English for Professional Communication

Tips on Summarizing for Graduate Students

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Учебное пособие «Tips on Summarizing for Graduate Students: развитие навыков аннотирования профессионально-ориентированных текстов у студентов-магистрантов» входит в серию «English for Professional Communication». Цель пособия – формирование и развитие навыков составления аннотаций на английском языке у студентов, обучающихся в магистратуре по направлениям подготовки 46.04.01 «История», 41.04.04 «Политология», 40.04.01 «Юриспруденция». Пособие способствует выработке у студентов навыков работа с источниками; умения анализировать логику рассуждений и высказываний, создавать вторичные тексты.

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САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Содержание

Введение	**4**
Глава 1. Плагиат	**6**
Глава 2. Виды цитирования	**35**
Глава 3. Аннотирование и аннотации	**42**
Список использованной литературы интернет-ресурсов	**60**

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Введение

Настоящее учебное пособие входит в серию «English for Professional Communication», назначение которой – обучение различным аспектам общения на английском языке в сфере профессиональной коммуникации. Цель пособия «Tips on Summarizing for Graduate Students: развитие навыков аннотирования профессионально-ориентированных текстов у студентов-магистрантов» – формирование и развитие навыков составления аннотаций на английском языке у студентов, обучающихся в магистратуре по направлениям подготовки 46.04.01 «История», 41.04.04 «Политология», 40.04.01 «Юриспруденция».

Пособие способствует выработке у студентов навыков аналитико-синтетической работы с текстом, компрессии текстов; умения анализировать логику рассуждений и высказываний; представлений об этике работы с источниками, недопустимости плагиата и способах избежать бездумного копирования чужих идей и результатов исследования.

«Tips on Summarizing for Graduate Students: развитие навыков аннотирования профессионально-ориентированных текстов у студентов-магистрантов» из двух глав. Первая глава «Плагиат» знакомит студентов с явлением плагиата, его разновидностями; предлагает студентам задания и тренажер, цель которого – научить студентов избегать плагиата.

Вторая глава «Виды цитирования» посвящена двум способам, которые помогают избежать копирования чужих идей и результатов исследования – прямому и косвенному цитированию. В главу вошли рекомендации по подготовке прямого и косвенного цитирования; примеры допустимых и недопустимых с комментариями.

Третья глава «Аннотирование и аннотации» предлагает рекомендации по аннотированию и созданию разнообразных аннотаций; приводит примеры аннотаций и содержит языковой материал для оформления структурных элементов аннотаций.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИН. Г. ЧЕРНЫШЕВСКОГО

Приведенные в настоящем пособии материалы могут быть использованы студентами других направлений подготовки, так как, согласно федеральным государственным образовательным стандартам высшего образования, студенты магистратуры должны уметь вести коммуникацию на иностранном языке в устной и письменной форме для решения профессиональных задач, к которым, безусловно, относится способность создавать и редактировать научные тексты.

В заключении предлагаемого учебного пособия приводится список использованной литературы, которой можно воспользоваться при самостоятельной подготовке к занятиям или для дополнительной работы над отдельными темами.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Глава 1. Плагиат

Серьезная наука, первые шаги в которой вы делаете сейчас, не может развиваться в ограниченном пространстве одной страны или одного языка. В современной ситуации знание английского языка дает широкие возможности, не только для того, чтобы познакомиться с мировыми достижениями в той или иной академической области, но и для того, что «поведать» о своей работе миру. Для этого необходимо знать «правила игры». Таким образом, становится понятным, что освоение так называемых «safe practices» при написании работ на английском языке, является обязательным условием вашего академического успеха.

Прочитайте нижеприведенные статьи на тему плагиата.

Text 1.

Fame Can't Excuse a Plagiarist

By LYNNE MCTAGGART (The New York Times, MARCH 16, 2002)

Since the revelations of plagiarism by the popular historians Stephen Ambrose and Doris Kearns Goodwin, commentators have been wrestling with the nature of literary theft. It's been interesting to see this from my vantage point as the socalled wronged party in the Goodwin case. Ms. Goodwin's book, "The Fitzgeralds and the Kennedys," contained many sections that were copied from my book, "Kathleen Kennedy: Her Life and Times." I discovered this in the course of doing a review of Ms. Goodwin's book. I was shocked to read passage after passage of my own book embedded in hers. I wrote a kind review, then hired a copyright lawyer. We eventually reached a satisfactory settlement. There have been a great number of attempts to explain away plagiarism as a justifiable act with plenty of artistic and historical precedent. In some quarters, it has been excused as the literary equivalent of *the droit du seigneur* the natural entitlement of the most

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

talented or the most popular writers who can have their way with whatever material happens to seize their fancy. But the popularity of the authors, their intentions, their track records, the quality of the book from which the plagiarized material was lifted, the tendency of journalists themselves to make a hash of the facts all of these issues are beside the point.

Plagiarism is the dishonorable act of passing someone else's words off as your own, whether or not the material is published. Merely footnoting the copied words does not cure the wrong. In cases where the words are protected by copyright, copying in more than minimal amounts is illegal, regardless of whether the copying was unintentional. Writers don't own facts. Writers don't own ideas. All that we own is the way we express our thoughts. Plagiarism pillages unique expressions, specific turns of phrase, the unusual colors a writer chooses to use from a personal literary palette. Of course, in popular histories familiar facts and scenes are often retold, but this is not plagiarism if the telling is done in a writer's own words.

A case brought by Harold Courlander, author of "The African," against Alex Haley for the use of his material in "Roots" involved a claim of copyright infringement, but the case hinged, in part, on the use of three words. The author of "The African" wrote that the ship "pitched, rolled and trembled." Haley's book contained the identical phrase one so individually wrought that it was highlighted at the trial as evidence that other material had been copied too. That case was eventually settled. In my case, whether Ms. Goodwin had used footnotes or even quotation marks around the passages taken from my book would not have mattered. (Some passages were credited to me in footnotes.) It was the sheer volume of the appropriation thousands of my exact or nearly exact words that supported my copyright infringement claim. Recognizing the thieving tendency of creation, copyright law does allow a bit of leeway. Under some circumstances one is allowed to quote a modest number of words from someone else's work. Writers, after all, are relentless scavengers, searching in the flotsam and jetsam of their daily experiences for a surprising turn of phrase, a fresh metaphor. But it is

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИН. Г. ЧЕРНЫШЕВСКОГО

important not to excuse the larger sins of appropriation. In this age of clever electronic tools, writing can easily turn into a process of pressing the cutandpaste buttons, or gluing together the work of a team of researchers, rather than the long and lonely slog of placing one word after another in a new and arresting way. Without demanding that writers, famous or struggling, live by a certain literary law and order, we may gradually lose the notion that an individual's unique expression matters.

Источник публикации: *http://www.nytimes.com/2002/03/16/opinion/fame-can-t-excuse-a-plagiarist.html*

Exercise 1. Read the text and decide if the statement is true or false:

1. Ms. Goodwin was charged with plagiarism by L. Mctaggart. t
2. L. Mctaggart was thrilled when she found many sections that were copied from her book, "Kathleen Kennedy: Her Life and Times." F
3. If you footnote the copied words will protect you from the charges with plagiarism. F
4. Writers don't own facts. T
5. Ms. Goodwin used thousands of L. Mctaggart words. T
6. People copy huge amounts of texts without modern electronic tools. F

Text 2.

Hamilton President Resigns Over Speech

By TAMAR LEWIN (The New York Times OCT. 3, 2002)

The president of Hamilton College resigned on Tuesday, less than two weeks after admitting that he had failed to properly attribute the sources used in his Sept. 1 convocation speech to incoming freshmen. The president, Eugene M.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Tobin, has led Hamilton for nine years and has been at the 1,750student college in Clinton, N.Y., for 22 years. He previously was dean of the faculty, chairman of the history department, and a professor and director of the American studies program. His resignation will take effect on June 30. "Because of my deep affection for this college and my unwavering support for its tradition and values, I have anguished over the embarrassment my speechwriting process has brought to our community," Mr. Tobin said in a statement. Mr. Tobin apologized on Sept. 20 for the incident, which came to light after G. Roberts Kolb, a music professor who heard the speech, expressed interest in one of the books Mr. Tobin had mentioned. The president directed him to the Amazon books Web site, where Mr. Kolb found that a reviewer's comments about the book were similar to Mr. Tobin's.

When Mr. Kolb pointed out the similarity, Mr. Tobin quickly agreed that he needed to apologize. In a memorandum to the Hamilton community, Mr. Tobin said that when writing speeches, as opposed to formal scholarly works, he drew from many sources and tried to limit his internal references, footnotes and direct quotations. But at the same time, he pointed out the "omissions that resulted from the way I develop and present my speeches." "In an academic community, it is important for each of us to attribute generously and accurately the ideas and arguments we derive from others," the memorandum said. Plagiarism has become an increasingly prominent academic issue since two historians, Doris Kearns Goodwin and Stephen E. Ambrose, were accused of using information from other people's books without giving sufficient credit. Stuart L. Scott, the chairman of Hamilton's board of trustees, said he had accepted Mr. Tobin's resignation with regret, since Hamilton had grown stronger and more vibrant under his leadership. "Everyone has moments that he wishes he could take back," Mr. Scott said in an e-mail message announcing the resignation to parents and alumni. "It's a tragedy that this flaw in the way the president prepares his speeches has led to this action."

Источник публикации: (http://www.nytimes.com/2002/10/03/nyregion/hamilton-president-resigns-over-speech.html)

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Exercise 2. Match English expressions with their Russian equivalents:

to resign	вернуть, брать назад
to attribute the sources	уйти в отставку
to take effect	принять отставку
to point out	ссылаться на источники
to apologize for	получать, иметь первоисточником
to derive from	указать на
to accept resignation	извиниться за
to take back	вступать в силу

Text 3.

Washington Post Blogger Quits After Plagiarism Accusations
by JULIE BOSMAN (The New York Times, MARCH 25, 2006)

A 24 yearold blogger for The Washington Post, Ben Domenech, resigned yesterday after being confronted with evidence that he had plagiarized articles in other publications.

His resignation came after writing six blog items in the three days he worked for Red America, a blog that The Post created to offer a conservative viewpoint on its Web site.

Mr. Domenech who had worked in the Bush administration and was a founder of the conservative blog RedState.com came under heavy criticism from liberal bloggers, who called his political views extreme.

They first pointed to previous comments by Mr. Domenech, who recently called Coretta Scott King a "communist." But by late Thursday, the bloggers had found instances of what appeared to be plagiarism, including an article by Mr.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Domenech in The New York Press that contained passages resembling an article that ran on the front page of The Washington Post.

Evidence of one instance of plagiarism first surfaced on the liberal blog Daily Kos on Thursday. A comment posted on the blog said a passage from an article by Mr. Domenech was nearly identical to a chapter from P. J. O'Rourke's book, "Modern Manners: An Etiquette Book for Rude People."

Other articles that contained passages that appeared to be copied were published in National Review Online, The New York Press and The Flat Hat, the student newspaper at the College of William and Mary, which Mr. Domenech attended.

Jim Brady, the executive editor of The Washington Post Web site, said that he knew that Mr. Domenech would be controversial but that a background check before he was hired did not reveal plagiarism.

"We've been catching a lot of grief on the blogs for not catching this ourselves, but obviously plagiarism is hard to spot," Mr. Brady said. He said The Post planned to hire another conservative blogger in Mr. Domenech's place.

In an interview, Mr. Domenech said he never "purposefully" plagiarized but admitted that some passages in his articles were identical to those previously published elsewhere. He said one instance was the fault of an editor at the student newspaper, who he said inserted a passage from The New Yorker in an article without his knowledge.

In a staff editorial posted on the Web site of The Flat Hat, the student newspaper, the editors called Mr. Domenech's actions, if true, deeply offensive. Mr. Domenech also said that he may have mixed up his notes with articles from other authors. "Frankly, if I had been less of a sloppy writer," he said, "this wouldn't be a problem." He explained the passage that appeared to be copied from Mr. O'Rourke's book by saying that Mr. O'Rourke gave him permission. Contacted at his home in New Hampshire, Mr. O'Rourke said that he had never heard of Mr. Domenech and did not recall meeting him. "I wouldn't want to swear in a court of

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

law that I never met the guy, Mr. O'Rourke said of Mr. Domenech, "but I didn't give him permission to use my words under his byline, no."

Mr. Domenech works full time at Regnery Publishing, a publisher of conservative authors like Michelle Malkin and Tony Blankley. Ms. Malkin, whose latest book was edited by Mr. Domenech, posted a column on her blog yesterday that described the evidence of plagiarism as "damning" and called for Mr. Domenech to resign from The Post.

A spokeswoman for Regnery, Angela Phelps, said that while Mr. Domenech remained an employee, the company would look into the accusations. Mr. Domenech said he received an email message from Kathryn Lopez of National Review, putting him on notice that the magazine planned to review his previous work. Glenn Reynolds, who writes the blog Instapundit, said the bloggers were "motivated by a desire to get" Mr. Domenech. "They didn't like him because he was a conservative and he was given real estate at The Washington Post," he said. "Their goal was to find something they could use to get rid of him, and they succeeded." Mr. Domenech addressed his detractors yesterday in a blog post on RedState.com, where he will remain a contributor. "To my enemies: I take enormous solace in the fact that you spent this week bashing me, instead of America," he wrote.

Exercise 3. Read the text and fill in the gaps with the missing words:

1. Ben Domenech, resigned yesterday after being (…) evidence that he had plagiarized articles.

2. Mr. Domenech came (…) heavy criticism from liberal bloggers, who called his political views extreme.

3. They pointed (…) previous comments by Mr. Domenech.

4. Evidence of one instance of plagiarism first (…) on the liberal blog Daily Kos on Thursday.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

5. He said The Post planned to hire another conservative blogger in Mr. Domenech's (…).

6. Mr. Domenech said he never "purposefully" plagiarized but (…) that some passages in his articles were identical to those previously published elsewhere.

7. In a staff editorial posted on the Web site of The Flat Hat, the student newspaper, the editors called Mr. Domenech's actions, if true, deeply (…).

8. The company would look into the (…).

9. Their goal was to find something they could use to get rid (…) him, and they succeeded.

10. I take enormous solace in the fact that you spent this week (…) me, instead of America.

Общеизвестно, что плагиат – это незаконное присвоение чужого авторства в сфере науки, литературы или изобретений. В наших работах мы стремимся к тому, чтобы, опираясь на знания и теории других ученых (ведь научные работы не создаются в вакууме), делать СОБСТВЕННЫЕ выводы и мыслить самостоятельно.

Большинство из нас делают ошибки, связанные с плагиатом, случайно.

Давайте попробуем сформулировать основные правила, чтобы обезопасить себя.

I

Мы ссылаемся на:

a) книги, а также статьи в журналах и газетах ;

b) фильмы, телепрограммы;

c) Интернет и компьютерные ресурсы;

d) письма;

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

e) интервью;

f) части собственных, ранее опубликованных работ (самоцитирование);

g) графики, иллюстрации, видео, аудио и т.д.

II.

Обратите внимание на типичные формы плагиата[1]:

Copying	Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement.
Inappropriate paraphrasing	Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
Collusion	Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes

[1] Academic Integrity and Plagiarism // The University of New South Wales [Электронный ресурс]. URL: https://student.unsw.edu.au/plagiarism (дата обращения 21.05.2015); Harvard Guide for Using Sources. [Электронный ресурс]. URL: http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054 (дата обращения 21.05.2015).

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

	▪ students providing their work to another student before the due date, or for the purpose of them plagiarising at any time ▪ paying another person to perform an academic task and passing it off as your own ▪ stealing or acquiring another person's academic work and copying it ▪ offering to complete another person's work or seeking payment for completing academic work. This should not be confused with academic collaboration.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

Mosaic plagiarism	If you copy bits and pieces from a source (or several sources), changing a few words here and there without either adequately paraphrasing or quoting directly, the result is *mosaic plagiarism*. Even if you don't intend to copy the source, you may end up committing this type of plagiarism as a result of careless note-taking and confusion over where your source's ideas end and your own ideas begin. You may think that you've paraphrased sufficiently, or quoted relevant passages, but if you haven't taken careful notes along the way, or if you've cut and pasted from your sources, you can lose track of the boundaries between your own ideas and those of your sources. It's not enough to have good intentions and to cite some of the material you use. You are responsible for making clear distinctions between your ideas and the ideas of the scholars who have informed your work. If you keep track of the ideas that come from your sources and have a clear understanding of how your own ideas differ from those ideas, and you follow the correct citation style, you will avoid mosaic plagiarism.
Inappropriate citation	Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.
Self-plagiarism	'Self-plagiarism' occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

	disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

Как избегать плагиата (тренажер)

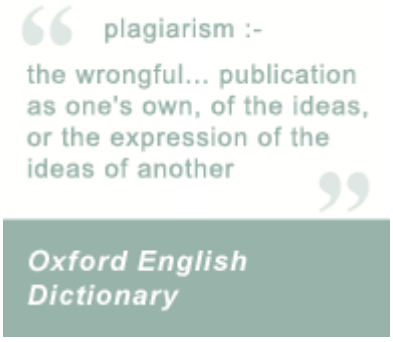
Изучите информацию, представленную в данном тренажере[2].

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

This tutorial aims to help you understand plagiarism and how to avoid committing it.

Topics include:

- What is plagiarism?
  - Defining plagiarism
- Why is plagiarism serious?
- Avoiding plagiarism
  - Good note-taking habits
  - Quoting and paraphrasing
  - Common knowledge
  - When to reference
- Further help



You can work through the tutorial sequentially. Just click on Next at the bottom of the screen to move to the next page. Alternatively, you can jump to individual sections of the tutorial using the links in the panel on the left.

You will need to allow 15 minutes to complete the tutorial.

What is plagiarism? Page 1 of 3

Aims
What is plagiarism?
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Quoting
Paraphrasing
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When to cite - exercise
Further practice
Question 1
Question 2
Question 3

Is it plagiarism if you...

1.	Copy and paste a paragraph of text from a web site without enclosing it in quotation marks and referencing the source?
2.	Use the ideas of another author without providing a reference, even if you write them in your own words?

[2] Avoiding Plagiarism. [Электронный ресурс]. URL: https://ilrb.cf.ac.uk/plagiarism/tutorial/index.html (дата обращения 28.10.2016).

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

Question 4
Final words of advice

3.	Claim work produced by another student as your own?
4.	Copy a diagram or data table from a web site, providing a reference for the source underneath?
5.	Submit all or part of one essay for two separate assignments?
6.	Copy words from a book into your own work, but place quotation marks around them and provide a citation?
7.	Include a fact or saying in your assignment which is generally known without providing a reference?
8.	Incorporate text from another source, changing one or two words and providing a citation?

Submit

What is plagiarism?

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Answers:

		You chose:
1.	Copy and paste a paragraph of text from a web site without enclosing it in quotation marks and referencing the source?	
	You are incorrect. This is definitely plagiarism. When you copy the exact words from another source you must enclose them in quotation marks and provide a reference.	
2.	Use the ideas of another author without providing a reference, even if you write them in your own words?	
	Actually this is plagiarism. Even if you do not directly copy the author's words you must provide a reference when you talk about their ideas.	
3.	Claim work produced by another student as your own?	

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

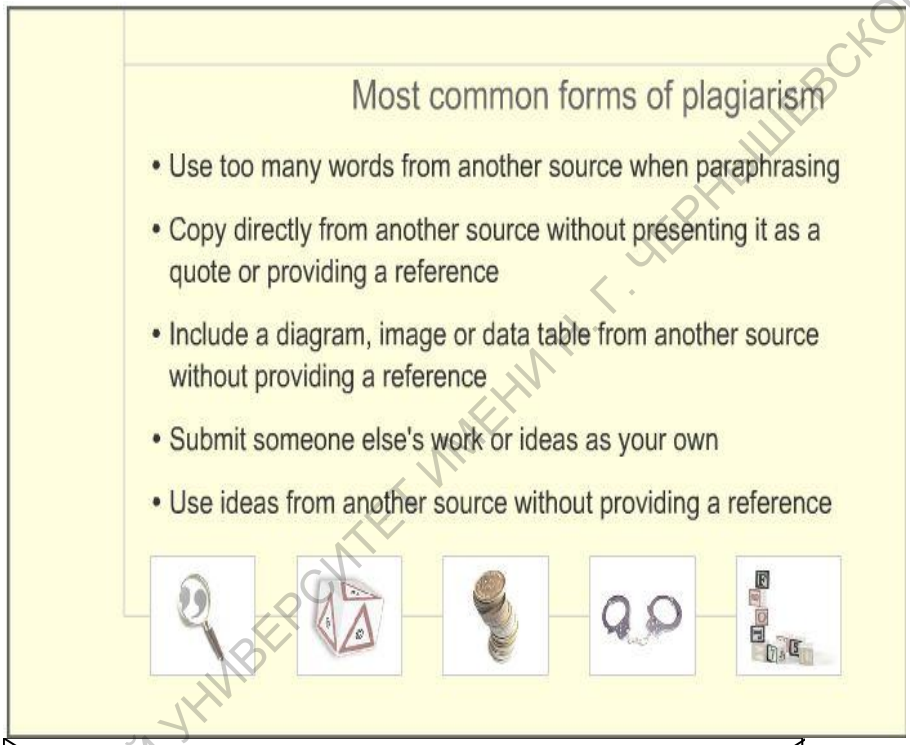
		Incorrect. Buying, stealing or copying an essay to produce your work is plagiarism. Collaborating with another student (unless requested by your tutor) is also plagiarism.	
	4.	Copy a diagram or data table from a web site, providing a reference for the source underneath?	
		Well done! You can include a table, diagram or image from another source as long as you provide a reference.	
	5.	Submit all or part of one essay for two separate assignments?	
		That's incorrect. Although this may surprise you, self-plagiarism is a form of plagiarism and is not permitted.	
	6.	Copy words from a book into your own work, but place quotation marks around them and provide a citation?	
		That's correct! It is not plagiarism to copy words from another source as long as you place them in quotation marks and provide a reference.	
	7.	Include a fact or saying in your assignment which is generally known without providing a reference?	
		Well done! If a fact is generally well known or 'common knowledge' then you don't need to reference it. Bear in mind that what you consider to be common knowledge may not be well known to others, if in doubt provide a reference.	
	8.	Incorporate text from another source, changing one or two words and providing a citation?	
		Incorrect, this is plagiarism. If you do not intend to quote directly from the source, you must write about it in your own words. Using too many words from the original source is plagiarism, even if you provide a reference.	

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Defining plagiarism

So, there are actually a number of actions which can be seen as plagiarism. Here are some of the most common forms:



САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Why is plagiarism serious?

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Plagiarism is a form of cheating. It is dishonest to claim that somebody else's ideas or words are your own.

Being able to use information from other sources without committing plagiarism is an important academic skill. Your work must show that you

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- have individually (unless you are working on a group assignment) carried out the necessary research to complete your assignment
- understand the main theories and arguments surrounding your topic and can use this information appropriately to support your own arguments
- know how to attribute the words and ideas of others using accepted referencing techniques

Avoiding plagiarism

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Good note-taking habits

1. Before you begin taking notes, write down all the details that you will need to cite and reference the source appropriately in your work.
2. Instead of copying the text, read a section or page and then write a summary of it in your own words.
3. If you need to copy or paraphrase the author's words very closely, develop a method of indicating this clearly in your notes to help you remember. You could use:
    - Different coloured pens
    - "Quotation marks"
    - Coding system e.g. [quote] = a direct quote
4. Adopt a similar method to clearly distinguish your own ideas from the author's.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

Avoiding plagiarism

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Quoting

Whenever you copy the author's exact words into your own work you must distinguish them as a quote. For example, if you are using the Harvard style:

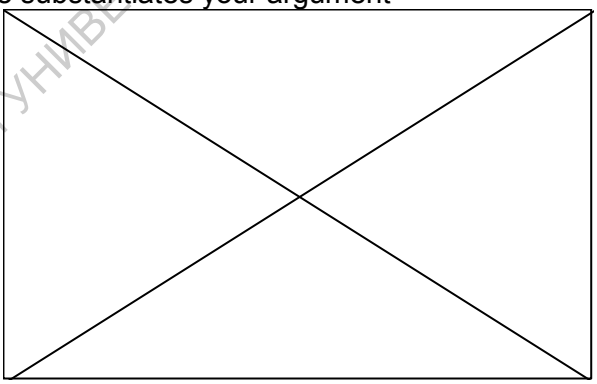
Short quotes should be enclosed in "quotation marks". Longer quotes should be separated from your text and indented from the left hand margin. In this case it is not necessary to use quotation marks, as the quotation is clearly separated from your own text.

Cite the author's last name, the date of publication and the page number on which you found the quote. Then, write a full reference at the end of your work.

Be selective in your use of quotes. It is preferable to demonstrate your understanding of the topic in your own words.

You may want to use a quote if the:

- phrase is unusual and would have less impact if paraphrased
- quote substantiates your argument



САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

Avoiding plagiarism

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2

Paraphrasing

When you write about information you have found from another source in your own words, this is considered to be paraphrasing.

Whenever you paraphrase from another source you must **always** provide a citation in your text and a full reference at the end.

Take caution when paraphrasing as it is

Question 3
Question 4
Final words of advice

plagiarism to include too many words from the original text **even if** you provide a reference.

Avoiding plagiarism

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

What is common knowledge?

It is not necessary to provide a reference when you write about something that is common knowledge.

Common knowledge is a fact which is generally well known in your field of study or the wider world.

Opinions can sometimes differ on whether a piece of information is common knowledge and so if in doubt you should always provide a reference.

Example

If you were writing about the effect of transport on the environment, you could mention that ***emissions from cars are known to have a detrimental effect on the environment*** without providing a reference because this information is well known in the public domain.

If you then went on to state ***the exact percentage of carbon dioxide produced from car emissions*** then you would need to provide a reference because this is a detail which is not commonly known to people.

Avoiding plagiarism

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

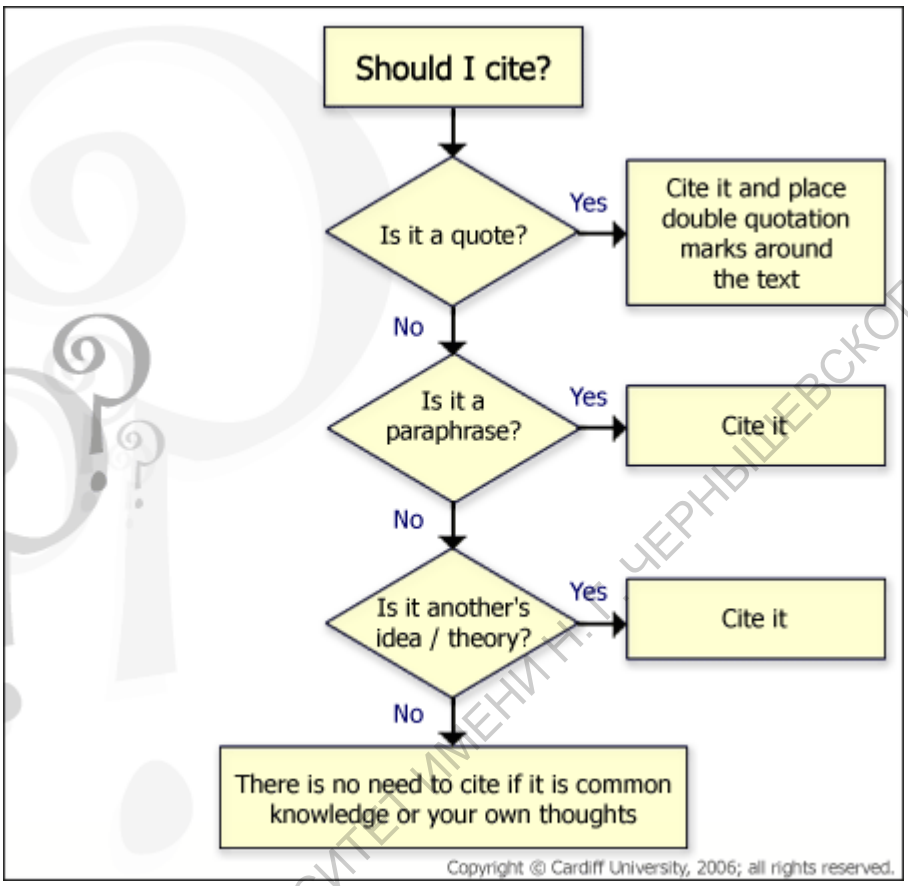
When to cite a reference

Cite your source in your text and provide a full reference at the end when you

- paraphrase
- summarise
- quote
- refer to the ideas or theories of another work in your assignments.

Use this diagram to help you decide when you need to cite:

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО



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Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

When to cite - exercise

Here are some actions that you might do when writing a piece of work. Drag and drop the action into the appropriate area of the screen depending on whether or not you would need to provide a reference:

Copy text from another source

Include a table of data or a diagram from another source

Mention a fact which is commonly known

Discuss the ideas or research of another person in your own words

Write about something you know you've read about somewhere but you can't remember where

Paraphrase the ideas from two separate sources linking them together using your own words

Write about your own opinions on a topic

Present the results of your own experiment or survey

Reference required	No reference required

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

Check my answers

Avoiding plagiarism

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

When to cite - exercise

You placed the actions in the following categories. See how well you have done:

Reference required	No reference required
Mention a fact which is commonly known Incorrect, a reference is not required	Copy text from another source Incorrect, a reference is required
Write about your own opinions on a topic Incorrect, a reference is not required	Include a table of data or a diagram from another source Incorrect, a reference is required
Present the results of your own experiment or survey Incorrect, a reference is not required	Discuss the ideas or research of another person in your own words Incorrect, a reference is required
	Write about something you know you've read about somewhere but you can't remember where Incorrect, a reference is required
	Paraphrase the ideas from two separate sources linking them together using your own words Incorrect, a reference is required

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Further practice

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Question 1

"Reality TV claims to feature 'ordinary' people doing 'ordinary' things. As a genre, the 'people show' minimises the distance between the audience and the 'actors' through its emphasis on everyday life so that the viewer is invited to recognise the participant as belonging to her or his own habitus. A viewer sitting at home is not only invited to identify *with* the actors; she or he can *become* one of them by volunteering to tell her story, become a contestant, or by taking part in the show as one of the studio audience". (Tinknell & Raghuram 2004, p. 258)

Original text

Reality TV claims to feature 'ordinary' people doing 'ordinary' things. The emphasis on everyday life minimises the distance between the audience and the actors making the viewer feel like they too could become one of them by becoming a contestant, or being in the studio audience. (Tinknell & Raghuram)

Submitted text

Reference: Tincknell, E. and Raghuram, P. 2004. Big Brother: reconfiguring the active audience? In: Holmes, S. and Jermyn, D. eds. *Understanding reality television*. London: Routledge, pp.252-269.

Compare the work submitted by this student with the original text. In your opinion has the student:

- ☐ written about the original text in their own words?
- ☐ copied phrases from the original text without quotations marks?
- ☐ failed to provide a correct reference?
- ☐ provided a correct reference?
- ☐ included too many words from the original text?
- ☐ used the author's ideas without providing a reference?

Submit

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

Further practice

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Solution to question 1

In your opinion the student had:

You omitted to select:

Written about the original text in their own words
Correct. Too many words from the original text have been used.

Copied phrases from the original text without quotations marks
Incorrect. Phrases have been copied from the original text.

Failed to provide a correct reference
Incorrect. The reference is not in the correct format.

Provided a correct reference
Correct. The date and page numbers have been omitted from the reference.

Included too many words from the original text
Incorrect. Too much text has been directly copied.

Used the author's ideas without providing a reference
Incorrect. The student has used the words and ideas of the author without referencing them.

"Reality TV claims to feature 'ordinary' people doing 'ordinary' things. As a genre, the 'people' show minimises the distance between the audience and the 'actors' through its emphasis on everyday life so that the viewer is invited to recognise the participant as belonging to her or his own habitus. A viewer sitting at home is not only invited to identify with the actors; she or he can become one of them by volunteering to tell her story, become a contestant,	Reality TV claims to feature 'ordinary' people doing 'ordinary' things. The emphasis on everyday life minimises the distance between the audience and the actors making the viewer feel like they too could become one of them by becoming a contestant, or being in the studio audience. (Tinknell & Raghuram)
	Submitted text

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

	or by taking part in the show as one of the studio audience". (Tinknell & Raghuram 2004, P. 258) Original text Reference: Tincknell, E. and Raghuram, P. 2004. Big Brother: reconfiguring the active audience? In: Holmes, S. and Jermyn, D. eds. *Understanding reality television*. London: Routledge, pp.252-269.

Further practice

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Question 2

"Having a home is a basic human need; we all need somewhere to live. For those people within society without a home life is barely tolerable, and for a society (especially a modern welfare state) a continuing problem of homelessness is an indictment of the ability of that society to meet the welfare needs of all its citizens. Yet homelessness remains a significant problem in affluent, welfare, Britain at the beginning of the twenty-first century, with hundreds of people sleeping rough on the streets of towns and cities every night because they do not have a home of their own to go to". (Alcock 2003, p. 73).

Original text

Reference: Alcock, P. 2003. *Social policy in Britain*. 2nd ed. London: Palgrave.

"Having a home is a basic human need; we all need somewhere to live". However, despite the fact that Britain is a wealthy society with an established welfare state, there are still	"Having a home is a basic human need; we all need somewhere to live" (Alcock 2003, p. 73). However, as Alcock (2003) points out, despite the fact that Britain is a wealthy society with an established welfare	Having a home is a basic human need; we all need somewhere to live. (Alcock 2003, p. 73). However, even in affluent, welfare Britain, there are still hundreds of

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

	many homeless people living on the streets. Draft essay 1 state, there are still many homeless people living on our streets. Draft essay 2 people sleeping rough. Draft essay 3 Which draft essay would you submit: Draft essay 1 Draft essay 2 Draft essay 3 Submit

Further practice

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Solution to question 2

You chose to submit:

Having a home is a basic human need; we all need somewhere to live. (Alcock 2003, p. 73). However, even in affluent, welfare Britain, there are still hundreds of people sleeping rough.

Draft essay 3

The answer is actually **'Draft essay text 2'**. Although the use of the author's original words in essay 3 has been referenced there are no quotation marks around them to indicate that this is a quote and not the student's own words. The second sentence also borrows too many words from the original text and the author is not acknowledged

"Having a home is a basic human need; we all need somewhere to live. For those people within society without a home life is barely tolerable, and for a society (especially a modern welfare state) a continuing problem of homelessness is an indictment of the ability of that society to meet the welfare needs of all its citizens. Yet homelessness remains a

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

significant problem in affluent, welfare, Britain at the beginning of the twenty-first century, with hundreds of people sleeping rough on the streets of towns and cities every night because they do not have a home of their own to go to". (Alcock 2003, p. 73).

Original text

Reference: Alcock, P. 2003. *Social policy in Britain*. 2nd ed. London: Palgrave.

Further practice

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Question 3

Now can you spot whether this next student has plagiarised and if so, why?

"Patient compliance is the extent to which the actual behaviour of the patient coincides with medical advice and instructions: it may be complete, partial, erratic, nil, or there may be over compliance. To make a diagnosis and to prescribe evidence-based effective treatment is a satisfying experience for doctors, but too many assume that patients will gratefully or accurately do what they are told, i.e. obtain medicine and consume it as instructed. This assumption is wrong". (Bennett and Brown, 2003, pp. 18-19).

Original text

"Patient compliance is the extent to which the actual behaviour of the patient coincides with medical advice and instructions: it may be complete, partial, erratic, nil, or there may be over compliance" (Bennett and Brown, 2003, pp. 18-19). Too many doctors wrongly assume that patients will obtain and consume medicine as instructed.

Essay extract

Reference: Bennett, P.N. and Brown, M.J. 2003. *Clinical pharmacology*. 9th ed. Edinburgh: Churchill Livingstone.

Yes

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

No

Why?

Check answer

Further practice

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Solution to question 3

You thought that the student has not plagiarised from the original text. **Sorry, that's not correct!** The first sentence is correct as the student has placed the text in quotation marks and provided a full citation. However, the second sentence uses too many words from the original text and does not provide a reference. The student should have written the sentence in their own words and acknowledged the author by providing a reference.

"Patient compliance is the extent to which the actual behaviour of the patient coincides with medical advice and instructions: it may be complete, partial, erratic, nil, or there may be over compliance. To make a diagnosis and to prescribe evidence-based effective treatment is a satisfying experience for doctors, but too many assume that patients will gratefully or accurately do what they are told, i.e. obtain medicine and consume it as instructed. This assumption is wrong". (Bennett and Brown, 2003, pp. 18-19).

Original text

"Patient compliance is the extent to which the actual behaviour of the patient coincides with medical advice and instructions: it may be complete, partial, erratic, nil, or there may be over compliance" (Bennett and Brown, 2003, pp. 18-19). Too many doctors wrongly assume that patients will obtain and consume medicine as instructed.

Essay extract

Reference: Bennett, P.N. and Brown, M.J. 2003. *Clinical pharmacology*. 9th ed.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

	Edinburgh: Churchill Livingstone.

Further practice

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Question 4

In the essay extract below the student has combined information from two different original sources.

"Transport contributes to poor air quality. Although discharges of many of the most damaging air pollutants have declined over the last decade, there are still 'hot spots' in some city centres and along motorway corridors where concentrations of nitrogen dioxide and particulates from road vehicles exceed safe levels. The Department of Health estimates that there are between 12,000 and 24,000 early deaths each year resulting from poor air quality in our cities". (Environment Agency 2005, paragraph 2).

Original text 1

"More affordable cars, rising incomes and a land use policy that has favoured out of town shopping centres and greenfield housing developments, have all led to a growing dependency on the car as a means of transport. Road vehicles currently account for 22 per cent of all UK carbon dioxide (CO_2) emissions, the main greenhouse gas responsible for the human contribution to climate change". (Foley and Fergusson 2003, p. 1).

Original text 2

References:

Environment Agency. 2005. *Reducing the environmental impacts of road and air transport: position statement* [Online]. Environment Agency. Available at: URL: http://www.environment-agency.gov.uk/aboutus/512398/289428/655143/?lang=_e [Accessed 21 July 2005].

Foley, J. and Fergusson, M. 2003. *Putting the brakes on climate change: a policy report on road transport and climate change* [Online]. London: IPPR. Available at: URL: http://www.ippr.org.uk/ecomm/files/PuttingtheBrakeson.pdf [Accessed 21 July 2005].

Despite the fact that harmful emissions have fallen

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

during the last 10 years, our continuing reliance on the car as a means of transport makes a significant contribution to air pollution (Environment Agency 2005; Foley and Fergusson 2003). For example, in 2003 road transport was responsible for 22 per cent of the UK's carbon dioxide output (Foley and Fergusson 2003) and according to a recent report by the Environment Agency (2005) there are still areas where nitrogen dioxide levels from emissions are dangerously high.

Essay extract

Do you think plagiarism has been committed?

- Yes
- No

Why?

Check answer

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3
Question 4
Final words of advice

Solution to question 4

You thought that the student has not plagiarised from the original text.
Correct! This is not plagiarism! The original texts have been summarised in the student's own words and appropriate references have been provided. It is fine to combine information from two different sources as long as you provide a reference for both authors.

"Transport contributes to poor air quality. Although discharges of many of the most damaging air pollutants have declined over the last decade, there are still 'hot spots' in some city centres and along motorway corridors where concentrations of nitrogen dioxide and particulates from road vehicles exceed

"More affordable cars, rising incomes and a land use policy that has favoured out of town shopping centres and greenfield housing developments, have all led to a growing dependency on the car as a means of transport. Road vehicles currently account for 22 per cent of all UK carbon

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

safe levels. The Department of Health estimates that there are between 12,000 and 24,000 early deaths each year resulting from poor air quality in our cities". (Environment Agency 2005, paragraph 2).

Original text 1

dioxide (CO_2) emissions, the main greenhouse gas responsible for the human contribution to climate change". (Foley and Fergusson 2003, p. 1).

Original text 2

References:

Environment Agency. 2005. *Reducing the environmental impacts of road and air transport: position statement* [online]. Environment Agency. Available at: <URL: http://www.environment-agency.gov.uk/aboutus/512398/289428/655143/?lang=_e> [Accessed 21 July 2005]

Foley, J. and Fergusson, M. 2003. *Putting the brakes on climate change: a policy report on road transport and climate change* [online]. London: IPPR. Available at: <URL: http://www.ippr.org.uk/ecomm/files/PuttingtheBrakeson.pdf> [Accessed 21 July 2005]

Despite the fact that harmful emissions have fallen during the last 10 years, our continuing reliance on the car as a means of transport makes a significant contribution to air pollution (Environment Agency 2005; Foley and Fergusson 2003). For example, in 2003 road transport was responsible for 22 per cent of the UK's carbon dioxide output (Foley and Fergusson 2003) and according to a recent report by the Environment Agency (2005) there are still areas where nitrogen dioxide levels from emissions are dangerously high.

Essay extract

Final words of advice

Aims
What is plagiarism?
Defining plagiarism
Why is plagiarism serious?
Avoiding plagiarism
Good note taking habits
Quoting
Paraphrasing
Common knowledge
When to reference
When to cite - exercise
Further practice
Question 1
Question 2
Question 3

- When note-taking write down all the details you will need to reference your source in full
- Whenever you include the ideas or words of another in your work ,you must provide a reference
- Use your chosen style of referencing consistently. Further information on referencing is available from the library.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Question 4 Final words of advice	

Выделяют три основных способа избежать плагиата: прямое цитирование, косвенное цитирование и аннотирование. Правилам цитирования, оформления сносок, ссылок и библиографического описания мы посвятим специальный раздел, а здесь остановимся на пересказе и аннотировании.

Глава 2. Виды цитирования

Данный прием используется, когда нужно подтвердить собственные выводы, критически проанализировать выводы других ученых и т.д. Необходимым условием является точность цитаты, она должна приводиться в той грамматической форме, что и текст оригинала.

В английском языке, также как и в русском, существуют приемы сокращения текста цитаты. Это знак **(...)** .

Если нам нужно дать дополнительный контекст, т.е. добавить в текст цитаты слова, не принадлежащие автору, мы используем квадратные скобки **[…]**.

б) косвенное цитирование.

В научных работах, одним из наиболее распространенных видов цитирования является косвенное цитирование (перефразирование, парафраз).

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Обратите внимание, что дословное переписывание источника без кавычек считается плагиатом. Очень хорошо о подобных ошибках в студенческих работах написал Умберто Эко: «Обязательно проверьте , чтобы списываемые вами куски действительно являлись парафразом , а не дословной выпиской из соответствующего источника. Если вы спишете не закавыченную цитату, в результате у вас получится плагиат.

Подобная форма плагиата попадается в дипломах нередко. Студент не слишком щепетильничает, поскольку в какой-нибудь сноске или в затекстовом примечании обязательно указано, что текст неким образом связан с таким-то автором. Но все же когда читающий видит, что перед ним на странице не пересказан, а попросту списан кусок источника, причем без кавычек, у него складывается неблагоприятное суждение о работе. Это касается и оппонентов, и любого, кто в будущем обратится к этому диплому либо для публикации, либо ради справок, либо чтобы посмотреть, как вы пишете»[3].

Остановимся подробнее на косвенном цитировании и аннотировании. Предлагаемые рекомендации составлены в соответствии с правилами подготовки косвенного цитирования и аннотации, описываемыми российскими и зарубежными исследователями

Косвенное цитирование

Косвенное цитирование предполагает передачу источника своими словами, но так же подробно, как это делает автор. При подготовке косвенного цитирования обязательно необходимо указать выходные данные источника. Согласно рекомендациям некоторых западных университетов, при написании косвенного цитирования следует:

[3] Эко У. Как написать дипломную работу / У. Эко. – Книжный дом Университет, 2003. – С. 188.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

- записывать заинтересовавшие вас идеи и факты тезисно (совершенно необязательно писать полные предложения), не копируя текст отрывка слово в слово;
- подходить к цитируемому отрывку аналитически;
- передавать отрывок на русском языке своими словами в том случае, если вы работаете с источником на иностранном языке;
- указывать выходные данные источника и страницы для того, чтобы позже сослаться на него в своей работе.

При соблюдении этих правил вы с легкостью трансформируете свою цитату в логически организованную часть эссе, курсовой работы, диплома или диссертации.

Приведем в качестве иллюстрации варианты недопустимого и допустимого косвенного цитирования, которые предлагаются студентам на одном из университетских сайтов[4].

Исходный текст

"The cause of autism has also been a matter of dispute. Its incidence is about one in a thousand, and it occurs throughout the world, its features remarkably consistent even in extremely different cultures. It is often not recognized in the first year of life, but tends to become obvious in the second or third year. Though Asperger regarded it as a biological defect of affective contact—innate, inborn, analogous to a physical or intellectual defect—Kanner tended to view

[4] Writing Tutorial Service of University of Indiana Bloomington. [Электронный ресурс]. URL: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml (дата обращения 28.10.2016).

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

it as a psychogenic disorder, a reflection of bad parenting, and most especially of a chillingly remote, often professional, "refrigerator mother." At this time, autism was often regarded as "defensive" in nature, or confused with childhood schizophrenia. A whole generation of parents—mothers, particularly—were made to feel guilty for the autism of their children."

Отрывок из эссе Оливера Сакса "An Anthropologist on Mars"

Недопустимый вариант пересказа

The cause of the condition autism has been disputed. It occurs in approximately one in a thousand children, and it exists in all parts of the world, its characteristics strikingly similar in vastly differing cultures. The condition is often not noticeable in the child's first year, yet it becomes more apparent as the child reaches the age of two or three. Although Asperger saw the condition as a biological defect of the emotions that was inborn and therefore similar to a physical defect, Kanner saw it as psychological in origin, as reflecting poor parenting and particularly a frigidly distant mother. During this period, autism was often seen as a defence mechanism, or it was misdiagnosed as childhood schizophrenia. An entire generation of mothers and fathers (but especially mothers) were made to feel responsible for their offspring's autism (Sacks 247-48).

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Допустимый вариант пересказа

In "An Anthropologist on Mars", Sacks lists some of the known facts about autism. We know, for example, that the condition occurs in roughly one out of every thousand children. We also know that the characteristics of autism do not vary from one culture to the next. And we know that the condition is difficult to diagnose until the child has entered the second or third year of life. As Sacks points out, often a child who goes on to develop autism will show no sign of the condition at the age of one (247).

Давайте посмотрим на дополнительные примеры косвенного цитирования:

Ниже представлен текст оригинала: *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al. p. 1:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Давайте посмотрим на недопустимый вариант косвенного цитирования, являющийся плагиатом:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

Попробуем ответить на вопрос, почему данный вариант неудачен:

1. автор поменял лишь несколько слов / фраз или изменил последовательность предложений оригинала;
2. автор не ссылается на чужие идеи и факты.

Давайте посмотрим на допустимый вариант косвенного цитирования:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Отличительные черты этого варианта:

1. автор точно передает смысл абзаца СВОИМИ словами;

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

2. указывает источник.

Зачастую при написании научной работы приходиться использовать как прямое, так и косвенное цитирование. Вот подобный пример, написанный на основе приведенного выше оригинала:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Отличительные черты этого варианта:

1. автор точно передает смысл оригинала;
2. указывает источник;
3. весь напрямую цитируемый текст заключен в кавычки.

Косвенное цитирование на английском языке. Языковые средства

Давайте посмотрим, с помощью каких языковых средств мы можем вводить в свою работу на английском языке косвенные цитаты.

- X states that . . .
- X claims that . . .
- X asserts that . . .
- X agrees that . . .

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

- X strongly argues . . .
- X comments that . . .
- X suggests that . . .
- X comments that . . .
- X says that . . .
- X observes that . . .
- X takes the view that . . .
- X contends that . . .
- X believes that . . .
- X proposes that . . .
- X concludes that . . .
- X maintains that . . .
- X concedes that . . .
- X notes that . . .
- According to X . . .
- As X states . . .

Глава 3. Аннотирование и аннотации

Аннотирование заключается в максимальном сокращении объема источника информации при существенном сохранении его основного содержания. Аннотация как результат аннотирования, соответственно, представляет собой предельно сжатую характеристику первоисточника, имеющую чисто информационное значение; аннотация не может заменить самого материала и дает общее представление об основном содержании книги, статьи.

Составляют аннотации разнообразных типов текстов: статьей (публицистических, научных, научно-популярных и др.); монографий; диссертационных исследований; художественных произведений; судебных

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

решений; отчетов компаний. В некоторых случаях может быть необходимым написать аннотацию не целого текста, а его отдельной части (главы, части, раздела).

Аннотация как сжатое описание первоисточника необходима для того, чтобы напомнить о содержании прочитанной некоторое время назад книги, статьи и т.д. (например, в процессе работы над определенной проблемой, когда нужно оценить степень ее исследованности; в данном случае анализ оригинального текста и его фиксация своими словами помогает избежать плагиата); составить представление о содержании оригинального текста и решить, стоит ли читать его целиком; оформить заявку на конференцию, на исследовательские гранты; включить как обязательную часть в публикуемую статью или монографию; облегчить работу специалистов, создающих информационные базы.

Исследователи выделяют несколько разновидностей аннотаций. Выделение той или иной разновидности аннотаций обычно основывается на каком-то значимом критерии. Так, выделяют рекомендательные и критические аннотации. Такие аннотации состоят из двух частей - вводной и описательной. Вводная часть включает название работы на иностранном языке, перевод названия, выходные данные источника (книги, журнала и т.д.), количество страниц, таблиц, рисунков, библиографии; описательная часть у рекомендательных аннотаций содержит перечень преимуществ и положительных сторон, а у критических – перечень недостатков и отрицательных сторон.

По ***охвату содержания*** аннотируемого документа, а также ***читательскому назначению*** различают аннотации общие, характеризующие документ в целом и рассчитанные на широкий круг читателей, и

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

специализированные, раскрывающие документы лишь в определенных аспектах, интересующих узкого специалиста[5].

В качестве основного критерия может выступать ***объем аннотации***. Объем аннотаций может варьироваться: от одного предложения до 30% объема оригинального текста. В первом случае говорят о сжатой аннотации, во втором – о детальной. Детальная аннотация включает сведения об авторе, название, изложение основной идеи текста. Детальная аннотация может повторять структуру оригинального текста только в сжатом виде или представлять собой резюме аналитико-синтетического характера. Детальная аннотация может включать примеры и цитаты из текста оригинала. Приведем примеры этих двух разновидностей аннотаций. Статья и примеры для демонстрации сжатой и детальных аннотаций к ней взяты с сайта[6].

Computers and Education in America

In the last decade, computers have invaded every aspect of education, from kindergarten through college. The figures show that schools have spent over two billion dollars installing two million new computers. Recently, with the explosive increase of sites on the Internet, computers have taken another dramatic rise. In just five years, the number of Internet hosts has skyrocketed from 2 million to nearly 20 million. It is not uncommon for 6th graders to surf the Net, design their own home pages, and e-mail their friends or strangers they have "met" on the Web. Computer literacy is a reality for many junior high students and most high school students.

[5] Маркушевская Л.П., Цапаева Ю.А. Аннотирование и реферирование (Методические рекомендации для самостоятельной работы студентов). СПб ГУ ИТМО, 2008.

[6] The Writing Studio of Colorado State University. [Электронный ресурс]. URL: http://writing.colostate.edu/guides/guide.cfm?guideid=30 (дата обращения 28.10.2016).

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИН. Г. ЧЕРНЫШЕВСКОГО

In the midst of this technological explosion, we might well stop and ask some key questions. Is computer technology good or bad for education? Are students learning more or less? What, exactly, are they learning? And who stands to benefit from education's current infatuation with computers and the Internet?

In the debate over the virtues of computers in education, the technological optimists think that computers and the Internet are ushering us into the next literacy revolution, a change as profound as Gutenberg's invention of the printing press. In contrast, a much smaller but growing number of critics believe that cyberspace is not the ideal classroom. I agree with the critics. If you consider your own experience, you'll agree that the benefits of computer literacy are at best wildly overrated. At their worst, computers and the Internet pander to the short attention spans and the passive viewing habits of a young television generation.

The technological optimists sing a siren song of an enchanted new land where the educational benefits of computers and the Internet are boundless. First, they boast that children can now access information on every conceivable subject. If little Eva or little Johnny wants to learn about far-away cultures, they can access sites from their own homes that will teach them about the great languages and cultures of the world. Second, these starry-eyed optimists warble about how the Internet has created a truly democratic space, where all children--rich, poor, black, white, and brown--have

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

equal access to information and education. Third, they claim that computers will allow students to have e-mail conversations with experts on any subject around the world. No longer will students be limited by their own classroom, their teacher, or their environment. Distance learning is the wave of the future, and classrooms will become obsolete or at least optional. In the words of John Sculley, former CEO of Apple Computer, the new technologies have created an "avalanche of personal creativity and achievement" and they have given students the "ability to explore, convey, and create knowledge as never before." Children who used to hate going to school will now love to learn to read and write, to do math and science. They will voluntarily spend hours learning on the Web instead of being bored to death by endless books and stodgy teachers.

Sound too good to be true? Let's examine these claims, one by one. First, promoters of computer learning are endlessly excited about the quantity of information available on the Internet. The reality, however, is quite a different story. If you've worked on the Internet, you know that finding and retrieving information from a Web site can sometimes be tedious and time consuming. And once you find a site, you have no idea whether the information will be valuable. Popular search engines such as Yahoo! are inefficient at finding relevant information, unless you just want to buy a book on Amazon.com or find a street map for Fargo, North Dakota. Information is definitely

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

available on the Web, but the problem is finding relevant, reliable, and non-commercial information.

Next, the optimists claim that the Internet is truly a democratic space with equal access for everyone. Again, the reality falls short. First, access to an Internet provider at home costs over a hundred dollars a month, once you add up service and long distance fees. And then there's the technology barrier--not every person has the skills to navigate the Web in any but the most superficial way. Equal access is still only a theoretical dream, not a current reality.

Finally, computers do allow students to expand their learning beyond the classroom, but the distance learning is not a utopia. Some businesses, such as Hewlett Packard, do have mentoring programs with children in the schools, but those mentoring programs are not available to all students. Distance learning has always been a dream of administrators, eager to figure out a cheaper way to deliver education. They think that little Eva and Johnny are going to learn about Japanese culture or science or algebra in the evening when they could be talking with their friends on the phone or watching television. As education critic Neil Postman points out, these administrators are not imagining a new technology but a new kind of child: "In [the administrator's] vision, there is a confident and typical sense of unreality. Little Eva can't sleep, so she decides to learn a little algebra? Where does little Eva come from? Mars?" Only students from some distant planet would prefer to stick their

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

nose in a computer rather than watch TV or go to school and be with their friends.

In addition to these drawbacks are other problems with computers in education. There is the nasty issue of pornography and the rampant commercialism on the Internet. Schools do not want to have their students spend time buying products or being exposed to pornography or pedophiles. Second, the very attractiveness of most Web sites, with their color graphics and ingenious links to other topics, promotes dabbling and skimming. The word "surfing" is appropriate, because most sites encourage only the most surface exploration of a topic. The Internet thus accentuates what are already bad habits for most students: Their short attention spans, their unwillingness to explore subjects in depth, their poor reading and evaluation skills. Computers also tend to isolate students, to turn them into computer geeks who think cyberspace is actually real. Some students have found they have a serious and addictive case of "Webaholism," where they spend hours and hours on the computer at the expense of their family and friends. Unfortunately, computers tend to separate, not socialize students. Finally, we need to think about who has the most to gain or lose from computers in the schools. Are administrators getting more students "taught" for less money? Are big companies training a force of computer worker bees to run their businesses? Will corporate CEO's use technology to isolate and control their employees?

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

In short, the much ballyhooed promise of computers for education has yet to be realized. Education critic Theodore Roszak has a warning for us as we face the brave new world of computer education:

Like all cults, this one has the intention of enlisting mindless allegiance and acquiescence. People who have no clear idea of what they mean by information or why they should want so much of it are nonetheless prepared to believe that we live in an Information Age, which makes every computer around us what the relics of the True Cross were in the Age of Faith: emblems of salvation.

I think if you examine your own experience with computers, you'll agree that the cult of computers is still an empty promise for most students. Computers, the Internet, and the Web will not magically educate students. It still must be done with reading, study, good teaching, and social interaction. Excellence in education can only be achieved the old fashioned way--students must earn it.

Written by Dudley Erskine Devlin

Сжатая аннотация (одно предложение)

Devlin believes the benefits of computers in education claimed by the technological optimists are wildly overrated in that equal access on the Internet is not a reality; that finding relevant and reliable information is tedious and time-consuming; that distance learning assumes an unrealistic learner; and that pornography,

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

commercialism, "surfing," and social isolation are not consistent with the goals of education.

Детальная аннотация

Dudley Erskine Devlin writes his own commentary of computer technology on the rise in "Computers and Education in America." While all the optimists out there push the movement of Websites and constantly flash e-mail addresses on all advertising promising simplicity for our hectic lives and education for our children, Devlin retorts by saying, "In short, the much balleyhooed promise of computers for education has yet to be realized." He believes that finding information and retrieving it from the Internet is long and tedious. The Internet is cluttered by commercialism, claims Devlin. He also points out how the information might be false when found. He believes claims that the Internet is democratic are false. The personal computer eats money and that plus the cost of Internet bills is too much for families. Although the Internet has nearly 20 million sites, there are not enough mentoring programs to lead students through the Internet. Besides, according to Devlin, kids will always prefer the TV and their friends over cyberspace. Even if kids were on the Internet they would be surrounded by commercialism and pornography. Finally, in the words of Dudley Erskine Devlin, "The cult of computers is still an empty promise for most students."

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

Описывая детальную аннотацию, мы затронули вопрос структуре: из каких частей состоит аннотация и какую информацию она включает. В самом общем виде структуру аннотации можно представить следующим образом:

- библиографическое описание (автор статьи / книги, номер тома или издания, место издания, количество страниц, иллюстраций);
- общие сведения (сжатая характеристика) материала;
- дополнительные сведения (о работе и его авторе).

Более прагматически ориентированные западные коллеги отказываются от абстракций и предлагают шаблон, который не только повторяет приведенную выше структуру аннотации, но и предлагает всем, осваивающим жанр аннотации, схему, по которой можно составлять собственные аннотации, следуя строгой структуре и используя вполне конкретное языковое наполнение[7]:

In "Title of the Piece" (source and date of piece), author shows that: central idea of the piece. The author supports the main idea by using _____ and showing that _____.

Приведем в качестве примера аннотации разных типов текстов, чтобы убедиться, что указанный шаблон работает:

Источник: http://homepage.smc.edu/reading_lab/writing_a_summary.htm

In the short story **"The Secret Life of Walter Mitty,"** author James Thurber humorously presents a character who fantasizes about himself as a hero

[7] Writing a Summary // Santa Monica College Reading Lab. [Электронный ресурс]. URL: http://homepage.smc.edu/reading_lab/writing_a_summary.htm (дата обращения 28.10.2016).

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

enduring incredibly challenging circumstances. In his real life, Walter Mitty lives an ordinary, plain life; he is a husband under the control of an overbearing, critical wife. Thurber uses lively dialogue to give readers an understanding of Mitty's character. The story takes place over a period of about twenty minutes; during this brief time, Mitty drives his wife to the hairdresser and runs errands that his wife has given him while he waits for her. In between his worrying that he is not doing what she wants him to do, he daydreams about himself as a great surgeon, brilliant repair technician, expert marksman, and brave military captain. This story shows that fantasy is often a good alternative to reality.

Источник: http://web.hc.keio.ac.jp/~hjb/How_to_write_a_summary.html

In **"Someone Is Stealing Your Life"** (*The LA Weekly*, 26 Jan. 1990), Michael Ventura argues that American workers are being treated as slaves, and calls on employers to value the contribution of workers to the success of companies. For the majority of Americans, the ideal that the individual is free to find his or her own happiness is an illusion. Employees have no control over any aspect of their work and the living standards that they are able to achieve by working have declined. Those who wish to control their working lives do so by becoming employers, but in order to become profitable, they have to exploit their workers to the full. The author accepts that successful entrepreneurs deserve high rewards for their hard work and the risks

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

they have taken. He also recognizes the role played by investors. However, he argues that the success of a company derives from the hard work of the employees as well. They deserve to share in the rewards and they should also be involved in major company decisions since these affect their lives. The author asserts that his view is worth of consideration because it is based on his experience in a variety of lower paid jobs, not on academic study.

Источник: http://darwin.bio.uci.edu/~sustain/Abstract.html

"Their War": The Perspective of the South Vietnamese Military in Their Own Words

Author: Julie Pham (UCB participant in UC Day 2001)

Despite the vast research by Americans on the Vietnam War, little is known about the perspective of South Vietnamese military, officially called the Republic of Vietnam Armed Forces (RVNAF). The overall image that emerges from the literature is negative: lazy, corrupt, unpatriotic, apathetic soldiers with poor fighting spirits. This study recovers some of the South Vietnamese military perspective for an American audience through qualititative interviews with 40 RVNAF veterans now living in San José, Sacramento, and Seattle, home to three of the top five largest Vietnamese American communities in the nation. An analysis of these interviews yields the veterans' own explanations that complicate and sometimes even

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

challenge three widely held assumptions about the South Vietnamese military: 1) the RVNAF was rife with corruption at the top ranks, hurting the morale of the lower ranks; 2) racial relations between the South Vietnamese military and the Americans were tense and hostile; and 3) the RVNAF was apathetic in defending South Vietnam from communism. The stories add nuance to our understanding of who the South Vietnamese were in the Vietnam War. This study is part of a growing body of research on non-American perspectives of the war. In using a largely untapped source of Vietnamese history; oral histories with Vietnamese immigrants; this project will contribute to future research on similar topics.

Качественная аннотация должна давать объективное представление об аннотируемом источнике, т.е. должна отвечать на следующие вопросы: Кто что где и когда сделал? Какова главная идея текста? Какие доводы и доказательства приводит автор в защиту своей точки зрения?. При составлении аннотации необходимо руководствоваться следующими правилами:

- излагать сжатое содержание первоисточника своими словами;
- избегать оценочных суждений и критики аннотируемого текста, выражения собственного мнения о прочитанном;
- избегать ненужных и неуместных деталей, примеров из первоисточника;
- включать цитаты из оригинального текста только в том случае, если на это есть веская причина.

Подготовка к написанию аннотации и сам процесс включают несколько этапов. Опишем их в качестве руководства к действию:

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

- Прочитайте текст, на который собираетесь писать аннотацию.
- Перечитайте текст и разделите его на части согласно рассматриваемым в нем идеям, положениям; дайте каждой части название; подчеркните ключевые слова и словосочетания.
- Напишите по одному предложению в качестве краткого содержания каждой части.
- Сформулируйте центральную идею, которая объединяет вместе все предложения, представляющие краткое изложение отдельных частей.
- Напишите черновую версию аннотации в соответствии с принятой структурой.
- Отредактируйте черновой вариант; уберите все ненужные детали; исключите повторы.
- Перепишите или напечатайте окончательный вариант аннотации.

При написании аннотации рекомендуется использовать широкий спектр слов, позволяющих передать мнение, утверждения и мысли автора первоисточника. Приведем примеры некоторых из них:

При написании аннотации рекомендуется использовать широкий спектр слов, позволяющих передать мнение, утверждения и мысли автора первоисточника[8]. Приведем примеры некоторых из них:

Вводная часть	*The article deals with …* *As the title implies, the article describes ...* *The paper is concerned with…* *The paper looks at recent research dealing with…* *The article begins with the description of…*

[8] Маркушевская Л.П., Цапаева Ю.А. Аннотирование и реферирование (Методические рекомендации для самостоятельной работы студентов). СПб ГУ ИТМО, 2008. – 51 с.; Macmillan English Dictionary for Advanced Learners (MEDAL). International Students Edition: over 100,000 references. – Oxford: Bloomsbury Publishing Plc, 2002.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

	The article begins with … *The article offers a profile of…*
Основная часть	*According to X,* *In X's opinion,* *In X's view,* *The author / writer / researcher sets out to prove that…* *The author / writer / researcher puts a lot of emphasis / gives emphasis to / underlines / highlights / stresses* *It is known that…* *The fact that … is stressed.* *It is reported that …* *It draws our attention to…* *The author / writer / researcher provides an explanation / solid evidence / description* *The author / writer / researcher puts forward a theory / advance / propose* *The author / writer / researcher goes into the causes* *The author / writer / researcher casts doubt on the previous research* *The author goes on to describe / state / consider…* *The author carries out an exploration / research / experiment* *The author / article gives a description* *The author / writer / researcher argues* *The author / writer / researcher asserts* *The author / writer / researcher believes* *The author / writer / researcher claims* *The author / writer / researcher confirms* *The author / writer / researcher hypothesizes*

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

	The author / writer / researcher insists *The author / writer / researcher maintains* *The author / writer / researcher observes* *The author / writer / researcher notes* *The author / writer / researcher points out* *The author / writer / researcher questions* *The author / writer / researcher says* *The author / writer / researcher states* *The main idea of the article is…* *It gives a detailed analysis of…* *First / firstly / first of all,…* *Second / Secondly,…* *Third / Thirdly,…* *In addition to…* *Furthermore,…* *Moreover,…* *Similarly,…* *Equally,…* *Although…* *However,…*
Заключительная часть	*The author / writer / researcher concludes that…* *The author / writer / researcher concludes by stating that …* *The following conclusions are drawn…* *In conclusion / to conclude,…* *At the end of the article the author sums up...* *In sum,…* *In summary, to sum up,…* *The article is of great help to …* *The article is of interest to …*

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

При написании аннотации рекомендуется использовать сложные предложения, инфинитивные и причастные обороты, разнообразные вводные слова и конструкции в страдательном залоге.

В начале раздела мы отмечали, что аннотация может предварять разнообразные тексты. Здесь мы остановимся на трех разновидностях аннотаций: аннотация статьи в научном журнале (journal abstract), пояснительная записка к отчету (executive summary), краткое описание проекта (project summary).

Аннотация статьи в научном журнале обычно состоит 150-200 слов и раскрывает следующие аспекты статьи: предмет и объект исследования, цели и задачи исследования, используемые методы, актуальность исследуемой темы. Аннотацию составляют тогда, когда статья уже готова. Аннотация – самодостаточное и законченное произведение, которое может быть понято отдельно от первоисточника.

Пояснительная записка к отчету обычно занимает одну страницу и содержит информацию о рассматриваемом вопросе, цели, результатах, а также рекомендации и комментарии. Пояснительная записка – очень важная часть отчета. Зачастую решения по каким-то проектам принимаются после прочтения именно пояснительной записки.

Краткое описание проекта приобретает особое значения при подаче заявки на грант. Обычно краткое описание проекта включает в себя наименование организации и контактную информацию; цель и задачи реализации проекта, для которого запрашивается финансирование; информацию о целевой аудитории; этапы реализации проекта; информацию

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

о средствах реализации проекта; информацию о планируемых результатах; объем запрашиваемого финансирования.

Еще раз напомним, что обязательным требованием к аннотации является объективность передачи содержания первоисточника, поэтому следует с осторожностью относиться к использованию прилагательных, выражающих оценку. Рекомендуется по возможности избегать употребления следующих прилагательных: positive, good, strong, conservative, hard, easy, interesting / negative, bad, weak, liberal, difficult, funny, well-supported[9].

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

[9] The Writing Studio of Colorado State University. [Электронный ресурс]. URL: http://writing.colostate.edu/guides/guide.cfm?guideid=30 (дата обращения 28.10.2016).

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САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

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САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

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