抄襲與引用面面觀

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What is Plagiarism ?

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. "Someone else's work" means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

◆ Material from books, journals or any other printed source

◆ The work of other students or staff

◆ Information from the Internet

◆ Software programs and other electronic material

◆ Designs and ideas

◆ The organization or structuring of any such material

From Victoria University of Wellington

What is Plagiarism?

▶ Plagiarism is presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition, as is the use of material generated wholly or in part through use of artificial intelligence (save when use of Artificial Intelligence - AI for assessment has received prior authorization e.g. as a reasonable adjustment for a student's disability). Plagiarism can also include re-using your own work without citation. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

From University of Oxford (2023.4)

ACM Definition of Plagiarism

▶ ACM defines plagiarism as the misrepresentation of another's writings, ideas, or other creative work (including unpublished and published documents, data, research proposals, computer code, or other forms of creative expression, including electronic versions) as one's own

✴ verbatim copying, near-verbatim copying, or intentionally paraphrasing portions of another's work

✴ using automated tools that rephrase existing work as one's text without proper attribution

✴ copying elements of another's work, such as equations, tables, charts, illustrations, presentation, or photographs that are not common knowledge, or copying or intentionally paraphrasing sentences without proper or complete source citation

✴ verbatim copying of portions of another's work with incorrect source citation

甚麼是抄襲？

▶ 抄襲是一種作弊行為，在未承認作者的貢獻、或未獲得作者的許可下，涉及將他人的思想、文字、設計、藝術、音樂等全部或部分當作自己的作品

▶ 抄襲是直接或間接地使用他人的想法、研究、文字、圖形、表格等，而沒有正確承認(引用)資訊的來源。 當你使用其他人的文字或智慧財產(想法)，試圖把他人的作品冒充為自己的作品時，就是抄襲

▶ 無論你是否試圖作弊，如果你不告訴你的讀者你在甚麼出處找到你論文中的想法或文字，你就是抄襲

▶ 抄襲不僅限於書面文字，還適用於思想、設計、藝術、程式和音樂等其他作品… 但我們統稱就叫文本

Pecorari, D. (2013). *Teaching To Avoid Plagiarism: How To Promote Good Source Use: How to Promote Good Source Use*. McGraw-Hill Education (UK).

抄襲的樣態

- 在自己作品中包含其他人作品的摘錄，卻沒有使用引號標明和標示出處
- 使用他人的想法而沒有承認(引用)出處
- 改寫(paraphrase)或摘要他人的想法、資料、作品卻沒有承認(引用)
- 從電子資源中複製貼上而沒有明確標示URL或作者的來源，或者沒有明確地標示所貼上的文字為引用
- 把一份作品完全提交為自己的作品，而它是與他人合作完成的，但並沒有聲明這種合作
- 提交盜用的圖像或創意作品，而沒有標示出處
- 以自己的名義提交來自購買或其他方式而得之由他人逐字逐句製作的部分或全部作品。
- 未經授權地轉移和使用他人的電腦文件作為自己的作品
- 未經授權地使用他人的資料來完成電腦作業

抄襲的四個判斷準則

▶ 兩份文本間存在相似的關聯

▶ 兩份文本的相似是由於較晚完成的作品(Text B)是基於較早完成的作品(Text A)

　✳ 通常透過文本相似量或比例來判斷

　　✓ 古典文學、法條、領域標準或制式用法

▶ 文本之間的相互關係不適當 -- 沒有引用

　✳ 小心使用典故或常識 (領域有別)

▶ 意圖欺騙

　✳ 雖然在規範中不見得會明確寫出意圖，但意圖的確是重要元素，但也最難判斷

　　✓ 潛在記憶(Cryptomnesia)

　　✓ 拼湊寫作是否有犯罪意圖？

　　✓ 作者特質？

(Pecorari, 2013, pp.12-15)

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錯誤的改寫樣態

- 重複的字詞串 (word strings) – 從原始內容中一字不變地提取五到九個字 (in English)或更多
- 代換字 (substitutions) – 用相似詞取代原始內容
- 加字 (additions) – 在原始內容加入一到四個字
- 刪字 (deletions) – 在原始內容中刪除一到四個字
- 顛倒句 (reversals) – 反轉句子 and/or 字詞結構

Walker, A. L. (2008). Preventing unintentional plagiarism: A method for strengthening paraphrasing skills. *Journal of Instructional Psychology*, *35*(4), 387-395.

拼湊寫作：合併來自不同來源的內容，進行粗淺的改寫，例如：同義字替換、主動被動語態替換、將清單項目順序更換或增刪項目 (Pecorari, 2013, p.23)

正確的改寫

▶能夠用自己的語句表達、總結原始來源的概念或想法、能夠對原始來源提出摘要，而不使用重複的字詞串、代換字、加字、減字或顛倒句的手段

Walker, A. L. (2008). Preventing unintentional plagiarism: A method for strengthening paraphrasing skills. *Journal of Instructional Psychology*, *35*(4).

抄襲的種類

本部分內容與範例出處為：Plagiarism

抄襲的種類

- 直接抄襲
- 直接 "拼湊" 抄襲
- 部分引文引用不足
- 在未引用來源的情況下改寫(或摘要)
- 改寫(或摘要)的引用不足
- 圖表、數字或圖像的抄襲
- 將素材誤解為 "常識"

直接抄襲
Direct Plagiarism

▶複製(copy paste)另一位作者的作品而不試圖承認該素材是在外部來源中發現的

▶在直接抄襲的情況下，作者幾乎逐字逐句地將另一個來源的內容放入自己的作品中。 即使作者從原文中刪除了一些句子，但仍然使用另一個人的文字和想法，並試圖將它們偽裝成自己的。作者沒有使用引號將自己的話與來自來源的詞句區分開來，並且沒有提供引用來承認該材料來自另一個來源

▶為避免此類抄襲，你必須承認你的想法和/或文字來自某個來源，並將直接取自來源的文字用引號引起來，或者用你自己的話來改寫(改寫、文意引用(Paraphrasing)是在不改變原文意思的情況下，用你自己的話來表達來自某個來源的資訊)

直接抄襲的範例

▶來源內容

Normal science, the activity in which most scientists inevitably spend almost all their time, is predicated on the assumption that the scientific community knows what the world is like. Much of the success of the enterprise derives from the community's willingness to defend that assumption, if necessary at considerable cost. Normal science, for example, often suppresses fundamental novelties because they are necessarily subversive of its basic commitments (5).

Kuhn, Thomas. The Structure of Scientific Revolutions. 3rd ed. Chicago: University of Chicago Press, 1996.

▶錯誤示範

Normal science, the activity in which most scientists inevitably spend almost all their time, is predicated on the assumption that the scientific community knows what the world is like. Some scientists say that the success of the enterprise comes from the community's willingness to defend that assumption, if necessary at considerable cost. Normal science often suppresses fundamental novelties because they are necessarily subversive of its basic commitments.

直接抄襲的範例 (續)

▶ 來源內容

Normal science, the activity in which most scientists inevitably spend almost all their time, is predicated on the assumption that the scientific community knows what the world is like. Much of the success of the enterprise derives from the community's willingness to defend that assumption, if necessary at considerable cost. Normal science, for example, often suppresses fundamental novelties because they are necessarily subversive of its basic commitments (5).

Kuhn, Thomas. The Structure of Scientific Revolutions. 3rd ed. Chicago: University of Chicago Press, 1996.

▶ 改寫範例

Thomas Kuhn asserts that scientific research "is predicated on the assumption that the scientific community knows what the world is like" (5). Because this assumption is the foundation of most scientific knowledge, scientists are willing to go to great lengths to defend it, even to the point of suppressing substantial new information that would undermine the basic proposition (Kuhn 5).

Kuhn, Thomas. The Structure of Scientific Revolutions. 3rd ed. Chicago: University of Chicago Press, 1996.

直接 "拼湊" 抄襲
Direct Patchwork Plagiarism

- 當作者從多個作者的作品複製內容並重新排列該內容而不試圖承認原始來源時

- 與直接抄襲一樣，拼湊抄襲發生在作者使用幾乎逐字逐句地從多個來源獲取的內容而沒有嘗試承認原始來源時。 然而，在拼湊抄襲中，作者創造性地將來源內容與自己的話編織成一個混合了抄襲和原創內容的段落。

- 為了消除這種類型的抄襲，你應該承認你想法的每個原始來源，或者將直接從每個來源中提取的單詞用引號引起來，或者將內容用你自己的話解釋(改寫)。

直接 "拼湊" 抄襲的範例

▶ 來源內容一

Colonialism had a destabilizing effect on what had been a number of ethnic groups that is still being felt in African politics. Before European influence, national borders were not much of a concern, with Africans generally following the practice of other areas of the world, such as the Arabian peninsula, where a group's territory was congruent with its military or trade influence.

"Africa : Politics." Wikipedia. 31 Aug. 2005. Retrieved Aug. 31 2005, from http://en.wikipedia.org/wiki/Africa#Politics

▶ 來源內容二

In the 1870s European nations were bickering over themselves about the spoils of Africa. In order to prevent further conflict between them, they convened at the Berlin Conference of 1884-1885 to lay down the rules on how they would partition up Africa between themselves. Between 1870 and World War I alone, the European scramble for Africa resulted in the adding of around one-fifth of the land area of the globe to its overseas colonial possessions.

Shah, Anup. "Introduction." Conflicts in Africa. 27 Feb. 2005. Retrieved Aug. 31 2005, from http://www.globalissues.org/Geopolitics/Africa/Intro.asp

直接 "拼湊" 抄襲的範例 (續)

▶ 錯誤示範

Colonialism had a destabilizing effect on what had been a number of ethnic groups that is still being felt in African politics. In the 1870s European nations were bickering over themselves about the spoils of Africa. Between 1870 and World War I alone, the European scramble for Africa resulted in the adding of around one-fifth of the land area of the globe to its overseas colonial possessions. Prior to European influence, national borders were not much of a concern, with Africans generally following the practice of other areas of the world, such as the Arabian peninsula, where a group's territory was congruent with its military or trade influence.

▶ 改寫範例

The echoes of colonialism throughout the world can still be felt in today's global political sphere. In the mid-19th and early 20th centuries, several European nations were in conflict over rights to African land and resources, and eventually "around one-fifth of the land area of the globe" *(Global Issues "Conflicts in Africa")* was colonized by European nations. One major repercussion of colonialism is in the existence of African borders, which were "not much of a concern" *(Wikipedia "Africa: Politics")* before Europeans colonized the globe, but are now the cause of much conflict throughout the world.

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部分引文或引用不足
Insufficient Citation or Partial Quotes

- 當作者大範圍改寫時，將文體或概念上屬於另一位作者的文字或片語合併到他們自己的文本中，卻沒有使用引號或適當的引用
- 作者試圖在自己的文本中的特定單詞周圍加上引號來確認從原始內容中提取了單詞，但是，作者未能以適當的括號、尾註、腳註引用來確定來源
- 為了消除這種類型的抄襲，應該在文中將直接取自其他來源的單詞周圍加上引號，並在括號、尾註、腳註引文中註明原始材料出版的作者、地點和/或日期

部分引文引用不足的範例

▶ 來源內容

The force that the electromagnetic field exerts on electrically charged particles, called the electromagnetic force, is one of the four fundamental forces. The other fundamental forces are the strong nuclear force (which holds atomic nuclei together), the weak nuclear force (which causes certain forms of radioactive decay), and the gravitational force. All other forces are ultimately derived from these fundamental forces. However, it turns out that the electromagnetic force is the one responsible for practically all the phenomena one encounters in daily life, with the exception of gravity.

"Electromagnetism." Wikipedia. 21 Aug. 2005. Retrieved Aug. 31 2005, from http://en.wikipedia.org/wiki/Electromagnetism

▶ 錯誤示範

Electromagnetism is defined as the "force that the electromagnetic field exerts on electrically charged particles," and it is "one of the four fundamental forces." Electromagnetism and the other three fundamental forces (strong and weak nuclear forces and gravitational force) are the foundations for every other fundamental force, but electromagnetism itself dictates almost every phenomenon we witness daily.

部分引文引用不足的範例 (續)

▶ 改寫範例

Electromagnetism is defined as the "force that the electromagnetic field exerts on electrically charged particles," and it is "one of the four fundamental forces" *(Wikipedia "Electromagnetism").* Electromagnetism and the other three fundamental forces (strong and weak nuclear forces and gravitational force) are the foundations for every other fundamental force, but electromagnetism itself dictates almost every phenomenon we witness daily *(Wikipedia, "Electromagnetism").*

在未引用來源的情況下改寫(或摘要)
Paraphrasing Without Citation

▶ 作者更改原始來源的文字、將自己的陳述加到原始來源的想法中，但使用其中的想法而不承認這些想法不是他或她的原始想法時

▶ 作者已經充分改寫了原始內容，但其改寫幾乎完全基於他在原始來源中發現的想法。

▶ 為了消除這種類型的抄襲，作者應該對源自原始來源材料的段落提供括號或尾註或腳註引用；或將原始來源合併到文章中，以確認草稿所基於的想法最初是另一個人的，同時仍應加上括號或尾註或腳註引用

在未引用來源的情況下改寫(或摘要)的範例

▶ 來源內容

New classical economics. The original theoretical impetus was the charge that Keynesian economics lacks microeconomic foundations -- i.e. its assertions are not founded in basic economic theory. This school emerged during the 1970s. This school asserts that it does not make sense to claim that the economy at any time might be "out-of-equilibrium". Fluctuations in aggregate variables follow from the individuals in the society continuously re-optimizing as new information on the state of the world is revealed.

"Macroeconomics." Wikipedia. 18 Aug. 2005. 31 Aug. 2005
http://en.wikipedia.org/wiki/Macroeconomics.

▶ 錯誤示範

Scholars in the school of new classical economics, which emerged in the 1970s, focus on the belief that the school of Keynesian economics is misguided. New classical scholars **assert** that the economy is never unbalanced, as Keynesian scholars **believe**, but instead that changes in an economy result from people's changing their spending habits as they interpret the news about the world.

作者沒有承認新古典經濟學與凱恩斯經濟學之間的差異的概念完全來自另一位作者的想法,這構成了抄襲。

在未引用來源的情況下改寫(或摘要)的範例(續)

▶改寫範例

According to the article "Macroeconomics" on Wikipedia.org, scholars in the school of new classical economics, which emerged in the 1970s, focus on the belief that the school of Keynesian economics is misguided. New classical scholars assert that the economy is never unbalanced, as Keynesian scholars believe, but instead that changes in an economy result from people's changing their spending habits as they interpret the news about the world.

改寫(或摘要)或引用不足
Insufficient Citation or Paraphrase

- 更改原始來源的文字並使用作者的想法，雖有試圖承認內容的來源，但沒有正確或充分的引用

- 為了消除這種類型的抄襲，你應該為包含原始內容的段落提供括號、尾註、腳註進行引用，或將原始來源合併到你的文章中，以承認這些想法最初是另一個人的

改寫(或摘要)或引用不足範例

▶ 來源內容

In classical music of the last 35 years, the term minimalism is sometimes applied to music which displays some or all of the following features: repetition (often of short musical phrases, with minimal variations over long periods of time) or stasis (often in the form of drones and long tones); emphasis on consonant harmony; a steady pulse. It is almost inseparable, currently, from electronic music and composition.

Apart from Philip Glass, Steve Reich is arguably the most famous minimalist composer, with John Coolidge Adams also being notable. Following the classical compositions of Philip Glass, the Chicago House scene in the late 1990s saw a major revolution with the advent of the ghettotech single "Time for the Perculator" by Cajmere, which was decidedly more minimalistic in its outlook.

"Minimalist Music." Wikipedia. 22 Aug. 2005. 31 Aug. 2005
http://en.wikipedia.org/wiki/Minimalist_music

改寫(或摘要)或引用不足範例(續)

▶錯誤示範

According to an article on Wikipedia.org, musical minimalism has evolved since the 1970s to incorporate repetition, long notes, and a consistent beat into what people now commonly call electronic music. Since the late 1990s, it has revolutionized even electronic music by bringing about "ghettotech" in the music culture known as "Chicago House." Philip Glass, Steve Reich, and John Coolidge Adams are musical minimalism's minimalism's most well-known composers.

▶改寫範例

According to an article on Wikipedia.org, musical minimalism has evolved since the 1970s to incorporate repetition, long notes, and a consistent beat into what people now commonly call electronic music. Since the late 1990s, it has revolutionized even electronic music by bringing about "ghettotech" in the music culture known as "Chicago House" *(Wikipedia "Minimalist Music")*. Philip Glass, Steve Reich, and John Coolidge Adams are musical minimalism's most well-known composers.

表格、圖表、圖片或圖像的抄襲
Graphs of Images

- Graph, chart, figure, image
- 使用其他來源的圖表、圖片、或圖像，而不承認這些是由其他人所繪製、產出
- 作者在其文稿中使用了其他來源中的一張圖表。由於作者未採取引用以承認使用了另一個人的想法、計算和文字，便構成抄襲
- 為了消除這種類型的抄襲，作者應該為從其他來源獲得的任何表格、圖形、圖表或圖像提供引用。作者也可以考慮將其中的資訊用自己的方式陳述，但即使作者在論文中僅使用表格、圖表、圖片或圖像的資訊，仍然需要通過提供適當的引用來承認資料來源

表格、圖表、圖片或圖像的抄襲範例

來源內容

Source: Scania. Annual Report 2002. 2003. 31 Aug. 2005.
http://www.annualreport.scania.com/downloads/scania_annual_report_2002.pdf

錯誤示範

Scania is a Scandinavian company that manufactures parts for large semi-trucks. The company's profits have been rising steadily throughout the years, as can be seen in the figure below.

將素材誤解為「常識」
Misinterpretation of Common Knowledge

- 因為你認為它是「常識」(但並不是)而未能提供原始內容的引用
- 作者在沒有找到來源的情況下做出了斷言，因為作者認為該斷言已廣為人知，可以被視為「常識」。 但是，大多數普通讀者對該主題的了解不足，無法將這些資訊視為「常識」。 因此，作者應該找到支持其主張的來源。 如果作者懷疑某資訊是否可以被視為「常識」，則作者應該始終謹慎行事並提供文獻紀錄
  * 領域常識

將素材誤解為「常識」錯誤範例

● 錯誤示範

Linguistics asserts the existence of a critical period, which usually comes at puberty and marks the end of the fluid language acquisition of childhood. The critical period is the point at which many of the unused connections in the brain begin to die to allow the body to reallocate physical resources away from intellectual development to reproductive development. If a speaker begins to learn a language after his or her critical period has passed, he or she will always speak with an accent.

● 改寫內容

Linguistics asserts the existence of a critical period, which usually ends at or before puberty and marks the fluid language acquisition of childhood. The critical period's end is the point at which many of the unused connections in the brain begin to die to allow the body to reallocate physical resources away from cognitive development towards reproductive development. If a speaker begins to learn a language after his or her critical period has passed, he or she will always speak with an accent (Abrahamsson 751-75).

Abrahamsson, N. "Second Language Acquisition and the Critical Period Hypothesis." Applied Linguistics 20.4 (1999): 751-75.

避免抄襲的訣竅

本節內容與範例出處為 (Pecorari, 2013, Chapter 4)

二大原則

▶ 透明度(Transparency)：來源文本的使用必須對讀者透明

* 識別為你的文本提供資訊的來源文本 (圖書館可幫忙教育訓練)
* 從來源文本透明地報告內容 (準確報導)
* 指出所用語言的來源 (是改寫還是逐字引文)

▶ 對於來源文本的有效運用 (Effective Use of Sources) -- 來源文本在你文章中的角色

引文、改寫、合併、論證、影響，以及提供支持和權威：所有這些都應該發生在引用中

透明度

- 作者的原創貢獻必須置於該領域現有文獻的脈絡中
- 學術寫作是"眾聲喧嘩"的——作者的聲音和其引用來源作者的聲音結合在一起，學術著作的讀者需要能夠區分他們各自的貢獻
- 作者需要爲確保透明度承擔責任，因爲如果作者不承擔這一責任，那麼很多資訊來源的使用方式都將隱藏在讀者的視野之外
- 如果沒有作者的幫助，讀者通常無法看到來源是如何使用的，因此，實現透明度不僅取決於作者是否願意和能夠表明新文本與其來源之間的真實關係，還取決於讀者解釋這些信號的能力
- 要能讓讀者判斷究竟是作者的主張(averring)，或者是歸因(attributing)於其他人

來個範例

Example 4.1a

Evaluation of a degree programme may be conducted at several different levels – at the level of 'a single teaching episode, at the level of a set of teaching episodes, at the level of a course section/unit, or at the level of the total course.' (Pyle and Sayers, 1980). This study is principally concerned with the last level, and the style of evaluation employed might be broadly described as illuminative. (Parlett and Hamilton, 1972).

Example 4.1b

Evaluation of a degree programme may take place at several different levels – at the level of a single teaching episode, at the level of a set of teaching episodes, at the level of a course section/unit, or at the level of the total course. This study is principally concerned with the latter two levels, and the style of evaluation used might be broadly described as illuminative (Parlett and Hamilton, 1972).

(Pecorari, 2013, p.64)

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透明度 – 識別為新文本提供了資訊的來源文本

- 作者必須承認/引用他們的資料來源
- 作者要懂得引文格式 – APA, MLA, Chicago…
  - 學術引用格式 VS. 搜尋參考文獻
  - 理工系所好像比較不在意引文格式…
- 盡量不要二次引用
  - 盡可能檢視最原始的文獻，並直接引用
  - (Smith, 2013, as cited in Jones, 2019)

圖片來源

- 要懂得判斷來源文本的書目資訊
  - 例如論文集、Handbook、Reference Book要引用篇章、條目的作者，而非主編
- 瞭解不同類型出版物的屬性
- 領域有別：引用來源文本的類型

透明度 – 從來源文本透明地報告內容

◗ 必須準確地報告來自某個來源文本的內容

❋ 要徹底理解一篇學術文章，還需要理解它所處理的想法是如何與同一領域的其他想法相關聯的

✓ 呈現的是既定的觀點，還是對公認觀點的挑戰？ ➜ 慢慢培養、多讀多看

❋ 以告訴讀者如何解釋和使用內容的方式來呈現內容

✓ 不同的用詞可能代表不同的立場：argue, suggest, state/say, note, confuse (呈現作者立場)

● 聲稱、主張、支持、質疑、證實、駁斥…

❋ 領域有別

透明度 – 從來源文本透明地報告內容 (續)

Student

Watkins says that the <u>main</u> contribution of pastoral care <u>may be</u> that it brings 'attention to the personal and interpersonal dimensions and to give a pupil-centred focus' (1985: 179).

Source (Watkins, 1985: 179)

The broad ambition of pastoral care is to help pupils benefit more extensively from their school experience. But this is surely the broad aim of any school, so is it worth saying? Yes, if we go on to say that the more <u>specific</u> contribution of pastoral care <u>is to</u> bring attention to the personal and interpersonal dimensions, and to give a pupil-centred focus.

Student

'<u>Teachers</u> are part of a very complicated social system . . . which determines at times, his or her view of self and of the system and of the teaching techniques' (Sarason, p. 32).

Source (Sarason, p. 32)

First, the <u>university critic</u> is part of a very complicated social system that, in diverse ways, determines his or her view of self and that system.

(Pecorari, 2013, p.86)

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透明度 – 從來源文本透明地報告內容 (續)

(1) Which versions of the sentence make the author (Gorgonzola) appear to agree, disagree, or remain neutral about the idea (i.e., that the moon is made of green cheese)? Do some of them convey their meaning more strongly than others?

(2) Which versions make the writer of this sentence appear to agree with Gorgonzola, disagree, or remain neutral?

Gorgonzola _____ that the moon is made of green cheese.
acknowledges
argues
asserts
believes
concludes
demonstrates
denies
hypothesises
posits
states
suggests

(Pecorari, 2013, p.87)

領域有別的範例

Example 8.1

It was further shown that resistant transformants could be generated by integration of a single copy of a CaIMH3 gene, derived from a MPA-resistant strain (Beckerman *et al.* 2001). CaIMH3R has been used as a marker gene for integrative transformation in C. albicans (Staib *et al.* 1999; Wirsching *et al.* 2000; Beckerman *et al.* 2001), C. tropicalis (Beckerman *et al.* 2001) and C. dubliniensis (Staib *et al.* 2000).

事實、發現、主張、方法

Example 8.2

In a provocative paper, which served to open up the field of gender and humor from a sociolinguistic point of view, Jenkins (1985) claims that women's humor is cooperative, inclusive, supportive, integrated, spontaneous, and self-healing, while men's humor is exclusive, challenging, segmented, pre-formulated, and self-aggrandizing – claims which Crawford (1989:161) notes are "strikingly congruent" with her respondents' self reports.

角色、語氣、解讀

(Pecorari, 2013, p.122)

領域有別的範例 (續)

Example 8.3

It was further shown that resistant transformants could be generated by integration of a single copy of a CaIMH3 gene, derived from a MPA-resistant strain. CaIMH3R has been used as a marker gene for integrative transformation in C. albicans, C. tropicalis and C. dubliniensis.

Example 8.4

The insect immune system demonstrates a number of structural and functional similarities to the innate immune system of mammals [1] and, as a consequence, insects can be utilised as models for assessing the virulence of a variety of microbial pathogens [2, 3].

Example 8.5

Plasmids were introduced into S. cerevisiae as described [22]. C. albicans genomic DNA was prepared according to [10].

即使去掉了Reference，還是一個完整的句子

(Pecorari, 2013, p.124)

透明度 –所用語言的來源

▶ 是來源文本的寫法嗎？

* 引文("…")：逐字且正確地重複文獻來源的內容
  * … ：省略 (可不要變成斷章取義)
  * [...] : 小規模修正 (可不要變成斷章取義)
* 改寫：將文獻來源的想法用自己的話語來傳達
  * 綜整(Summary)：對文獻來源進行大規模濃縮與整理
  * 改寫：對特定想法的重述

▶ 雖然對拼湊寫作的觀點不見得各領域相同，但建議盡量避免

對於來源文本的有效運用

▶究竟來源文本在你的文章中扮演何種角色？ **[注意文獻探討]**
 * 描述關於該主題的現有研究，以便能夠證明新工作的必要性
 * 為作者的主張提供支持
 * 表明對某個問題的想法是多樣化的
 * 做為研究架構／假設的主要理論
 * 做為研究方法的參考

避免抄襲的訣竅

- 學習優秀寫作的原則，這樣你就有必要的技能來用你自己的話表達你的想法。糟糕的寫作技巧往往會導致無意的抄襲(unintentional plagiarism)。
- 學習如何用自己的話來改寫。在你讀完一些東西後，把它放在一邊，用你自己的話寫出來，與你之前在原始文件中讀到的內容進行比較，然後改進你的寫作。確保引用原始文件。
- 學習如何正確引用來源。選擇適合你學科的引文風格(例如 APA、MLA、Chicago)，並讓自己完全熟悉它。你還可以在特定學科的期刊中找到引用風格的範例。
- 了解什麼是抄襲，什麼不是抄襲。了解如何檢測它。在你改寫了一個來源之後，找出你所寫的與來源相似的單詞或短語。你可以在自己的文章中突顯(標亮)這些單詞或片語，並決定它們是否應該在引號內或應該用不同的方式表達。

資料來源：Plagiarism

避免抄襲的訣竅(續)

- 不要假設你所知道的對每個人來說都是 "常識" ——它可能不是。你可能需要引用一些你認為是 "常識" 的東西。
- 不要誤解或操縱原始文件中的想要表達的內容以滿足你的需求。這不僅適用於文本，也適用於表格、圖表、圖片、圖像、音樂和視頻。
- 使用從二手來源收集的引文時，請確保這些引文確實存在，並找出這些引用來源中真正傳達的內容，這樣你就不會複製別人的誤解。
- 在使用大量其他人的文本時獲得作者的許可，並在你的寫作中給予他們應有的認可。
- 利用大學寫作中心提供的幫助、線上資源，當然還有你的課程講師。
- 如有疑問，請將文本放在引號內並包括引文。

自我抄襲

自我抄襲簡介

▷ 欺騙而非偷竊

▷ 主要樣態：文字重複使用、重複／多重投稿

▷ 自我抄襲的情境

✸ 重複發表：將同一組資料的分析結果撰寫成論文後投稿到多個期刊

✸ 資料切割／分散發表：將同一組資料的分析結果切割成多個部份後投稿到多個期刊

✸ 資料擴充重新發表：將先前的已發表文章的研究資料擴充加入新的資料後，再合併分析發表成另一篇文章

✸ 文字重複使用：大量使用自己以前已經發表的文章中的文句
   ✓ 例如非核心創見的部分(緒論、文獻探討、研究方法)

✸ 學業上的自我抄襲：將一門課的作業或專題全部或部分使用到另一門課中

是否有揭露很重要！

ACM定義的自我抄襲

▶ Self-plagiarism is defined as the verbatim or near-verbatim reuse of significant portions of one's own published work without citing the original source

- ✳ Note that self-plagiarism does not apply to publications based on the author's own previously published work (e.g., appearing in a journal or conference proceedings) if an explicit and appropriate reference is made to that prior publication

- ✳ Works submitted to ACM based on the author's own previously published material must be disclosed at the time of submission and an explicit reference to the prior publication must be included in the submitted Work

- ✳ Such reuse does not require quotation marks to delineate the reused material but does require that the source be appropriately cited

APA定義的自我抄襲

- Self-plagiarism is the presentation of your own previously published work as original
  - Self-plagiarism deceives readers by making it appear that more information is available on a topic than really exists.
  - It gives the impression that findings are more replicable than is the case or that particular conclusions are more strongly supported than is warranted by the evidence.
  - It may lead to copyright violations if you publish the same work with multiple publishers (sometimes called *duplicate publication*).

APA定義的自我抄襲 (續)

- 學生在沒有得到老師允許下，將為A課程所撰寫的作業繳交到B課程可能違反學校的學術倫理規範。

- 將課程作業融入學位論文，將學位論文建立在自己之前的寫作或作業上或許是可被接收的。但需要跟課程老師或指導教授討論。

- 在某些情況下，作者可能會希望重複之前用過的文字而不加引號或引用(例如描述研究工具或分析方法)，因為太大篇幅的自我引用可能是不可取或看起來很笨拙，且重新改寫可能造成錯誤。當重複的文字在範圍上是有限時，這種做法是被允許的。

APA定義的自我抄襲 (續)

- 對於自我抄襲的禁止，有一個例外情況，即在廣泛發布的場所中發布一個有限流通的作品。例如，作者可以將他們的博士論文或碩士論文全部或部分地發表在一個或多個期刊文章中。在這種情況下，作者不會在文章正文中引用他們的論文，而是在作者附註中承認該工作是基於他們的論文。

- 同樣地，基於在會議程序或論文集中描述的研究而寫的文章通常不被視為重複發表。作者應在文章的作者附註中承認研究的先前發表。

- 如果您對重複發表或自我抄襲感到擔憂，請向期刊編輯或課程講師尋求澄清。

作者附註

Ψ本文章文獻探討完整版曾發表於2021年「數位學術之開放與分享：《教育資料與圖書館學》創刊50週年研討會」。

Ψ本文改寫自傅盈甄的碩士學位論文「MARC 21機讀編目格式轉置為BIBFRAME 2.0書目框架格式之研究：以紅樓夢印刷文字資料為例」。

「國家科學及技術委員會對研究人員學術倫理規範」節錄

▶ 自我抄襲的制約：研究計畫或論文均不應抄襲自己已發表之著作。研究計畫中不應將已發表之成果當作將要進行之研究。論文中不應隱瞞自己曾發表之相似研究成果，而誤導審查人對其貢獻與創見之判斷。自我抄襲是否嚴重，應視抄襲內容是否為著作中創新核心部分，亦即是否有誤導誇大創新貢獻之嫌而定。此節亦有以下兩點補充：

✷ 某些著作應視為同一件（例如研討會論文或計畫成果報告於日後在期刊發表），不應視為抄襲。計畫、成果報告通常不被視為正式發表，亦無自我引註之需要。研討會報告如於該領域不被視為正式發表，亦無自我引註之必要。

✷ 同一研究成果以不同語文發表，依領域特性或可解釋為針對不同讀者群而寫，但後發表之論文應註明前文。如未註明前文，且均列於著作目錄，即顯易誤導為兩篇獨立之研究成果，使研究成果重複計算，應予避免，但此應屬學術自律範圍。

文獻探討與改寫

文獻探討 – 文獻探討的功用

- 站在前人的肩膀上做研究
  - 了解過去研究、現況、研究缺口
  - 發展研究問題的空間與依據
- 闡述本研究所採用的理論
  - 建構理論或模式的可能性
- 文獻探討盡量用學術性專業辭典、專書、期刊論文
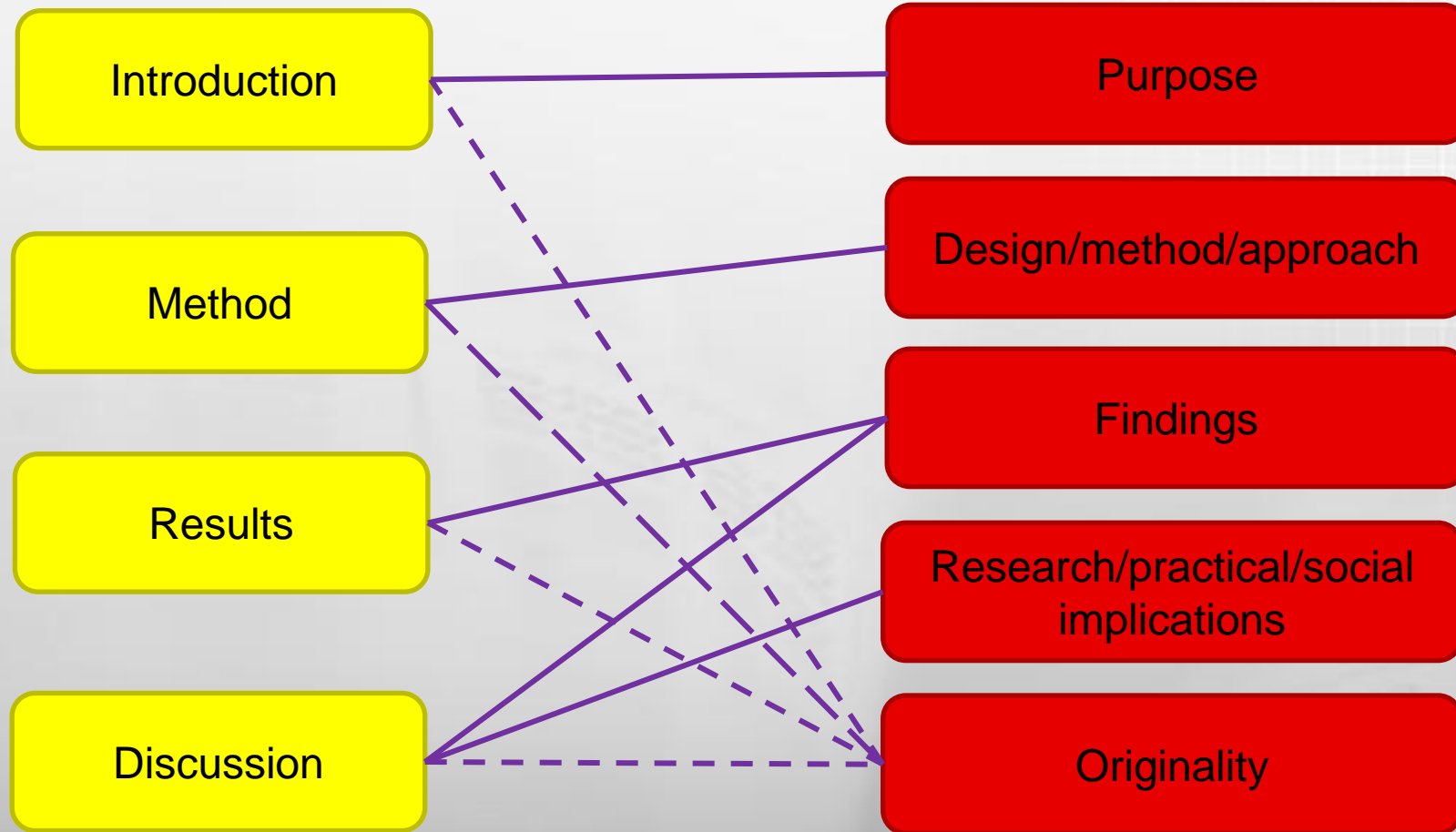- 問卷題項、訪談大綱應植基於文獻探討
- 支撐學位論文的主要理論萬勿引用學位論文的定義

文獻探討 – 平日的文獻剖析

- 收集文獻
- 篩選文獻：摘要、緒論、結論…
- 閱讀文獻
- 摘錄內容與整理重點 – 文獻閱讀筆記
- 勾勒地圖1：單一文獻
- 勾勒地圖2：特定主題(一群文獻)
- 評析與心得

Emerald's Abstract

- Purpose (mandatory)
- Design/methodology/approach (mandatory)
- Findings (mandatory)
- Research limitations/implications (if applicable)
- Practical implications (if applicable)
- Social implications (if applicable)
- Originality/value (mandatory)

IMRD vs. Emerald

Introduction — Purpose

Method — Design/method/approach

Results — Findings

Discussion — Research/practical/social implications

Originality

資料來源：國立臺灣師範大學圖書資訊學研究所陳亞寧教授

文獻閱讀筆記

試著用你自己的話來做摘要 – 主旨大意、立場或主張、假設、重要發現

Source		
Introduction	Purpose 研究目的	
	Question 研究問題	
	Background (研究背景)	
	Theories 理論和概念	
	Terminology 相關專門術語	
Methodologies 研究方法	Review	
	Quantitative	
	Qualitative	
Findings發現		
Originality/value研究議題的價值		
和你研究的關係(你的研究獲益於…)		
對於文獻的批判、感想…		

資料來源：國立臺灣師範大學圖書資訊學研究所陳亞寧教授

談談論文比對軟體

論文比對軟體

- 例如：Turnitin
- 比對的文件來源… 不是上天下地無所不包
  - Open Internet
  - 之前已上傳的文件內容 **… TO BE OR NOT TO BE…**
  - 和論文比對軟體有簽約的資料庫廠商
- 比到了不代表有抄襲，比不到也不代表沒抄襲
- 把論文比對軟體做為一個幫助學生提升寫作與正確引用的工具比較好

一般人對TurnitIn常有的迷思概念

▶ **TurnitIn 偵測抄襲？**
- 僅比對內容，要從相似性報表判斷抄襲與否

▶ **相似性分數顯示文章中抄襲內容的百分比？**
- 相似性分數僅是文章中內容和**TurnitIn**資料庫中原始來源比對相符的比例。如果文章中已有引用、加上引號，還是會在相似性報表中顯示為比對相符。 → 但可用來輔助判斷是否有正確引用
- 文意引用(改寫)可能判斷不出來

▶ **老師可單就相似性分數判斷文章是否有抄襲而不用看相似性報表？**
- NO NO NO…

▶ **相似性報表中指出的原始來源就是撰寫者使用的確實來源?**
- NO NO NO …由於網路上有太多重複的內容

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一般人對**TurnitIn**常有的迷思概念 (續)

- ▶ 所有單字，無論長短，都可能在相似性報表中被誤認為比對相符
  - ✳ 連續**16**個字一模一樣"只是巧合"的可能性不到一萬億分之一
- ▶ **TurnitIn**比對了上天下地所有寫過的內容
  - ✳ 並不是所有的文章都包含在**TurnitIn**的資料庫中
- ▶ **TurnitIn**具有判斷抄襲與否的專業能力，並能對個案作出判斷
  - ✳ 並沒有一個相似性分數的門檻值來判斷抄襲與否
  - ✳ 每份相似性報表都必須檢視，以了解作者是否有抄襲或者是否有問題

結語

更多資源 – 臺灣學術倫理教學資源中心
(研究生核心課程)

引用與參考文獻

- 一切透明，文章中哪些內容是自己的貢獻、哪些內容是屬於別人的貢獻，應該讓讀者明確辨識
- 直接引用(quote)的文內引用(in-text citation)必須加上頁碼、章編號、或圖表編號
  - "數位圖書館的三元素是…" (柯皓仁，2010，頁105)
- 大拇指法則：若逐字引用別人的文章三行以上，就得用Block Quote。
- 盡量看原始文獻，少轉引
  - (柯皓仁，2010，轉引自 XXX，2012) (as cited in…)
- 每一篇在文章中引用的文獻，都要列在論文最後面的參考文獻。每一篇列在論文最後面的參考文獻，都要在文章中引用到。

同學們要培養的能力

- ▶ 尋找與特定寫作主題相關的資訊
- ▶ 能辨識參考文獻作者及其書目資訊
- ▶ 閱讀和理解各種類型的資源
- ▶ 找出在學術寫作中使用某文獻的原因
  - ✴ 了解某文獻和你文章間的關係
  - ✴ 找出你文章受益於某文獻支持的部分
- ▶ 了解如何在文章中透明地使用他人文獻
  - ✴ 學會文意引用、概述與總結他人文獻
  - ✴ 將引文、總結和文意引用流暢地整合到自己文章中
  - ✴ 讓讀者清楚理解哪些內容來自其他文獻，哪些內容是作者原創
  - ✴ 正確傳達原始來源的想法，包含文獻來源作者的態度

研究方法、學術寫作課程

THE END

Thank you for Listening