

# Study Skills

## EXAMPLES OF PLAGIARISM

# 学习技巧

## 抄袭的例子

### Paraphrasing

A paraphrased example must be cited. You cite a paraphrased example as you would a word-for-word quote. Paraphrasing is a condensed version of another author's work, or putting the author's words into your own words.

### 同意表达

同意表达的例子是很有必要列举出来的。这些同意表达的例子将会指导你如何一字一句的引用。同意表达是用来浓缩其他作者的原文，或者是用你自己的话来表达作者的原意。

Read the examples carefully!

仔细阅读以下例文！

### 例子 1

#### Example 1

**Original Source Material:** Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behaviour, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforces can maintain their behaviour.

(不是按照原文的字句来翻译，只是给学生一个中文的模板，便于学生更好的理解)

原文材料：现代企业营销战略一般包括战略思想、战略目标、战略行动、战略重点、战略阶段等。营销战略思想是指导企业制定与实施（1）战略的观念和（2）思维方式，是指导企业进行（3）战略决策的行动准则。（4）它应符合社会主义制度与市场经济对企业经营思想的要求，树立系统优化观念、资源的有限性观念、改革观念和着眼于未来观念。

**Source:** Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

资源来自: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall

**Plagiarised Version** (抄袭版本)

**Correct Version** (正确版本)

Inducing a response, providing for the transfer of stimulus control by gradually withdrawing prompts or cues, reinforcing subtle improvements in the behaviour, and scheduling reinforcements so that natural reinforcers can maintain their behaviour are the key ingredients identified both in teaching pigeons to play ping-pong and in developing complex skills in the Classroom.

营销战略思想是指导企业进行战略决策的行动准则,是指导企业制定与实施战略的观念和思维方式。它应符合社会主义制度与市场经济对企业经营思想的要求,树立系统优化观念、资源的有限性观念、改革观念和着眼于未来观念。现代企业营销战略一般包括战略思想、战略目标、战略行动、战略重点、战略阶段等。

References: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle, NJ: Prentice-Hall. (作者和书本的名称及来源)

**Explanation:** This example has been plagiarised. The student has only moved the original author's words around, inserting and deleting small portions as needed. The student has not used quotation marks for the portions that are still identical to the original, and has not credited the original author.

解释: 这个例子是抄袭现象。学生仅仅把作者的用词调换了位置,插入和缩减一小部分内容是很有必要的。学生没有在引用原文的部分上加上双引号, 并且没有提到原文的作者名字。

According to Gredler (2001), the same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behaviour. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviours can be transferred and maintained.

根据 Gredler (2001)提到, 企业营销战略思想是带动企业整体营销观念和实际行动的基本原动力, 是协助高层制定公司战略决策的一项重要的指标。这个概念的出现是为了迎合时代进步和经济迅速发展的企业运营要求, 它是一个打破传统企业营销思路的有着长远建设目的的新思路。

References: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall. (作者和书本的名称及来源)

**Explanation:** This example has been paraphrased and is not considered plagiarised. The author was cited at the end of the passage as well as in the bibliographic section. Since paraphrasing occurred, quotation marks are not used. Nothing was directly quoted.

解释: 这个例子是经过同意改造过并且没有抄袭的倾向。作者的名字在文中也有体现并且也出现在书籍目录里。因为同意表达的出现, 所以没有使用引用符号。没有什么内容是直接被引用的。

## Example 2

<p><b>Original Source Material:</b> During the last decade, there has been a shift from "instructivist" approaches towards "constructivist" approaches in the field of instructional design. Instructivist approaches reflect the belief that the role of knowledge is basically to represent the real world. Meaning is eventually determined by this real world and [is] thus external to the understander (不是按照原文的字句来翻译, 只是给学生一个中文的模板, 便于学生更好的理解)</p> <p>品牌个性是特定品牌拥有的一系列人性特色, 即品牌所呈现出的人格品质。它是品牌识别的重要组成部分, 可以使没有生命的产品或服务人性化。品牌个性能带来强大而独特的品牌联想, 丰富品牌的内涵。</p>	<p><b>Source</b> (文献来源): Merriënboer, J. J. van. (1997). <i>Training complex cognitive skills</i>. Englewood Cliffs, NJ: Educational Technology Publications.</p>
<p><b>Plagiarized Version</b> (抄袭版本)</p>	<p><b>Correct Version</b> (正确版本)</p>
<p>Over the last ten years, there has been a marked change from "instructivist" points of view to "constructivist" points of view among instructional designers. Instructivist points of view hold the belief that the role of knowledge is fundamentally to represent the real world. In this view, meaning is determined by the real world and is therefore external to the learner.</p> <p>品牌的个性是指它是一系列人性特色在特定品牌中的表现, 也是品牌所表现出的人格品质, 它是一个品牌区分的缺一不可的重要成分, 它可以让一个产品或服务非常人性化。品牌个性可以带来丰富品牌的内涵和强大而特别的品牌联想。</p> <p>References (参考资料): Merriënboer, J. J. van. (1997). <i>Training complex cognitive skills</i>. Englewood Cliffs, NJ: Educational Technology Publications.</p>	<p>Instructivists hold that the "real world," external to individuals, can be represented as knowledge and determines what will be understood by individuals. This view has been shifting to a constructivist view over the past decade (Merriënboer, 1997).</p> <p>品牌个性是一个产品或服务内在的表现, 使外界或是顾客赋予它人性化的一面, 使品牌可以带来独特的联想性和多元化的品牌内涵。品牌个性是一个品牌区别于其它同类多种品牌的重要组成部分, 是能结合人性特征和品质的主要元素。</p> <p>References (参考资料): Merriënboer, J. J. van. (1997). <i>Training complex cognitive skills</i>. Englewood Cliffs, NJ: Educational Technology Publications.</p>
<p><b>Explanation:</b> This example has been plagiarized. The student has substituted synonyms for many words in the passage, but has not changed the structure of the text and has used another person's ideas without crediting that person for them.</p> <p>这个例子也同样是抄袭。学生仅仅是用同意词替换了句子中的信息, 并没有改变文章的结构并且运用到原作者的原意但是没有给与注释。</p>	<p><b>Explanation:</b> This example has been paraphrased and the original author has been credited for those ideas. The student has cited the source of the ideas appropriately, and included the source in the reference list.</p> <p>这个例子是经过同意改编并且原文作者也在文中给与注释。学生通过非常合理的方式标出构思的来源, 并且把这个信息来源涵盖在参考资料名单上。</p>

### Example 3

#### Original Source Material:

**Assess:** determine the *value* of one or more *properties* of some *entity*.

**Assessment:** the entity is a person's state of mind, and the property concerns what he or she does or does not know.

Since mental states cannot be directly observed, we need to plan stimulus situations and observe responses of persons (i.e., test them).

#### Plan stimulus situations:

Does the assessment *match* the learning objective? (See Mager book, *Measuring Instructional Results*.)

- Is it safe to infer from the behaviours observed, and in the context observed, that the learner does or does not have the cognitive property?
  - Is it possible that the learner could have this property and *not* be able to perform successfully?
  - Is it possible that the learner could *not* have this property and yet be able to perform successfully?
  - In other words, is the assessment *valid* in terms of its congruence with the property under consideration?

(不是按照原文的字句来翻译, 只是给学生一个中文的模板, 便于学生更好的理解)

评估: 整体科技含量和效率之间的比例关系

测试方法: 利用试验的方法, 将一个产品汽车, 灯具或者电子产品, 测试是否越高的科技含量将会提升使用效率

计划性的假设情况:

- 用科技含量来衡量效率高是否是一种有效的计算方法, 不同产品的效率高需要使用不同的衡量标准和方面
  - 如果测量汽车科技含量是否影响使用效率, 那么速度和稳定性能则是关键性考虑因素
  - 如果测试灯具的科技含量和使用效率的比例, 那么节能和环保则是重点测试部分

**Source:** Frick, T. (1997). Assessment. Bloomington, IN: Indiana University School of Education, unpublished lecture notes.

Plagiarized Version (抄袭版本)

Correct Version (正确版本)

In order to do cognitive assessment, we need to create observable situations in which we can infer learning achievement. This is necessary since we cannot read people's minds directly. The observable situations need to be congruent with instructional objectives, such that valid inferences can be made concerning learning achievement.

为了证明科技含量和使用效率之间的关系，以下可以用来衡量用科技含量来衡量效率高低是否是一种有效的计算方法，不同产品的效率高低需要使用不同的衡量标准和方面如果测量汽车科技含量是否影响使用效率，那么速度和稳定性能则是关键性考虑因素如果测试灯具的科技含量和使用效率的比例，那么节能和环保则是重点测试部分

Frick (1997) explains that in order to do cognitive assessment, we need to create observable situations in which we can infer learning achievement. This is necessary since we cannot read people's minds directly. The observable situations need to be congruent with instructional objectives, such that valid inferences can be made concerning learning achievement, according to Frick.

Frick (1997) 为了证明科技含量和使用效率之间的关系，以下可以用来衡量用科技含量来衡量效率高低是否是一种有效的计算方法，不同产品的效率高低需要使用不同的衡量标准和方面如果测量汽车科技含量是否影响使用效率，那么速度和稳定性能则是关键性考虑因素如果测试灯具的科技含量和使用效率的比例，那么节能和环保则是重点测试部分 according to Frick

References: Frick, T. (1997). Assessment. Bloomington, IN: Indiana University School of Education, unpublished lecture notes.

**Explanation:** This example has been plagiarized. Although the student has paraphrased correctly, no credit has been given to the original author of the ideas. Although the ideas were presented in lecture format and the student's own words are being used to express them, the student is still obligated to credit the original author for the

解释：这个例子属于抄袭行为。虽然学生正确的使用了同意表达，但是没有注明原作者的内容和思想。虽然内容的格式是正确的并且学生也使用了自己的话来表达，但是学生仍然是没法得到相对的分。最后的参考文献也没有涵盖在内。

**Explanation:** This example has been paraphrased and is not considered plagiarized. The student credits the original author at the beginning of the paraphrased passage and again at the end to indicate that the ideas continue to be drawn from this author's work. The original material in this case was from a presentation delivered in a guest lecture at Indiana University - the student may have worked from a reproduction of an overhead, as shown above, or from the notes taken during the presentation. In either case, the original author of the ideas must be credited.

解释：这个例子运用了同意表达并且不属于抄袭。学生在段落一开始就标明了作者的名字并且在文章的最后也有再次说明内容的来源是从原作者处得到启发。

## Example 4

<p><b>Original Source Material:</b> Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate - yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.</p> <p>品牌个性是特定品牌拥有的一系列人性特色，即品牌所呈现出的人格品质。它是品牌识别的重要组成部分，可以使没有生命的产品或服务人性化。品牌个性能带来强大而独特的品牌联想，丰富品牌的内涵</p>	<p><b>Source:</b> Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>
<p><b>Plagiarized Version (抄袭版本)</b></p>	<p><b>Correct Version (正确版本)</b></p>
<p>History has demonstrated that technology affects education profoundly. Considering the definition of technology broadly, one may say that prehistoric people used primitive technologies to teach skills to their young (Frick, 1991).</p> <p>品牌个性是一个产品或服务内在的表现，使外界或是顾客赋予它人性化的一面，使品牌可以带来独特的联想性和多元化的品牌内涵。品牌个性是一个品牌区分于其它同类多种品牌的重要组成部分，是能结合人性特征和品质的主要元素。</p>	<p>History has demonstrated that technology affects education profoundly. Considering the definition of technology broadly, one may say that prehistoric people used primitive technologies to teach skills to their young (Frick, 1991).</p> <p>品牌个性是一个产品或服务内在的表现，使外界或是顾客赋予它人性化的一面，使品牌可以带来独特的联想性和多元化的品牌内涵。品牌个性是一个品牌区分于其它同类多种品牌的重要组成部分，是能结合人性特征和品质的主要元素。</p> <p><b>References: Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</b></p>
<p><b>Explanation:</b> This example has been plagiarized. Although the student has paraphrased the original material and included a citation for the original author, no reference is provided in the reference list.</p> <p>解释：这个例子是经过同意改写的。虽然学生有做同意改写并且也在文中当中注明了作者，但是在文献参考的书单里并没有书名和作者的细节。</p>	<p><b>Explanation:</b> This example has been paraphrased and is not considered plagiarized. The student has cited the original author and included an appropriate entry in the reference list.</p> <p>解释：这个例子是经过同意改写并且没有抄袭成分在内。学生又在文中注明了作者并且也加入在了文献参考书单里。</p>

## Word for Word

A word-for-word example of plagiarism is one in which the writer directly quotes a passage or passages from an author's work without the use of proper quotation marks.

逐字抄袭的意思是笔者直接引用作者的原文信息并且没有使用引用符号（所谓的双引号）。

Read the example carefully!

仔细阅读以下例文！

### **Example 1**

<p><b>Original Source Material (原文材料)</b> : Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous</p> <p>品牌个性是特定品牌拥有的一系列人性特色，即品牌所呈现出的人格品质。它是品牌识别的重要组成部分，可以使没有生命的产品或服务人性化。品牌个性带来强大而独特的品牌联想，丰富品牌的内涵。</p>	<p><b>Source (资源来自)</b> : Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>
<p><b>Plagiarized Version (抄袭版本)</b></p>	<p><b>Correct Version (正确版本)</b></p>
<p>In examining technology, we have to remember that computers are not the first technology people have had to deal with. The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.</p> <p>品牌个性是一个产品或服务内在的表现，使外界或是顾客赋予它人性化的一面，品牌个性带来强大而独特的品牌联想，丰富品牌的内涵。</p>	<p>In examining technology, we have to remember that computers are not the first technology people have had to deal with. Frick (1991, p.10) believes that "... the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language".</p> <p>品牌个性是一个产品或服务内在的表现，使外界或是顾客赋予它人性化的一面，<b>Frick (1991,p.10)</b> 说到“品牌个性带来强大而独特的品牌联想，丰富品牌的内涵”。</p> <p><b>References: Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</b></p>
<p><b>Explanation:</b> This example of student written work is plagiarized. The student copied, word-for-word, text from the original source material. No credit was given to the author of the text and quotation marks were not used. Also, the student didn't provide a reference.</p> <p>解释：这个例子是一个抄袭现象。学生是逐字的复制原文的资料。作者的名字在文中没有被提到并且引用的地方并没有使用双引号。再来，学生并没有提供参考资料说明，即所谓的 <b>reference</b></p>	<p><b>Explanation:</b> Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that this passage is a word-for-word citation from the original document.</p> <p>解释：注释在这段话中一开始就有表明作者出版物的年月。引用原文的逐字部分也加入的双引号。并且参考资料有在文章后提供。</p>

## Example 2

<p><b>Original Source Material:</b> Constructivism is a movement that extends beyond the beliefs of the cognitivist. It considers the engagement of students in meaningful experiences as the essence of learning. The shift is from passive transfer of information to active problem solving. Constructivists emphasize that learners create their own interpretations of the world of information.</p> <p>人类文明史是长久而不衰的可探究性的一门社会科学，从古到今，当今社会的现实情况从科学角度来讲，是人类不断文明发展和进化的结果，但也可以归为从历史的足迹上找到发展的依据和踪影。</p>	<p><b>Source:</b> Heinich, R., Molenda, M., Russell, J. D., &amp; Smaldino, S. E. (1999). <i>Instructional media and technologies for learning</i>. Upper Saddle River, NJ: Prentice-Hall.</p>
<p><b>Plagiarized Version (抄袭版本)</b></p>	<p><b>Correct Version (正确版本)</b></p>
<p>Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists extends beyond the beliefs of the cognitivist.</p> <p>人类文明是对于科学和社会发展在一定程度上起了重要的探照作用，他是一门长久而不衰的可探究性的科学。</p> <p>References: Heinich, R., Molenda, M., Russell, J. D., &amp; Smaldino, S. E. (1999). <i>Instructional media and technologies for learning</i>. Upper Saddle River, NJ: Prentice-Hall.</p>	<p>Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists "... extends beyond the beliefs of the cognitivist" (Heinich, Molenda, Russell, &amp; Smaldino, 1999, p. 17).</p> <p>人类文明是对于科学和社会发展在一定程度上起了重要的探照作用，“他是一门长久而不衰的可探究性的科学”。 (Heinich, Molenda, Russell, &amp; Smaldino, 1999, p. 17).</p> <p>References: Heinich, R., Molenda, M., Russell, J. D., &amp; Smaldino, S. E. (1999). <i>Instructional media and technologies for learning</i>. Upper Saddle River, NJ: Prentice-Hall.</p>
<p><b>Explanation:</b> This example of student written work is plagiarized. The student included a portion of the original author's work in a sentence without using quotation marks. Although the work was cited in the references, no credit was given to the original author in the text of the paper, and quotation marks were not used.</p> <p>解释：这个例子属于抄袭现象。学生包含了一小部分原文的句子却没有使用双引号。虽然这段文字在后面给了参考文献说明（reference），但是在文中却没有提及作者的名字以及引用部分没有使用双引号。</p>	<p><b>Explanation:</b> Quotation marks are used to indicate that this passage is a word-for-word citation from the original document.</p> <p>解释：原文中提取的逐字部分使用了双引号。</p>

## Example 3

<p><b>Original Source Material (原文资料):</b> The concept of systems is really quite simple. The basic idea is that a system has parts that fit together to make a whole; but where it gets complicated -- and interesting -- is how those parts are connected or related to each other.</p> <p>系统的概念其实是非常简单的。从基本出发点来说系统就是把现有的部分整合在一起然后组成为一个整体；但是否系统会变得复杂，有趣，怎样将这些部分互相的联系起来。</p>	<p><b>Source:</b> Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>
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Plagiarized Version (抄袭版本)	Correct Version (正确版本)
<p>A system has parts that fit together to make a whole, but the important aspect of systems is how those parts are connected or related to each other (Frick, 1991).</p> <p>系统就是把现有的部分整合在一起然后组成为一个整体，但是系统比较重要的方面是如何把这些零散的部分互相的联系起来 (Frick,1991)。</p> <p>References: Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>	<p>Frick (1991, p.17) states that "... a system has parts that fit together to make a whole ..." but the important aspect of systems is "... how those parts are connected or related to each other".</p> <p>Frick (1991, p.17) 说道“系统就是把现有的部分整合在一起然后组成为一个整体”，“但是系统比较重要的方面是如何把这些零散的部分互相的联系起来”。</p> <p>References: Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>
<p><b>Explanation:</b> This example of student written work is plagiarized. Although the author is cited at the end of the paragraph, the student copied word-for-word from the original source material and did not use quotation marks.</p> <p>解释：这个例子是属于抄袭范畴的。虽然作者名在最后结为处有显示，但是学生从原文当中逐字引用的内容并没有用双引号标出。</p>	<p><b>Explanation:</b> Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that the passages are word-for-word citations from the original document. The author is also listed in the references.</p> <p>解释：注释在这段话中一开始就有表明作者出版物的年月。引用原文的逐字部分也加入的双引号。并且参考资料有在文章后提供。</p>

#### Example 4

<p><b>Original Source Material (原文资料) :</b> Theories differ from philosophies and models of teaching. A philosophy is a value system, whereas a theory seeks to explain real-world events and can be certified through scientific investigation. Models of teaching are approaches to the management of some aspect of classroom instruction and they may not be independent of subject area, grade level, age of the student, or the setting for learning. A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings.</p> <p>理论教学有别于哲理教学。哲学是一个很有价值的系统，而理论则是去解释现实社会的事件并且通过一系列的调查取得到证实。教学模式是根据课堂分类去寻找一些管理方面的内容并且他们可能并不是独立的某些学科，成绩档次，学生年龄，或者一些学习方式。学习理论的特征就是指出事件心理动态，因此，他们提供有关于影响学习事件的基本原理。</p>		<p><b>Source:</b> Gredler, M. E. (2001). <i>Learning and instruction: Theory into practice</i> (4th ed.). Upper Saddle River, NJ: Prentice-Hall.</p>
Plagiarized Version (抄袭版本)	Correct Version (正确版本)	
<p>Theories and philosophies are different from each other because theories seek to explain real-world events and can be certified through scientific investigation. Learning theories address the underlying psychological dynamics of events, so they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings.</p> <p>理论教学有别于哲理教学。哲学是一个很有价值的系统，而理论则是去解释现实社会的事件并且通过一系列的调查取得到证实。学习理论的特征就是指出事件心理动态，因此，他们提供有关于影响学习事件的基本原理</p>	<p>Theories and philosophies are different from each other because, according to Gredler (2001, pp. 12-13) theories seek to explain real-world events and can be certified through scientific investigation... A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings.</p> <p>理论教学有别于哲理教学。哲学是一个很有价值的系统，根据 Gredler (2001,pp.12-13) 而理论则是去解释现实社会的事件并且通过一系列的调查取得到证实。学习理论的特征就是指出事件心理动态，因此，他们提供有关于影</p>	

	<p>响学习事件的基本原理</p> <p>References: Gredler, M. E. (2001). <i>Learning and instruction: Theory into practice</i> (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.</p>
<p><b>Explanation:</b> This example of student written work is plagiarized. The student used several passages from the original work and inserted them into original prose; however this is still an example of word-for-word plagiarism. No credit was given to the author in the text and quotation marks were not used, and also the work was not listed in the references.</p> <p>解释：这个例子属于抄袭现象。学生从原文当中挑选了一段话然后再把这些信息零散放入原文当中，然后，这种依然属于逐字抄袭行为。在文中没有提及作者的名字并且引用部分并没有使用双引号，最后也没有文献参考资料说明即 <b>reference</b>。</p>	<p><b>Explanation:</b> An indented block is used to indicate that this passage is a word-for-word quotation and the pages where it was taken from the original document. The original author of the content is cited at the end of the passage and in the reference section as well.</p> <p>解释：笔者从原文中缩减了一些内容下来，这段话是从原文当中提炼出来的逐字引用。作者的名字在最后的的部分标注出来并且在文章后的文献参考里也有标注。</p>

References

Indiana University Bloomington School of Education (2005), *How to recognise Plagiarism* [Online]  
<http://www.indiana.edu/~istd/example1paraphrasing.html>