

[ORIGINAL RESEARCH ARTICLE]

Authorship, Attribution, and the Changing Ethics of Plagiarism

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ABSTRACT

Plagiarism refers to the practice of using others' ideas and creative works without giving due credit to the original. The advancement in technologies, including artificial intelligence, facilitates the task of extracting and reproducing academic as well as creative content, which in turn problematizes the traditional understanding of originality and authorship. Such practices pose a serious challenge in academia. In such a context, this article draws a brief survey of the historical transformation in the understanding of originality and authorship, examines current practices of plagiarism, and provides some practical strategies and skills for novice researchers and writers to avoid such practices. In doing so, it aims to make young scholars aware of the possible ethical, academic, and legal consequences and uphold academic integrity and ethical practices.

Keywords: Plagiarism, academic honesty, ethical concern, authorship, and originality

INTRODUCTION

The practice of plagiarism, which is commonly known as using ideas and creative content from others without proper acknowledgement of the source, poses a grave challenge to intellectual integrity. The growth of the internet and digital technology, along with Artificial Intelligence (AI), enables easy accessibility and reproduction of the information, which in turn contributes to the wider use of plagiarised content. In such a context, some practical ways of avoiding plagiarism, along with the proper understanding of ethical practices, which help to uphold academic integrity, have become very crucial. Defining plagiarism, this introductory article outlines the potential academic and

professional consequences, along with offering some effective strategies for avoiding such unethical practices.

Conceptualizing Plagiarism

The conceptualisation of plagiarism refers to the act of copying information without giving proper credit to the source, and unethical academic practices with grave academic and legal consequences. Different scholars and academic institutions define it, focusing on the significance of originality, authorship, and academic honesty. According to the American Psychological Association (2020), the act of plagiarism involves using others' words, ideas, or images without acknowledging the source. In the same way, Oxford University (2023) defines plagiarism as a dishonest act of presenting another person's work or ideas as your own. Similarly, the Council of Writing Program Administrators (2003) defines it as an intentional malpractice and refers to it as the deliberate use of another's language or ideas without proper credit. Precisely, the practice of plagiarism consists of three aspects: unauthorised use, lack of acknowledgement, and, in some cases, deliberate intent.

With this fundamental understanding, other scholars situate the notion of plagiarism within the cultural shift in the understanding of originality and authorship. Pennycook (1996) and Howard (1995) connect it with cultural understanding of authorship and textual borrowing and originality, showing how textual borrowing in ancient times was considered as an act of paying homage. Additionally, other scholars emphasise moral aspects. Sutherland-Smith (2008) defines it as a transgression of academic integrity, and Bretag (2013) reaffirms this notion and regards it as academic dishonesty that breaches the norms of scholarly communication. In this sense, plagiarism includes ethical, cultural, and academic aspects.

In recapitulation, plagiarism is a dishonest act of using others' academic and creative content without proper acknowledgement of the source, which breaches intellectual integrity. It is not only a matter of failure to cite the source correctly in academic writing. It signifies the intricate interplay between cultural values, academic practices, and technological progress, including both deliberate deception and accidental misuse. In different phases of history, the conceptual change in the understanding of intellectual ownership and originality has influenced both perception and practices of plagiarism.

The Evolution of Plagiarism: Shifting Perceptions and Practices

The changing cultural, intellectual, and technological advancements have contributed to the growth of plagiarism practice. Etymologically, it originated from the Greek word *plagios*, which refers to dishonesty, and the Latin *plagiārius*, meaning "kidnapper" or "plunderer" (Lidell & Scott, 1940; Harper, 2001). Like its original meaning, it has long been used to refer to the acts of moral and intellectual violation. However, in ancient times, it had a different cultural significance as the act of imitation was considered a form of paying homage to the original. Gradually, the conceptualisation of plagiarism has undergone substantial changes from offering respect to unethical practice. It was with the introduction of the copyright law, Statute of Anne in England in 1710, that the conceptualisation of individual authorship, originality, and intellectual property got new significance. Plagiarism, then, is considered both an illegal and unethical practice. According to Bailey (2019), this transformation has a connection with the broader philosophical developments and technological advancements. The present-day

technological advancement and digitalisation have called for renewed attention to practices of plagiarism.

Plagiarism in Early Intellectual Tradition

The act of plagiarism first appeared in literature in the first century, when the Roman poet Martial blamed Fidentinus for reciting his poems publicly (Lubell, 2020). Although people commonly performed well-known works of other poets at that time, Martial objected because Fidentinus presented the poems as his own. Fidentinus's recitation crossed the boundary from acceptable imitation into dishonest appropriation. However, Martial's objection did not lead him to any punishment due to the lack of copyright laws at that time. Notably, the objection of Martial was not for the authorship or intellectual ownership. He was upset for not getting payment for his work (Bailey, 2019). This early incident shows how the act of plagiarism was initially understood as an economic consideration rather than a matter of originality or intellectual property.

Ethical Shifts in Perceptions of Plagiarism

Historically, plagiarism was not considered a moral offence or intellectual dishonesty. From Roman times through the 17th century, the skill of imitation was often respected and valued more than originality (Bailey, 2019). In this context, copying the original was a matter of respect and a means of preserving cultural heritage. For instance, in music, composers frequently borrowed from their predecessors and contemporaries as an act of respect and tribute. Similarly, William Shakespeare heavily relied on the earlier literary sources, as his successors would draw inspiration from his dramas (Thomas, 2000). During this period, people prioritised honour and reputation over the notion of originality and authorship. Writers were also more concerned with proper attribution than with preventing others from using their work (Thomas, 2000).

This social acceptance of imitation has a connection with technology and the social conventions of that time. There were no large-scale reproductions for commercial purposes due to the absence of mass media, low literacy rate and the late invention of the printing press in 1440. Bailey (2019) explains that people did not take intellectual creation and work of art as commodities with economic value. Such an assumption also contributed to the acceptance of the work of imitations.

However, the intellectual activities and conceptualisation of plagiarism began to change around the 1600s. In academic communities, the idea of ownership and authorship gained prominence with the rise of literacy rates and the spread of printing technology, which in turn brought the issues of plagiarism into greater focus. Egan (2024) connects this change to the broader emergence of the economic concept of private property. She explains that the notion of private ownership also includes intellectual property. People can take advantage of their intellectual efforts just as they take advantage of physical labour (p. 2). This shift of the conceptualisation of intellectual work paves the way for the understanding of the act of plagiarism both as a legal and moral issue.

Origins of Copyright and the Legalisation of Authorship (17th–18th Century)

Ben Jonson introduced the term plagiarism in the English language when he used the term *plagiary*, referring to literary stealing (Bailey, 2019). Jonson's dictionary defines it as the act of stealing another's thoughts and ideas (Bailey, 2019). The intellectual shifts in the Enlightenment period (1685–1815) have also contributed to the changing notion of plagiarism. The Age of Reason, which commonly refers to the Enlightenment, stressed

human rationality, scientific inquiry, and intellectual exchange. In the meantime, it also valued human individualism and creativity (Bailey, 2019). As a result, the concept of authorship gained new importance with emphasis on intellectual ownership. Incorporating this changing attitude, the Statute of Anne, the first copyright law, was introduced in 1710 in the UK. It aimed to protect the rights of authors and legally recognised their creative and academic work as a form of property.

Plagiarism in the Digital Age

Before the computer and digital technology, copying others' work remained a slow and arduous job. Despite long-standing academic and legal concerns, plagiarism was not a widespread phenomenon. The development of computers in the 1940s and their rapid growth and shift from analogue to digital technology in the 1980s led to the widespread practice of plagiarism. This technological shift to digitalisation facilitated the easy access, storage and reproduction of academic and creative content. The development of the "copy and paste" function with a few keystrokes on the computer in the mid-1970s contributed a lot to the act of copying others' content. Moreover, the accessibility of the internet at home in the 1990s further facilitated this trend by placing vast amounts of information at users' fingertips. With the easy access to a large amount of content through the internet, students and writers were more likely to avoid producing their own writing and instead were tempted to copy readily available materials. Such an emerging trend posed a serious challenge to the originality and authorship.

The academic institutions face a serious challenge with such changing attitudes and practices. It has become more difficult to identify plagiarised content in the digital age. To deal with this issue, some software, such as Turnitin and iThenticate, was developed in the early 2000s to identify the similarity index. This enabled educators and publishers to identify copied content. Consequently, many universities and publishing houses began to ask for plagiarism test reports for submitted tasks.

Egan (2024) asserts that the online courses, particularly during the global pandemic in 2020, led to a rise in plagiarism cases. According to a provider of plagiarism detection software, almost half of academic submissions during the pandemic period involved some form of plagiarism (Belkin, 2023). Additionally, the notion of originality and authorship has been problematized with the development of artificial intelligence. The issue of authorship, originality, and ethical use has become a critical debate and regained attention with such changing scenario of academic practice, with the burgeoning growth of technology.

Plagiarism in the Age of Artificial Intelligence

With the advancement of digital technologies and AI tools, the practice of accessing, processing, and presenting information has undergone substantial change (Roostaei et al., 2020; Sakamoto & Tsuda, 2019). AI platforms such as ChatGPT have created ethical and academic challenges about the ethical use of technology. Recent research by Anders (2023) calls for immediate attention and revision of educational curricula to address the issue ethical use of AI before it undermines students' creativity and academic integrity. Similarly, Alser and Waisberg (2023) further explain the need for transparent acknowledgement about the use of AI assistants in academic writing. Addressing this issue, many scholarly journals now demand authors' disclosure and acknowledgement of the use of AI tools in their submissions.

The changing notion of authorship, originality and the advancement of technology have substantially changed the practice and conceptualisations of plagiarism. Initially, it was a matter of a practical or economic concern. Gradually, it connects with authorship and intellectual honesty. In this context, a brief discussion on various types of plagiarism helps to create awareness and maintain academic integrity.

Types of Plagiarism

The act of plagiarism includes a range of practices from deliberately copying someone else's work without acknowledgement to paraphrasing or summarising another's ideas and own previously published ideas without proper citation. As classified by Walker (1998), common types of plagiarism include: deliberate plagiarism, accidental plagiarism, self-plagiarism, global Plagiarism, incremental plagiarism, patchwork or mosaic plagiarism, and verbatim or direct plagiarism.

Deliberate Plagiarism

It involves directly copying either partially or the whole from another person's work and presenting it as one's own without giving proper citation or acknowledgement. The text, which is completely similar to other texts or slightly modified from the original, constitutes this type of plagiarism. In other words, the slight changes in words and structure with consistent use of the basic ideas from the source fall into this type of plagiarism. Academic writing, as a part of academic dialogue, permits incorporating ideas and words from other scholars and sources in quotation marks or in block citation with appropriate acknowledgement.

Accidental plagiarism

It refers to the unintentional use of others' ideas and words without proper citations. Lack of paraphrasing and note-taking skills and relying heavily on memory lead to such a type of plagiarism. The writer may not be aware of it. Forgetting to cite sources, citing them incorrectly, or failing to enclose directly quoted material in quotation marks are common examples of such plagiarism.

Self-plagiarism

It refers to using the writer's own previously published work without proper citation. The writers and students commit plagiarism when they submit the same assignment or paper for different classes or publications. Besides, reusing the same ideas, data, or phrasing from own earlier works without acknowledgement falls in this category. However, using the ideas from the past work is acceptable with proper acknowledgement and citations.

Global plagiarism

Using other people's entire work and presenting it as one's original work falls into this type of plagiarism. The practices of contract cheating, in which payment is made to someone for doing the assignment and purloining, which refers to using another person's work without consent and citation, fall into this category. It seriously undermines academic integrity and may lead to legal consequences.

Incremental plagiarism

Similar to accidental plagiarism, incremental plagiarism occurs when a writer fails to acknowledge the source properly while incorporating quotes or pieces of another person's work. This may occur accidentally, often resulting from poor record-keeping and inadequate note-taking, which leads to forgetting to include the appropriate citation. A common practice of such plagiarism is sham paraphrasing, in which the text is identical to the source or copied word-for-word from the source, but the writer presents it as a paraphrase instead of a direct quotation.

Patchwork or mosaic plagiarism

It refers to the combination of phrases, sentences, or ideas from multiple sources into a new one without paraphrasing or proper citation. The writer may also involve illicit paraphrasing, in which a few words are changed, or sentence structures are rearranged while keeping the source almost the same. The result is a text that appears original but is stitched together from uncredited materials.

Verbatim or direct plagiarism

It refers to the practice of copying and pasting from another person's exact words without providing due credit to the source. This type of plagiarism resembles global or incremental plagiarism with a difference in the degree and extent of copied content. It refers to reproducing text that is either completely similar to the original or only slightly changed, while keeping the same structure and meaning.

In addition to these common categories of plagiarism listed by Walker (1998), the writer may commit source-based plagiarism, in which the writer fails to cite an authentic source. The incorrect use of sources, despite citations, is also regarded as plagiarism. Citing a primary source while taking information from a secondary source is also source-based plagiarism. Other kinds of plagiarism involve referencing the wrong source or distorting a source's content. Despite acknowledging the source, such practices undermine academic honesty by distorting the origin and trustworthiness of the information. These types of intentional or unintentional practices of using intellectual or creative content from others without proper acknowledgement render moral, academic, and legal concerns and consequences.

The Repercussions of Plagiarism in Academia and Beyond

Plagiarism may lead to grave consequences affecting individuals academically, professionally, ethically, legally, and personally. At academic institutions, plagiarised content may lead to failing grades, suspension, or even expulsion. Additionally, some institutions may withdraw the previously awarded degrees, causing lasting damage to the academic career of an individual. Loss of employment, obstruction in career growth, and cancellation of professional licenses or memberships might be some repercussions of plagiarism in professional life. In case of copyrighted materials, the unauthorised imitation leads to legal action.

In moral and legal grounds, the act of plagiarism is a matter of intellectual dishonesty and unethical practice. Persons found guilty may suffer public humiliation, loss of integrity, and the withdrawal of their published work, ultimately damaging the reputation of the institutions or journals associated with them. Such repercussions highlight the importance of originality, proper citation, and academic honesty in all intellectual and creative works.

Academic Integrity and Preventing Misappropriation

Academic honesty and originality occupy a prominent place in scholarly writing. As a result, an individual needs to avoid plagiarism by following the institutional rules and practices. Both the intentional and unintentional act discredits the original authors and undermine ethical practices in academia. Engaging with the existing body of knowledge is a regular part of the academic activities of students and researchers. Therefore, they should be conscious of citing the source properly while using others' ideas in their writing. Some important academic skills, such as paraphrasing, summarising, quoting, effective note-taking, and time management, help to avoid plagiarism (Egan 2024). Besides, they should be aware of an appropriate referencing and citation convention as stated in the American Psychological Association (APA) or Modern Language Association (MLA). The following section provides practical guidelines for incorporating source material effectively in academic writing to avoid plagiarism.

Time Management

Students tend to commit plagiarism due to the pressure of meeting the deadline. One of the reasons for intentional plagiarism is a lack of sufficient time to meet the deadline (Auer and Krupar, 2001). In such a case, one can avoid plagiarism by managing time systematically. One way to manage the time is to break down the research process into manageable steps to begin early and set deadlines. Supervisors' or Instructors' regular follow-up and demand for annotated bibliographies, paper outlines, and multiple drafts on a routine basis in different stages of writing help students to follow the time chart (Egan 2024). In addition, students can take support from the academic writing centres or librarians who might suggest various ways of saving time. Most importantly, students should distribute their time among different phases of writing to avoid the time pressure of meeting the deadline.

Effective Note-Taking

Taking notes helps avoid plagiarism. It involves copying direct quotes and keeping the record of citation details, which include the name of the author, title, page number, and publication details. For this, citation-managing tools like Zotero, Mendeley can help in maintaining the track of research materials. Similarly, Egan (2024) suggests summarising the main concepts from a source in one's own words to avoid unintentional plagiarism. Using the annotated bibliographies helps students practice summarising sources. This not only helps maintain the citation process when writing but also helps to reduce the chance of committing unintentional plagiarism. Researchers or students can maintain academic honesty by avoiding plagiarism by developing the skills of paraphrasing, summarising, and citing quotations support researchers in note-taking.

Paraphrase

Paraphrasing refers to expressing the idea of the original text in one's own words by altering the sentence structure and vocabulary while maintaining the original meaning. Although paraphrased content is typically similar in length to the source, it allows writers to clarify or adapt ideas to better suit their work (Egan, 2024). It is a valid method of incorporating others' ideas into one's writing, but failing to cite the source is a common form of plagiarism. This includes translated texts: translating a passage from another language without proper citation also constitutes plagiarism, as it still involves using

someone else's ideas. The following example demonstrates how simply replacing words with synonyms in paraphrasing can result in unintentional plagiarism.

Example

Source text: The sapiens' ability to cooperate flexibly in large numbers has precursors among other animals. Some social mammals, like chimpanzees, display significant flexibility in the way they cooperate, while some social insects, like ants, cooperate in very large numbers. But neither chimps nor ants establish empires, religions or trade networks. Sapiens are capable of doing such things because we are far more flexible than chimps and can simultaneously cooperate in even larger numbers than ants. (Harari, 2024, p.18)

Incorrect paraphrasing

Sapiens can cooperate in big groups, and some animals, like chimps and ants, also work together. Chimps are flexible in cooperation, and ants cooperate in large numbers. However, chimps and ants do not create empires, religions, or trade networks. Humans are more flexible than chimps and can cooperate in bigger groups than ants (Harari, 2024, p. 18).

Explanation:

Too close to the original: Many phrases are directly copied or only slightly changed (e.g., "cooperate in big groups" instead of "cooperate flexibly in large numbers," "some animals like chimps and ants also work together" is nearly the same idea with minimal rewording).

Lacks original sentence structure: The paraphrase mostly rearranges the original sentences without significantly changing the wording or style.

Minimal use of synonyms: Key terms like "cooperate," "flexible," "large numbers," "empires," and "religions" are repeated with little variation.

Risk of plagiarism: The paraphrase reflects ideas of the source text. It does not substantially change the ideas into a new language. It can be regarded as plagiarism despite citation.

Correct paraphrasing

Humans possess a unique capacity to work flexibly in collaborating with large groups. Other animals and insects also have such an ability to a limited extent. For instance, chimpanzees and bees demonstrate cooperative behaviour and a flexible attitude to some areas. However, humans can work collaboratively to create complex structures such as empires, religions, and trade systems, unlike chimpanzees and bees. Humans' greater flexibility enables them to work in such a complex network of collaboration (Harari, 2024, p. 18).

Explanation:

Reworded and restructured: Different vocabulary and sentence structure are used to express the original ideas.

Original phrasing: It does not use direct words or phrases, and instead it uses synonyms and alternate expressions.

Maintains meaning: The main idea that human cooperation is, and its comparison with chimps and ants, has not changed.

Proper citation: The original source is mentioned.

Quotation

Quotation refers to directly copying the words, phrases, or sentences from the source text. It avoids possible distortions of the meaning of the original text and maintains the writer's own voice. It is useful in certain situations, such as presenting an exact definition and analysing an author's specific language or style, particularly in literary studies. It is also relevant in offering direct evidence to support a point or critically examining a particular statement or claim. It helps a lot in examining specific word choices, offering a definition, or relying on the author's expertise to strengthen an argument (Egan, 2024).

One needs to follow several key guidelines to ensure academic integrity and accuracy while quoting a source. First, the quoted text should reproduce the source without any distortion, or it must preserve the author's wording, punctuation, and spelling. This quoted material should be enclosed in quotation marks for short quotes or formatted as a block quote if it is longer, depending on the citation style being used (e.g., APA, MLA, Chicago). Second, the original author must be appropriately cited, which includes mentioning their name and providing the necessary bibliographic details. This citation allows readers to locate the source and confirms that the idea or expression is not the quoter's own. Adhering to these conventions not only respects the intellectual property of the original author but also strengthens the credibility of one's own work.

Different formatting style varies the required information in the in-text citation of the quotations. In APA 7th edition style, citing a direct quotation requires the author's last name, the publication year, and the page number, separated by commas. Use "p." for a single page and "pp." for multiple pages. An APA in-text citation can be parenthetical or narrative. In Parenthetical citation, all information is written within parentheses after the quote.

Example of Parenthetical Citation:

One example of early human cooperation can be seen in Harari's observation that, "About seventy thousand years ago, Homo sapiens bands began displaying an unprecedented capacity to cooperate, as evidenced by the emergence of inter-band trade and artistic traditions" (Harari, 2024, p. 19).

In a narrative citation, the author's name and the publication year come before the direct quotation, while the page number is placed after the quote.

Example of Narrative Citation:

One example of early human cooperation can be seen in Harari's (2024) observation that, "About seventy thousand years ago, Homo sapiens bands began displaying an unprecedented capacity to cooperate, as evidenced by the emergence of inter-band trade and artistic traditions" (p. 19). Periods and commas should be placed after the citation, not inside the quotation marks.

An in-text citation in Modern Language Association (MLA) style consists of just the author's last name and the page number. Like APA, it can be either parenthetical or narrative, with punctuation such as a period placed after the citation.

Example of Parenthetical citation:

One example of early human cooperation can be seen in Harari's observation that, "About seventy thousand years ago, Homo sapiens bands began displaying an unprecedented capacity to cooperate, as evidenced by the emergence of inter-band trade and artistic traditions" (Harari 19).

Example of Narrative citation:

One example of early human cooperation can be seen in Harari's observation. Harari states that, "About seventy thousand years ago, Homo sapiens bands began displaying an unprecedented capacity to cooperate, as evidenced by the emergence of inter-band trade and artistic traditions" (19).

When citing a lengthy text, one should adhere to the block quotation guidelines specific to the required citation style. Each formatting style, such as APA or MLA, has its own conventions for presenting long quotations. In APA 7th edition style, block quotations are used for passages that contain 40 words or more. Such quotations should begin on a new line and be indented 0.5 inches from the left margin to distinguish them from the main body of the text. Quotation marks are not used in block quotations, as the formatting alone indicates that the text is a direct quote. Additionally, the period should be placed at the end of the quoted material, before the in-text citation, rather than after it. This formatting ensures clarity and consistency in academic writing.

Example of Block quotation in APA 7th Edition

Harari (2024) explains that the unique ability of Homo sapiens to cooperate flexibly in larger groups and more complex networks is in comparison to other animal species.

The sapiens' ability to cooperate flexibly in large numbers has precursors among other animals. Some social mammals, like chimpanzees, display significant flexibility in the way they cooperate, while some social insects, like ants, cooperate in very large numbers. But neither chimps nor ants establish empires, religions, or trade networks. Sapiens are capable of doing such things because we are far more flexible than chimps and can simultaneously cooperate in even larger numbers than ants. (p.18)

In the MLA 9th Edition, block quotations are used for prose quotations that extend beyond four lines. These quotations should begin on a new line and be indented one inch from the left margin to clearly distinguish them from the rest of the text. Quotation marks are omitted, as the formatting itself indicates that the passage is a direct quote. As with APA style, the period is placed at the end of the quoted material, before the parenthetical citation. This approach ensures that long quotations are presented clearly and consistently within the structure of academic writing.

Example of Block quotation in MLA 9th Edition

Harari explains that the unique ability of Homo sapiens to cooperate flexibly in larger groups and more complex networks is in comparison to other animal species.

The sapiens' ability to cooperate flexibly in large numbers has precursors among other animals. Some social mammals, like chimpanzees, display significant flexibility in the way they cooperate, while some social insects, like ants, cooperate in very large numbers. But neither chimps nor ants establish empires, religions, or trade networks. Sapiens are capable of doing such things because we are far more

flexible than chimps and can simultaneously cooperate in even larger numbers than ants. (18)

Besides APA and MLA, other formatting styles, such as Chicago and Harvard, have varying requirements for citing direct quotations. It is important to follow the formatting style prescribed by the institution.

Quotations must be integrated into the text by introducing them with the author's own words. It is essential to provide adequate context to clarify the relevance of the quoted material and to justify its inclusion within the discussion. Quotation should be integrated within the overall structure of the argument rather than being presented in isolation. It should look like an integral part of the text. The following examples illustrate properly integrated and isolated quotes.

Example of properly introduced:

Harari (2024) points out the constant influence of information technologies in the evolutionary process of the world: "These information technologies—Invented centuries and millennia ago—still shape our world even in the era of the internet and AI" (p. 17).

Example of not properly introduced:

"These information technologies—Invented centuries and millennia ago—still shape our world even in the era of the internet and AI" (Harari, 2024, p. 17). Awareness about the writing mechanism and a strong commitment to intellectual integrity help to avoid the act of plagiarism. In addition to paraphrasing and direct quotes, summarising the source text and incorporating it into one's writing referring to the source, is another way of avoiding plagiarism.

Summarizing

Summarising enables the writer to convey the main ideas of a source briefly, integrating them into their own writing (Egan 2024). Unlike paraphrasing, which involves rewording a specific passage in one's own language almost in a similar length, summarising reduces a longer piece of writing to its main points. It includes broader concepts, such as the central argument of an entire article, unlike paraphrasing and quoting focus on presenting precise information from sources.

Training

Training programs about the ethical use of source materials enable students to decrease instances of plagiarism. Training programs on plagiarism should incorporate awareness about the consequences of plagiarism, provide examples, and offer guidance on how to prevent it. Such programs should make students aware that, both socially and academically, plagiarism is not acceptable. Orientation about institutional anti-plagiarism policy also reduces plagiarism rates, even across different cultural contexts (Brown & Howell, 2001)

In summary, mastering and implementing strategies such as time management, note-taking, proper paraphrasing, quoting, and summarising helps uphold academic integrity and prevent plagiarism. These skills equip students to use source materials ethically. Students should take the help of their supervisors, librarians, and writing centres, who provide them with practical guidelines for locating and using authentic and reliable sources ethically. Such guidelines can also be reinforced through structured training

programs. Finally, ethical awareness and practical guidelines support students to uphold academic honesty.

CONCLUSION AND IMPLICATIONS

The growth of the internet, digital technology, and artificial intelligence has substantially changed the practice of locating, storing, and reproducing academic and creative content, which in turn contributed to the widespread practice of plagiarism. This introductory article examines various aspects, including definition, historical development, various forms, and the serious consequences of plagiarism. It is not only the act of dishonesty, but it might also result from unintentional practices, such as poor citation habits, lack of awareness, or misunderstandings about intellectual ownership.

Disciplinary and corrective measures alone cannot address the problem of plagiarism. It requires a proactive, educational approach that cultivates a culture of academic integrity. This culture can be promoted by giving practical suggestions, such as effective time management, accurate note-taking, and the ethical use of sources through proper citation, paraphrasing, and summarising to students. The role of educators, institutions, and support services remains crucial in equipping students with the knowledge and skills.

The implication of the discussion goes beyond correcting individual misconduct to the broader values that shape scholarly communities. On the rapid growth of technologies, which has been gradually blurring the traditional boundaries of original and imitation, the debate about originality, authorship and adaptation is crucial. Such a scenario calls for institutional response by updating their policies and instructional practices to address the contemporary challenges of maintaining intellectual integrity. Ultimately, we can uphold and strengthen academic and professional integrity by promoting awareness, accountability, and ethical engagement with knowledge.

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