

ETHICS AND PLAGIARISM IN SCIENTIFIC RESEARCH

1. ETHICS/SCIENTIFIC ETHICS

According to Turkish Academy of Sciences (TÜBA), ethics corresponds to a space of reasoning in which humans think over the essence of moral life in pursuit of distinguishing the right from wrong, and develop theoretical and social tools which could be useful or necessary to explain “right action” (1). Scientific ethics, on the other hand, defines the necessity of an author to comply with ethical rules in the research process.

The Scientific and Technological Research Council of Turkey (TUBİTAK)’s Regulation on Research and Publication Ethics sorts actions against ethical rules as follows:

Improvisation: Presenting, reporting or publishing imaginary data,

Distortion: Adjusting tools, data, records or results in order to manipulate the research outcome,

Plagiarism: Using others’ ideas, methods, data, writings or writing style without properly citing the owner of such material, and presenting them as if they belong to the plagiarising author,

Re-publication: Re-publishing or attempting to re-publish results of a research without stating that research’s publication status,

Making unfounded or baseless claims of ethics violation,

Acting against other rules of ethical conduct.

<https://tubimer.tubitak.gov.tr/sites/default/files/2017-09/AYEK%20Y%C3%B6netmeli%C4%9Fi.pdf> (Accessed: 22.06.2020)

2. PLAGIARISM

2.1. What is plagiarism?

Plagiarism is the conscious or unconscious use of other authors’ ideas, thoughts and methods without citing the source of information, hereby presenting such intellectual materials as if they originally belong to the plagiarising author.

<http://tdk.gov.tr/?s=intihal>

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>

<https://dictionary.cambridge.org/tr/s%C3%B6zl%C3%BCk/ingilizce/plagiarism>

<https://www.kent.edu/writingcommons/definition-plagiarism>

2.2. What are the types of plagiarism? (2)

Plagiarism may occur consciously or unconsciously. In the first instance, authors may intentionally consult to plagiarism by partially or fully copying other authors' ideas, thoughts or methods. The second instance, on the other hand, occurs when the plagiarising author lack sufficient information and knowledge on citing and referencing.

Types of plagiarism vary depending on the nature of research carried out. The most common examples are as follows:

- An author's use/utilization of another author's assessments published in a specific journal, newspaper or website by word-by-word copying it, without citing the owner, and presenting the information as if it belongs to the plagiarising author.
- The use/utilization of thoughts, ideas and assessments in others' studies by adding and taking out some words, without citing the owner.
- Plagiarising thoughts, ideas and assessments in others' studies by manipulating the structure of language and expression, without citing the owner. At this point, such statements made by the plagiarising author would also result in lack of "originality", which is one of the most significant characteristics expected in scientific research.

2.3. Examples of Plagiarism (<http://ueam.metu.edu.tr/intihal>)

This section assesses some exemplary cases of plagiarism. In this context, the original statement is initially given, then compared with the plagiarised version. Afterwards, the statements are evaluated and re-written in the last two parts, in order to demonstrate how to avoid plagiarism in that specific instance.

a) The full "copy-paste" of the statement

Statement in the original source:

"NATO's founding Washington Treaty is permanent, but NATO's Strategic Concepts change along with the security environment, and there is no better place to begin an overview of 25 years of change than with a brief comparison of the Strategic Concepts of 1991 and 2010" (Rynning, 2014: 1386)

Plagiarised version in the student's study:

NATO's founding Washington Treaty is permanent, but NATO's Strategic Concepts change along with the security environment, and there is no better place to begin an overview of 25 years of change than with a brief comparison of the Strategic Concepts of 1991 and 2010 (Rynning, 2014:1386).

Assessment:

In this instance, the student properly cited the source of the statement used, but apparently forgot to use quotation marks (“ ”). As the sentence given here is directly quoted from the original source, one should use quotation marks to avoid plagiarism. Failing to comply with this rule would increase plagiarism rates in any plagiarism report. Using quotation marks is crucial in such cases, especially when it is obvious that (as in the above-mentioned example) the statement is directly quoted. Here, changing some of the words or the general structure of the original statement would still require the use of quotation marks. Any other use would also result in plagiarism.

The text should be:

“NATO's founding Washington Treaty is permanent, but NATO's Strategic Concepts change along with the security environment, and there is no better place to begin an overview of 25 years of change than with a brief comparison of the Strategic Concepts of 1991 and 2010” (Rynning, 2014: 1386).

b) The partial “copy-paste” of the statement and arbitrary use of the copied words

Statement in the original source:

“One would expect that the afflictions of the Anglo-American model would boost confidence in its prime competitor in the developed North; that is, the coordinated, social market capitalisms of Western Europe.” (Öniş & Güven, 2011: 475)

Plagiarised version in the student's study:

One would expect that the afflictions of the Anglo-American model would boost confidence in social market capitalisms of Western Europe.

Assessment:

The student plagiarised by arbitrarily moving and taking out some words and reconstructed the sentence without citing the source and using quotation marks. In such cases of direct quotation, citing and using quotation marks are essential. Any other use would result in plagiarism.

The text should be:

“One would expect that the afflictions of the Anglo-American model would boost confidence... in social market capitalisms of Western Europe.” (Öniş & Güven, 2011: 475)

At this point, re-writing the sentence by using different words or expressions (paraphrasing) and citing the source could be an alternative:

The flaws of the Anglo-American economic model could increase support to social market-based capitalist systems of Western Europe. (Öniş & Güven, 2011: 475)

c) Adopting others' ideas

Statement in the original source:

“The modernization school was represented by John F. Kennedy’s presidential adviser W. W. Rostow (1990 [1960]), who argued that developing countries would have to modernize their traditional social forms, behaviors, and institutions, following the same road as the rich, industrialized countries of the North, as a precondition for the “takeoff” of their economies. The dependency school emerged in clear opposition to this view, holding that exploitative relations exist between the rich countries at the center of the world system and the poor countries in the periphery” (Higginbottom, 2013: 185-186).

Plagiarised version in the student’s study:

The modernization school argues that developing countries should follow the same social, behavioral and institutional route followed by the industrialized countries, in order to achieve economic development (Rostow, 1990 [1960]). However, the dependency school opposes such view, contending that it is the exploitative relations between the rich and poor countries that drive underdevelopment in the latter group.

Assessment:

The student properly cited the source in the first sentence but failed to do so in the second one, making it look like as if she/he was stating her/his own ideas. Citing the owner of ideas is essential. Any other use would result in plagiarism.

The text should be:

The modernization school argues that developing countries should follow the same social, behavioral and institutional route followed by the industrialized countries, in order to achieve economic development (Rostow, 1990 [1960]). However, the dependency school opposes such view, contending that it is the exploitative relations between the rich and poor countries that drive underdevelopment in the latter group (Higginbottom, 2013).

For other examples of plagiarism:

<https://communitystandards.stanford.edu/policies-and-guidance/what-plagiarism/sample-plagiarism-cases>

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1#>

<https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>

<https://plagiarism.iu.edu/plagiarismPatterns/>

<https://www.websitehostingrating.com/tr/plagiarism/>

<https://www.bowdoin.edu/dean-of-students/judicial-board/academic-honesty-and-plagiarism/examples.html>

<https://www.niu.edu/academic-integrity/faculty/committing/examples/index.shtml>

<https://www.utc.edu/library/help/tutorials/plagiarism/examples-of-plagiarism.php>

<https://www.scribbr.com/plagiarism/types-of-plagiarism/>

2.5. Frequently Asked Questions and Answers

Question 1- Is it considered plagiarism if I sum up something I read from an article, book or website with my own words/sentences (paraphrasing), but without citing the source?

Answer 1. Yes. Because the information summed up does not originally belong to you. You need to cite the source even when you don't directly quote the text, as the information in use belongs to someone else. Every single sentence without citation may lead to plagiarism as long as you get ideas from works of other authors.

Question 2- Should I indicate all the sources that I benefit from in the references part, even when I didn't actually use some of them in my study (coursework/thesis/article)?

Answer 2. No. The references part should only include the sources you used and cited in the text.

Question 3- Is it enough if I cite the source either in the text or in the references during my study (coursework/thesis/article)?

Answer 3. No, it is not. You should indicate all the sources you benefit from both in the text and the references part.

Question 4- How can I know that my study (coursework/thesis/article) is within the acceptable level of plagiarism?

Answer 4. The acceptable level of plagiarism for the courseworks is announced by the academic member/supervisor/lecturer coordinating that specific course. For Master's and PhD theses, The Graduate School is in charge and determines the acceptable rates. As a general rule, Yaşar University Department of International Relations accepts the maximum plagiarism rate as 20%, for the whole study. The lecturer of the course makes the assessment of the courseworks, and reserves all rights to change the rate in this regard.

Question 5- Will I be penalized if my study's (coursework/thesis/article) plagiarism rate is above the acceptable level?

Answer 5. Excessing the acceptable plagiarism rate is considered as a violation of academic morality and scientific ethics, and thus counted as cheating. Such cases of plagiarism are evaluated according to the Regulation on Student Disciplines at Higher Education Institutions, and may be penalized.

Question 6- How will I be penalized if my study's (coursework/thesis/article) plagiarism rate is above the acceptable level?

Answer 6. According to the Regulation on Student Disciplines at Higher Education Institutions, plagiarism is counted among disciplinary actions resulting in suspension for one semester. The type of penalty may vary depending on the relevant investigation carried out. <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=16532&MevzuatTur=7&MevzuatTertip=5> (Accessed: 22.06.2020)

3. REFERENCES

1. Bilimsel arařtırmalarda etik ve sorunlar, TÜBA yayınları, TÜBİTAK MATBAASI, 2002
2. Gücükođlu, Behlül & Reis Ayvaz, Zerrin, "Türkiye'de ve Dünyada İntihalin Yaptırımları", https://ab.org.tr/ab14/kitap/gucukoglu_reis_ab14.pdf, (Accessed: 22.06.2020)
3. Rynning, Sten (2014). "The geography of the Atlantic peace: NATO 25 years after the fall of the Berlin Wall", *International Affairs*, 90 (6), pp.1383-1401.
4. Öniř, Ziya & Güven, Ali Burak (2011). "The Global Economic Crisis and the Future of Neoliberal Globalization: Rupture versus Continuity", *Global Governance*, 17 (4), pp. 469-488.
5. Rostow, W. W. (1990 [1960]). *The Stages of Economic Growth: A Non-Communist Manifesto*, 3. Baskı, Cambridge and New York: Cambridge University Press.
6. Higginbottom, A. (2013). "The Political Economy of Foreign Investment in Latin America: Dependency Revisited", *Latin American Perspectives*, 40 (3), pp. 184-206.

4. ACADEMIC WRITING CENTERS

Academic Writing Centers are the centers that give scientific supervising services to authors in the writing process. Some of the academic writing centers located in Turkey are listed below:

Middle East Technical University (METU)

<https://awc.metu.edu.tr/>

Gazi University

<http://writing.gazi.edu.tr/>

İSAR Writing Center

<https://www.isar.org.tr/tr/akademik-yazim-merkezi>

Yeditepe University

<https://www.yeditepe.edu.tr/tr/yazim-merkezi>

MEF University

<https://writing.mef.edu.tr/#gsc.tab=0>

Koç University

<https://writingcenter.ku.edu.tr/>

Bilkent University

<http://bilwrite.bilkent.edu.tr/>

5. USEFUL LINKS

METU Applied Ethics Research Center

<http://ueam.metu.edu.tr/insan-arastirmalari>

Anadolu University Scientific Research and Publication Ethics Boards

<https://www.anadolu.edu.tr/arastirma/etik-kurulu>

Council of Higher Education (YÖK)

<http://www.yok.gov.tr>

Turkish Academy of Sciences (TÜBA)

<http://www.tuba.gov.tr/tr/>

The Scientific and Technological Research Council of Turkey (TÜBİTAK)

<https://www.tubitak.gov.tr/>