ACADEMIC HONESTY AND PLAGIARISM FOR WRITERS AND TEACHERS

Working with Writers: Recognizing Diverse Discourses
Presented by Leah Sneider
The Graduate Resource Center
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Why is Academic Honesty Important?

“Higher education and society benefit when colleges and universities have standards of integrity that provide the foundation for a vibrant academic life, promote scientific progress, and prepare students for responsible citizenship…academic integrity [is] a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.”

- The Center for Academic Integrity

http://www.academicintegrity.org/
WHAT IS ACADEMIC DIS-HONESTY & PLAGIARISM?

- The use of source material (words or ideas) as if your own
- Literary and intellectual theft
- Un-ethical
- Fraud
What does Plagiarism Entail?

- No quotation marks
- None or incorrect in-text citations for paraphrased, or summarized material and no works cited entry
- Copied and pasted text from any online web site
  - As few as three words in a row
- Submitting work that is not your own
- Changing the words but keeping the basic sentence structure
WHAT DOES PLAGIARISM LOOK LIKE?

- Change in tone, style, or topic
- Use of sophisticated language
- Not consistent with in-class writing
- Font shifts in style, size, or color
- Web links included
- Inconsistent formatting or citation styles
- Information used not common knowledge
- Few to none quotes or citations
- Anachronisms: information that is dated yet discussed as current
HOW TO DETECT PLAGIARISM

- Type a significant or unusual phrase of at least three words in quotation marks into a Google search. Try several different search engines.
- Use a plagiarism detector/software
- Discuss the paper with the writer, without accusing them of cheating (we’ll talk about this more in a bit)
## Why do Writers Plagiarize?

<table>
<thead>
<tr>
<th>Unintentional</th>
<th>Intentional</th>
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<tbody>
<tr>
<td>Lack of awareness/knowledge</td>
<td>Lack of confidence</td>
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<td>Cultural, professional, or</td>
<td>Poor time management</td>
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<td>discourse community differences</td>
<td>Social pressures</td>
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<td>Sloppy notetaking</td>
<td>Poor academic environment</td>
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<td></td>
<td>Don’t care about the consequences</td>
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<td>Never been caught</td>
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Discussing a Potential Plagiarism Case with the Writer

- The student either intentionally or unintentionally plagiarized leading to different actions in response. You can find this out by asking the writer particular questions:
  - Can you tell me about your writing process?
  - How did you use sources in your writing?
  - What is the difference between paraphrasing and quoting and how do you indicate these in your writing?
  - I don’t understand x idea in your essay, can you explain it further?
Discussing a Potential Plagiarism Case with the Writer

- Depending on how the writer answers, you know that either you need to take disciplinary action or simply teach more about academic honesty and how to effectively and safely use source material.

- As the instructor, you can decide if you want to administer the same disciplinary action for both intentional and unintentional plagiarism or decide on a case-by-case basis. It also depends on the nature of your course (online vs. face-to-face) and the school’s policy.
UNM’S POLICY

• http://dos.unm.edu/student-academic-integrityhonesty.html
PREVENTING PLAGIARISM

- Include your plagiarism policy on the syllabus
- Educate your students (and yourself) about plagiarism
- Explain/understand the benefits of academic integrity
- Make your expectations clear for each assignment
  - Individual vs. group
  - Style guide requirement
  - Type of written work (research, analysis, synthesis, etc.)
  - Possible topics
- Add specific requirements to an assignment
  - Specific sources only
  - Type and number of sources
  - Recent publication date
  - Personal interview or observation
PREVENTING PLAGIARISM (CONT.)

- Oral reports of student progress or of final project
- Include an annotated bibliography to the assignment
- Include a reflective component where a student write about their processes, research strategy, what they learned, etc. (Also a good way for you to engage with the writer’s process.)

- Turn writing into a process rather than a product!
  - Build the process into the course with smaller assignments that combine into the final written piece
    - Project proposal
    - Thesis statement
    - Bibliography (possibly annotated)
    - Outline
    - Reading notes including key quotes
    - Rough draft
    - Peer review
Creating an Ethical Academic Environment

- Model the values of academic integrity: honesty, trust, fairness, respect, and responsibility.
  - How does UNM, your department, or your faculty mentor model these values?
  - How can or do YOU model these values?
RESOURCES AND SOURCES CONSULTED

- The Graduate Student Funding Initiative offers a certificate program for Responsible Conduct of Research. Go to the OGS web site for details.

- The Center for Academic Integrity at www.academicintegrity.org
- www.Plagiarism.org
RELATED TOPICS TO DISCUSS (IF TIME)

- Wikipedia and other sources that lack credibility
- Paper mills
- What to do if you know of a fellow student or scholar/faculty member who is not maintaining academic integrity
- Teaching online and cases of plagiarism