



# Academic Integrity Webinar Series

## **PREVENTING, IDENTIFYING & DEALING WITH PLAGIARISM**

**Jenn Kelley**

June 28, 2018  
12-1pm

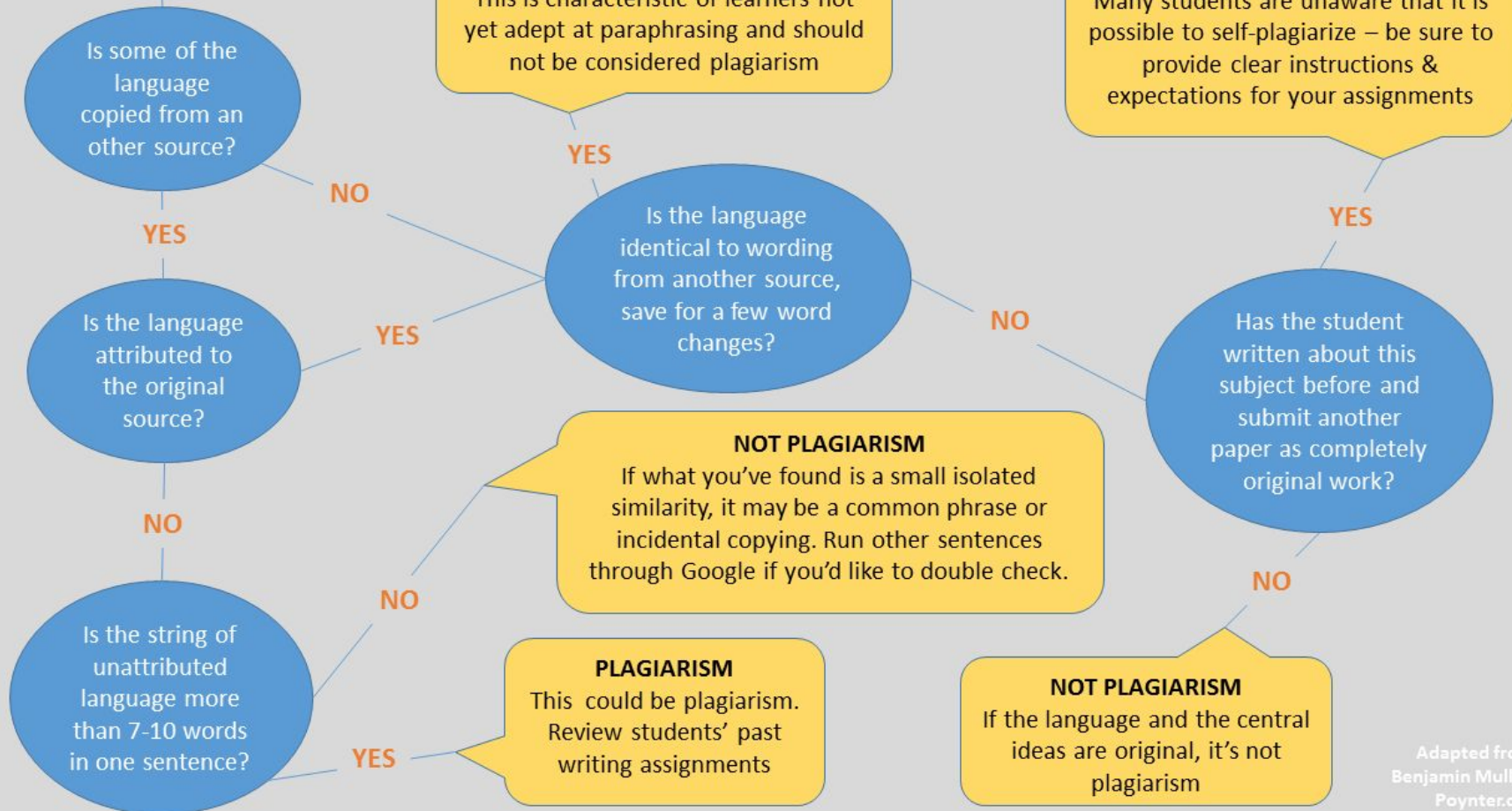
# Defining Plagiarism

# 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?

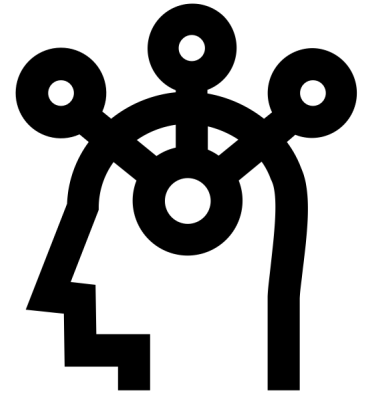
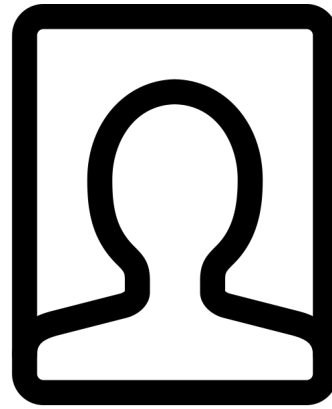
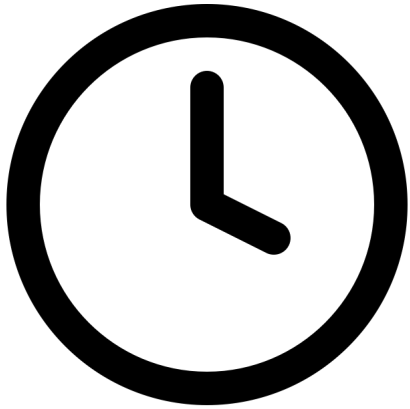
Fear of failure	<ul style="list-style-type: none"><li>● Give students opportunities to try and fail without little to no consequence</li><li>● Collaborate with Library and Learning Commons</li></ul>
Poor time-management skills	<ul style="list-style-type: none"><li>● Scaffold assignments</li></ul>
Lack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

# Students: Necessary knowledge, skills and abilities

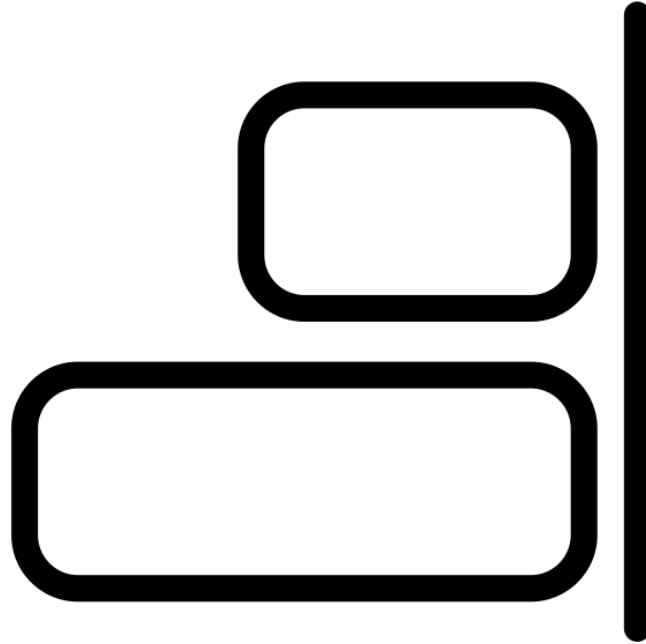
- Note taking
- Idea integration
- Summarization
- Documentation
- Attribution



# Assignments: Contextualize writing prompts



# Assignments + Students: Are they aligned?



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from Noun Project

# 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."<sup>1</sup>

<sup>1</sup>A.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.

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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

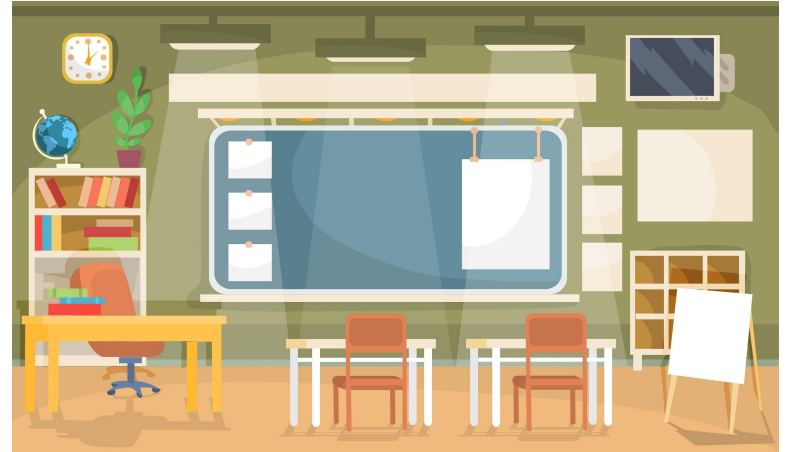
Preventing, Identifying and Dealing with Plagiarism  
Thursday, June 28

Plagiarism Resistant Assignments  
Thursday, July 12

Creating a Classroom Culture of Integrity  
Thursday, July 19

## Credits

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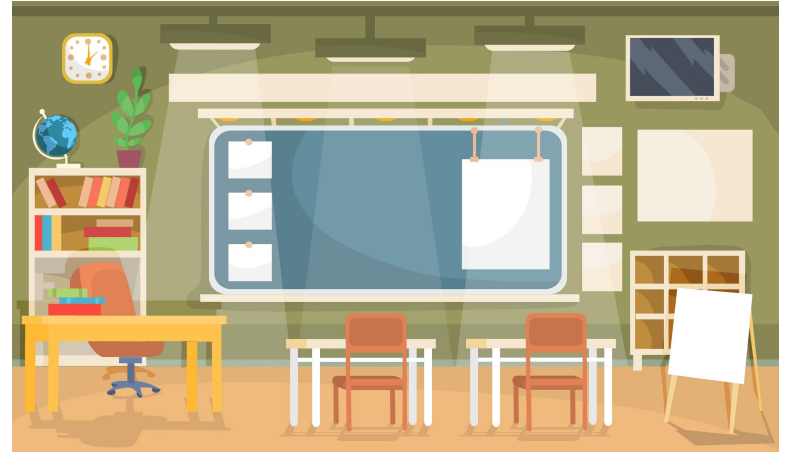
# For Additional Information

## College of DuPage Library - Academic Honesty Guide

Including:

- Instructor Toolbox
- Resources
- Student Perceptions of Academic Honesty

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



# References

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