

Lesson 2 — Plagiarism and Voice

ZSL Heidelberg
Writing and Reviewing with AI
B2/C1 Academic English Skills

Writing with AI · SoSe 2026 · Paul Boldra
Monday 27 April 2026 · Room 204 · 16:15–17:45

KEEP FOR THE REST OF THE TERM

§ 1 The five paraphrase criteria *after Hean Read, p. 20*

1. **Cites and refers to the source** , with a reporting verb.
2. **Retains the original meaning** — no drift, no added opinion.
3. **Changes text structure** — not sentence-by-sentence.
4. **Uses different sentence structures** — clause order, voice, connectors.
5. **Changes most words** — fewer than three source words in a row.

The AI reviewer in Activity 1 checks these five and nothing else. If the reviewer rejects your paraphrase, ask which criterion failed before rewriting.

§ 2 Reporting verbs — menu *Hean Read, Table 7, p. 21*

Reporting purpose (present)	Reporting methodology (past)	Reporting results (past)	Point of view of author (tense varies)
aims to	analysed	confirmed	argues that
considers	compared	demonstrated	claims that
is concerned with	conducted	identified	concludes that
defines	drew on, used	found that	challenges
describes	investigated	highlighted	holds the view that
explains	interviewed	mentioned	is critical of
focuses on, provides	measured	established	notes that
presents	surveyed	reported that	proposes, suggests
states	used	showed	questions

Tense tip. Use the **present** tense when summarising or paraphrasing an idea, or reporting an author's stance. Use the **past** tense when reporting what someone *did* (their method) or *found* (their results).

§ 3 Citation styles *Hean Read, Table 6, p. 21*

Style	In-text example	Typical field
APA	(Mill, 1859, p. 12)	Science, social science, psychology
MLA	(Mill 12)	Literature, languages
Chicago (footnote)	¹ J. S. Mill, <i>On Liberty</i> (London, 1859), 12.	History
Harvard	(Mill 1859: 12)	Business, some social sciences
Vancouver	(1)	Medicine, life sciences

Your department picks the style. An LLM will help you follow it.

§ 4–5 The eight breaches and sanctions

Breaches (light → severe)

Code	Breach
B1	Missed citation in one paragraph
B2	Patchwriting
B3	Paraphrase with no citation
B4	Direct copy-paste, no marks, no citation
B5	AI-written paper, no declaration
B6	Bought paper
B7	Ghost-writing service
B8	Self-plagiarism

Sanctions (light → severe)

Code	Sanction
S1	Redo the passage (no mark penalty)
S2	Fail the assignment
S3	Fail the course
S4	Academic warning on file
S5	Academic probation
S6	Retraction of a published paper
S7	Loss of degree (Prüfungsordnung)
S8	Legal action

§ 6 What happens in different countries *Zemach, pp. 122–123*

Country	Typical response
UK	0 for the paper, then referral for a hearing.
USA	Range — honour-code expulsion to a warning. School-dependent.
Australia	Formal misconduct process; fail grade; possible expulsion.
Germany	Depends on the Prüfungsordnung — up to loss of degree.

Lester's full scale of penalties

Writing Research Papers, additional materials — authentic excerpts from Oxford, Harvard, ANU, University of British Columbia, University of Cape Town.

- A warning from the professor
- Need to write the paper again
- A formal apology
- Failure of the paper
- Failure of the course
- Failure of the degree
- A monetary fine
- Suspension from the university
- Expulsion from the university
- Limited career opportunities
- A lawsuit
- Prison

The same breach attracts very different penalties depending on the institution, the student's history, and whether the breach looks intentional.

§ 7 Common knowledge — decision rule *Zemach, p. 43*

Cite if any of the following is true:

- It is a number or statistic.
- It is a specific argument someone made.
- It is someone's direct wording.
- You are not sure.

Do not cite facts that every educated reader in your field already knows.

Water boils at 100 °C. Goethe wrote Faust. Germany is in Europe.

When in doubt, cite.

§ 8 Heidelberg KI-Leitlinie — at a glance *updated March 2026*

- AI use in your studies is **permitted** .
- **Coordinate** with the examiner which tools are allowed for which task.
- Preserve **independent** of the the **character** work.
- **Declare** every AI-generated element (Kennzeichnungspflicht).
- **Document** which tool you used and what for.
- Saving your prompts is encouraged.



Full guidelines and forms:
heiskills.uni-heidelberg.de

Tools/purpose declaration — template to attach to your work

Tool	Version	What I used it for
Claude Sonnet 4.6	2026-04	Proofreading grammar on §3.
DeepL	web, 2026-04	Translating two quotations from German.
—	—	<i>Ideas, argument, and final wording are mine.</i>

§ 9 ZSL / heiSKILLS Vereinbarung über den Einsatz von KI

Erlaubte Nutzung. Studierende dürfen grundsätzlich KI als Hilfsmittel verwenden, um allgemeine Aufgaben zu erledigen, jedoch nur in dem Maße, wie es im Unterricht von der Lehrperson erlaubt wurde. KI darf als Lernunterstützung genutzt werden, um Ideen zu entwickeln oder zu erweitern, und sollte das kritische Denken fördern, nicht ersetzen.

Unzulässige Nutzung. KI darf nicht für Leistungsnachweise verwendet werden. KI darf keine vollständige Arbeit ohne eigene Reflexion ersetzen oder Kompetenzen vortäuschen. KI darf nicht genutzt werden, um Lernziele zu umgehen.

Transparenzpflicht. Jede Nutzung von KI muss offengelegt werden. Dabei muss der Zweck der Nutzung sowie das verwendete KI-Tool von den Studierenden angegeben werden.

Verantwortung der Studierenden. Studierende sollen KI verantwortungsvoll und ethisch nutzen sowie kritisch hinterfragen. Die Verantwortung für den abgegebenen Text liegt stets bei den Studierenden. Sie dürfen keine von KI erzeugten Inhalte übernehmen, die nicht verstanden wurden.

Zulässige KI-Tools. Im besten Fall wird die KI der Universität Heidelberg genutzt (YoKi). Weitere KI-Tools in Absprache mit der Lehrkraft.

§ 10 Voice *after Swales & Feak, pp. 3, 26*

Voice — the pattern of word, rhythm and structure choices that only you make. Which words you prefer. How long your sentences are. Where you put the main verb. Which sources you reach for. How bold or careful you are.

Stock phrases are useful scaffolding. If the whole paper is scaffolding, the reader hears no-one.

§ 11 Types of academic writing — five essay genres

Hean Read, Part II, Unit 1, pp. 48–64

L3 pre-read. Read this section before next Monday and decide which genre is most common in *your* field. Bring your choice to L3.

11.1 Analytical essays

analyse: break a subject down into smaller parts, describe, explain, and assess each part. — The New Oxford Dictionary of English

The most common type of undergraduate writing. Usually require an indication of point of view, stated at the end. The aim is to increase the reader's understanding by providing the facts of *what, when* and *why*.

11.2 Visual analysis essays

Relevant for Fine Arts and Architecture. The writer applies principles of composition and design to interpret visual elements, describes details of the work, and uses descriptive and visual vocabulary to interpret and evaluate effect or style.

11.3 Discursive essays

discuss: write about a topic in detail by examining it from different perspectives. — The New Oxford Dictionary of English

More exploratory than analytical essays. Present different perspectives and have a critical element. An opinion or thesis is usually expected but may not be stated in the introduction. The writer concludes with a decision.

11.4 Reflective essays

reflect: think deeply and carefully about something and evaluate its value. — The New Oxford Dictionary of English

Common in the Arts and Social Sciences. Require a personal response to an experience, an explanation of how you have been changed by it, and analysis using academic theory. First-person pronouns are usually acceptable.

11.5 Argumentative essays

argue: give reasons for your idea or opinion; justify; show or prove. — The New Oxford Dictionary of English

Also called "claim essays" or "stance essays". Your task is to agree or disagree with a thesis and justify your stance with logical reasoning and evidence. You write with conviction and caution, acknowledge other opinions, and present counter-arguments before answering them.

Note. The exercises in pp. 48–64 (Practice A–E) are *not* required reading. The descriptions above are.

§ 12 Homework

1. **Gap-fill 1.** Tear-off appendix at the end of this handout. Hand it in at the next lesson, or earlier. Due **Sunday 10 May**. 5 % of the final mark. Open book, no AI.
2. **Pre-read for L3.** Re-read §11 above (Types of Academic Writing). Decide which genre is most common in your field and bring your choice to L3.
3. **Optional.** Find your department's citation-style rule online (\approx 10 min). Bring one example paragraph in that style to L3.

Worksheets

ACTIVITY 2

Match the breach to the sanction

Zemach, pp. 122–123. For each breach, write the code of the sanction (S1–S8) you think most fairly applies in a German university context. Multiple sanctions may be reasonable; commit to one and be ready to defend it.

Breach	Your sanction (S1–S8)
B1 — Missed citation in one paragraph	
B2 — Patchwriting	
B3 — Paraphrase with no citation	
B4 — Direct copy-paste, no marks, no citation	
B5 — AI-written paper, no declaration	
B6 — Bought paper	
B7 — Ghost-writing service	
B8 — Self-plagiarism	

Pair you would defend hardest: _____ because: _____

ACTIVITY 3

Common knowledge: tick which need a citation

Zemach p. 43.

Statement	Citation?
Germany is in Europe.	<input type="checkbox"/>
In 2023, Germany had a GDP of €4.1 trillion.	<input type="checkbox"/>
Kant was born in Königsberg.	<input type="checkbox"/>
Some scholars argue Kant was influenced by Pietism.	<input type="checkbox"/>
Mill thought the individual was sovereign over their own mind.	<input type="checkbox"/>
"Over himself, over his own body and mind, the individual is sovereign."	<input type="checkbox"/>

Four borderline cases for discussion

Reasonable people disagree about these. Tick a box and bring an argument.

Statement	Cite?
The European Union has 27 member states.	<input type="checkbox"/>
Marx famously called religion "the opium of the people".	<input type="checkbox"/>
ChatGPT was released in November 2022.	<input type="checkbox"/>
Recent studies show that AI tools improve student writing.	<input type="checkbox"/>

Your rule of thumb for borderline cases: _____

GLOSSARY Key terms for this course

Author — Person or organisation that produced the original text.

Citation — The reference in your text that shows where the idea came from.

Signal phrase — Phrase that introduces a quote or paraphrase, e.g. "Mill argues that...".

Patchwriting — A paraphrase that stays too close to the source's wording.

Voice — The pattern of word, rhythm and structure choices that only you make.

Reporting verb — Verb introducing a paraphrase or quote, e.g. *argues*, *found*, *showed*.

Prüfungsordnung — The examination regulations of a German university or faculty.

Source — Any work — published or not — where you found the idea.

Quotation — Another person's exact words, inside quotation marks.

Paraphrase — The same idea, in your own words.

Common knowledge — A fact an educated reader in the field already knows. No citation needed.

Accountability — The fact that a named person can be held responsible for a text. An LLM cannot.

Kennzeichnungspflicht — German labelling duty — every AI-generated element must be declared.

Appendix — Gap-fill 1

Due Sunday 10 May 2026, 23:59 · 5 % of your final mark · Open book · No AI

Hand this sheet in at the next lesson, OR fill in the online form (link in your email). Whichever you prefer — only one counts.

Name (or student token): _____

Date: _____

Section 1 — Lesson 1 vocabulary (5 marks)

Q1. Match each term to its definition. Write the matching letter next to each term.

Term	Answer	Definition
LLM	_____	a) a computer model trained on a very large collection of text, used to predict the next word
Prompt	_____	b) the maximum amount of text the model can "see" at one time
Token	_____	c) the instruction or question you write for the model
Context window	_____	d) a chunk of text (often part of a word) that the model processes
Temperature	_____	e) patterns the model learned from its training data that do not match reality fairly
Training-data bias	_____	f) a setting that controls how predictable or varied the output is

Q2. True or false: "Token rot" means the computer runs slowly after many prompts.

True False

Q3. Why is writing a prompt in clear English usually better than writing it in broken English? (Tick one.)

- Because the input language affects output quality.
- Because English is the only language the model understands.
- Because German is forbidden in AI.
- Because English is faster to type.

Q4. Which of these is NOT one of the DO tips from Lesson 1? (Tick one.)

- Ask the model to think step by step.
- Break the task into small steps.
- Say who is speaking and who is listening.
- Use negatives, e.g. "do not reference Roman law".

Q5. Fill in the gaps.

A _____ is the instruction you give the model; a _____ is what the model gives back.

Section 2 — Lesson 2 plagiarism vocabulary (2 marks)

Q6. Match each term to its definition.

Term	Answer	Definition
Author		a) the reference in your text that tells the reader where the idea came from
Source		b) any published or unpublished work where you found the information
Citation		c) the person or organisation that produced the original text
Quotation		d) saying the same idea in your own words
Signal phrase		e) a fact most educated readers in the field already know; no citation needed
Paraphrase		f) the exact words of another person, shown in quotation marks
Common knowledge		g) a phrase that introduces a quotation or paraphrase, e.g. "Mill argues that..."

Q7. A student writes: "*Progressive taxation reduces inequality.*" — Which of these is true? (Tick one.)

- This is always plagiarism, because there is no citation.
- This is never plagiarism, because it is only one sentence.
- Whether this is plagiarism depends on whether the idea is common knowledge in the field.
- This is plagiarism only if a professor recognises the source.

Section 3 — Lesson 2 paraphrase techniques (2 marks)

Q8. Source — Mill, J. S. (1859). *On Liberty*, p. 12:

"Over himself, over his own body and mind, the individual is sovereign."

Which is the best paraphrase? (Tick one.)

- A.** Mill said over himself, over his own body and mind, the individual is sovereign.
- B.** Mill wrote that over oneself, over one's own body and mind, the individual is the ruler.
- C.** Mill (1859) argues that each person has final authority over their own body and thoughts.
- D.** Every person is in charge of their own body.

Q9. Fill in the gap.

A paraphrase usually contains no run of more than _____ consecutive words from the source.

Total: 9 marks, scaled to 5 % of your final grade. No negative marking. No penalty for spelling. Hand in by 10 May.