

## The 20 most frequent intertextual errors in student papers at Freiburg University of Education

Date: 2018-07-10

### Information about the use of this material:



This work is licensed under a Creative Commons Attribution 4.0 International Licence.

You are free to share, copy and redistribute the material in any medium or format. You are free to adapt, remix, transform, and build upon the material for any purpose. You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

Additional information about CC licensing: <https://creativecommons.org/licenses/by/4.0>

citation:

[editor] Projekt *Refairenz*

[author] Sabina Krämer, Tony Franzky

[title] The 20 most frequent intertextual errors in student papers at Freiburg University of Education

[date] 2018-07-10

[source] [www.plagiatspraevention.de](http://www.plagiatspraevention.de)

[access date]

Translation: Sharon Oranski



Projekt *Refairenz*  
- [plagiatspraevention.de](http://plagiatspraevention.de)

gefördert von:  
  
Baden-Württemberg  
MINISTERIUM FÜR WISSENSCHAFT



Pädagogische Hochschule Freiburg  
Université des Sciences de l'Éducation - University of Education

Universität  
Konstanz



## The 20 most frequent intertextual errors in student papers at Freiburg University of Education

A total of 82 term papers and final theses at Freiburg University of Education, Freiburg, Germany, were examined 2014 – 2016 in terms of their intertextual quality. Of the 109 distinctions made between different types of intertextual errors that are known to us, 58 were detected in the students' work.<sup>1</sup> By bundling and condensing these individual types of error, we were able to draw up a list of the 20 types that occur most frequently. Condensing them makes it possible to recognise and name the most important phenomena and to deal with them from a didactic perspective. Types of error are listed in the following section and explained by means of examples. First of all, however, some specialist terms:

### Term definitions

#### Intertextual reference:

Term for a direct or indirect (mostly textual) reference to another piece of (textual) work. In the context of philosophy of science, such a reference fulfils various functions, such as reproducibility, validity, reliability and transparency of methods, social functions (localisation of standpoints, acknowledgement of research results...), textual functions (line of argument and critique) and in part moral philosophy functions (responsibility of knowledge). Intertextual references underlie strict standardisation, for example through fixed citation conventions (e.g. referencing styles such as APA, MLA, Harvard etc.) and quality criteria for appropriate (citation-worthy) sources.

The intertextual triad *		
text integration >	< in-text reference >	<...bibliographic reference
... There is evidence for the uncertainty among students as <b>"many students complain that the distinction between cooperation and collusion is not made clear [...]"</b> (Carroll 2007: 18). ...	... There is evidence for the uncertainty among students as "many students complain that the distinction between cooperation and collusion is not made clear [...]" <b>(Carroll 2007: 18)</b> . ...	... • <b>Carroll, Jude (2007): A handbook for deterring plagiarism in higher education, 2<sup>nd</sup> ed., Oxford: OCSLD, p. 18.</b> • ...
*Term introduced by Project <i>Refairenz</i> (Franzky, Krämer, Kohl)		

In science, an intertextual reference as a rule comprises three intertextual steps: (1) Text integration, (2) in-text reference and (3) bibliographic reference, whereby text integration is divided again into two parts, the bibliographic notes and the reproduced or reused content, i.e. the intertextual material.

<sup>1</sup> Franzky, T.; Krämer, S. (2017). Eine Typologie intertextueller Fehler inklusive typischer Beispiele. This paper will be published on <https://www.plagiatspraevention.uni-konstanz.de/projekt/forschung>

**Intertextual material (reproduced or reused content):**

Content of the integrated text; refers to the content taken from a source and reproduced.

**In-text reference / source reference:**

Reference information (or short note) used to link intertextual material and/or integrated text to a full entry in the bibliography.

**Bibliographic reference:**

All bibliographic data related to a piece of work to which reference is made.

**Text integration:**

Designates the incorporation of intertextual material in a target text and comprises both the respective content as well as its annotated referencing (quotation marks or similar).

**Intertextual signals:**

Introductory sentences or indicators that announce the integration of intertextual material. Examples of signal phrases: “Smith hence states [...]” or “Jones criticises at this point [...]”

**Citation strategy:**

Designates the direct (verbatim), indirect, referencing or other type of use of intertextual material. Mostly in the form of a verbatim citation or a paraphrase.

**Citation method:**

Designates in this context the method used to annotate in-text references. This can be e.g. in a footnote, an endnote or a short note in the text itself. For each citation method there are different citation styles that specify the exact form for intertextual references.

**Citation style:**

Designates the formative annotations and punctuation specified by citation conventions and used to indicate an intertextual reference. Citation styles can vary greatly both in structure and form and are defined - depending on style - for many different but by no means all source formats. Examples of popular citation styles are APA or Harvard style.

**Reference abbreviations (e.g. “cf.” (confer – compare) / “ibid.” (ibidem – in the same place) / “op. cit.” (opere citato – in the work cited)**

Reference abbreviations are qualifiers that are mostly part of the in-text reference. They are not used in all citation styles and their purpose is to indicate a specific citation strategy. For example, in some subjects ‘cf.’ (compare) is used before an in-text reference to indicate that a paraphrased text has been integrated.

**Bibliographic notes:**

Are common annotations for in-text references or bibliographic data. Their purpose is to indicate various functional aspects: E.g. editor or editors (Ed. / Eds.), edition (ed.), following pages (p. 10ff) [...]



	Type of error	Occurrence in... percent of the student work
1.	Inflated bibliography (reference list)	~50%
2.	Incorrect or inconsistent use of "cf."	~50%
3.	In-text reference: Missing page numbers/year/inconsistent bibliographic notes	~40%
4.	Under-referencing + in-text referencing errors	~40%
5.	Bibliographic reference: Inconsistent bibliographic notes/missing data/access date	~30%
6.	Bogus paraphrase	~15%
7.	Invalid source (404 error)	~15%
8.	Verbatim plagiarism (copy & paste)	~10%
9.	Second-Hand error	~10%
10.	In-text reference: Missing	~10%
11.	Bibliographic amnesia	~10%
12.	Patchwork plagiarism	~10%
13.	Find & replace	~10%
14.	Template plagiarism (structure reproduction)	~10%
15.	Referencing of secondary sourcing	~10%
16.	Pawn sacrifice	~5%
17.	Unsuccessful paraphrase	~5%
18.	Over-citation	~5%
19.	Remix	~5%
20.	Mixed citation	~5%

## 1. Inflated bibliography (reference list)

Academic works need a bibliography or reference list (we use the two terms as synonyms). It lists all the sources the author consulted directly in an order defined by the referencing style used. This list may contain only sources cited in the work and not the sources only read by the author. If far more sources are listed in the bibliography than were actually used for the in-text references in the piece of work itself, this is referred to as an 'inflated bibliography'. A small number of additional sources in the bibliography will certainly not be considered a problem. Listing a lot of 'empty' sources can, however, indicate an attempt to make a piece of work look more professional than it is. In addition, it in any case remains unclear whether unreferenced content from the sources has been used or not.

The opposite of an inflated bibliography is bibliographic amnesia.

## 2. Incorrect or inconsistent use of 'cf.'

The abbreviation 'cf.' (to indicate paraphrases) is used incorrectly; often by mistake; occasionally it is also used incorrectly throughout the whole paper or to conceal the way and manner in which content has been handled.

### Example:

#### *Original:*

"For its adepts in Europe, America, and to a small extent elsewhere around the world in 1750 the enterprise of science and its goal remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge's sake, a noble quest to decode the secrets of nature." (McClellan, 2015, p. 188)

McClellan, J. (2015). Science since 1750. In J. McNeill & K. Pomeranz (Eds.), *The Cambridge World History* (The Cambridge World History, pp. 181-204). Cambridge: Cambridge University Press. doi:10.1017/CBO9781316182789.009

#### *Error 1:*

McClellan refers that "for its adepts in Europe, America," (cf. McClellan, 2015, p. 188) as well as in other parts of the globe the enterprise of science and its goal remained largely natural philosophy (cf. McClellan, 2015, p. 188). [...]

#### *Comments:*

In the example 'cf.' is used to indicate verbatim quotations and it is used inconsistently in combination with and without quotation marks.

#### *Error 2:*

In the eighteenth century, before the development of modern science, natural philosophy was the predominant approach to study nature (cf. McClellan, 2015, p. 188).



*Comments:*

In this example the writer used 'cf.' to indicate a paraphrase. This usage is incorrect because there is no intention to invite readers to compare anything.

*Example for correct use:*

In the eighteenth century, before the development of modern science, natural philosophy was the predominant approach to study nature (McClellan, 2015, p. 188).<sup>1</sup>

1 Others disagree with this position; cf. [Insert here the references which the reader should see to compare]

### 3. In-text reference: Inconsistent, missing or incorrect bibliographic notes

Various errors can occur when composing in-text references/footnotes. If, for example, the wrong year of publication is indicated in a reference or no year at all, this makes traceability difficult. If several works by the same author are listed in the bibliography, it is not possible to recognise or trace the work from which the cited content originates due to the missing information. Further typical errors are forgetting or mixing up page numbers, misspelling authors' names (name inconsistency) as well as errors when compiling bibliographic notes.

**Example:**

*Original:*

"[...] the French case and its role in the context of early globalization cannot be properly evaluated without taking into account the agencies of the contemporary state and the institutions it supported [...]" (McClellan & Regourd, 2011, p. 485)

McClellan, J. E., & Regourd, F. (2011). *The colonial machine: French science and overseas expansion in the old regime*. Turnhout: Brepols.

*Error:*

... it was argued that in "[...] the French case and its role in the context of early globalization cannot be properly evaluated without taking into account the agencies of the contemporary state and the institutions it supported [...]" (MacClelan 2011)

**Bibliography:**

MacClelan, J. E. (2011a). Knowledge and colonialism: Eighteenth-Century travellers in South Africa - by Siegfried Huigen. *Centaurus*, 53(3), 247-248.

MacClelan, J. E. (2011b). Versailles et philadelphie: Benjamin Franklin et André Michaux. *Bulletin Du Centre De Recherche Du Château De Versailles*.

MacClelan, J. E., & Regourd, F. (2011c). *The colonial machine: French science and overseas expansion in the old regime*. Turnhout: Brepols.

*Comments:*

In this case the writer has three items – MacCelan 2011 a-c – in the list of references. However, the in-text reference is labelled as MacCelan 2011 without a clarifying alphabetic letter, therefore the reader cannot identify which reference is the correct one. Additionally, there is a misspelling of the author's name and a page number is missing, so it is very hard to trace the work cited.

#### 4. Under-referencing + in-text referencing errors

Under-referencing occurs when inadequate reference is made to the content used, e.g. when page after page has been paraphrased yet in-text references only scattered sporadically in the piece of work so that the in-text reference/footnote cannot be attributed without ambiguity to a specific passage in the text (in-text referencing error). The reader should be able to recognise easily 'who is speaking' at any point in the text, whether it is the author of the piece of work or a cited author who has developed and expressed the respective content. This can and must take place through the precise and traceable use of a sufficient number of clear in-text references.

#### 5. Bibliographic reference: Inconsistent bibliographic notes / missing data / inconsistent punctuation

Typical for such errors is a disarray of bibliographic references that are missing from the bibliography or presented in it in different ways or in a different order.

**Example:**

*References:*

- Bailes, Melissa. "Literary Plagiarism and Scientific Originality in the 'Trans-Atlantic Wilderness' of Goldsmith, Aikin, and Barbauld." *Eighteenth-Century Studies*, vol. 49, no. 2, 2016, pp. 265-279.
- Bently, Lionel Editor, Martin Editor Kretschmer, and Ronan Editor Deazley. *Privilege and Property: Essays on the History of Copyright*. Cambridge: Open Book Publishers, 2010.
- Finnegan, R. A. (2011). *Why do we quote? The culture and history of quotation*. Cambridge: Open Book Publishers.
- Grossberg, M. Plagiarism and professional ethics: A journal editor's view. *The Journal of American History*, 90(4), 1333-1340. doi:10.2307/3660352
- KISKIS, M.J. 2010, "Unconscious Plagiarism: Samuel Clemens Writes My Past", *The Mark Twain Annual*, no. 8, pp. 33-37.

*Comments:*

The writer has used different styles for the list of references. Additionally, some information is missing and a style is used inconsistently.



## 6. Bogus paraphrase

If a paragraph is taken from a source, but not indicated as a verbatim quotation and instead labelled as a paraphrase by means of an in-text reference, this is referred to as a 'bogus paraphrase'. What is meant here is the use of a text that displays all the formal characteristics of the intertextual strategy of a paraphrase yet does not in fact satisfy all the respective requirements in terms of content. According to the current writing convention, this can also be the (minimally reduced) verbatim reproduction of text passages, accompanied at the same time by (failing to indicate) omissions or additions of references or adaptation of the grammatical structure.

### Example:

#### *Original:*

"For its adepts in Europe, America, and to a small extent elsewhere around the world in 1750 the enterprise of science and its goal remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge's sake, a noble quest to decode the secrets of nature." (McClellan, 2015, p. 188)

McClellan, J. (2015). Science since 1750. In J. McNeill & K. Pomeranz (Eds.), *The Cambridge World History* (The Cambridge World History, pp. 181-204). Cambridge: Cambridge University Press. doi:10.1017/CBO9781316182789.009

#### *Error:*

McClellan argues that its adepts in Europe, America, and to a small extent elsewhere around the world in 1750 the enterprise of science and its goal remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge's sake, a noble quest to decode the secrets of nature. (cf. McClellan, 2015)

#### *Comments:*

The passage is a verbatim quotation but indicated as a paraphrase. It is made to believe that the writer did the intellectual work of paraphrasing the original text which is not true.

## 7. Invalid source (404 error)

Use of sources that (e.g. due to non-persistence) are not accessible or only very difficult to access. What is primarily meant here are web sources that are no longer accessible after a certain time or no longer contain the content once cited due to their changeability (e.g. blogs). This only comes to light when the reader wants to trace the source. Indicating the URN or the DOI as well as archiving content is a possible solution.





## 8. Verbatim plagiarism (copy & paste)

In the case of copy and paste errors/plagiarism, syntactic and semantic elements of intertextual material, e.g. a passage, a paragraph or part of a text, are reproduced 1:1 without indicating their origin (there is neither an in-text reference nor an intertextual signal). Subtractive editing variants are possible in this context (omission of parts of a text, comments in parentheses, gendering...). Copy and paste is the most easily recognisable form of plagiarism, since in this case (apart from shortening it) the intertextual material reproduced is not changed, e.g. by wording it in a different way.

### Example:

#### *Original:*

“For its adepts in Europe, America, and to a small extent elsewhere around the world in 1750 the enterprise of science and its goal remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge’s sake, a noble quest to decode the secrets of nature.” (McClellan, 2015, p. 188)

McClellan, J. (2015). Science since 1750. In J. McNeill & K. Pomeranz (Eds.), *The Cambridge World History* (The Cambridge World History, pp. 181-204). Cambridge: Cambridge University Press. doi:10.1017/CBO9781316182789.009

#### *Error:*

[...] For its adepts in Europe, America, and to a small extent elsewhere around the world in 1750 the enterprise of science and its goal remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge’s sake, a noble quest to decode the secrets of nature. [...]

#### *Comments:*

The original source is integrated word-for-word into the writers’ work without any indication of that source. Therefore, the reader believes that the paragraph is the writers’ original work which is not the case.

## 9. Second-Hand error

Sources for intertextual material (e.g. verbatim citations or illustrations) [...] are not obtained first-hand but instead only via another source (second-hand). The content is, however, attributed to the originator of the source actually used or vice versa.

Should citations and paraphrases appear in a source used, i.e. Source [1] (Wright, 2003), that originate from other authors, i.e. Source [2] (Mandelbaum, 1971), then this can lead to difficulties and errors.

**Example:**

*Original:*

“If historicism is to be understood – in a definition made famous by Maurice Mandelbaum – as ‘the belief that an adequate understanding of the nature of any phenomenon and an adequate assessment of its value are to be gained through considering it in terms of the place which it occupied and the role which it played within a process of development,’ (Mandelbaum, 1971, p. 42) then these were among its founding documents.” (Wright, 2003, p. 116)

Mandelbaum, M. (1971). *History, Man, and Reason: A Study in Nineteenth-Century Thought*. Baltimore: Johns Hopkins University Press.

Wright, J. (2003). *History and Historicism*. In T. Porter & D. Ross (Eds.), *The Cambridge History of Science (The Cambridge History of Science, pp. 113-130)*. Cambridge: Cambridge University Press. doi:10.1017/CHOL9780521594424.009

*Error 1:*

“If historicism is to be understood – in a definition made famous by Maurice Mandelbaum – as the belief that an adequate understanding of the nature of any phenomenon and an adequate assessment of its value are to be gained through considering it in terms of the place which it occupied and the role which it played within a process of development, then these were among its founding documents.” (Wright, 2003, p. 116)

*Comments:*

The passage of the text is without quotation marks and the reference to Mandelbaum 1971 was included in the original passage (Wright, 2003). The reader believes that the Mandelbaum’s definition is a paraphrase by Wright.

*Error 2:*

“If historicism is to be understood – in a definition made famous by Maurice Mandelbaum” (Wright, 2003, p. 116) – as “the belief that an adequate understanding of the nature of any phenomenon and an adequate assessment of its value are to be gained through considering it in terms of the place which it occupied and the role which it played within a process of development,” (Mandelbaum, 1971, p. 42) “then these were among its founding documents.” (Wright, 2003, p. 116)

*Comments:*

The reader gets the impression that two sources (Wright as well as Mandelbaum) were received by the writer. In fact, only one source (Wright) was used by the writer.

*Correct use:*

“If historicism is to be understood – in a definition made famous by Maurice Mandelbaum” (Wright, 2003, p. 116) – as “the belief that an adequate understanding of the nature of any phenomenon and an adequate assessment of its value are to be gained through considering it in terms of the place which it occupied and the role which it played within a process of development,” (Mandelbaum, 1971, p. 42. Quoted in Wright, 2003, p. 116) “then these were among its founding documents.” (Wright, 2003, p. 116)

## 10. Missing in-text reference

A verbatim citation is clearly recognisable as a direct reproduction or indicated by annotating the material (e.g. through quotation marks or indents) but the source reference/in-text reference is missing. In-text references are often missing in the case of illustrations, which, although taken from literature, are not referenced.

**Example:**

*Original:*

“By and large, science and its history seem little taken up in the historiography of global or world history studies.” (McClellan, 2015, p. 183)

McClellan, J. (2015). Science since 1750. In J. McNeill & K. Pomeranz (Eds.), *The Cambridge World History* (The Cambridge World History, pp. 181-204). Cambridge: Cambridge University Press. doi:10.1017/CBO9781316182789.009

*Error:*

McClellan claims that “science and its history seem little taken up in the historiography of global or world history studies.” He argues [...]

*Comments:*

The writer clearly indicates that a quotation of McClellan is used verbatim, but the in-text reference is missing.

## 11. Bibliographic amnesia

Bibliographic amnesia is the opposite of an inflated bibliography. It occurs when sources used in a text and that pop up in the in-text references have no equivalent in the bibliography. The missing bibliographic reference makes it difficult or impossible for the reader to trace sources back to the originals.

## 12. Patchwork plagiarism

Phrases, strings of words and neologisms are taken from a source and linked together using own texts without naming the source. The result is a patchwork of short, unreferenced verbatim citations, paraphrases and own texts, the content of which can no longer be clearly attributed to specific authors.

### Example:

#### *Original:*

“For its adepts in Europe, America, and to a small extent elsewhere around the world in 1750 the enterprise of science and its goal remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge’s sake, a noble quest to decode the secrets of nature.” (McClellan, 2015, p. 188)

McClellan, J. (2015). Science since 1750. In J. McNeill & K. Pomeranz (Eds.), *The Cambridge World History* (The Cambridge World History, pp. 181-204). Cambridge: Cambridge University Press. doi:10.1017/CBO9781316182789.009

#### *Error:*

For its well-informed circles in Europe and America **the enterprise of science and its goal remained largely natural philosophy**. That was a common point of view in the eighteenth century it was shared to a lesser extent elsewhere around the world in 1750. Natural philosophy was regarded as **the disinterested pursuit of knowledge for knowledge’s sake**. Scientists viewed their task as an effort **to decode the mystery of nature**.

#### *Comments:*

The marked passages in the text are reproduced verbatim without naming a source. Other parts of the text are paraphrases of different quality and partially very close to the original source without referencing to that source.

## 13. Find & replace

In the case of find and replace errors/plagiarism, a text passage is reproduced verbatim with the exception of single words. A few single words are substituted with synonyms.

An additive editing approach is also conceivable. Find and replace plagiarism is somewhere between a remix (unreferenced and paraphrased text reproduction) and copy and paste plagiarism (unreferenced verbatim text reproduction).

**Example:**

*Original:*

“For its adepts in Europe, America, and to a small extent elsewhere around the world in 1750 the enterprise of science and its goal remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge’s sake, a noble quest to decode the secrets of nature.” (McClellan, 2015, p. 188)

McClellan, J. (2015). Science since 1750. In J. McNeill & K. Pomeranz (Eds.), *The Cambridge World History* (The Cambridge World History, pp. 181-204). Cambridge: Cambridge University Press. doi:10.1017/CBO9781316182789.009

*Error:*

For its well-informed circles in Europe, America, and to a small extent elsewhere around the globe in 1750 the enterprise of science and its objective remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge’s sake, a noble quest to decipher the mystery of nature.

*Comments:*

The marked passages in the text are reproduced verbatim without naming a source. Only single words are replaced with synonyms.

**14. Template plagiarism (structure reproduction + skeleton reproduction)**

What is understood by structure reproduction is when (1) the order of the chapters, as can be recognised, e.g. by the index, was taken from a source or (2) the order of the line of argument within a chapter was taken from a source (or put together from a few sources).

A special type of structure reproduction is skeleton reproduction. In this case, a ‘text skeleton’ from another author is used for an own text, whereby especially elements such as the beginning of sentences and conjunctions that structure the text as well as standard formulations are adapted over longer sections. All other content can be completely different and the two texts have an entirely distinct context - all that they have in common is the linguistic structure.

**Example:**

*Original:*

Part I	The Metropolitan Wheels & Gears of a Colonial Scientific Bureaucracy	49
	The Sponsoring Authorities	49
	The Royal Navy – La Marine Royale	57
	The Académie Royale des Sciences	72
	The Jardin du Roi and Metropolitan Botanical Gardens	84
	The Observatoire Royal	107

Excerpt from Tables of Contents

MacClellan, J. E., & Regourd, F. (2011). *The colonial machine: French science and overseas expansion in the old regime*. Turnhout: Brepols.

Error: Structure reproduction

1	The Colonial Scientific Bureaucracy	1
1.1	The Sponsoring Authorities	3
1.2	The Royal Navy	8
1.3	The Académie Royale des Sciences	9
1.4	The Metropolitan Botanical Gardens	11
1.5	The Observatoire Royal	14

*Comments:*

The Table of Contents of this work contains the same structure and the chapters in the same succession as the original source with only minor changes in the headings. Therefore, the organisation of this paper is copied and not the writer's own achievement.

### 15. Errors in referencing editing interventions in citations + secondary sourcing

Editing interventions in intertextual material where referencing is compulsory are referenced inconsistently. Editing interventions can be e.g. [...] omissions, [remarks], grammatical or orthographical changes, etc. Incorrect referencing when editing illustrations/tables or citations within verbatim citations (secondary sourcing) also falls under this category.

#### Example:

##### *Original:*

“For its adepts in Europe, America, and to a small extent elsewhere around the world in 1750 the enterprise of science and its goal remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge’s sake, a noble quest to decode the secrets of nature.” (McClellan, 2015, p. 188)

##### *Error:*

McClellan portrays the situation of science in Europe in the middle of the eighteen century. “[...] For its adepts in Europe, America, ... the enterprise of science and its goal remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge’s sake, a noble quest to decode the secrets of nature. (...)”

##### *Comments:*

Editing interventions in the text are marked, but inconsistent methods are used to indicate the omissions.



## 16. prefix/suffix error (so called pawn sacrifice)

In this case, the intertextual material used is not referenced in full. This can be on a smaller or larger scale and range from single words before or after the referenced intertextual material (prefix/suffix error) to larger text sections that go beyond the correctly referenced part. The latter is also referred to in literature as ‘pawn sacrifice’, since some of the reproduced parts of the text are referenced correctly and were therefore ‘sacrificed’ so that the surrounding and likewise reproduced but not referenced text sections can be passed off as original work.

It is also possible that the intertextual material to which reference is made was hardly changed at all.

### Example:

#### *Original:*

“For its adepts in Europe, America, and to a small extent elsewhere around the world in 1750 the enterprise of science and its goal remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge’s sake, a noble quest to decode the secrets of nature.” (McClellan, 2015, p. 188)

McClellan, J. (2015). Science since 1750. In J. McNeill & K. Pomeranz (Eds.), *The Cambridge World History* (The Cambridge World History, pp. 181-204). Cambridge: Cambridge University Press. doi:10.1017/CBO9781316182789.009

#### *Pawn sacrifice:*

For its adepts in Europe, America, and to a small extent elsewhere around the world in 1750 the “enterprise of science and its goal remained largely natural philosophy” (McClellan, 2015, p. 188), the disinterested pursuit of knowledge for knowledge’s sake, a noble quest to decode the secrets of nature.

#### *Comments:*

The passages in the text before and after the quotation are reproduced word-for-word from the original source. Meanwhile the reader believes a quotation is integrated into a distinct achievement of the writer.

## 17. Unsuccessful paraphrase

The term 'unsuccessful paraphrase' designates text reproduction that is referenced as a paraphrase yet does not satisfy the convention requirements for a paraphrase. For example, the intertextual material reproduced is too close to the original text or material is paraphrased that is not worth being paraphrased. Characteristics of an unsuccessful paraphrase are marginal changes to the intertextual material reproduced, e.g. through the use of synonyms, insignificant changes to sentence structure or adjustments to grammar.

By contrast to an unsuccessful paraphrase, a successful paraphrase reproduces in the author's own words the content of a text passage taken from the source. No substitutes are used for subject-specific terminology or names when paraphrasing texts. The difference to a bogus paraphrase lies in the alteration of the intertextual material (even if only minimal).

### Example:

#### *Original:*

"For its adepts in Europe, America, and to a small extent elsewhere around the world in 1750 the enterprise of science and its goal remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge's sake, a noble quest to decode the secrets of nature." (McClellan, 2015, p. 188)

McClellan, J. (2015). Science since 1750. In J. McNeill & K. Pomeranz (Eds.), *The Cambridge World History* (The Cambridge World History, pp. 181-204). Cambridge: Cambridge University Press. doi:10.1017/CBO9781316182789.009

#### *Error:*

The goal of scientists in Europe and America, and to some extent elsewhere around the world in 1750, remained largely natural philosophy. They understood natural philosophy as a disinterested pursuit of knowledge for knowledge's sake or a quest to decode the secrets of nature. (McClellan, 2015, p. 188)

#### *Comments:*

In this example the text is not a paraphrase in own words. It is very close to the original source, incorporates various fragments word-for-word, and it does not reword or restate the meaning of the sentence in other words.

## 18. Over-citation and chains of references

Over-citation means that each sentence or idea is referenced even if this is actually unnecessary.

This can include chains of references where an unnecessarily large number of sources are indicated in an in-text reference with the result that traceability is impossible.

### Example:

#### *Original:*

“Science was solidly institutionalized in European universities, in a transnational network of academies and societies of science, astronomical observatories, botanical gardens, hospitals, and in a variety of other niches, many state supported.” (McClellan 2015, p. 186).

McClellan, J. (2015). Science since 1750. In J. McNeill & K. Pomeranz (Eds.), *The Cambridge World History (The Cambridge World History, pp. 181-204)*. Cambridge: Cambridge University Press. doi:10.1017/CBO9781316182789.009

#### *Error 1 (over-citation):*

McClellan (2015) discusses the situation of science in the mid of the eighteen century and explains how science was institutionalized: in “European universities” (McClellan 2015, p. 186), in “network of academies and societies of science” (McClellan 2015, p. 186), in “astronomical observatories” (McClellan 2015, p. 186), “botanical gardens” (McClellan 2015, p. 186), and “hospitals” (McClellan 2015, p. 186).

#### *Comments:*

The writer referred to only one sentence in the original sources, but integrated an in-text reference six times in a row. This sentence deteriorates the readability and the multiplication of the in-text references are unnecessary. A paraphrase of the complete sentence with one in-text reference would be the better solution.

#### *Error 2 (chains of references):*

In the eighteen century scientists had their main interest in natural philosophy and science was supported by governments (Grant 2007, Knight & Eddy 2005, McClellan 2015, Stephen 2016).

Grant, E. (2007). *A history of natural philosophy: from the ancient world to the nineteenth century*. Cambridge: Cambridge University Press.

Knight, D. M., & Eddy, M. (2005). *Science and beliefs: From natural philosophy to natural science, 1700-1900*. Aldershot, England: Ashgate.

Stephen, G. (2016). *The Natural and the Human: Science and the Shaping of Modernity, 1739-1841*. Oxford: Oxford University Press.



*Comments:*

In the example (error 2) two statements connected with and are given. However, four in-text references are provided in favour of that. Therefore, for the reader it is impossible to identify the original source clearly

*Correct use:*

In the eighteenth century scientists had their main interest in natural philosophy (Grant 2007, Knight & Eddy 2005).

## 19. Remix

A 'remix' refers to a paraphrased text passage generated from a source without (sufficient) referencing. The text presented is clearly related to the source but is re-worded and passed off as own text. In this constellation, the remix is a combination of (unsuccessful) paraphrase and missing in-text reference.

### Example:

*Original:*

"Industrial civilization brought the industrialization of scientific research itself or what is known as Big Science. In Big Science today industrial-scale teams pursue scientific and applied science research in huge facilities on a large scale. The Manhattan Project and building the atomic bomb is a paradigmatic example; the best example currently is the Large Hadron Collider (LHC), the world's largest and highest-energy particle accelerator operated by CERN (European Center for Nuclear Research) on the Franco-Swiss border outside of Geneva." (McClellan, 2015, p. 197).

McClellan, J. (2015). Science since 1750. In J. McNeill & K. Pomeranz (Eds.), *The Cambridge World History* (The Cambridge World History, pp. 181-204). Cambridge: Cambridge University Press. doi:10.1017/CBO9781316182789.009

*Error:*

"Big Science" is a product of the modern industrial society which industrialized research itself (McClellan, 2015, p. 197). It is typical for Big Science that researchers realize their studies in teamwork and within huge organizations operating comparable to industrial enterprises. The development of nuclear weapons, the Manhattan Project, or the Large Hadron Collider of the European Center for Nuclear Research are good examples for that.

*Comments:*

The first sentence paraphrased includes the in-text reference to the original source. If the reader traces the reference to the original source it becomes obvious that the following two sentences are paraphrased as well although they do not contain a reference and pretend to be the writer's own ideas.



## 20. Mixed citation

When there is a mix of different types of citation (in-text referencing, footnote referencing and endnote referencing), this is referred to as mixed citation.

### Example:

#### *Original:*

“For its adepts in Europe, America, and to a small extent elsewhere around the world in 1750 the enterprise of science and its goal remained largely natural philosophy, the disinterested pursuit of knowledge for knowledge’s sake, a noble quest to decode the secrets of nature.” (McClellan, 2015, p. 188)

McClellan, J. (2015). Science since 1750. In J. McNeill & K. Pomeranz (Eds.), *The Cambridge World History* (The Cambridge World History, pp. 181-204). Cambridge: Cambridge University Press. doi:10.1017/CBO9781316182789.009

#### *Error:*

McClellan explains that “for its adepts in Europe” (McClellan, 2015, p. 182) the target of science “remained largely natural philosophy”<sup>1</sup>.

<sup>1</sup> McClellan, 2015, p. 188.

### Notes to educators

The list of errors and explaining examples are designed to help teachers (and students):

- to learn about frequent intertextual problems in student's writings in higher education. Educational measures and training may be designed to prevent these errors;
- to have terms to name and address intertextual problems and errors e. g. in order to give precise feedback;
- to understand, which features may be relevant for high intertextual quality.

The kind and frequency of errors may vary between different universities, subjects, study programmes, and level of writing experience of students as well as the teaching skills and support for both. Look for frequent errors in your student's papers and typical questions to address them in class.

