

Is it plagiarism?

#1. Original passage:

When adolescents are deprived of one or two nights of sleep, they show marked reductions in alertness and in performance levels on tasks that require attention, memory, cognitive skills, and motor skills. These reductions in performance are due to a very high level of sleepiness as evidenced by the presence of short sleep episodes during the performance of these tasks. These studies suggest that the high prevalence rate of daytime sleepiness in the age group may have marked effects on school performance and could be linked to the increased automobile accident rate of adolescents.¹

1. When adolescents miss one or two nights of sleep, they show marked reductions in alertness and in performance levels on tasks that require attention, memory, cognitive skills, and motor skills. Studies suggest that the high prevalence rate of daytime sleepiness in the age group may have marked effects on school performance and could be linked to the increased automobile accident rate of adolescents.

2. When teenagers are deprived of a few nights of sleep, they show marked reductions in alertness and in their ability to perform tasks that require attention, memory, cognitive skills, and motor skills. The presence of short sleep episodes shows that this is due to a very high level of sleepiness. According to these studies, the high rate of daytime sleepiness in adolescents may have marked effects on school performance and could be related to their high rate of automobile accidents.

3. Studies show that teenagers who miss one or two nights of sleep do not perform as well on tests that involve clear thinking, attention, memory or motor skills. This leads researchers to conclude that missing too much sleep can cause adolescents to perform poorly in school and to have more frequent auto accidents. (Manber, *Adolescence and Sleep*)

¹ Manber, Rachel. "Adolescence and Sleep." Encyclopedia of Sleep and Dreaming. Ed. Mary A. Carskadon. New York: Macmillan Publishing, 1993.

#2. Original passage:

The birth of the skyscraper represents a confluence of commercial necessity and technical innovation. At the end of the Civil War, the tallest buildings in cities such as New York and Chicago reached just four or five stories above street level. A decade later a handful of office buildings had attained a height of nine or ten stories. More than any other factor, the invention of the passenger elevator made this first skyward shift possible.²

1. The birth of the skyscraper resulted from a combination of commercial necessity and technical innovation. At the end of the Civil War, the tallest buildings in New York and Chicago were only four or five stories tall. Ten years later a handful of office buildings had reached a height of nine or ten stories. The invention of the passenger elevator made this first skyward shift possible.

2. The confluence of commercial necessity and technical innovation led to the birth of the skyscraper. The tallest buildings in cities like New York and Chicago at the end of the Civil War were only four or five stories tall. Just ten years later, they reached a height of nine or ten stories. The invention of the elevator made this skyward shift possible.

3. The invention of the elevator, as well as increasing commercial demand, led directly to the development of skyscrapers. Within ten years of the end of the Civil War, the tallest buildings in big cities like New York had grown from four or five stories to nine or ten. (Tompkins 47)

² "The Birth of the Skyscraper." American Eras: Development of the Industrial United States. Ed. Vincent Tompkins. Detroit: Gale Research, 1997. p. 47.

#3. Original passage:

Hurston went on to Howard University, publishing her first stories while a student there. After receiving an Associate's degree, she struck out for Harlem, which had become a thriving center for black culture. The witty and outgoing Hurston took the town by storm, charming the black intelligentsia and white patrons of the blossoming artistic movement known as the Harlem Renaissance. She soon won a scholarship to attend the prestigious Barnard College, becoming its first black student.³

1. Hurston went on to Howard University and published her first stories while a student there. She received an Associate's degree and then struck out for Harlem, at the time a thriving center for black culture. Witty and outgoing, Hurston took the town by storm, charming the black intelligentsia and white patrons of the blossoming artistic movement known as the Harlem Renaissance. In a short time, she won a scholarship to Barnard College and became its first black student.

2. Hurston published her first stories while a student at Howard University. After receiving an Associate's degree, she headed for Harlem, a thriving center for black culture. She charmed the intelligentsia and white sponsors of the cultural movement known as the Harlem Renaissance. Soon she won a scholarship to become the first black student to attend prestigious Barnard College.

3. Hurston attended Howard University and while there, she published her first short stories. After receiving an Associate's degree from Howard, she moved to Harlem and eventually won a scholarship to Barnard College, where she was the first black student. During this time, Hurston "took the town by storm, charming the black intelligentsia and white patrons of the blossoming artistic movement known as the Harlem Renaissance." (Smith 40)

³ "The Gilded Six-Bits: Zora Neale Hurston." Short Stories for Students. Ed. Jennifer Smith. Vols. Vol. 11. Farmington Hills, MI: Gale Group, 2001. p. 40.

Answer Key to all Three Examples

- 1. Yes, it's plagiarism. The passage includes direct quotes without attribution.**
- 2. Yes, it's plagiarism. Changing a few words and rearranging parts of sentences is partial paraphrasing and is not the same as using your own words. Also, there is no attribution.**
- 3. No, it's not plagiarism. The passage is edited, summarized and attributed.**