Butler University
Digital Commons @ Butler University

Presentations | University Libraries

9-2006

Plagiarism in the classroom

J. Beasley

Sally Neal
Butler University, sneal@butler.edu

Follow this and additional works at: http://digitalcommons.butler.edu/librarian_presentations

Part of the Library and Information Science Commons

Recommended Citation
Beasley, J., & Neal, S. (2006, September). Plagiarism in the classroom [PowerPoint slides]. Presentation at the IU School of Social Work Faculty Development Retreat, Conner Prairie, Fishers, Indiana.

This Presentation is brought to you for free and open access by the University Libraries at Digital Commons @ Butler University. It has been accepted for inclusion in Presentations by an authorized administrator of Digital Commons @ Butler University. For more information, please contact fgaede@butler.edu.

Plagiarism in the Classroom

Jennifer Beasley
Instructional Design Consultant

Sally Neal
Assistant Librarian

IUPUI
Center for Teaching & Learning
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.

Indiana University (2005). Code of Student Rights, Responsibilities, and Conduct. http://www.iupui.edu/code/

Student Code of Conduct (Cont.)

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

Indiana University (2005). Code of Student Rights, Responsibilities, and Conduct. http://www.iupui.edu/code/

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.

Indiana University (2005). Code of Student Rights, Responsibilities, and Conduct. http://www.iupui.edu/code/

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 then 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**.

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

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 then 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?
Dean of Students

- 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

References

Carroll, J. (2002). *A handbook for deterring plagiarism in higher education*. Oxford Centre for Staff and Learning Development: Oxford, England.

Indiana University (2005). *Code of student rights, responsibilities, and conduct.* Retrieved September , 2006 from the IUPUI Dean of Students website: http://www.iupui.edu/code

McCabe, D.L. (2006). *CAI research.* Retrieved September , 2006 from the Center for Academic Integrity website: http://www.academicintegrity.org/cai_research.asp

Neal, S., Stocker, R., & Halverson R. (2003). *Two Paths to Preventing Plagiarism*. Presentation presented at the 2003 IUPUI Edward C. Moore Teaching Symposium.

Queener, S. (2006) SPEA faculty development retreat: Academic misconduct [PowerPoint presentation]

Plagiarism – You can do something about it… (2000). Rochester Institute of Technology, Wallace Library. Retrieved September 18, 2006, from http://wally.rit.edu/instruction/dl/cpfacultyol_files/frame.htm

.