Plagiarism and how to avoid it

Presented by
Academic Enrichment – Learning Centre
The Learning Centre provides resources for students to build and extend the skills they need for study and research at university.

The Learning Centre’s services include a wide range of workshops throughout the year on academic writing, research and other skills, as well as individual consultations, discipline-specific support programs within some faculties, and both online and print resources for students.

We are located on the Camperdown and Cumberland campuses, and are committed to helping both undergraduate and postgraduate students achieve their academic goals.

Copies of slides and the student handout with answers can be found on the Learning Centre Website under Resources. Scroll down to Orientation Lecture Notes.
Strategies for avoiding plagiarism

1. Institutional level:
   Know about the university policies on plagiarism.
   http://www.usyd.edu.au/policy

2. Faculty / discipline / course / unit of study level:
   Find out what is expected for your references.

4. Individual level:
   Develop the skills and knowledge you need.
   Complete the Academic Honesty Education module in My Uni
Strategy 1. University policy

Check with the person next to you: 2 minutes

- What is ‘academic dishonesty’?
- What is ‘plagiarism’?
- What is ‘legitimate cooperation’?
Strategy 1. University policy

Part 3 - Academic dishonesty

8 (1) For the purpose of this policy, academic dishonesty means seeking to obtain or obtaining academic advantage for oneself or for others (including in the assessment or publication of work) by dishonest or unfair means.

Part 4 – Academic integrity

10 (1) The role of the University is to create, preserve, transmit and apply knowledge through teaching, research, creative works and other forms of scholarship. The University is committed to academic excellence and integrity as the cornerstones of scholastic achievement and quality assurance.

The academic integrity of the University and its programs requires:

(a) scrupulous ethical behaviour from individuals;
(b) a collective culture that champions academic honesty fostered by all staff, affiliates and students;
(c) effective education and authentic assessment; and
(d) an effective framework of education, prevention, detection and record keeping that enables the University to monitor and respond to threats to academic integrity.
Strategy 1. University policy

Part 3  9 Plagiarism

For the purpose of this policy, plagiarism means presenting another person’s work as one’s own work by presenting, copying or reproducing it without appropriate acknowledgement of the source.
Part 2 - Definitions

Legitimate co-operation

means any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students, including:

• researching, writing or presenting joint work;
• discussing general themes and concepts;
• interpreting assessment criteria;
• informal study or discussion groups; and
• strengthening and developing academic writing skills through peer assistance.

Co-operation is not legitimate if it unfairly advantages a student or group of students over others.
Strategy 1. University policy

Check with the person next to you: 3 minutes

How serious are the actions in Activity 1 on your hand-out?

Not very serious
Serious
Very serious
Strategy 1. University policy

1. Copying another student’s work without their knowledge (VS)
2. Copying another student’s work with their permission (VS)
3. Inventing references (S)
4. Including text in your assignment copied from an online source (S)
5. Including someone else’s words in your assignment with a reference but no quote marks (S)
6. Including someone else’s words in your assignment no reference (S)
7. Paying somebody else to write some of your assignment (VS)
8. Asking somebody to fix the structure, grammar or style of your assignment (S)
9. Not contributing much work to a group assignment (S)
10. Taking hidden notes into an exam (VS)
11. Submitting the same assignment for two different units (VS)
12. Using partly someone else’s words, but partly your own words no reference (S)
13. Putting the source in your reference list, but not putting a reference in the paragraph (S)
14. Using lots of quotations in your paragraph, with quotation marks and full references (NTS)
Strategy 1. University policy

Check with the person next to you: 2 minutes

Which uses of sources are appropriate?
(see Activity 2 in your hand-out)
<table>
<thead>
<tr>
<th></th>
<th>Strategy 1. University policy</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Copying a paragraph verbatim from a source without an acknowledgement</td>
</tr>
<tr>
<td>2</td>
<td>Copying a paragraph, making small changes, no quotation marks and including the source in the list of references</td>
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<tr>
<td>3</td>
<td>Cutting and pasting a paragraph by using sentences of the original, but omitting some and putting them in a different order. No quote marks but in-text acknowledgement e.g. (Jones, 2000) and inclusion in list of references.</td>
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<tr>
<td>4</td>
<td>Composing a paragraph by taking short phrases of 10 to 15 words from a number of sources, and putting them together, adding words of our own to make a coherent whole, all sources included in the reference list</td>
</tr>
<tr>
<td>5</td>
<td>Paraphrasing a paragraph with substantial changes in language and organization; the new version will also have changes in the amount of detail used and examples cited. No quote marks but in-text acknowledgement e.g. (Jones, 2000 p 75) and inclusion in list of references.</td>
</tr>
<tr>
<td>6</td>
<td>Quoting a paragraph exactly by placing it in block format with in-text acknowledgement e.g. (Jones, 2000 p 75) and inclusion in list of references</td>
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</table>
Strategy 1. Types of academic dishonesty

Plagiarism

Unintentional
Plagiarism is unacceptable in academic work, even when it is not intended to deceive
E.g. poor referencing

Dishonest (knowingly)
E.g. submitting an essay from the web under your own name

Other academic dishonesty:
E.g. cheating in exams
Falsifying data
Strategy 1. The responsibility of the student

Previous: ‘negligent’ ➔ Current: ‘unintended’

What this means is no excuses …

• “I didn’t understand”
• “I didn’t know”
• “It was OK at school to do that”
• “It’s OK in my country to do that”

Where plagiarism exists but intention to deceive cannot be established, the matter must still be handled in the manner specified in this [University] policy and the procedures.
Strategy 1. The responsibility of the student

13 Compliance statements

Students must submit a signed statement of compliance with each piece of work submitted to the University for assessment, presentation or publication.

• For coursework students this is usually a University assignment cover sheet

All text-based written assignments must be submitted electronically and then they will be checked by similarity detecting software (Turn it in)

But remember text matches do not mean plagiarism!!!
Strategy 1. University procedures

For *unintended* plagiarism, the first time:

- The nominated faculty academic (the academic in the faculty, school or department that deals with cases of possible plagiarism) must:
  
  - direct the student to attend and complete within a specified time a developmental course on academic integrity (Learning Centre Courses)
  
  - permit the student to resubmit the work for assessment
    - within a specified time; and
    - if appropriate, for a specified maximum mark
  
  Or

  - permit the student to undertake alternative assessment
    - within a specified time; and
    - if appropriate, for a specified maximum mark

- A record will be kept and warning given
Strategy 1. What happens?

For unintended plagiarism, the second time:

The nominated faculty academic will:

• interview the student
• direct the student to complete an additional developmental course
• decide whether the student can resubmit or undertake alternative assessment and determine the mark

... or dishonest plagiarism, the first time:

The nominated faculty academic will:

• interview the student
• direct the student to complete an additional developmental course
• decide whether the student can resubmit or undertake alternative assessment and determine the mark, a fail grade, a mark penalty or a mark which reflects unsatisfactory standard.

If sufficiently serious, the case may be referred directly to the Registrar. (This may lead to a student being suspended or expelled from the university).
The good news ... 😊
Strategy 2. Acknowledging sources: Referencing

You can avoid this by learning about....

• Different ways of referencing (i.e. acknowledging others’ ideas and words), e.g.:
  • Footnotes, with the details at the bottom of the page
  • Endnotes, with a numbered list of references at the end
  • In-text references, with an alphabetical reference list at the end
  • Bibliography, sources not directly used, no references in the text

• Different conventions for the format and order of the information in the references.
Strategy 2. Acknowledging sources: Referencing

• Some common reference styles:

  • Harvard
  • APA (American Psychological Association)
  • Oxford
  • Chicago
  • MLA (Modern Language Association)
  • Vancouver
  Etc.
Strategy 2. Acknowledging sources: Referencing

How to find out what is expected:

• Your faculty, school, department or discipline may provide a guide. Ask about this if you don't get one.

• Your unit of study outline should tell you what type of referencing to use in your assignments. Ask about this if it doesn't.

• Your lecturer or tutor may give you instructions. Ask.

• You can find detailed style guides for the main referencing conventions (e.g. Harvard, APA) both online and in the library.
Strategy 3. Develop skills and knowledge

Two main ways of acknowledging sources:
• quoting
• paraphrasing

Check with the person next to you:  1 minute
• What is the difference between quoting and paraphrasing?

Something to consider ….
• When should you quote?
• When should you paraphrase?
Strategy 3. Develop skills and knowledge

Format for quotations

Short quotation less than 3 lines (approx. 30 words):

Example using the **Oxford** system of footnote references:

Enright distinguishes between the two terms by stating that “*ratio decidendi* is a principle of law which decides a case, while *obiter dictum* is a proposition of law stated in the case but not essential to the case.” ¹ Obviously, this means …

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Strategy 3. Develop skills and knowledge

Format for quotations

Short quotation less than 3 lines:

Example from Accounting with Harvard system of in-text references.

Hoggett and Edwards (1993) define depletion or amortisation as “the periodic allocation of the cost of natural resources to the units removed” (Hoggett & Edwards 1993, p. 524). It can be calculated by …

Full details of the source at the end of the paper in a reference list....

Strategy 3. Develop skills and knowledge

Format for quotations

Long quotation more than 3 lines (approx. 30 words) - Oxford

Kirby J, in praise of the common law, says:

We should not be ashamed of this extraordinary creation. It is a brilliant and very English invention adapted in Australia to our needs. It is pragmatic and adaptive. It still governs about a quarter of humanity long after the British empire has faded into history. Truly, this is a mighty and lasting heritage.  

How then does judicial creativity contribute to …

8. Kirby, M. ‘Beyond the Judicial Fairy Tales’, Quadrant vol. no. 26 Jan-Feb, 2004, p. 28
Strategy 3. Develop skills and knowledge

Long quotation: Harvard

Kirby J, in praise of the common law, says:

We should not be ashamed of this extraordinary creation. It is a brilliant and very English invention adapted in Australia to our needs. It is pragmatic and adaptive. It still governs about a quarter of humanity long after the British empire has faded into history. Truly, this is a mighty and lasting heritage. (Kirby 2004, p. 28)

How then does judicial creativity contribute to …

Full details of the source at the end of the paper in a reference list…

Strategy 3. Develop skills and knowledge

Paraphrasing

Check with the person next to you: 2 minutes

Activity 3: Which is the best paraphrase of this source material? Why?
I use the term migration law to refer to the domestic law or laws which regulate the entry and stay of foreigners

Paraphrase 1
Migration law \(^1\) means the laws of a country which govern migration entry and residency.
This has the footnote number in the wrong place - should mark the end of the definition. It also does not include the idea that there are other definitions.

Paraphrase 2
The laws of a country which control entry and stay of foreigners are known as migration Law. \(^1\)
This has the footnote in the correct place but does not include the idea that there are other definitions and could be considered too close to the original.

Paraphrase 3
Catherine Dauvergne uses the term migration law to mean the laws of a country which govern migrant admission and residency. \(^1\)
This is the best.
Strategy 3. Develop skills and knowledge

A deeper understanding of grammar helps you paraphrase correctly. If paraphrasing is a challenge – come to the Learning Centre.

To build your skills further:

• Pay attention to the referencing in your readings.
• Attend a Learning Centre workshop.
• Use online resources such as the Write Site.
Strategy 3: Academic Honesty Education Module

My Units of Study

Academic Honesty - Education Module
Strategy 3: Academic Honesty Education Module

This module will help you to:

• understand that being honest in your studies is a core value of the University;
• learn the conventions of how to acknowledge the work of others;
• learn how to avoid plagiarism;
• understand how the University uses software to compare students’ work to that of others;
• identify and avoid other forms of academic dishonesty.
### Strategy 3: Academic Honesty Education Module

There are 5 sections in the module and nine quizzes:

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<td>Referencing strategies</td>
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<td>Section 4</td>
<td>Similarity detecting software</td>
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<td>Section 5</td>
<td>Avoiding academically dishonest behaviours</td>
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</tbody>
</table>
Don’t worry, if you get something wrong, your feedback will tell you the right answer, so on the next attempt, you will get everything right.

The module is **COMPULSORY** for all commencing undergraduate and postgraduate coursework students at the University of Sydney.

But it is also useful for ALL students.

It’s a good idea to complete the module when you are preparing for your first assignment.
A final piece of advice!!!

For extra protection:

• Keep copies of your drafts and notes, to show the development of your ideas if necessary.

• Keep records of your group work contributions, such as e-mails and notes of discussions.

• Keep a record of any peer assistance you may have received.
Useful sources of information on your handout

- Fisher library videos and slides on plagiarism and how to reference:

- Academic writing resources online (including info on using sources):
  - Successful writing at uni
  - The Write Site
    http://writesite.elearn.usyd.edu.au/
  - Clearer Writing
    http://learningcentre.usyd.edu.au/clearer_writing/
  - Unilearning
    http://unilearning.uow.edu.au/

- Website for practice in paraphrasing and in-text referencing.
  - Purdue University Online Writing Lab
    https://owl.english.purdue.edu/owl/resource/563/01/

- Judging the quality of internet sites
  - UC Berkeley: Evaluating web pages: techniques to apply & questions to ask
    http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html
References

Sources for material in this lecture:

University of Sydney Policies

Books and Journal Articles:


