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The path not taken: Two approaches to preventing plagiarism

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Two Paths to Preventing Plagiarism

Presenters:
IUPUI University Library

Randall Halverson, Assistant Librarian
Sally Neal, Assistant Librarian
Randi Stocker, Associate Librarian
Is Plagiarism Important?

“It has been estimated that 80 percent of the wealth in the United States comes directly or indirectly from intellectual property”.

The World of Citing…
An Attitude Shift

Center for Academic Integrity, Duke University/Don McCabe leader in analyzing

Students struggle to understand what constitutes acceptable use of the Internet

Faculty do not always provide clear direction
“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, this rose to 41% in a 2001 survey with the majority of students (68%) suggesting this was not a serious issue.”

A study of almost 4,500 students at 25 schools, conducted in 2000/2001, suggests cheating is also a significant problem in high school - Over half of the students admitted they have engaged in some level of plagiarism on written assignments using the Internet.

203 completed questionnaires were received from faculty members.

Respondents were selected from all IUPUI schools that serve undergraduates.

Faculty noted the following specific violations in their courses....
### IUPUI Faculty Experience Plagiarism
More than Other Integrity Issues

<table>
<thead>
<tr>
<th>Specific violation</th>
<th>% who have detected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor paraphrasing of others’ ideas or words</td>
<td>70.6%</td>
</tr>
<tr>
<td>Plagiarism of other students’ work</td>
<td>58.4%</td>
</tr>
<tr>
<td>Plagiarism of published material</td>
<td>57.5%</td>
</tr>
<tr>
<td>Copying during exam</td>
<td>43.0%</td>
</tr>
<tr>
<td>Unauthorized collaboration</td>
<td>43.2%</td>
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</tbody>
</table>
What is Plagiarism at IUPUI

IU Code of Student Rights, Responsibilities, & Conduct Section III
http://www.life.iupui.edu/dos/code/Part_3all.html

IU Academic Handbook
http://www.indiana.edu/~deanfac/acadhbk/admin.html#cheat

IUPUI Dean of Students Web Site
http://www.life.iupui.edu/dos/
What is Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

a. Quotes another person's actual words, either oral or written;

b. Paraphrases another person's words, either oral or written;

c. Uses another person's idea, opinion, or theory; or

d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Unintentional Plagiarism

Unintentional Plagiarism - using passages from readings without any in-text documentation, and without intent to deceive

Consequences

- instructor intervention on a draft or early revision
- lowered or failing grade on portfolio or course
- need to revise
- decreased credibility with readers

Susanmarie Harrington. “On Ethics, Collaboration, and Citing Sources: A guide for IUPUI Writing Faculty and Students.”
http://writing.iupui.edu/ethics.htm
Council of Writing Program Administrator’s Statement

“Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”

Discusses Plagiarism vs. the Misuse of Sources

http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf
Plagiarism vs. Copyright
Overlapping Boundaries

Plagiarism is an ethical and administrative issue -- can harm your reputation, your grade, and your academic career.

Copyright violation is a legal issue -- can lead to financial penalties in a court of law.
Plagiarism vs. Copyright Overlapping Boundaries

A short primer on copyright and plagiarism issues:

- Rochester Institute of Technology, RIT Library

**Plagiarism -- You Can Avoid It**

A web-streamed audio and captioned tutorial

http://wally.rit.edu/instruction/dl/cptutorial/presentation/presentation.html
Common Knowledge
Information

Information that is shared by members of a specific "community"*

- Facts (if all three apply):
  - Already known by most of your audience
  - Can be easily looked-up in reference works
  - Not controversial

- Common sayings or cliches

*Tampere University.
"Common Knowledge" in Academic Writing.
http://www.uta.fi/FAST/PP3E/REF/commknow.html
Common Knowledge
Specific Audience

Information that is shared by members of a specific "community"

- Institution, city, national region, entire nation
- Particular… race, ethnic group, religion
- Western vs Eastern civilization
- Academic discipline, community of professional practice
- Your classroom ??

*Tampere University.
"Common Knowledge" in Academic Writing.
http://www.uta.fi/FAST/PP3E/REF/commknow.html
Paraphrasing
Student Confusions

Why would I want to paraphrase?

- To convey the same information but in a different way
  - To formal, want to use informal language
  - Too technical, want to use layperson’s terms
  - Sequence, want to change the order of the ideas
- To show that you’ve synthesized the information.
Paraphrasing
Student Confusions

Do I Need to Paraphrase?

Is the idea (or ideas) totally your own, or “Common Knowledge”?

No? You must use quotation marks, or paraphrase the part that’s not totally yours?

Yes? You don’t need to do it for this idea.
Paraphrasing
Student Confusions

How do I paraphrase?

- Write the idea(s) in your own words and with your own style. It is better if you also use your own structure.

- As with quotes, the source of the idea(s) must be clearly cited in your text as well as in your list of references.

- If you use any unique words or phrases also found in the source, treat them like short quotes.

Lawrence University. Writing Pamphlets. Plagiarism. “What is Plagiarism”
http://www.lawrence.edu/dept/student_acad/CTL/Writing/pamphlets/plagiarism.html
IU Specific Overview and Quiz

Frick’s *Understanding Plagiarism*

[http://education.indiana.edu/~frick/plagiarism/](http://education.indiana.edu/~frick/plagiarism/) --activity for more practice on citing and paraphrasing
The Activity
## Which Do I Cite?

<table>
<thead>
<tr>
<th>Item</th>
<th>Need to Cite</th>
<th>Not Need to Cite</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
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Issues Addressed in the Exercise
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**Attribution versus Type of Assignment**

- Oral Report
- PowerPoint
- Web Page or other Digital File
- Traditional Paper
Issues Addressed in the Exercise

Contradictions of American Academic Writing

- Show you have done your research – But ...
  - Write something new and original

- Appeal to experts and authorities – But ...
  - Use your own words, your own voice

- Give credit where credit is due – But ...
  - Make your own significant contribution

Avoiding Plagiarism/Purdue University Writing Lab (2003)
http://owl.english.purdue.edu/handouts/research/r_plagiar.html
Issues Addressed in the Exercise

Impact of Diversity in Higher Education

“In my country or high school, using someone else’s words is a sign of respect”

What is Plagiarism?/Georgetown University Honor Council
http://www.georgetown.edu/honor/plagiarism.html
Issues Addressed in the Exercise

What is the Appropriate Level of Collaboration for an Assignment?

- Students confusion can result from a variety of expectations between classes and between assignments in a class

- “A teacher should clearly state the level of collaboration that is allowed on each class assignment”

Dealing with Student Academic Misconduct (2003)
http://life.iupui.edu/dos/docs/misconduct.doc
Issues Addressed in the Exercise

Citing is Not just to Avoid Plagiarizing

Citing serves to:

- Enhance our credibility
- Allow others to read additional information on the topic
- Allow others to reproduce our trail of research
Additional Resources

New IUPUI website:
“Plagiarism and Academic Integrity”
http://www.ulib.iupui.edu/plagiarism.html

Topics covered, include …
Additional Resources

“Plagiarism and Academic Integrity”
http://www.ulib.iupui.edu/plagiarism.html

- National Standards
- Instructor's Toolbox
- Instructing Students
- Citing Sources
- Copyright & Intellectual Property
- IUPUI - Specific Tools
Second Path: Turnitin.com

While it is a plagiarism detection service, consider using it as a teaching tool.
What is it and How does it work?

Turnitin.com is a Plagiarism Detection Service

- Specifically designed algorithms are used to create a digital fingerprint of any text.

- The digital fingerprint is compared to:
  - A local database of previously submitted student papers
  - The web
  - Papermill papers – only when submitted previously to the database
  - Subscription-based, full-text databases – not available yet

- Either the student or instructor can submit the paper electronically
  - an ‘originality report’ is generated within 24 hours.
Why is it Valuable “After the Fact”? 

- Database of previously submitted work
- It’s algorithms are designed to detect subtle instances of plagiarism such as: changing word order, adding sentences, or integrating an existing work with his/her work
- Saves the faculty member time – one doesn’t have to search multiple search engines, know searching strategies, etc.
- But, it won’t catch everything...
How it is valuable “before the fact”? As a Learning tool for students

Have students submit the papers themselves

When you receive the ‘originality report’ you can share the report with the student to address poor citing occurrences, discuss proper paraphrasing, etc.
Every scientific activity is characterized by two partial activities. One is some form of observation/perception. It can take place directly, through the senses, somewhat more indirectly via some form of an, in one or another respect sense improving instrument like a microscope, a telescope or stethoscope, or even more indirectly via some detecting instrument like a Geiger counter, an electrocardiograph or an X-ray apparatus (Hare 1976). The other part is some form of thought activity it "surrounds" and penetrates the observation/perception: A more or less conscious thought activity takes place as an introduction to the observation. It directs the attention in a special direction, "chooses" observations, stops somewhat back during the direct moment of perception/observation, to dominate once more after the direct moment of perception/observation.

The thought activity distinguishes between different parts of that which is observed/perceived, gives them names or makes a more specific conceptual analysis of them, it may also quantify them and then relates them to each other, logically or mathematically. So far, most people who have given the problem a thought would probably agree.

The seamless transition between observation/perception and thought activity is not well defined, it is not a clear distinction and the way it is realized is a matter of discipline.

In what follows here, the word "science" will not be used in the way the headlines use it [Note 1]. Neither will science be understood to be abstract theories such as found in astrophysics or elementary particle physics that are practically beyond understanding by anyone outside the few specialists working at the frontiers of these specializations. We cannot divorce the nature of science from its daily practice. Science is both practical and theoretical.
The Student Consent Form: Blessing or Curse...

Due to copyright and privacy concerns, IUPUI and IU are requiring that students consent to having their papers submitted to Turnitin.com (through signing a consent form).

A student cannot be compelled to participate.

No student can be assigned a lower grade or penalized for not participating in the service.

But,…
For purposes of Fairness and Equal Application, IUPUI recommends

Provide Turnitin.com as an Alternative to Required Work, such as:

1. Submit a short reflection paper on research methodology in addition to a final paper
2. Submit a draft bibliography prior to submission of the final paper
3. Submit the cover page and first cited page of each reference source to be photocopied and submitted with the final paper
4. As an alternative to one of the three required options above, consent to participate in the Turnitin.com service.
As Blessing

Use the student consent form to create a ‘level playing field’ statement at the beginning of the semester.

Having student run their own papers through the service may alleviate their concerns about unintentional plagiarism and sends a message that the instructor values their intellectual work.
For more information about Turnitin.com

http://www.ulib.iupui.edu/turnitin/home.html
IUPUI and Turnitin.com

Turnitin.com Defined

Promote academic integrity, University Libraries, University College, and the Dean of Students are providing access to Turnitin.com, a plagiarism detection service. The service compares submitted text against a database of over 100,000 previously submitted student papers and performs a thorough search of Internet Resources. Turnitin.com is being made available to assist IUPUI instructors/faculty in tracking down plagiarized material in an easier, faster, and more complete way. For more details on the ways in which the technology at Turnitin.com can detect instances of plagiarism such as: straight duplication, word substitution, sentence addition, etc., see their solutions page.

Obtaining Student Authorization Prior to Using the Service

As a contractual condition of use, IUPUI requires all instructors who desire to use the service to obtain each student's voluntary consent to participate (using a form supplied by the university) prior to comparing whole or parts of a student's paper with the Turnitin.com database. No student may be compelled to participate in the service without the student's voluntary authorization, and no student may be assigned a lower grade or otherwise penalized for declining to participate.

This authorization form is provided here: Student Turnitin.com Authorization Form (PDF format). Be sure to have your students read and sign this form prior to using the service. The instructor shall be responsible for maintaining the original authorization form indefinitely or working with the instructor's department to maintain the original form in the student's permanent record. For purposes of fairness and equal application, IUPUI strongly recommends that any instructor who desires to use the service provide it as an alternative to required work, e.g., an instructor might offer students a choice from the following options: (1) submit a short reflection paper on research methodology in addition to a final paper, (2) submit a draft bibliography prior to submission of the final paper, (3) submit the cover page and first cited page of each reference source to be photocopied and submitted with the final paper, or (4) as an alternative to one of the three required options above consent to participate in the Turnitin.com service.
Questions?