (CITAR FONTE)

APPENDIX G – A proposal for UFSC to deal with plagiarism

Remetentes: Dra. Bruna Batista Abreu; Orientador: Prof. Dr. Malcolm Coulthard – Programa de Pós-Graduação em Inglês (PPGI/UFSC)

(Aos responsáveis)

Este documento tem por finalidade apresentar de forma objetiva uma proposta de medidas para serem adotadas na UFSC em relação a prevenção e detecção de plágio. Ele está organizado dentro dos seguintes tópicos: 1) justificativa; 2) sugestões para a criação de estrutura e legislação internas; 3) sugestões para prevenção; e 4) sugestões para detecção. Ao final, são feitas breves considerações seguidas de uma bibliografia que pode ser consultada para se aprofundar no assunto.

1. Justificativa

A UFSC já dispõe de um documento, Memorando 032, que apresenta os procedimentos a serem adotados em caso de plágio na pós-graduação, fato este bastante positivo, pois salienta a preocupação em relação a este aspecto. No entanto, tal medida, apesar de importante, mostra-se insuficiente, pois não abrange o nível da graduação e, além disso, o documento encontra-se voltado para o aspecto punitivo, sem se especificar: qual a definição de plágio que a universidade irá adotar para assim classificar as ocorrências como tal; de que forma se irá prevenir, para que futuros casos não ocorram; e de que forma a detecção deve ser realizada (para que esta ocorra de forma precisa e igualitária em todos os âmbitos da universidade). Estes três pontos são abordados nas seções seguintes. Antes, porém, é importante destacar um aspecto que precisa ser mais amplamente abordado nos debates sobre plágio, nos quais se encontra maior ênfase a questão ética – a qual é importante, mas não o único ponto a ser considerado.

De modo geral, plágio pode ocorrer de forma intencional ou não intencional. No primeiro caso, em que o plagiador, mesmo sabendo que tal atitude, incorreta, constitui plágio, e mesmo assim o comete, de fato são necessárias sanções, por se haver prejudicado a comunidade científica. Por outro lado, nos casos de plágio não intencional, estes costumam ocorrer com alunos iniciando seu aprendizado em escrita acadêmica e normas de citação e referências, as quais geralmente não são ensinadas na escola. Assim, ao longo do processo, alguns desses alunos recorrem à prática de ‘patchwriting’ (HOWARD, 1995), que

poderia ser traduzido como ‘escrita remendada’, em analogia com o trabalho artesanal ‘patchwork’, por configurar um tipo de escrita em que se ‘emendam’ trechos de diversos textos para compor o próprio, geralmente modificando-se algumas palavras – fato este que ainda denota plágio, pois a simples alteração de algumas palavras não é suficiente para que deixe de sê-lo. Desse modo, faz-se necessário assistir adequadamente estes alunos, para que no futuro não continuem incorrendo na referida prática e, assim, que haja uma melhora na qualidade de seus textos e, conseqüentemente, na produção científica.

2. Criação de estrutura e legislação internas

Sabe-se que a universidade já dispõe do DITS (Departamento de Inovação Tecnológica e Social), e que este departamento é responsável por encaminhar os casos de plágio. No entanto, conforme observado na Universidade de Birmingham na Inglaterra, pode ser extremamente eficaz que cada centro de ensino eleja um representante para receber e encaminhar os casos encontrados pelos professores do seu centro. Pode-se optar por um responsável por Programa ou Departamento em vez de Centro, dependendo da quantidade de professores e alunos para atender bem como das disciplinas, visto que em algumas existe maior probabilidade de plágio do que em outras. Este responsável seria aquele que os professores que encontrarem plágio nos trabalhos de seus alunos podem se dirigir para que os casos sejam avaliados com o amparo de outro colega e que os procedimentos de sanção ou chamada de atenção ao aluno sejam tomados. Sugere-se que o DITS solicite que cada Centro faça as nomeações de um representante, para que este conjunto de professores se reúna, com a participação do DITS, primeiramente para criar uma legislação interna oficial da UFSC; em seguida, que tal encontro ocorra anualmente, para se discutir o que foi bem sucedido e o que não foi e, assim, aperfeiçoar a legislação.

Sugere-se que a legislação, a ser criada pelo Comitê formado pelos professores dos centros e pelo DITS, contemple os seguintes aspectos: 1) a definição de plágio que será adotada pela instituição; 2) os diferentes níveis de plágio e os critérios para a classificação, que pode ser, por exemplo, sério, moderado e leve (decorrente de pouca proficiência em escrita acadêmica); 3) os procedimentos e sanções a serem adotados para lidar com cada um dos níveis apontados; e 4) a descrição sobre a forma com que prevenção e detecção serão realizadas.

3. Prevenção

Para que seja efetiva, a prevenção necessita de um grande e paciente empenho de todos na universidade, pois trata-se de um trabalho de longo prazo. Algumas sugestões práticas, que poderiam ser prontamente aplicadas, são listadas abaixo:

- Providenciar informações no site da universidade sobre plágio, com disponibilização em PDF (não editável), por exemplo, da legislação (a ser criada) e de materiais sobre escrita acadêmica e normas de citação e referência.
- Oferecer uma palestra para ‘calouros’ sobre plágio, as normas da universidade e conselhos a respeito de como evitar tal prática;
- Proporcionar que professores e demais membros da universidade sejam introduzidos à diferença entre plágio intencional e não intencional, enfatizando-se as especificidades pedagógicas nos casos do segundo tipo. No mesmo momento também orientá-los sobre a forma de elaborar as avaliações, considerando-se que em alguns casos as próprias questões colocadas aos alunos podem induzir ao plágio. Por exemplo, para responder a pergunta genérica ‘o que são paráfrases?’ o aluno pode buscar um resultado na internet ou em alguma outra fonte e simplesmente copiar; se, no entanto, for solicitado que ele faça uma paráfrase de um texto apresentado no enunciado da questão, a resposta não poderá ser encontrada como no primeiro caso;
- Utilizar uma plataforma (talvez adaptar o *Moodle* ou criar alguma outra opção que seja mais viável para a UFSC) para que os trabalhos sejam submetidos com maior formalidade e segurança – a decisão de se realizar isso anonimamente ou não pode ser debatida. Assim, no momento em que postam seus trabalhos, os alunos podem declarar que concordam com as normas da universidade e que seus trabalhos não apresentam plágio; e
- Oferecer uma disciplina obrigatória sobre escrita acadêmica para alunos de graduação e alunos iniciando a pós-graduação. É importante que esses cursos sejam práticos, isto é, que neles os alunos possam trabalhar com seus próprios textos e, se possível, que os mais experientes possam ajudar os novatos. O curso poderia ser realizado online, mas com alguns encontros presenciais, em sala de aula.

4. Detecção

No que respeita detecção, primeiramente é necessário se ter cautela diante de certas propagandas de empresas que vendem determinados programas, os quais prometem detectar plágio ‘sem esforço’. Tais ferramentas podem auxiliar muito; no entanto, por si só elas não são capazes, visto que somente apontam as similaridades textuais que puderam encontrar, sem distinguir entre os textos que estão devidamente citados – os quais são cópias idênticas de outros textos, porém legítimas. Além disso, quando se faz uso de sinônimos ou outras modificações na estrutura e no conteúdo dos textos, as ferramentas eletrônicas não detectam. Portanto, é importante considerar que se faz necessário adotar tais ferramentas, para que todos os professores tenham melhores e iguais condições de encontrar plágio; no entanto, é necessário orientá-los no uso de tais recursos, pois são os professores quem irão avaliar se de fato há ou não plágio de acordo com os resultados encontrados.

Existem algumas opções de tais ferramentas; no entanto, as gratuitas que se tem conhecimento são pouco eficazes – exceto pelo *Google*, que se mostra bastante útil, e também pelo *Word Office*, que disponibiliza uma opção de comparar documentos. Uma outra alternativa seria a universidade contratar um programa, o que implicaria, em alguns casos, um grande investimento. Existem diversas opções no mercado, que poderiam ser testadas. No entanto, diante dos resultados encontrados na pesquisa em relação a um desses programas, *Turnitin*, este apresentou diversas limitações. Embora tal programa possua uma vasta base de dados, que inclui praticamente toda a web além dos textos produzidos nas universidades que o utilizam (e que, portanto, contribuem para alimentá-lo), existem fatores que vem interferindo no funcionamento satisfatório do programa, como o fato de ele apontar como fonte suspeita a ocorrência mais recente dos trechos detectados, não necessariamente a fonte originalmente consultada pelo aluno. Assim, recomenda-se que sejam preferidos aqueles programas que, apesar de não possuírem uma base de dados tão abrangente, permitam que o usuário insira os textos com os quais deseja comparar, como o programa *CopyCatch*. Tal aspecto contribui para o aumento de qualidade nas detecções.

5. Algumas considerações finais

É importante salientar que existem outras questões que não couberam a este documento abordar mas que necessitam ser consideradas na definição e enfrentamento do plágio, como o uso da tradução como uma

estratégia para se ocultar plágio (sendo ela extremamente difícil de ser detectada) e alguns aspectos que necessitam de revisão no meio acadêmico. Para se aprofundar na questão, minha tese pode ser consultada bem como trabalhos realizados na área cujas fontes podem ser encontradas a seguir.

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