# Plagiarism, Paraphrasing and Summarizing

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This exercise based on a material from the University of Southern Mississippi (*How to Avoid Plagiarism: Paraphrasing and Summarizing,* <http://www.lib.usm.edu/plagiarism_tutorial/howto_para_summ.html>).

“In order to communicate effectively with other people, one must have a reasonably accurate idea of what they do and do not know that is pertinent to the communication. Treating people as though they have knowledge that they do not have can result in miscommunication and perhaps embarrassment. On the other hand, a fundamental rule of conversation, at least according to a Gricean view, is that one generally does not convey to others information that one can assume they already have” (Nickerson, 1999, p. 737).

*Read the original passage from Nickerson’s article (above) and the three examples of text referring to it (below). For each example, prepare answers to the following questions*:

1. *Is it plagiarism?*
2. *How much of the original words and phrases are used?*
3. *Is it clear how much is being credited to Nickerson?*
4. *How well have Nickerson’s ideas been re-worded or re-phrased into the writer’s own words?*
5. *How successful a paraphrase of the original piece is it?*
6. *How effective a summary of the original piece is it*?

**Example 1:**

For effective communication, it is necessary to have a fairly accurate idea of what our listeners know or do not know that is pertinent to the communication. If we assume that people know something they do not, then miscommunication and perhaps embarrassment may result (Nickerson, 1999).

**Example 2:**

Nickerson (1999) suggests that effective communication depends on a generally accurate knowledge of what the audience knows. If a speaker assumes too much knowledge about the subject, the audience will either misunderstand or be bewildered; however, assuming too little knowledge among those in the audience may cause them to feel patronized (p. 737).

**Example 3:**

Nickerson (1999) argues that clear communication hinges upon what an audience does and does not know. It is crucial to assume the audience has neither too much nor too little knowledge of the subject, or the communication may be inhibited by either confusion or offense (p. 737).

**Reference**

Nickerson, R. S. (1999). How we know – and sometimes misjudge – what others know: imputing one's own knowledge to others. *Psychological Bulletin,* 125, 6, p. 737.