



Quoting, Paraphrasing and Plagiarism

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Quotations, Paraphrasing, and Plagiarism

- In academic writing we refer to the ideas of others to support an argument and demonstrate research.
- There are three ways to engage with an author's ideas: paraphrasing, summarising, and quoting.
- Each must be referenced with a footnote.



Paraphrasing

- Paraphrasing involves putting a passage from source material into your own words while keeping the same meaning. It is the most effective way to engage with an author's ideas in your writing.

Use paraphrasing to:

- Integrate an author's ideas into your argument
- Improve word choice (for clarity, conciseness, to fit your writing style...)
- Avoid overusing quotations
- Avoid problematic language (culture and gender, outdated terminology)
- Avoid plagiarism

How to paraphrase

- Some common techniques for paraphrasing involve using synonyms, changing the parts of speech, rearranging the sentence structure, and adding/removing specific sections.
- Include the author's name in your paraphrased text to signal to the reader that you are presenting someone else's idea.

“There is a long history of art merging with commodity culture. However, in the 1990s, there was an intensification of the forces involved—many of them old features of capitalism—that contributed to the dominance of a triumphant consumer culture.” (Stallabrass, *Art Incorporated*, 75)

Paraphrase:

While art is historically entangled with commodity culture, As Julian Stallabrass observes, this relationship intensified in the 1990s through an increase in consumerism within capitalist societies.²

2. Julian Stallabrass, *Art Incorporated: The Story of Contemporary Art* (Oxford: Oxford University Press, 2004), 75.

Paraphrasing versus Summarising

- Paraphrasing and summarising are related but different strategies.
- Paraphrasing is putting a specific passage from a text into your own words while summarising involves providing a brief overview of the entire text or its main idea into your own words.
- Summarising deals with the big picture, such as an entire body of work or a complete chapter, while paraphrasing deals with specific passages, from a few words to a few paragraphs.

Summarising

Example:

Julian Stallabrass, who writes about the economic and political impacts of neoliberalism, believes contemporary artists approach consumerism with a sense of fascination and nervousness. They experience fascination because consumerism has become increasingly cultural, incorporating images, words and sound; and nervous because the 'engines' of production are ubiquitous and massively funded. "If commodities tend towards being cultural,' he asks, 'what space is left for art?"¹

- As with paraphrasing, the author's name is included.
- Rather than including a footnote at the end of each sentence of the summary, place the footnote at the end of the summarised text.

1. Julian Stallabrass, *Art Incorporated: The Story of Contemporary Art* (Oxford: Oxford University Press, 2004), 73.

Quotations

- Use original words from the text
- Words appear within double quotation marks
- Reproduces the text word for word
- Should be kept reasonably brief (very long quotes should be paraphrased)
- Must also be referenced
 - You do not need to reference NAS lectures



General Guidelines for Quotations

- Try to use minimal quotations in your essay. We want to see that you have read and synthesised art history scholarship. You can demonstrate this through discussion rather than quotation.
- Try to refrain from overly quoting secondary sources; paraphrase instead (put the ideas into your own words, and then cite the text in a footnote).
- Only quote from primary or secondary sources if you are going to analyse their meaning – never substitute someone else's words for your own.

Quotations and Capitalisation

- If you're quoting a complete sentence, capitalize the first letter of the first word:

Julia Margaret Cameron was intent on elevating the status of photography to a fine art akin to painting as she asserts in a letter to Sir John Herschel, “My aspirations are to ennoble Photography and to secure for it the character and uses of High Art by combining the real and Ideal and sacrificing nothing of the Truth by all possible devotion to Poetry and Beauty”.¹

Quotations and Capitalisation

- If the quotation is placed midsentence, forming a syntactical part of the sentence, it begins with a lowercase letter, even if the original sentence begins with a capitalised letter.

Mosaics, were created, as described in the Victorian handbook, *Art Recreations* (1861), by setting petal-like shells “close together for the center” and placing “other similar shaped shells around in circles, the largest outward”, dipping their anterior ends into hot wax to secure the arrangement.²

2. Levina Buoncuore Urbino and Henry Day, *Art Recreations* (Boston: J.E. Tilton & Co., 1861), 299.

Quotations and Punctuation

- As a general rule, if punctuation marks are part of the original quotation, you include them inside quotation marks:

In her 1971 essay, Linda Nochlin begs the question, “Why have there been no great women **artists**?”

- If the question mark is **not** part of the quote, but your own question in your writing, place it outside of the quotation marks.

Is Hughes suggesting that a “disposition of shells” is the same as what “the painter performs by an assemblage of different **colours**”?² If so, eighteenth-century shellwork was considered an extension of fine art.

2. Griffith Hughes, *Natural History of Barbados* (London, 1750), 267.

Quoting Secondary Sources

- Try to only quote from secondary sources if the language is so unique that it cannot be adequately paraphrased:

The imagery of a woman seated on a four-legged stool and balancing a heavy load on her head symbolises the key role of Senufo women as family founders and spirit intermediaries – or as Anita J. Glaze puts it, this caryatid is “a female Atlas who balances with composure the world on her head.”¹

The reference to the Greek figure of Atlas in this quotation is difficult to paraphrase and is important because it implies the significant responsibility of Senufo women.

1. Anita J. Glaze, “Call and Response: A Senufo Female Caryatid Drum”, *Art Institute of Chicago Museum Studies* 19, no. 2 (1993): 133.

Quoting Secondary Sources

- In contrast, the below quotation could be paraphrased without changing its meaning.

Quotation:

As Julian Stallabrass observes, “There is a long history of art merging with commodity culture.” However, in the 1990s, according to Stallabrass, “There was an intensification of the forces involved—many of them old features of capitalism—that contributed to the dominance of a triumphant consumer culture.”²

Paraphrase:

While art is historically entangled with commodity culture, as Julian Stallabrass observes, this relationship intensified in the 1990s through an increase in consumerism within capitalist societies.²

2. Julian Stallabrass, *Art Incorporated: The Story of Contemporary Art* (Oxford: Oxford University Press, 2004), 75.

Integrating the Quotation into your argument

- Be sure to integrate the quotation into your argument by introducing the author and summarizing his or her key point.
- Rather than simply writing, The author say,... or The author states, try to use reporting verbs that convey the type of statement and position of the author.

Julia Margaret Cameron was intent on elevating the status of photography to a fine art akin to painting **as she asserts** in a letter to Sir John Herschel, “My aspirations are to ennoble Photography and to secure for it the character and uses of High Art by combining the real and Ideal and sacrificing nothing of the Truth by all possible devotion to Poetry and Beauty”.¹

Reporting verbs

	weaker position	neutral position	stronger position
addition		adds	
advice		advises	
agreement	admits, concedes	accepts, acknowledges, agrees, concurs, confirms, recognises	applauds, congratulates, extols, praises, supports
argument and persuasion	apologises	assures, encourages, interprets, justifies, reasons	alerts, argues, boasts, contends, convinces, emphasises, exhorts, forbids, insists, proves, promises, persuades, threatens, warns
believing	guesses, hopes, imagines	believes, claims, declares, expresses, feels, holds, knows, maintains, professes, subscribes to, thinks	asserts, guarantees, insists, upholds
conclusion		concludes, discovers, finds, infers, realises	
disagreement and questioning	doubts, questions	challenges, debates, disagrees, questions, requests, wonders	accuses, attacks, complains, contradicts, criticises, denies, discards, disclaims, discounts, dismisses, disputes, disregards, negates, objects to, opposes, refutes, rejects
discussion	comments	discusses, explores	reasons
emphasis			accentuates, emphasises, highlights, stresses, underscores, warns
evaluation and examination		analyses, appraises, assesses, compares, considers, contrasts, critiques, evaluates, examines, investigates, understands	blames, complains, ignores, scrutinises, warns

Plagiarism

Plagiarism is the use of words or ideas that belong to others, and passing them off as your own. Common types include:

- Using lines from an original text without referencing the source
- Putting an author's ideas into your own words without referencing the source
- Copying another student's assignment
- Directly copying other written documents, drawings, designs, software, etc. without acknowledging the source

Sometimes it's deliberate but mostly it's inadvertent.

Plagiarism: Is it my idea?

Inadvertent plagiarism can be caused by poor paraphrasing skills, e.g.

- Using too many of the author's original words
- Copying the original sentence structure too closely
- Copying an author's exact words but not using quotation marks
- Forgetting to acknowledge an author
- Not understanding that you need to add a reference/acknowledge an author

Plagiarism: Is it my idea?

If you don't take adequate notes, it is easy to make the mistake of believing that an idea you have read somewhere is your own.


- To avoid plagiarising write down the reference details, including page number, as you write
 - E.g. By the 1990s, consumerism had become largely cultural and the line between art and advertising had blurred (Stallabrass. Art Incorporated Pg75).
- Footnotes can be added later

Plagiarism at NAS

Academic Honesty is a core value of the National Art School. Academic dishonesty or an offence against academic honesty includes acts which may subvert or compromise the integrity of the educational process at the School. Offences against academic honesty are any acts which would unfairly promote or enhance one's academic standing.

- **Plagiarism is a form of academic misconduct**
- **If intentional, it results in an automatic fail**

<https://nas.edu.au/student-handbook/>



NAS Policy on Student Use of Large Language Model AI, Including ChatGPT

1. Invigilated Examinations. It is prohibited to use any software to generate information or answers. If its use is detected, it will be regarded as serious academic misconduct. *[Note: Smart phones, smart watches and other devices must be inaccessible. If a student by dint of special consideration requires a computer, internet access is not allowed.]*

2. Written Assignments prepared in the student's own time. Software is permitted to generate ideas and other information. However, such material must be developed to the extent that what is submitted is the student's own work. The use of LLM chatbots such as ChatGPT must be acknowledged in footnotes and bibliography. *[note: Written assignments submitted by way of Turnitin will be subjected to anti-AI detection.]*

