Welcome to:

UN1001 Perspectives on Inquiry
Reading Translation: Border Cross or Double Cross?
Fall 2000

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[For appointments, ask after class or use Email. I try to check my Email twice a day. Feel free to use Email to ask questions, set up appointments, etc.]

Purpose of the Course:
The purpose of this seminar is to explore the concept of translation as it impacts business, cultural understanding (and misunderstanding), the formation of cultural identities, language and literature, and human and scientific knowledge generally. Working to better understand the concept of translation is important because it draws attention to the cultural, social, and historical contexts in which all communications and interpretations take shape. With this knowledge comes the awareness of possibilities, different ways of understanding others and ourselves.

Objectives of the Course:
To guide us in our “journey of discovery,” please review the Focus Questions contained in your folder. In this seminar, how you try to answer these questions is more important than what your particular answer might be.

The concept of translation is many-faceted, and can be approached from various perspectives. There are many ways of translating. In this seminar we will approach the concept through different media (Internet web sites, video, film, visual ads/posters) and genres (advertising, ethnographic essay, anthropological testimonial narratives, critical essay, literary short story, poetry). We will be talking further about these different media and genres as the seminar progresses.

Preparing for Your Work:
Because Perspectives on Inquiry seminars focus on the “how to” of learning as well as specific content questions, you will need to review carefully the handout materials in your folder. These handouts provide information on the required Portfolio, Reading Notebook, including procedures for good note-taking, as well as avoiding plagiarism, developing intellectual habits necessary throughout your college career, and class Netiquette procedures. Keep in mind that throughout the semester you will be putting together a portfolio of your work. Therefore, you must keep hard copy of all your work. Organization (as well as proper presentation) of your materials is very important. If there are any questions with the logistics, procedures, and handouts for this seminar, please be sure to raise them as soon as possible.

Course Work and Assignments:
The course will require you to perform some work:
• Assigned readings (texts of various kinds, handouts, etc.)
• Assigned research on topics in the library, library reserve, or Internet sources
• Assigned writing (approximately 20 pages of informal writing assignments, to be completed in or outside of class; approximately 20 pages of formal writing assignments based on research)
• Oral presentations (5-6 informal group/individual presentations; 2-3 formal presentations)
• Class participation. Since this is a “seminar,” you should be prepared to engage actively with the readings and topics addressed through individual and group discussion. On time delivery and revision of all writing assignments, regular class attendance, and participation on the class e-mail list (see Netiquette) will also count toward “class participation.”

Grading Percentages and Key:
Class Participation [see above for details] 25%
Informal (shorter) writing assignments 20%
Formal (longer) writing assignments 35%
Oral assignments and presentation(s): 20%

A (100-93); AB (92-88); B (87-83); BC (82-78); C (77-73); CD (72-68); D (67-61); F (60-)

Required Texts and Materials:
Jean Delisle and Judith Woodsworth, Eds. Translators through History (reference text)
Photocopied Materials on Library Reserve [see folder]
A Reading Notebook [see folder]

Please keep in mind that:
• You will receive separate written instructions for all formal (and most informal) assignments, including purpose of the assignment, grade expectations, procedures and formats to follow, and due dates.
• Attendance in this course is crucial [more than two “unexcused” absences will have serious grade consequences (“excused” absences are unexpected illness, injury, family emergency; a written note from the Dean of Student’s Office, physician’s assistant, instructor, or family member is required].
• All requirements must be completed to pass the course.
• If you lose your Portfolio, you will not pass this course.
• The schedule is always tentative, and may be changed to accommodate the needs of students or of the instructor.
Flexible [tentative] Schedule:

Week I

August 29  Introduction to Seminar-Preliminary Assignment** [Please note: You will need to be in class to get the assignment sheets for the following day; this is why attendance is crucial]

August 31  Reading Translation on the Internet [Ads Gone Astray]
Assignment #1 and #2 [What is the purpose of translation?]
Bring hard copies of web pages, if possible!
Bring Reading Notebook

Week II

September 5  "The “good,” the “bad,” and the “ugly” of translation sites/services!
Assignment #3
Bring sample hard copies to class!
Bring Reading Notebook
©Quiz©

September 7  Translation on the Internet: Globalization or Imperialism?
Visit the following sample web site:
[http://homepages.iol.ie/~mazzoli/lang/index.html] as well as others
Bring sample hard copies to class!
Scan pertinent chapters from reference text: Translators Through History, Especially Chapters 5, 7, and 9, gather notes pertinent to on-line discussion topic.
Due: 5-Minute Self-Reflection

Week III

September 12  Cultural Translation on the Internet
Assignment #4
Discussion of various “cultural translation” sites
Bring sample hard copies to class!
Discussion of “Ideology”
Discuss: Bibliography Project Assignment for Thursday
Discuss: PAPER #1 (draft) due Tuesday, September 19

September 14  VISIT TO THE LIBRARY
Research on Annotated Bibliography Project
Week IV

September 19  DUE: PAPER #1 (4-5 pages, typed, double spaced 12 pt. font) [bring original and two copies to class]

September 21  In-class Video: "Teaching Indians To Be White"
Assignment #6 (in class)
Preparing for Translator Talk Show Group Project
DUE: 5 Minute Self-reflection

Week V

September 26  Read SSMA, Regina Harrison, "Introduction" and "Chapter 1" [see Materials on Library Reserve]
Assignment #7 (Oral/Visual Assignment)

September 28  Read, Gregorio Condori Mamani & Asunta Quispe Huamán
Introduction and Chapter One [you are responsible for end notes pertaining to these chapters]
Assignment #8
DUE: Annotated Bibliography

Week VI

October 3  Read, Gregorio Condori Mamani.....
Chapters Two – End of Part I (including end notes)
In-class Workshop

October 5  Read, Gregorio Condori Mamani...
Part II (Asunta Quispe Huamán) (pp.107-138 and end notes)
Assignment #9
Five Minute Self-Reflection

Week VII

October 10  Read, With a Pistol in His Hand, Part I, Chapters I and II
(Translating History to Folklore)
Assignment #10 (in class)

October 12  Read, With a Pistol in His Hand, Part I, Chapters III and IV
In-Class Workshop
Selection of Translator Character

Week VIII

October 17  Preparing to view film: The Ballad of Gregorio Cortez (Robert Young, Director, 1982)
DUE: Library Group Research Projects and Reports

October 19

NO CLASS
View: “The Ballad of Gregorio Cortez” in Language Lab (Walker 114) Follow Guidelines carefully! [You have between now 10/17 and 10/24 to view the film]

Week IX

October 24
Discussion of The Ballad of Gregorio Cortez
Assignment #11 (in-class)
On-line Discussion Topic
5-Minute Self-Evaluation

October 26
Read, TC/FG, Philip Stratford [Materials on Library Reserve]
Read, TR/HR Alberto Manguel [Materials on Library Reserve]
Read Gabriela Mistral (separate handout)
Assignment #12

Week X

October 31
DUE: [Draft] PAPER #2, [Translation and Cultural Understanding: Comparison/Contrast] bring original and two copies to class

November 2
Read, AT/TT, Hugo Friedrich [Materials on Library Reserve]
Read, LW/TT Arthur Schopenhauer [Materials on Library Reserve]
Read, ITA/TT, Wilhelm Von Humboldt [Materials on Library Reserve]
In-Class Workshop

Week XI

November 7
Read, TT/TT, Walter Benjamin [Materials on Library Reserve]
Read, MS/TT, José Ortega y Gasset [Materials on Library Reserve]
Read, LL/TT, Octavio Paz [Materials on Library Reserve]
On-Line Discussion
5-minute Self-reflection

November 9
Read, Jorge Luis Borges [PMQ/L and AWT/L] [Materials on Library Reserve]
Read, Translators through History, pp. 88-92
Assignment #13

Week XII

November 14
DUE: PAPER #3 (Literary Translation: Perspectives Analysis), bring original and two copies to class
Discussion: Preparing for FINAL PROJECT PAPER & Oral/Visual Presentation

November 16  TRANSlator talk show group project

Thanksgiving recess!

Week XIII

November 28  Read, Gloria Anzaldúa [TWT/B and AP/B] [Materials on Library Reserve]
Assignment #14
5-minute Self-Reflection

November 30  Read Okot p’Bitek [HML / Materials on Library Reserve]
Read, Translators through History, pp. 92-97
Assignment #15
On-line Discussion

Week XIV

December 5  FINAL PROJECT ORAL AND VISUAL PRESENTATIONS (begin)

December 7  FINAL PROJECT ORAL AND VISUAL PRESENTATIONS (cont.)
DUE: FINAL PROJECT PAPERS
5-minute Self-Reflection

Week XV

December 12  FINAL PROJECT ORAL AND VISUAL PRESENTATIONS (cont.)

December 14  FINAL PROJECT ORAL AND VISUAL PRESENTATIONS (cont.)

Week XVI [Final Exam Period]

December 19 LATEST DUE DATE: PORTFOLIO OF ALL CLASS WORK (including FINAL PROJECT PAPER, other formal and informal assignments [final drafts of Paper #1, #2, #3], bi-weekly self-reflections, FINAL COVER LETTER, any other materials you choose to include)

Christmas break and holidays! 😊

- MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need reasonable accommodation for equal access to
education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action office (7-3310).

- If you face circumstances that could affect your performance in this class, please see me ASAP so that we can make appropriate arrangements.

- I am visually impaired, and have filed under the ADA. Please follow instructions for written assignments carefully. I may ask you to resubmit work if not legible clear, or 12 pt. font (if typed). This request applies to informal and formal written assignments, as well as visuals. Thank you!😊
Reading Translation: Border Cross or Double Cross?
Focus Questions

Here are some FOCUS questions to help guide us in our journey to understanding the concept of translation as it impacts people, cultures, literature, business, society, and education in general. These questions will be useful to you as you prepare your assignments (formal and informal), oral presentations, and the Final Project Paper. As we move through the semester, we will refer to these as well as others. You may wish to formulate your own questions as well.

- In what kinds of institutional settings do translations take place?
- Why do people translate? What are the functions of translation?
- What do translators do? What do they make us understand? What kinds of strategies do they use?
- Who are the intended audiences of translation(s)?
- What makes for a “good” or “bad” translation? What decisions need to be made?
- What other concepts/words can we use to talk about “translation”?
- What effects does translation have? On the way we perceive ideas, cultures, other people, various disciplines? What are the outcomes of these “effects”?
- What kinds of people, cultures, disciplines are most affected by translations? Why?
- How do these questions pertaining to the concept of translation connect (or disconnect) with your study and work at Michigan Tech, as future “technological” experts, as educated graduates and world citizens?
- What questions remain uncertain or unclear? Why?
MATERIALS ON LIBRARY RESERVE

Two copies of the following book chapters/articles will be available at the Reserve Desk of the Van Pelt Library. Not all of these materials will be required readings. Some will be useful to you for individual research projects.

Please check the syllabus regularly for assigned readings. The assigned readings will appear in abbreviated format, based on the abbreviation key linked to each piece (see below). You will need to prepare these readings for class discussion outside of class, PRIOR to discussion in class. For required assignments, you will also need to photocopy the text in advance, and bring it with you to class. Each reserved item is on two-hour reserve only. None of these items must be removed from the library.

SET I notebook contains:

Stratford, Philip. "Translation as Creation." In *Figures in a Ground* TC/FG

Manguel, Alberto. "The Translator as Reader." In *A History of Reading* TR/HR

Friedrich, Hugo. "On the Art of Translation." In *Theories of Translation* AT/TT

Schopenhauer, Arthur. "On Language and Words." In *Theories*... LW/TT

Von Humboldt, Wilhelm. "From the Introduction to His Translation of Agamemnon." In *Theories*... ITA/TT

Benjamin, Walter. "The Task of the Translator." In *Theories*... TT/TT

Ortega y Gasset, José. "The Misery and the Splendor of Translation." In *Theories*... MS/TT

Paz, Octavio. "Translation: Literature and Letters." In *Theories*... L/L/TT

Borges, Jorge Luis. "Pierre Menard, Author of the Quixote." In *Labyrinths: Selected Stories and Other Writings* PMQ/L

____________. "The Argentine Writer and Tradition." In *Labyrinths*..... AWT/L

Anzaldúa, Gloria. "How to Tame a Wild Tongue." In *Borderlands/ La Frontera* TWT/B

____________. "El sonavabitche," "Mar de repollos/A Sea of Cabbages" in *Borderlands*... AP/B

p'Bitek, Okot. *The Horn of My Love* (excerpts)...

HML

SET II notebook contains:

Harrison, Regina. "Introduction." In *Signs, Songs, and Memory in the Andes* SSMA
PORTFOLIO

Throughout the semester you will be putting together a required portfolio of your work. You may use this class folder or obtain or create your own. The portfolio is a way to organize and keep hard copies of all your work for this class. At the end of the semester you will turn your portfolios in to me. It will be forwarded to the Office of the Vice Provost (Administration Bldg) where you will be able to pick it up prior to your required Revisions class. Additional information regarding pickup of your portfolio will be available at the end of the seminar. Please note: If you lose your portfolio, you will not pass this course.

Your portfolio must include:

- All major written assignments
- All informal writing assigned during the course of the semester
- A reading notebook (See separate explanation)
- Weekly Reflection Statements and/or Evaluative Essays (more information to follow on these)
- Cover Letter. This is essentially a “portfolio analysis” in which you reflect on the work you have done in the course, and review the writing in your portfolio, discussing such things as: what piece(s) represent your best writing, and why? What different kinds of writing are included, and what are the different purposes of the different kinds of writing?
Reading Notebook

Good note taking is an essential element of this class. You will use these notes to develop and complete both formal and informal writing and visual assignments, as well as oral presentations. Since most of the notes you formulate will be taken from the readings you do for this class, you must purchase a “reading notebook” as soon as possible. The reading notebook you purchase should be a 3-hole binder with loose sheets that can be easily copied, distributed, handed in separately if necessary, and neatly readjusted to the notebook.

Note-taking:

Good note-taking is an essential element of all college classes. Nevertheless, certain kinds of notes are often more useful than others. Often good note-taking begins with book-marking strategies. Whereas in high school you may have been told that it was wrong to write in books, for university work you are very much encouraged to do so (please note, however, that book-marking may reduce the amount you can get for your books when you sell them back!). Underlining or starring ** passages that “click” or really “make sense” in terms of what you think the author (or poet) is getting at can help with the preparation of both short and lengthy assignments. Sometimes using different colored pencils or pens can help you highlight unusual, often-repeated (important) images, words, and verbal constructions.

If you cite a particular passage in your Reading Notebook, be sure to indicate the source and the page reference. Practice with paraphrasing (restating in your own words; see plagiarism handout) certain passages you feel are most important is always a good note-taking technique. Even if you paraphrase the passage, however, you will still need to cite the source and the exact page(s) of the reference. Another strategy is to use your Reading Notebook to reflect or comment on particular passages as you cite or read. On the other side of this sheet is a sample notation page from one of my research notebooks. As you can see, on the left are the [Spanish] textual notes I have copied from the pertinent text of the author I am working with, and on the right are my own marginal comments [in English] pertaining to these citations. You will notice that I number my notebook pages. This way if I want to return to an important reference, I can do so by “noting” the appropriate notebook page.

Whichever system you choose, it should reflect your own organizational style and critical thinking about the reading.
One of the primary goals of Perspectives on Inquiry is to introduce you to the intellectual habits that are expected of college educated people and that you need to develop throughout your work at MTU. Below is a non-inclusive list of habits that we (myself and your peers) will introduce through assignments, class exercises and discussion, and/or direct instruction.

**Asking good questions:** Why? What if? So what? Who cares?

**Defining:** What exactly do we mean [by translation]? What makes for a good or bad definition? Do you agree with these definitions?

**Examining the evidence:** What evidence supports this? What evidence refutes this? How reliable is this evidence? Who offered it and why? How was the data collected?

**Analyzing assumptions:** Why does this seem reasonable/unreasonable? Who believes it? Who doesn’t believe it? What are these assumptions based on? What alternate assumptions do others hold?

**Interpreting information:** What conclusions can be drawn? What connections and patterns can be discerned? What theories help explain this?

**Considering other interpretations:** What other interpretations have been or could be offered? What alternative connections, patterns, and theories might explain this?

**Admitting complexity:** What are the various causes and effects? What are the limitations on generalizations? What different positions (beyond pro and con) do people take on this issue?

**Tolerating uncertainty:** What don’t you know yet that might be necessary to know? What is it that remains ambiguous? Will further evidence resolve the ambiguity (uncertainty)? What further evidence do you need?

**Connecting with other sources:** How is what you have learned related to what others have said?

**Making connections across disciplines:** How do concepts, theories, information in different disciplines inform one another?

**Habits of work:**
- Accepting responsibility for your arguments
- Communicating appropriately with others
- Reading widely
- Being accurate and thorough
- Taking notes/keeping records

Netiquette

An Email list will be set up for this class during the first week of the semester. If you have not already provided me with your email address, please do so as soon as possible. The class list will be used primarily for on-line discussion of particular topics relevant to our Perspectives focus. At various times during the semester, I will post a topic and each one of you must respond with as specific and thorough a response as possible. Be sure to use what you are reading, discussion covered in class, and your own good sense in responding. Do not simply agree or disagree or echo what others have written.

Your job will be to respond with reference to what you are reading but also to build on what others have written. In this way, you will be learning what it means to build on the comments of others, to position yourself within those comments, and to pay attention to how the conversation (on-line) shapes your own reading of the text.

The class Email list will also be used to remind you about assignments, and to communicate information.

While the World Wide Web is a good source for most research assignments, some information is not available on the web. You will most often be directed to library resources, instead. The library’s resources are available on the web: http://www.lib.mtu.edu.

Misbehavior in electronic environments will not be tolerated. Here is a comprehensive web site that details how to be a good citizen and communicator: http://www.albion.com/netiquette/corerules.html.
USING ANOTHER'S WORDS AND IDEAS
Ronald K. Gratz

Scientists, engineers and other professionals do not work in isolation from each other. Attendance at professional meetings exposes us to the work of our colleagues and allows for the free exchange of ideas. Reading the published literature is vital for all professionals, who must keep themselves current with advances in their field. Scientists and engineers continually refer to the work of their colleagues and most research is based at least in part on ideas derived from others' published works. Review articles and textbooks are often wholly based on already published work. As a student you will use information from a variety of sources in order to complete term papers, lab reports and other assignments. It is important that you learn to use this information properly.

While a free flow of ideas and information is vital to progress, it also presents opportunities for fraud, including plagiarism. To plagiarize is "to steal and pass off the ideas and words of another as one's own; to commit literary theft; or to present as new and original an idea or product derived from an existing source" (Merriam Webster's Collegiate Dictionary, 1997). Plagiarism is unacceptable under any circumstances but, despite this universal disapproval, it is one of the more common faults with student papers. In some cases, it is a case of downright dishonesty brought upon by laziness but more often it is lack of experience as how to properly use material taken from another source.

Besides being dishonest, copying another person's work defeats the purpose of your education. Writing about the subject you are studying is a great way to learn. Ideas become more firmly implanted in your memory if you have to think about them and then write a coherent statement using them. Copying someone else's work prevents you from learning, which is the whole purpose of your education.

Whenever the words or ideas of another individual are used, proper attribution must be given. In other words, you must give credit for those ideas and words to their originator. Not to do so is a clear case of plagiarism. If the exact words of another are used, you must enclose those words in quotation marks. To use another person's exact words with attribution but without quotation marks implies that the ideas belong to the original source but that the words are your own. Plagiarism in classwork may result in a failing grade or even expulsion from the university. Plagiarism in professional work may result in dismissal from an academic position, being barred from publishing in a particular journal or from receiving funds from a particular granting agency, or even a lawsuit and criminal prosecution.

When you read the published literature and attempt to summarize the content of what you read, you generally have two goals: (1) to report what has been done and what has been learned; and (2) to use this knowledge to generate general conclusions based on these previous works. To do
so you must be able to present the cited work accurately and be able to synthesize new ideas from this work. In order to represent accurately the work of others and at the same time avoid plagiarism, you will have to paraphrase the statements made in the cited work.

The problem for many students, and some professional scientists, is that they do not know how to properly paraphrase another's words. Hotchkiss and Nellis (1988) present several general rules for paraphrasing that are relevant for students learning to master this skill:

1. You should change both the sentence structure and the non-technical terms in order to avoid plagiarism.
2. You can avoid plagiarism by altering the sequence of subject matter within and between sentences.
3. Don't paraphrase technical terms unless you are certain of their exact meaning and can provide an exact equivalent.
4. Accredit the original author within the group of sentences using his/her work.

Example:

Original (from Gratz, 1982): "Bilateral vagotomy resulted in an increase in tidal volume but a depression in respiratory frequency such that total ventilation did not change."

Unacceptable Plagiarism: Gratz (1982) showed that bilateral vagotomy resulted in an increase in tidal volume but a depression in respiratory frequency such that total ventilation did not change.
This sentence is identical to the original except that the author is attributed.

Unacceptable Plagiarism: Gratz (1982) showed that bilateral vagotomy produced an increase in tidal volume and a depression in respiratory frequency so that total ventilation did not change. Changing a few words does not alter the fact that this sentence is still substantially the same as the original.

Acceptable Paraphrasing: Gratz (1982) showed that following bilateral vagotomy the snakes' tidal volume increased but their respiratory frequency was lowered. As a result, their total ventilation was unchanged.
Although the same information is presented, the sentence structure and word order have been substantially altered.

Unacceptable Paraphrasing: Gratz (1982) showed that following vagotomy the snakes' lung volume increased but their respiratory rate was lowered. As a result, their breathing was unchanged.
Dropping the adjective "bilateral" alters the sense of the experimental technique. "Lung volume" is not the same as "tidal volume" and "breathing" is not the same as "total ventilation".


Another common error made by students is to avoid plagiarism by using quotation marks around each unaltered sentence and giving the proper citation for the origin of the work. While this does technically avoid plagiarism, what is presented is still not the student's own work and so is still unacceptable.

EXAMPLE:

Original work: "What makes intentionally killing a human being a moral wrong for which the killer is to be condemned is that the killer did this morally bad thing not inadvertently or even negligently, but with a conscious purpose – with eyes open and a will directed toward that very object." (Buchanan, 1996).

Unacceptable use of quotes: Buchanan (1996) states that "what makes intentionally killing a human being a moral wrong for which the killer is to be condemned is that the killer did this morally bad thing not inadvertently or even negligently, but with a conscious purpose – with eyes open and a will directed toward that very object."

Although technically avoiding plagiarism, the fact that the quoted sentences makes up almost the entire paragraph and contains all of the important information means that this is not the writer's own work.

Acceptable paraphrasing: Buchanan (1996) states that we condemn a person who intentionally kills a human being because he did a "morally bad thing" not through negligence or accident but with open eyes and a direct will to take that life."

It is important that you understand the work you are using in your writing. Quoting someone's sentences does not necessarily require this understanding. On the other hand, you must understand the author's meaning if you are going to be able to paraphrase correctly. This is not to say that one should never quote a reference exactly. Exact quotes have value when it is important to give the precise wording used by the original author. It is unacceptable when it is used to make up the bulk of a paper, or of a part of a paper. It is also unacceptable when it is used to avoid the work of putting the ideas into your own words.

Two examples where exact quotations are appropriate include definitions of technical terms and philosophic statements:

Maack (1992) defines atrial natriuretic factor (ANF) as "... a polypeptide hormone that is secreted mainly by the heart atria in response to increases in atrial pressure or atrial stretch."

"I believe that the great successes of recent years in the study of the brain, and particularly of the human brain, have opened up exciting new prospects for limited successes in this problem that has perplexed mankind since the Greeks, and particularly since Descartes." Eccles (1977)
Below are several original statements and several attempts at paraphrasing each. What errors can you find in the paraphrasing? The first one has been done for you.

**ORIGINAL Passage:** "Overwintering insects appear to use two major strategies, depending on whether they can survive the freezing of their body water. Freeze susceptible insects must avoid freezing; freeze-tolerant insects can survive extracellular ice formation within their tissues." (Lee, 1989).

**Attempt A:** Lee (1989) states that overwintering insects appear to use two major strategies, depending on whether they can survive the freezing of their body water. Freeze susceptible insects must avoid freezing; freeze-tolerant insects can survive extracellular ice formation in their tissues.

**Attempt B:** Lee (1989) states that overwintering insects seem to use two strategies, depending on if they can survive letting their body water freeze. Freeze susceptible insects have to avoid freezing while freeze tolerant insects can survive extracellular ice formation inside their tissues.

**Attempt C:** Lee (1989) described two strategies that may be used by overwintering insects. Some insects cannot tolerate freezing and so must avoid having their body water freeze. Others are able to survive despite the formation of extracellular ice in their tissues.

This example shows a progressive departure from the actual quote. The first attempt (attempt A) is plagiarism since little has changed from the original statement. Attempt B shows more alterations but the sentence structure and sequence of ideas is still like the original. This is a borderline case of plagiarism. Attempt C shows how the same information can be presented without plagiarism and still contain all of the relevant information.

The boxes below contain a passage from the literature and three attempts at paraphrasing the content of the passage. You should read and evaluate each of the attempts and determine whether each is an acceptable paraphrasing of the original or if it is still plagiarism.

**SAMPLE 2:** Which of the following attempts are paraphrasing the original statement are acceptable?

**Original Passage:** "The fisher is reported to be a solitary animal, chiefly nocturnal, but often abroad during the day. It is at home in trees or on the ground. The den usually is in a hollow tree or log." (Burt, 1977).
Attempt A: Burt (1977) states that while you may find fishers active during the day, they are usually nocturnal. They tend to be solitary animals whose home may be found in a hollow log on the ground or in a hollow tree.

Attempt B: According to Burt (1977), the fisher is solitary and mostly nocturnal but sometimes can be seen during the day. You may find its home on the ground or in trees and its house is usually in a hollow log or tree.

Attempt C: According to Burt (1977), the fisher is a solitary animal, mostly nocturnal, but often active during the day. Its home can be in trees or on the ground. Its den is usually in a hollow log or tree.

Sample 3: Which of the following attempts are paraphrasing the original passage are acceptable?

Original Passage: "Newly hatched chicks of the herring gull beg for food by pecking at the tip of the parent's bill. The latter regurgitates the food on to the ground, picks up a small morsel and, keeping it between the tips of the beak, presents it to the young. After some incorrect aiming the young gets hold of the food and swallows it." Tinbergen (1951)

Attempt A: Hatchling herring gull chicks peck at the tip of their parent's bill to beg for food. The parent then spits the food onto the ground, picks up a small piece and presents it to the chick. The chick may have to make several pecks at the food before it takes it and swallows it.

Attempt B: Newly hatched herring gull chicks beg for food by pecking at the tip of the parent bird's bill. The parent regurgitates the food onto the ground, picks up a small piece and, holding it between the tips of its beak, presents it to the chick. After some bad aiming the chick gets hold of the food and swallows it.

Attempt C: Newborn herring gull chicks try for food by pecking at the tip of the parent's mouth. The latter vomits up the food onto the ground, picks up a small piece and, holding it in its mouth, gives it to the young chick. After some incorrect aiming, the chick finally gets hold of the food then swallows it.
NOW YOU TRY: Rewrite the following paragraphs in a manner which avoids plagiarism:

“In hunting snakes early man encountered something not explainable in terms of his experiences with other game. Sometimes the snake struck first, and the hunter died from a wound so inconsequential that it bled hardly at all. Such a death did not seem to be in the natural order of things. Even more terrifying must have been the snakebite that caused bleeding from the victim’s nose, mouth, eyes, and most significantly, his genitals. While such bites were not always fatal, they signified that some snakes possessed immensely powerful magic.” Minton & Minton, 1969.

“Humankind in Western societies has always considered itself bound to respect, honor and safeguard innocent lives, and to go to great lengths to protect the innocent. The non-innocent, on the other hand, such as criminals, unjust aggressors or enemy soldiers may be defended against, even by deadly force.” Flynn, 2000.