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Plagiarism in the classroom

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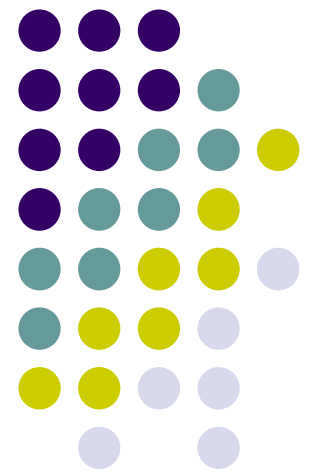
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Plagiarism in the Classroom

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274-1300





Session Objectives

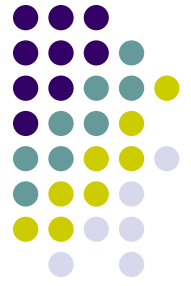
- Describe various definitions of plagiarism, the prevalence, and student motivations for attempting
- Identify instructional strategies to help prevent plagiarism
- Become familiar with tools for detecting plagiarism
- Discuss procedures to follow in reporting incidents of plagiarism within the IU School of Social Work

What is Academic Misconduct?



- Violation of Course Rules
- Cheating
- Plagiarism
- Fabrication
- Interference
- Facilitating Academic Dishonesty

Indiana University Student Code of Conduct



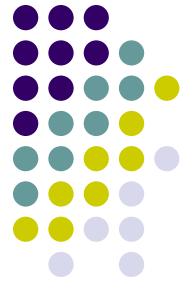
- Plagiarism is defined as presenting someone else's work, **including the work of other students**, as one's own. Any ideas or materials taken from another source for either **written or oral** use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

Student Code of Conduct (Cont.)



- A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

Student Code of Conduct (Cont.)



- A student must give credit to the originality of other and acknowledge indebtedness whenever:
 - Directly quoting another person's actual words, whether oral or written;
 - Using another person's ideas, opinions, or theories;
 - Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - Borrowing facts, statistics, or illustrative material; or
 - Offering materials **assembled or collected by others** in the form of projects or collections without acknowledgment.

What is Plagiarism



- The Intentional or unintentional “passing-off” of another’s ideas or work as your own for your own benefit (Carroll, 2002).
 - Copying and pasting text, charts, etc. from web sites
 - Artwork, music
 - Computer programs and/or code
 - Buying or using a paper written by another
 - Submitting paper for more than one class

Center for Academic Integrity Plagiarism Statistics

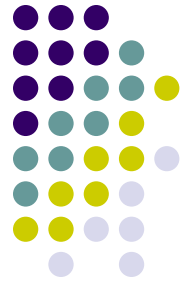


An Attitude Shift....

- Internet plagiarism is a growing concern on all campuses as **students struggle to understand** what constitutes acceptable use of the Internet.
- In the **absence of clear direction from faculty**, most students have concluded that **'cut & paste' plagiarism** - using a sentence or two (or more) from different sources on the Internet and weaving this information together into a paper without appropriate citation - **is not a serious issue**.
- While 10% of students admitted to engaging in such behavior in 1999, almost **40%** admit to doing so in the Assessment Project surveys. A majority of students (**77%**) believe such cheating is not a very serious issue.

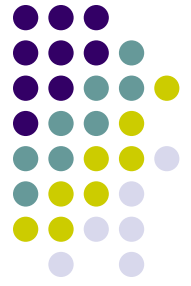
McCabe, D. L. (2005). Center for Academic Integrity Research.
http://www.academicintegrity.org/cai_research.asp

CAI Plagiarism Statistics (Cont.)



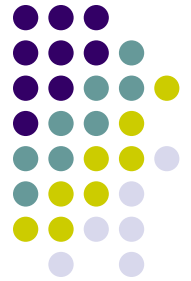
- Studies of 18,000 students at 61 schools, conducted in the last four years, suggest cheating is also a significant problem in high school
- Over 70% of respondents at public and parochial schools admitted to one or more instances of serious test cheating and over **60%** admitted to some form of plagiarism. Slightly less than half of the respondents from private schools admitted similar behaviors. **About half** of all students admitted they had engaged in some level of **plagiarism using the Internet.**

Is Academic Misconduct Really a Problem at IUPUI?



- First year student survey: IUPUI
 - 61% admit working as a group when instructed to do individual work
 - 46% admit getting questions/answers from prior test-takers
 - 46% admit failing to properly cite the work of others
- Do we do enough to change these attitudes?

Do We Detect Academic Misconduct at the Graduate Level?



	2000	2001	2002	2003	2004	2005	2006
Cheating	-	1	2	-	2	6	-
DUI	-	-	-	-	-	-	4
False parking permit	-	-	-	-	6	7	5
Public disturbance	1	1	-	-	2	-	-
Plagiarism	2	4	1	2	3	7	5
Stalking	-	-	-	1	1	-	-
Threats/ violence	-	1	-	-	-	1	-

Why do students plagiarize?



- Heavy workloads
- School stress
- GPA/have to succeed
- Ignorance of citing etiquette, styles, etc.
- Everything on the WWW is “free” or “public domain”
- High schools do not have severe penalties
- International students view differently
- Critical thinking skills missing

Teaching to Avoid Plagiarism: Syllabus Construction



- Include an explicit statement on plagiarism
 - Sample statements
- Explain the ramifications for plagiarism
 - Rewriting assignment
 - Failing assignment
 - Failing class
 - Reported to dean of students
- Include citation examples and formats

Teaching to Avoid Plagiarism: Direct Citing



- Discuss when to direct cite:
 - Author says it best
 - Author words are relevant to your argument
 - Uniqueness of direct quote
 - Lose impact if not quoted directly

Teaching to Avoid Plagiarism: Paraphrasing



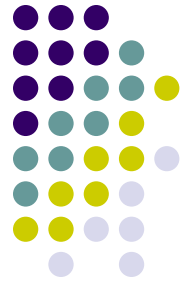
- Paraphrasing is a process most students do not understand
- Involves reading, analyzing, and creating *explanations, comparisons, contrast, and commentary*
 - Synthesizing information to support *your* points
 - Students are scholars, critical thinkers
- Encourage students to paraphrase from memory

Teaching to Avoid Plagiarism: Creating Assignments



- Use explicit written instructions for each assignment
- Give specific topical areas
 - Capture student's interest
 - Assign current topics
 - Prepare written proposal
- Beware of last minute topic changes!

Teaching to Avoid Plagiarism: Creating Assignments (cont.)



- Break up assignment into small task
 - Topic statements
 - Annotated bibliography
 - Outline
 - Rough drafts
 - Final paper
- Create peer critique groups
- Ask for photocopies of source title pages
- Request assistance from subject librarian

Teaching to Avoid Plagiarism: General Tips



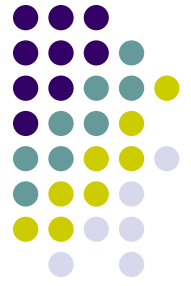
- Explain what is plagiarism
- Relate the conduct you expect to professional norms
- Be consistent and firm in your expectations
- Read all papers on a topic together
- Be aware of web resources
- Encourage consultations
- Reiterate your expectations throughout the course

Teaching to Avoid Plagiarism: Tips for Students



- Start research early
- Write clear notes
 - Use quotations marks for direct quotes
 - Read section, close text, write out own thoughts
 - Use keywords
 - Outline text
 - Denote when paraphrasing
- Include complete citation information
 - Use citation software such as Endnote
- Seek help from
 - Professors
 - Teaching assistants
 - Librarians
 - Writing center

Teaching to Avoid Plagiarism: Tips for Students



- Rule of Thumb: Is it your idea? No Citing. Is it someone else's idea? Cite.
- Paraphrasing will be more prevalent in your paper than direct citing
 - this demonstrates to the instructor that you have *synthesized, integrated* the ideas with your thoughts, opinions
 - don't merely assemble a paper! (direct quotes attached together)



The Broader View

- Citing is not just to avoid plagiarizing
- Citing serves to:
 - Enhance your credibility
 - Allow others to read additional information on the topic
 - Allow others to reproduce your trail of research



Signs of Plagiarism

- Format is different from what required or changes in middle of paper
- Addresses only a small part of the topic
- Poorly written
 - Awkward sentence structure
 - Changes in gender
 - Changes in verb tense
- Written above the student's usual level
- References diagrams, tables, etc. not in paper
- Bibliographic citations
 - Incomplete
 - Missing
 - Not available through
 - Padded reference list



Detecting Plagiarism

- Electronic Tools
 - Google
 - Tunitin.com
- Subject Librarians
- Faculty knowledge

Know your Academic Integrity Procedures



- **Know your Department's Procedures**
- Code of Student Rights, Responsibilities...
 - Part II: Student Responsibilities
 - G. Academic Responsibilities & Misconduct (p. 7)
 - Part V: Student Disciplinary Procedures
 - Note: Student Remains in class until issue is resolved!

Know your Academic Integrity Procedures



- **Flow Chart for alleged cases of Academic Misconduct – handy!**
- Faculty Disposition of a Case of Academic Integrity

Access at:

<http://www.life.iupui.edu/help/docs/misconduct.pdf>

This form can help with syllabus wording!

Reasons Faculty Give for Not Addressing Academic Misconduct



- “I’m not sure this is really misconduct”
 - Use the guidelines
 - Ask a colleague
- “I don’t know the procedure”
 - Follow your well-defined school guidelines
 - Talk to specific contact people in the guidelines
- “This could ruin my evaluations”
 - Students who know the misconduct exists and that you did not deal with it also write evaluations

Reasons Faculty Give for Not Addressing Academic Misconduct (cont.)



- “It’s too much hassle”
 - This is another concrete form of teaching
 - Clear procedures make the process easy
- “This will reflect poorly on me”
 - Unfortunately, we have all been there
 - Failure to deal appropriately is a bigger risk
- “I will be out on a limb all by myself”
 - You will be backed by your School
 - You will be backed by the Dean of Students



How would you handle...?



How Can I Get Help?

- Center for Teaching and Learning
 - Sally Neal and Jennifer Beasley
 - UL 1125
 - 274-1300
- Undergraduate Dean of Students
 - John Jones III
 - AO112C
 - jrajones@iupui.edu
- Graduate Dean of Students
 - Sherry F. Queener, Ph.D.
 - Graduate Office, UN207
 - queenes@iupui.edu

How can I get help?

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