



Academic Integrity Webinar Series



**PREVENTING,
IDENTIFYING &
DEALING WITH
PLAGIARISM**



Jenn Kelley

June 28, 2018
12-1pm

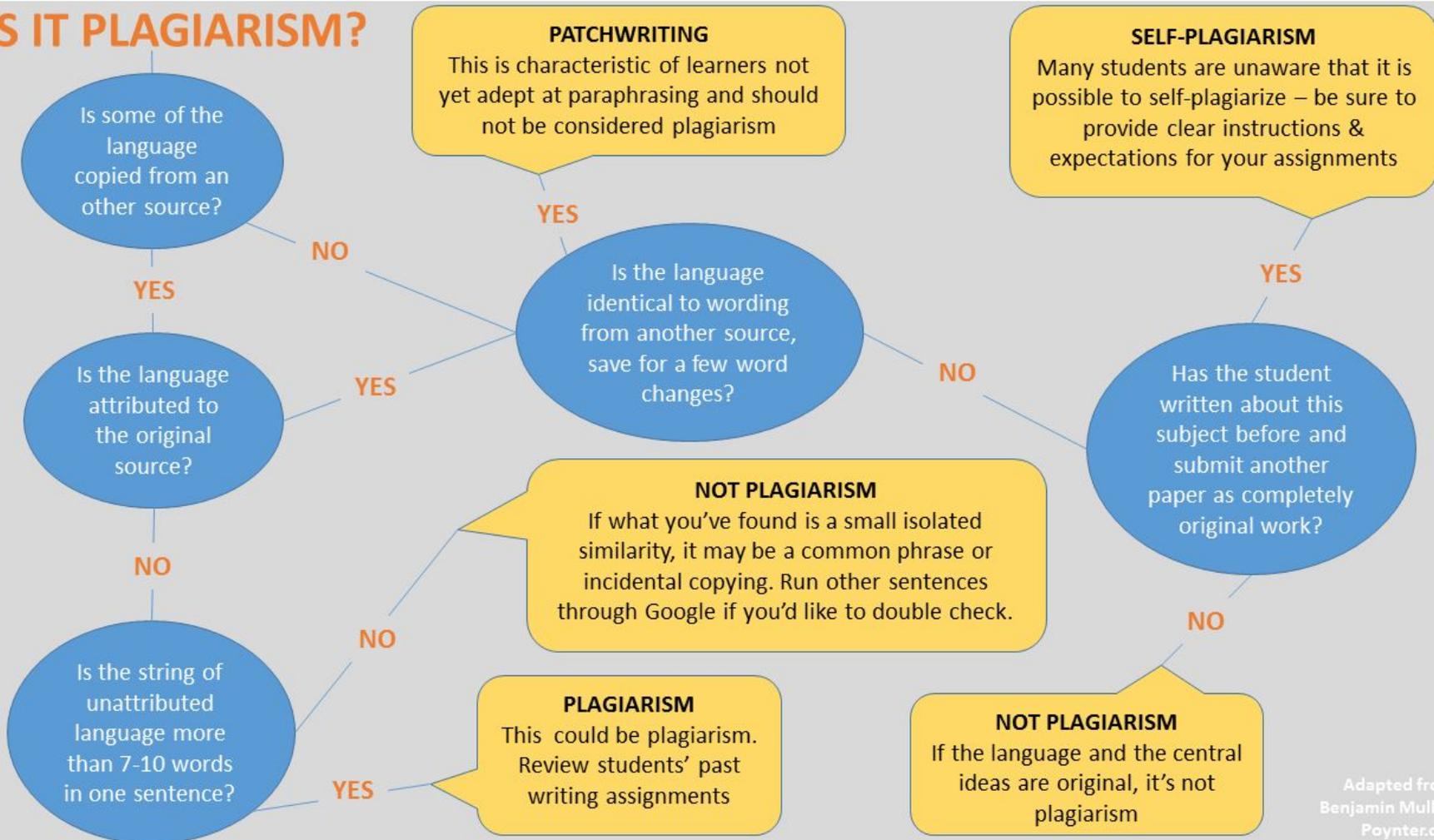
Defining Plagiarism

Defining Plagiarism

In an instructional setting, plagiarism occurs when a writer **deliberately** uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

--from *Defining and Avoiding Plagiarism:
The WPA Statement on Best Practices*

IS IT PLAGIARISM?



Preventing Plagiarism

Students: Why do they plagiarize?

- Fear of failure
- Poor time-management skills
- Lack of interest
- Cynicism
- Perception that cheating is easy and/or not taken seriously

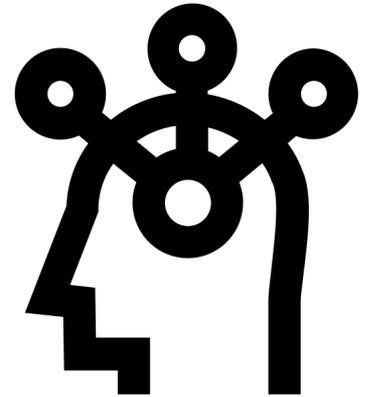
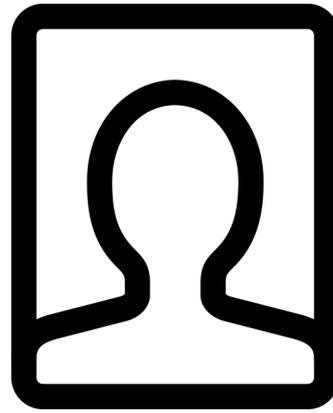
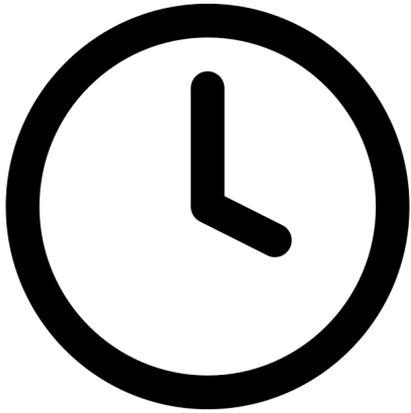
Students: What can you do?

| | |
|---|--|
| Fear of failure | <ul style="list-style-type: none">● Give students opportunities to try and fail without little to no consequence● Collaborate with Library and Learning Commons |
| Poor time-management skills | <ul style="list-style-type: none">● Scaffold assignments |
| Lack of interest | <ul style="list-style-type: none">● Create interdisciplinary or authentic assignments |
| Perception that cheating is easy and/or not taken seriously | <ul style="list-style-type: none">● Discuss plagiarism policy and penalties |

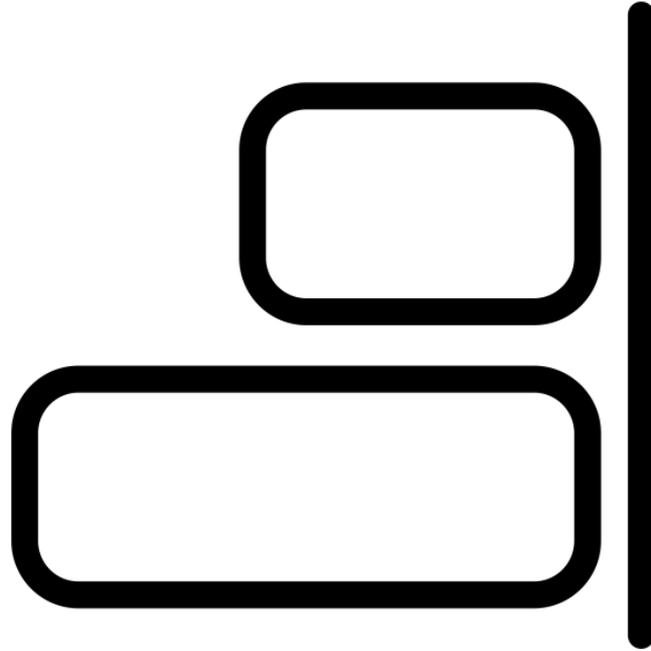
Students: Necessary knowledge, skills and abilities

- Note taking
- Idea integration
- Summarization
- Documentation
- Attribution

Assignments: Contextualize writing prompts



Assignments + Students: Are they aligned?



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Best practices for the classroom

Discuss Plagiarism

Establish Consequences

Encourage Academic Integrity

Model Proper Citation Strategies

Identifying plagiarism

Original Quote

"In ages which have no record these islands were the home of millions of happy birds, the resort of a hundred times more millions of fishes, of sea lions, and other creatures whose names are not so common; the marine residence, in fact, of innumerable creatures predestined from the creation of the world to lay up a store of wealth for the British farmer, and a store of quite another sort for an immaculate Republican government."¹

¹A.J. Duffield, The Prospects of Peru (London: Newman, 1881) 78.

Plagiarism

Long ago, when there was no written history, **these islands were the home of millions of happy birds; the resort of a hundred times more millions of fishes, sea lions, and other creatures. Here lived innumerable creatures predestined from the creation of the world to lay up a store of wealth for the British farmer, and a store of quite another sort for an immaculate Republican government.**

Original Quote

“Investigators are also studying the anti-cancer activities of cannabis, as a growing body of preclinical and clinical data concludes that cannabinoids can reduce the spread of specific cancer cells via apoptosis (programmed cell death) and by the inhibition of angiogenesis (the formation of new blood vessels.”

-- *Recent Research on Medical Marijuana,*
NORML.org

Patchwriting

Most importantly, investigators are now studying the anti-cancer properties of cannabinoids. There is an increasing amount of preclinical and clinical data that conclude that cannabinoids stop the spreading of specific cancer cells through programmed cell death and the prevention of the forming of new blood vessels.

Original Quote

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Plagiarism

Submitting someone else's text as one's own

Attempting to blur the line between one's own ideas or words and those borrowed from another source

Misuse of sources

Carelessly or inadequately citing ideas and words borrowed from another source

Why do students misuse sources?

- Unaware of how to integrate ideas or document sources
- Unpracticed at taking notes
- Inconsistent definitions of plagiarism
- Unfamiliarity with academic writing conventions
- Cultural differences in attribution and plagiarism conventions
- Contextual inconsistencies

Best practices for working with novice writers

- Introduce all students to the writing conventions of your discipline
- Design writing assignments to reduce cognitive load
- Provide students with resources for learning how to take careful notes
- Clearly explain what plagiarism looks like to you, in your classroom
- Accept that errors are a part of learning

“Students’ opportunities to practice citation and the performance of honesty are closed down when their improper citation is read as a sign of dishonesty, rather than as a sign of an authentic beginner engaged in the work of acquiring a new discourse.”

Dealing with Plagiarism

The Academic Integrity Reporting Form

1. Gather your evidence
2. Notify the student and discuss the incident
3. Record student's response
4. Report incident using the Academic Integrity Reporting Form



Upcoming Academic Integrity Webinars

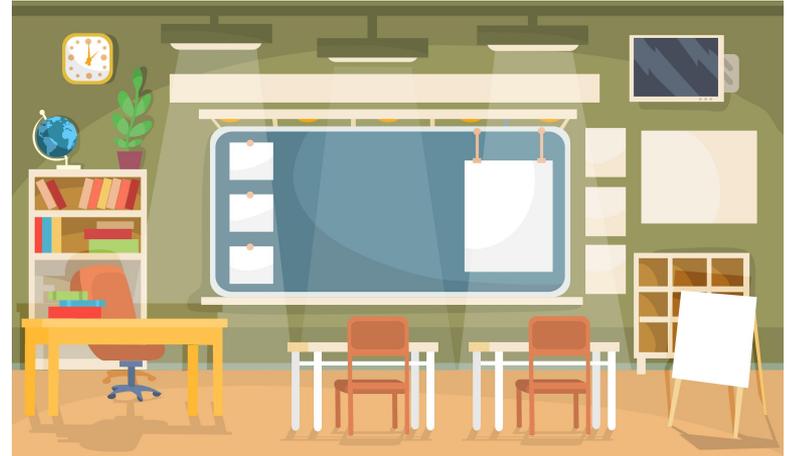
Preventing, Identifying and Dealing with Plagiarism
Thursday, June 28

Plagiarism Resistant Assignments
Thursday, July 12

Creating a Classroom Culture of Integrity
Thursday, July 19

Credits

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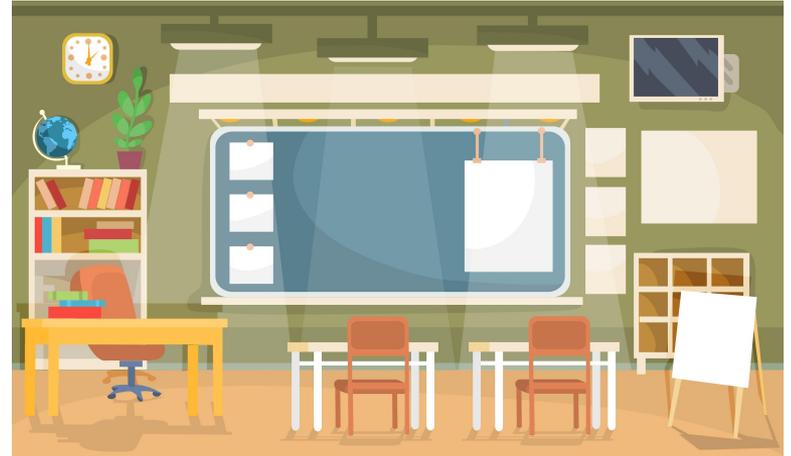
For Additional Information

College of DuPage Library - Academic Honesty Guide

Including:

- Instructor Toolbox
- Resources
- Student Perceptions of Academic Honesty

<http://www.codlrc.org/AcademicHonesty>



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