



Choosing & Using Sources – Syllabus

Course Description: Choosing and using sources is a key part of successful academic essay writing. In this class, students learn about the different types of sources and how each type of source meets a different information need. Students learn how to evaluate sources, then use sources ethically, by creating a works cited list and in-text citations. Finally, students learn proper use of quotations and achieve an understanding of balanced source use within papers. (Note: This class teaches MLA format for citations.)

Course Outline:

Week One: Types of Sources

Week Two: Understanding Sources

A. Information Needs

B. Roles of Sources

Week Three: Evaluating Sources

Week Four: Ethical Use of Sources

Week Five: Citation Basics

A. Why Cite

B. When to Cite

C. The Works Cited List

Week Six: Citation Basics II

A. Signaling Sources

B. Parenthetical Citations

Week Seven: Citing Other Sources

Week Eight: Balanced Source Use

A. Standard & Block Quotes

B. Understanding the Balance



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Choosing & Using Sources – Grading Outline

Choosing & Using Sources will be graded with a combination method.

Some assignments are exercise-based and will be graded like a grammar/exercise assignment, considering the total number of answers in each section. For example, if a student must locate ten instances of plagiarism in an assignment and misses two, he would receive an 80% on that assignment.

Some assignments will be graded according to *The Advanced Writer* grading rubric, with a focus on ideas and content, logical writing and organization, and strong use of language.

All assignment grades for this course will be averaged to receive a final course grade.



Choosing & Using Sources

Lesson Four: Ethical Use of Sources

SAMPLE LESSON

You now have a working list of accurate, credible sources to meet your information needs. If only this were the end of the source-finding process. However, this is just the beginning. With a working source list, you must now understand the ethical requirements for source use.

Throughout our lives, we gather ideas from a variety of sources, perhaps from talking to a family member or learning from a boss. When we have conversations with others, we often share these ideas, adding them to the 'information pool,' even though not all of these ideas may be our original ideas. Similarly, when we research, we gain the perspectives, viewpoints, and knowledge of other people through the things we read, watch, and hear. When we write, we are sharing these insights gained with our readers.

In everyday conversations, we are not expected to reference every source from which we have gained insight and ideas, but the same cannot be said for academic (or even some professional) writing. In academic writing, we are expected to use sources in a way that demonstrates *academic integrity*.

Accurate citation of the sources of these appropriated goods is the “price” we pay for transplanting others’ creative and intellectual work into our own texts. When we make use of another’s work, we find ourselves (in various degrees) indebted to the person who has assisted us in carrying out our own projects. Indebtedness is a recognition that someone else (or some group) has helped us to construct something or make something happen.

Academic integrity, then, is achieved primarily through honoring one’s own and others’ contributions to the creative and intellectual work of the academic community. Scrupulous citation, careful documentation, non-tendentious summary of others’ findings (however counter they may run to your own position) are some of the ethical practices associated with maintaining integrity. Other behaviors that foster integrity include formally thanking colleagues (classmates, librarians, friends, instructors) for their input and assistance, something typically done in a note of acknowledgment. Academic integrity is also

maintained by avoiding plagiarism, a serious transgression of the social ethics of the academic community. (1)

When we do not honor the contributions made by others, we are acting with academic dishonesty. Although this primarily includes plagiarism, academic dishonesty includes all of the following:

1. Misrepresenting another person's work as one's own
2. Using the ideas or words of other without giving proper credit
3. Reusing work from other assignments or classes without permission
4. Representing data or quotes falsely or dishonestly
5. Giving or receiving help on an assignment or test without permission
6. Disregarding recognized guidelines given by instructors for individual assignments
7. Damaging, hindering, or vandalizing the work of others

Since we are focusing on source use in this class, we will focus on the first two acts of academic dishonesty, both of which are wrapped up in the issue of plagiarism.

Plagiarism is the use of another's ideas or work, whether intentional or unintentional, without giving proper credit to (citing) the author. Plagiarism is considered a serious academic offense and can result in a failed assignment, a failed course, or a denial for re-enrollment at a university. Beyond that, however, plagiarism is both dishonest and disrespectful to a community of people who may have contributed to your work. Although the consequences of a failed assignment or failed class may be serious, please consider more importantly how plagiarism affects your character and others' ability to respect you.

What is the point of writing assignments, anyway? Expressing yourself through writing is an opportunity to learn and grow as a student. Not only are you learning to write – you are discovering and learning about new ideas and perspectives. The goal of nearly any writing assignment is for a student to improve his understanding of a given issue or topic and then express this understanding through writing.

Therefore, plagiarism defeats the purpose of writing assignments. If you use the ideas and words of other people as your own, you have not learned or grown as a student or a writer. You have not demonstrated your understanding of an issue or topic. Plagiarism is copying, not writing.

In addition, plagiarism is lying. Your audience (be this an instructor or other readers) is expecting to read your own work, your own ideas. If you present the work of others as your own, you are now lying. You are

saying, “Yes, these are my ideas, and I took the time to think this through and write it out,” when in fact, you just hit the copy and paste buttons. Plagiarism destroys the mutual respect that should exist between you and your audience.

AVOIDING PLAGIARISM –

There are three key steps to follow to avoid plagiarism:

1. **Learn to recognize it.**
2. **Think about the topic of your paper and everything you have researched.**
3. **Choose a balance.**

Let's go over each of these steps in more detail.

The first thing you must do to avoid plagiarism is to learn to recognize it: plagiarism can come in many forms, some more clear, others more subtle. The first step to avoiding plagiarism is to learn how to spot both word-for-word plagiarism and paraphrase as plagiarism.

- **Word-for-word plagiarism** is the use of **seven or more continuous words from a source, without proper reference given to the source or complete credit given to the author.** Word-for-word plagiarism can come in the form of a single phrase, a sentence, a paragraph, or even an entire paper copied directly from a source. Word-for-word plagiarism can also include a direct quotation with a reference, but without quotation marks. Word-for-word plagiarism is ultimately a form of deception. The writer is attempting to make it appear as if the words are his own, but he did not think up or write down these words himself. Study the two examples below:

EXAMPLES:

Original Source Material: Robots are machines that follow instructions. They help us do a range of things, from simple daily chores to complicated and sometimes even dangerous jobs. Robots may seem intelligent, but even the most advanced ones are only able to follow the instructions humans have given them.

Reference: Allen, Benton, et al. *How To Be An Engineer*. Dorling Kindersley Limited (DK), Penguin Random House, 2018.

Plagiarized Version A: Robots are machines that follow instructions, and they help us do a range of things. Although robots are fascinating and seem smart, even the most advanced ones are only able to follow the instructions provided by humans.

- **Explanation:** This version is word-for-word plagiarism. The writer has copied the original source material word-for-word in several sections, without using quotation marks and giving credit to the author.

Plagiarized Version B: Robots are machines that follow instructions, and they help us do a range of things. Although robots are fascinating and seem smart, even the most advanced ones are only able to follow the instructions provided by humans.(Benton, et al.).

Reference: Allen, Benton, et al. *How To Be An Engineer*. Dorling Kindersley Limited (DK), Penguin Random House, 2018.

- **Explanation:** This version is also word-for-word plagiarism. Although the writer has referenced the author using both a parenthetical citation and a complete source reference, the writer has still copied the original source material word-for-word in several sections, without using quotation marks.

NEXT UP -

- **Paraphrase as plagiarism** is a summary or rewritten version of ideas taken from another source, without proper credit given to the author or citation provided for the source. Paraphrase as plagiarism is inherently much more difficult to spot, but it is a problem nonetheless. Paraphrase is a great way to present information without relying on quotations, but if a writer is paraphrasing another person's ideas or solutions, without giving that person proper credit, the paraphrase becomes plagiarism. Study the examples below:

EXAMPLES:

Original Source Material: Writing is an act of hope. It is a means of carving order from chaos, of challenging one's own beliefs and assumptions, of facing the world with eyes and heart wide open. Through writing, we declare a personal identity amid faceless anonymity. We find purpose and beauty and meaning even when the rational mind argues that none of these exist.

Reference: Heffron, Jack. *The Writer's Idea Book*. Writer's Digest Books, 2003.

Plagiarized Version A: When we write, we act out hope. Writing is a way that we bring order in the midst of disorder. When we write, we confront our own ideas and beliefs. We are forced to look at the world objectively, with open eyes and heart. When we write, we create an identity for ourselves. Writing helps us find beauty and meaning, even vision and purpose, in places where we may not feel that any of this exists.

- **Explanation:** This is paraphrase as plagiarism. The writer has slightly reworded some of the original, but has not changed the structure of the original. Essentially, the writer has copied the exact same idea of the original while substituting, omitting, and adding words throughout. The writer has not properly credited the above ideas to the author.

Plagiarized Version B: In a world that feels dark and hopeless, writing is a means of finding beauty, significance, and vision for our lives. When we write, we are forced to look at the world objectively, with open eyes, open heart, and open hands. When we write, we create an identity for ourselves. When we write, we bring order to chaos. When we write, we are declaring that there is hope.

- **Explanation:** This is also paraphrase as plagiarism. In this case, the writer has again used the ideas of the original author while simply moving the sentences around. The writer is attempting to express these ideas as her own without giving proper credit to the author.

The next thing you need to do to avoid plagiarism is to **think about the topic of your paper and everything you have researched.** Think critically about the topic, your ideas, and the viewpoints of others to ensure that you thoroughly understand each component and can write about the topic from a place of your own ideas rather than having to copy the ideas of someone else. Start the assignment early enough that you have time to research, think, understand, and write.

Although sources are necessary for many writing assignments, you must **choose a balance of your own ideas and source material** and learn how to signal clearly whenever you are directly quoting, summarizing, or paraphrasing the words or ideas of someone else. In addition, you must clearly indicate the use of direct quotations by using both quotation marks and a reference (citation). We will cover these principles in upcoming weeks.

FINAL NOTES –

Ethical use of sources is a crucial part of the writing process. Academic integrity not only maintains your credibility as an author but also the mutual respect that should exist between you and your audience. In addition, academic integrity demonstrates your character as a person, student, and writer.

Excuses such as “I didn't mean to plagiarize” or “I just forgot to add the references” or “I sent the wrong draft” should not become a familiar part of your vocabulary. Take the time to understand the topic and your research at the start of the process; take good notes; use your own words as much as you are able; and learn to properly reference sources in your writing (more on this next week!).

Assignment 4A: Read each original source carefully; then choose the selection, either A or B, that has been plagiarized. There are a total of five original sources, which means you should have a total of five answers.

Original Source Material 1: The sword trembled in Picket's grip as all the injustice he and Heather had experienced flashed through his raging mind. Heather, who was in the clutches of Morbin himself because of their betrayal. His face was contorted with anger and he raised his sword overhead, flaring at the silver stars on the soldier's breastplate. The Terralain arms, the symbol of the Silver Prince.

Reference: Smith, S.D. *Ember Falls*. Story Warren Books, 2016.

- **Version 1A:** With the sword trembling in Picket's grip, all the injustice he and Heather had experienced flashed through his raging mind. We understand Picket's deep pain as he considers that Heather was now in the clutches of Morbin himself because of betrayal. His face contorting in anger, Picket raised his sword overhead, flaring at the silver stairs, the Terralian arms, the symbol of the Silver Prince.
- **Version 1B:** At this point in the story, Picket is faced with the painful reality that his sister Heather has been kidnapped by Morbin himself because of betrayal. When he considers all that he and Heather have faced to this point, he is filled with incredible anger at injustice and passion for chasing victory.

Original Source Material 2: When we practice a growth mindset, the obstacles we're facing seem more surmountable. It's crucial for us to realize that we are not helpless; we can grow and adapt. Just as important as seeing ourselves as capable of growth, however, is the belief that someone who is challenging us can change, too. This perspective releases some of the pressure we might feel, and helps us to think more in terms of challenges than threats.

Reference: Eva, Amy L. “Tips for Helping Kids Adopt a Growth Mindset.” *Greater Good Magazine*, UC Berkeley, 14 August 2017.

- **Version 2A:** We all face obstacles. But, “when we practice a growth mindset, the obstacles we're facing seem more surmountable. It's crucial for us to realize that we are not helpless; we can grow and adapt” (Eva).

Reference: Eva, Amy L. “Tips for Helping Kids Adopt a Growth Mindset.” *Greater Good Magazine*, UC Berkeley, 14 August 2017.

- **Version 2B:** We all face obstacles. But, when we practice a growth mindset, the obstacles we're facing seem more surmountable. It's crucial for us to realize that we are not helpless; we can grow and adapt (Eva).

Reference: Eva, Amy L. “Tips for Helping Kids Adopt a Growth Mindset.” *Greater Good Magazine*, UC Berkeley, 14 August 2017.

Original Source Material 3:

PLANTING CARROTS

- Plan to plant seeds outdoors 3 to 5 weeks before the last spring frost date.
- **Tip:** Plant additional seeds every 3 weeks or so for multiple harvests.
- Plant carrot seeds 3 to 4 inches apart in rows. Rows should be at least a foot apart.
- Carrots are slow to germinate. They may take 3 or more weeks to show any signs of life, so don't panic if your carrots don't appear right away!
- Keep the soil moist, not wet, but don't let it dry out, either.
- Carrots are best grown in full sunlight, but can tolerate a moderate amount of shade.

Reference: “Growing Carrots.” *The Old Farmer's Almanac*, <https://www.almanac.com/plant/carrots>.

- **Version 3A:** Three to five weeks before the last spring frost date, you should plant seeds outdoors. If you want multiple harvests, you can plant extra seeds every three weeks or so. Carrot seeds should be planted three to four inches apart in rows that are at least a foot apart. Carrots sprout slowly. In fact, it make take three or more weeks before you see any signs of life, so don't worry if you don't see carrots right away! You should keep the soil moist, but it should not be too wet. You should also not let the soil dry out. Carrots grow the best in full sunlight, although partial shade may be okay too.
- **Version 3B:** Carrot seeds can be planted outside three to five weeks ahead of the final spring frost

date. To have a continuous cycle of carrot harvests, you may plant additional seeds approximately every three weeks. Carrot seeds are best planted in an area of full sunlight, although an area with partial shade may still give good results. Seeds should be placed three to four inches apart, in rows that are at least a foot apart. As for most seeds, the soil should be kept moist. The soil should neither be completely wet nor dried out. With proper care, you will soon see little sprouts, but this may take several weeks. In the meantime, don't worry – the carrots know what they are doing underground!

Original Source Material 4: Smartphones and tablets aggravate the problem, keeping kids connected and distracted long after lights out. But in communities where academic expectations run highest, the real culprit is panic: about acing the exam, burnishing the transcript, keeping up with high-achieving peers.

Reference: Bruni, Frank. “Today's Exhausted Superkids.” *The New York Times*, 29 July 2015.

- **Version 4A:** In an opinion article, author Frank Bruni highlights the fact that use of technology is not the real culprit for the exhaustion of today's youth. In fact, he is convinced that today's youth are suffering due to panic – that is panic about keeping up with one's peers, getting straight As, and presenting a polished and perfect transcript.

Reference: Bruni, Frank. “Today's Exhausted Superkids.” *The New York Times*, 29 July 2015.

- **Version 4B:** In an opinion article, author Frank Bruni highlights the fact that smartphones and tablets only aggravate the problem of exhaustion, by keeping kids “connected and distracted” long after they should be asleep. But, the real culprit, he says, is panic – that is panic about acing an exam, polishing the transcript, and keeping up with peers.

Reference: Bruni, Frank. “Today's Exhausted Superkids.” *The New York Times*, 29 July 2015.

Original Source Material 5: In the process of writing the Chronicles of Narnia, C. S. Lewis gradually expanded the breadth and scope of his literary ambitions. What was foreseen from the outset as a collection of stories for children developed into a complex depiction of an entire moral universe. As the seven books progress, Lewis unfolds the whole Divine plan for this universe from its creation to its apocalypse. However, the uniqueness of Lewis' literary achievement stems from the fact that Lewis manages to do two things at once. That is, he remains faithful to his original intention to write stories for children while adding in subtle moral and spiritual complexities. These complexities do not seem like authorial intrusions or editorializing. They are instead woven into the very fabric of Lewis's creative universe. Thus, the Chronicles of Narnia are a series of books that can delight the senses as they challenge and stir the soul.

Reference: Bane, Mark. "Myth Made Truth: The Origins of the Chronicles of Narnia." *Into the Wardrobe – a C.S. Lewis website*, <https://cslewis.drzeus.net/papers/origins-of-chronicles-of-narnia/>.

- **Version 5A:** Although the Chronicles of Narnia may originally seem to be mere stories for children, the depth of these books by C.S. Lewis are more far-reaching beneath the surface. In fact, writer Mark Bane says that, "the uniqueness of Lewis' literary achievement stems from the fact that Lewis manages to do two things at once. That is, he remains faithful to his original intention to write stories for children while adding in subtle moral and spiritual complexities."

Reference: Bane, Mark. "Myth Made Truth: The Origins of the Chronicles of Narnia." *Into the Wardrobe – a C.S. Lewis website*, <https://cslewis.drzeus.net/papers/origins-of-chronicles-of-narnia/>.

- **Version 5B:** Although the Chronicles of Narnia may originally seem to be mere stories for children, the depth of these books by C.S. Lewis are more far-reaching beneath the surface. In fact, writer Mark Bane says that the uniqueness of Lewis' literary achievement stems from the fact that Lewis manages to do two things at once. Lewis stays faithful to his original idea to write children's stories but also adds in "subtle moral and spiritual complexities."

Reference: Bane, Mark. "Myth Made Truth: The Origins of the Chronicles of Narnia." *Into the Wardrobe – a C.S. Lewis website*, <https://cslewis.drzeus.net/papers/origins-of-chronicles-of-narnia/>.

Assignment 4B: The following essay contains eleven instances of plagiarism. Using the articles attached with this week's lesson, read the appropriate source and then underline the plagiarized content within the paragraph. Read each article carefully and ensure that you are underlining the plagiarized content in its entirety.

The American Educational System vs. the Japanese Educational System

1. Knowing the great impact education has on a nation, I decided to investigate the education systems in America and Japan. Japan and the United States are two unique countries, but they both have to educate their young people. These two countries have some similarities in their programs, but they also have some distinct differences. The Japanese have programs that the United States have either cut or never thought to include in their own educational program. Japan has formed an educational system that seems to be superior to the United States' educational system in some aspects.

REFERENCE: SOURCE 1

2. One of the things that sets the Japanese school program apart is its structure. Since the end of World War II education has been mandatory for all children in Japan for nine years, which includes six years of elementary school and three years of middle school or junior high school. Children start their schooling at the age of six. After graduating from elementary school six years later, and then middle school three years after that, they have completed their compulsory educational period by the age of 15. At that point, most students move along to high school for three extra years, followed by four years of university education for an even more select group. After the high school level of education the Japanese students have the choice to go to a college, a specialized higher education school, a community college or a technical school. By designing the program this way, the Japanese government has made sure that everyone has some basic knowledge but that the students get the choice to choose their higher education level based on the job they want as an adult.

REFERENCE: SOURCE 2

3. In the United States, there are a couple of choices for parents to choose for their child's education. They can start the child in pre-school or wait to put them in kindergarten. From there, students go through elementary school, middle school/junior high, and then on to high school. After high school students can choose to go to college. The years of schooling from kindergarten through 12th grade are generally mandatory, and college is typically seen as the only form of higher education. Specialized or technical schools are not as common, so

our methods in the United States are much more cookie-cutter and less about student choice.

(note – this paragraph contains no plagiarism.)

4. Another area in which the Japanese program is superior is in the education that they offer in their schools. The Japanese curriculum is world famous. Young Japanese are often expected to know more about another country's history, economy and geography than the students in that particular country know. The curriculum in mathematics and science is among the world's most demanding. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) "revises the national curriculum about once every decade. Each new curriculum is rolled out in stages, with the most recent revision being implemented from 2020 to 2022. The new revision maintains the subject-area focus of the 2013 curriculum but aims to further develop cross-curricular competencies such as problem-solving, creativity, and good learning habits by emphasizing active learning in all courses. It is organized around three themes: motivation to learn and apply learning to life; acquisition of knowledge and technical skills; and skills to think, make judgments, and express oneself." In comparison to most other nations, the Japanese are far more advanced in their schooling. One example of this is that children are required to speak English fluently. The Japanese educational programs are designed to give the children of Japan the best education possible.

REFERENCE: SOURCE 3

5. By no means does America have a horrible education program, but according to The Organisation for Economic Co-operation and Development's PISA report from 2018, the United States' educational system ranked twenty second in the world while Japan's educational system was ranked fourth. Due to insufficient funds, many public schools have been forced to cut music classes, art classes, wood-shop classes, and even local marching bands, among other things. Why? When it comes to balancing school budgets, the arts—and particularly music—often suffer most from spending cuts. It's part of a cycle that began in the 1970s, when, in the hope of averting a fiscal crisis, schools laid off thousands of arts teachers (Solomon). The budget cuts have a big effect on the children of the schools. By cutting so many programs we are not giving the children the same education as children in other countries receive.

(note – this paragraph contains two instances of plagiarism, one from each source.)

REFERENCES: SOURCES 4 and 5

6. In Japan, exams are very important, regardless of the level of schooling. In fact, students must take exams whether they are entering preschool or a university. These tests usually cover math, social studies, and science in addition to both English and Japanese. Obviously, the most crucial tests are those given for entrance to the upper secondary schools (high school) and universities. The high school entrance tests are mainly for determining what type of school students will attend—not *if* they will attend, because well over 90 percent of middle school students go on to high school.

REFERENCE: SOURCE 2

7. In the United States there is testing but not to the extreme seen in Japan. There are benchmark tests and end of the year tests, but there aren't tests in between the different levels of schools. Before college, high school seniors take tests to show their knowledge and allow colleges to choose new students. The SAT and ACT are two placement tests that American students have to take prior to college. In fact, more than 2.2 million students took the SAT, which is administered by the College Board, representing a 4% increase over the number of students who took the college entrance exam in 2018. However, tests in the United States take on a different role than the Japanese tests because they don't usually directly affect the child's schooling or the schools in which he or she can enroll.

REFERENCE: SOURCE 6

8. American and Japanese educational programs also differ in many practical ways, such as school buildings, education materials, and how students are expected to behave while in school. Japan actually spends less money on education than many other developed countries, investing 3.3 percent of its GDP in education, compared to the OECD average of 4.9 percent. It spends \$8,748 per student at the elementary school level, compared to the \$10,959 that the United States spends. But it spends the money wisely. School buildings are not much to look at. Textbooks are simple and printed in paperback, and students and teachers are responsible for keeping schools clean. Japan also has fewer administrators on campuses—there is usually just a principal and a few vice principals, and not many others in the way of staff. In addition, there are no cafeterias: Japanese students take the meals from the kitchens and serve them to their classmates in their classrooms. Then it's the students themselves who are responsible for distributing school lunches and keeping the building clean. All of these things combined allow the Japanese to invest less money but still get tremendous results in their educational programs. They have found a way to simplify things to make them cost effective but still functional.

(note – this paragraph contains two instances of plagiarism, one from each source.)

REFERENCES: SOURCES 7 and 8

9. In the United States, students don't have the many responsibilities that Japanese students have. They don't have to clean the bathrooms or the classrooms because janitors do. In some schools, students have lavish cafeterias in which they eat their meals. School administration in my school district is very big. In the local school district, for example, there is a superintendent, and under that position, there are ten assistant superintendents. There is no need for ten assistants. If there were half that number, money would be freed up for other things such as restoring certain educational programs or providing a pay raise for teachers.

(note – this paragraph contains no plagiarism.)

10. One final difference is that Japan works hard to provide equal educational opportunities for all students. An important foundation for the future civil, social, and economic opportunities of citizens is laid in the education system. One would think that such an advantaged nation as the United States would do so well in laying a strong and equal educational foundation, and yet it seems that many nations more poor are more successful in this area. Certain areas in the country of Japan are poor, but the schools are not poor. Because of this, fewer students in Japan struggle and drop out of school. In fact, the country's high-school graduation rate is 96.7 percent, whereas the high-school graduation rate in the United States is only 83 percent.

(note – this paragraph contains two instances of plagiarism, one from each source.)

REFERENCES: SOURCES 9 and 7

11. The nation of Japan has created a well-run educational program. It doesn't rely on heavy funding but instead on good teachers and thrifty spending. It outshines the American program in many fields and is placed fifth in the world, for educational programs, for good reason.

(note – this paragraph contains no plagiarism.)

BONUS Assignment 4C: This assignment is optional and not part of this week's review or grade. However, if you want to become truly proficient at understanding and spotting plagiarism, Indiana University offers this online training tutorial and a certification test. You get a lot of information packed in, and can take your time reading through the material and watching the videos. In addition, you can take the certification tests as many times as you need until you pass, so you have a great opportunity to learn and improve.

<https://plagiarism.iu.edu/index.html>

Source –

1. "Ethical Use of Sources." *Davidson Writer*, Davidson College, <https://davidsonwriter.davidson.edu/ethical-use-of-sources/>.