



UNIVERSITY OF CALGARY | WERKLUND SCHOOL OF EDUCATION

ACADEMIC INTEGRITY AND PLAGIARISM: SUPPLEMENTARY MATERIALS FOR EDUCATOR WORKSHOPS

Prepared BY:

Sarah Elaine Eaton, Ph.D.

March, 2017

Acknowledgements

We are grateful to the Office of Teaching and Learning, Werklund School of Education, University of Calgary, who awarded funding for this project under the Scholarship of Teaching and Learning Grant, 2016-2017.

Thank you to the research assistants who assisted with the development of these workshops: Melanie Guglielmin, Jenny Wilson, Benedict “Kojo” Otoo, and Ian Burns.

Ethics

Conjoint Faculties Research Ethics Board (CFREB): Study ID: REB16-1828

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Citation (APA, 6th edition)

Eaton, S. E. (2017). Academic Integrity and plagiarism: Supplementary materials for educator workshops. Calgary: University of Calgary.

For more information contact:

Sarah Elaine Eaton, Ph.D., Principal Investigator
Werklund School of Education
University of Calgary
2500 University Drive NW
Calgary, AB T2N 1N4
seaton@ucalgary.ca
403.220.3678
ucalgary.ca

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Abstract

This guide was developed as a supplement to a workshop for full- and part-time faculty, as well as teaching assistants, on how to understand what tackle the complex issue of plagiarism. This guide includes resources and handouts to the workshop, as well as a complete list of references to show how the workshop was evidence informed.

Keywords: plagiarism, academic integrity, faculty, workshop

Research Project Overview

This project investigates how instructors, teaching assistants (TA's) and administrators perceive and act upon cases of plagiarism or in the Werklund School of Education (WSE). Academic dishonesty continues to present a major problem in higher education (Altbach, 2015; Colella-Sandercock & Alahmadi, 2015; Leonard, Schwieder, Buhler, Beaubien Bennett & Royster, 2015). The WSE "Process for Reporting and Responding to Plagiarism" will be used as a tool to facilitate dialogue on the topic of academic integrity.

Workshops for educators are offered as part of the knowledge mobilization plan for this project.

Disclaimer

This guide provides information and resources to educators at the University of Calgary on how to better understand and promote academic integrity on campus. This guide is not intended to represent the views of the entire institution or the university administration.

The authors have made every effort to ensure the accuracy of the sources consulted and cited in this guide. Any errors are the responsibility of the principal investigator.

Definition of Plagiarism

Institutions vary in how they define plagiarism (Eaton, 2017). This is how the University of Calgary defines it:

"K.5.1 Definitions 1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- b) Parts of the work are taken from another source without reference to the original author,
- c) The whole work (e.g., an essay) is copied from another source, and/or,
- d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by them in a thesis or dissertation” (U of C academic calendar, 2016-2017).

Resources for Instructors

Here are some of our favourite web-based resources for educators to help you teach your students how to develop their academic integrity and avoid plagiarism:

70 useful sentences for academic writing by Luiz Otávio Barros	http://www.luizotaviobarros.com/2013/04/academic-writing-useful-expressions.html
Understanding Plagiarism Workshop Plan by M. Stoner	http://www.csus.edu/indiv/s/stonerm/understanding%20plagiarism%20workshop%20lesson%20written%20lesson%20plan.pdf
School of Public Policy (SK) workshop activities	http://www.schoolofpublicpolicy.sk.ca/documents/events/workshops/JSJS_Workshop_Avoiding_Plagiarism_Activities.pdf
Paraphrasing activity by Read Write Think	http://www.readwritethink.org/files/resources/lesson_images/lesson1062/plagiarismexamples.pdf
Academic Integrity Classroom Activities by University of Missouri	https://osrr.missouri.edu/workshops/classroomactivities.html
Understanding Plagiarism with some help from Dr. Seuss by Azman and Fox	http://turnitin.com/en_us/community/teaching-tools/lesson-plans/2161-understanding-plagiarism-with-some-help-from-dr-seuss
Larry Ferlazzo's blog post on plagiarism resources	http://larryferlazzo.edublogs.org/2009/09/21/the-best-online-resources-to-teach-about-plagiarism/

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Appendix A: Guidelines for Addressing Plagiarism



WERKLUND SCHOOL OF EDUCATION

Teaching and Learning
2500 University Drive NW
Calgary, AB, Canada T2N 1N4

Academic Integrity: Guidelines for Addressing Plagiarism

Definition

"Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence". (University of Calgary Calendar 2014-15)



















Determining Plagiarized Work

- Does the work or parts of the work have a different flow in the writing?
- Does the work sound familiar?
- Have you used Google to see if select passages match another body of work?
- Have you used Academic Plagiarism Checker (web-based) to see if it matches another body of work?
- Other Detection software: Turnitin, SeeSources, Plagiarism Detect, and Copyscape (Caution: Content submitted using such software may be saved to a server outside of Canada. Also, if the same content is re-submitted, it may show the work as being self-plagiarized.)

Reaction to the Discovered Plagiarized Work

- Did the student just miss inserting the quotes and/or citations?
- Is there a pattern of using quotes or passages without citations?
- Does the student seem unaware or fail to understand the expectations for citing others' work?
- Who needs to be informed of the plagiarism?
- What information do I provide?

Process for Reporting and Responding to Plagiarism

Undergraduate Programs in Education (UPE)	Graduate Programs in Education (GPE)	International Foundations Programs (IFP)
 Instructor to document the plagiarized work (e.g., highlight the passage(s) in the work and provide the original source from where the work was taken or with multimedia sources document by identifying the specific timing).	 Instructor to document the plagiarized work (e.g., highlight the passage(s) in the work and provide the original source from where the work was taken or with multimedia sources document by identifying the specific timing).	 Instructor to document the plagiarized work (e.g., highlight the passage(s) in the work and provide the original source from where the work was taken or with multimedia sources document by identifying the specific timing).
 Instructor to report this and share the documentation with the Director of Student Experiences .	 Instructor to report this and share the documentation with the Graduate Program Director (GPD) for the EDSA.	 Instructor to report this and share the documentation with the IFP Academic Coordinator .
 The Director works with the instructor to determine if the work is plagiarized. If plagiarized, the Director will send an email to the student and copy the Associate Dean of UPE .	 GPD works with the instructor to determine if the work is plagiarized. If plagiarized, the instructor sends the student an email informing him/her that the matter has been turned over to the Associate Dean of GPE .	 The Academic Coordinator works with the instructor to determine if the work is plagiarized. If plagiarized, the Academic Coordinator sends the student an email, copied to the Associate Dean of IFP .
 First Offense: Associate Dean of UPE sends a letter to the student informing him/her the work was plagiarized and the assignment receives a Failed (F) grade.	 First Offense: Associate Dean of GPE sends a letter to the student informing him/her the work was plagiarized and the assignment receives a Failed (F) grade (which may result in an F in the course). Student has 15 business days to appeal within WSE. This letter is cc'ed to the Faculty of Graduate Studies .	 First Offense: Associate Dean of IFP sends a letter to the student informing him/her the work was plagiarized and the assignment receives a Failed (F) grade (which may result in an F in the course).
 Second Offense: Associate Dean of UPE sends a letter to the student informing him/her the work was plagiarized and the student has failed the course.	 Second Offense: Associate Dean of GPE sends a letter to the student informing him/her the work was plagiarized and that the recommendation is that the student fails the course. This letter is cc'ed to the Dean of the Faculty of Graduate Studies . Student has 15 business days to appeal.	 Second Offense: Associate Dean of IFP sends a letter to the student informing him/her the work was plagiarized and the student has failed the course.
 Third Offense: Associate Dean of UPE sends a letter to the student informing him/her the work was plagiarized and the student is expelled from the program. This will mean the student will need to wait a year to return to the program. Note: A student in the Concurrent Program will have the letter sent to his/her Dean of the specific discipline Faculty.	 Third Offense: Associate Dean of GPE sends a letter to the student informing him/her the work was plagiarized and the recommendation is that the student is withdrawn from the program. Student has 15 business days to appeal. This letter is cc'ed to the Dean of the Faculty of Graduate Studies for final decision .	 Third Offense: Associate Dean of IFP sends a letter to the student informing him/her the work was plagiarized and the student is expelled from the program. This will mean the student will need to wait a year to return to the program. Note: A student in the Concurrent Program will have the letter sent to his/her Dean of the specific discipline Faculty.
Note: Offences are cumulative.		Note: Offences are cumulative

Role of Instructors

- Uphold the Intellectual honesty and integrity expectations of the University of Calgary.
- When introducing a course, take time to review and talk about the Intellectual honesty/Plagiarism section of the course outline. Use this as an opportunity to be proactive in helping students to understand the expectations for intellectual honesty.
- Model academic integrity in work being shared with students (e.g., include citations)
- Help students to properly cite work and provide them with resources to inform their practice
- Be vigilant in how student work is assessed.
- Hold students accountable for intellectual honesty and academic integrity.

Resources

Writing Support Services from the [Student Success Centre](#):

- [Avoiding Plagiarism](#)
 - [Evaluating sources](#)
 - [Plagiarism: What it is and how to avoid it -](#)
 - [Levels of Abstractions: Overcoming overwhelming details](#)
 - [Using sources effectively](#)
- [Citation Styles](#)
 - [APA citation](#)
- [Grammar and Editing](#)
 - [10 strategies to make your writing more readable](#)
 - [Strategies for revising essays and research papers](#)
- [Writing Assignment Strategies](#)
 - [Essays](#)
 - [Poster presentations](#)
- [Writing Workshops](#)
 - [Undergraduate Writing Workshops](#)
 - [Graduate Writing Workshops](#)

Reference

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Appendix B: Workshop Slides

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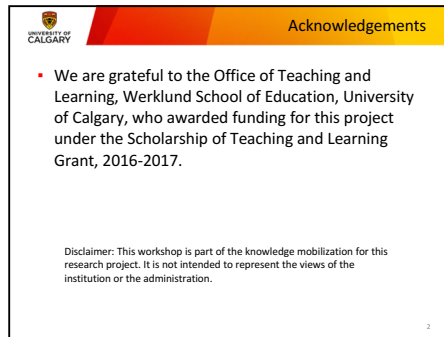



WERKLUND SCHOOL OF EDUCATION

 **ACADEMIC INTEGRITY:**
Opening up the conversation
around plagiarism

Workshop for educators

Sarah Elaine Eaton, PhD; Ian Burns and Jenn Wilson
March 15, 2017



 **Acknowledgements**

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 **Workshop presenters**



Sarah Elaine Eaton, Ph.D.
Principal investigator

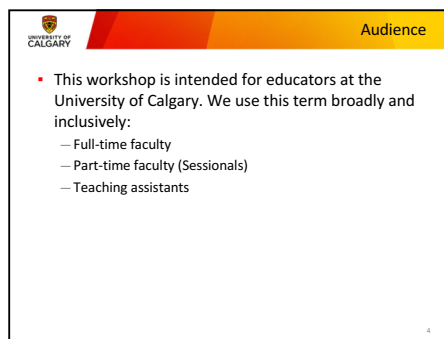



Ian Burns,
Undergraduate Research Assistant



Jenny Wilson,
Undergraduate Research Assistant


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 **Audience**


- This workshop is intended for educators at the University of Calgary. We use this term broadly and inclusively:
 - Full-time faculty
 - Part-time faculty (Sessionals)
 - Teaching assistants

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 **Limitations**


- Today's workshop is limited to the topic of plagiarism. We will not be covering:
 - Other forms of academic dishonesty (e.g. cheating, collusion, etc.)
 - Copyright
 - Patents
 - Trademarks
 - Ethics process (e.g. CFREB)

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 **Activity #1: Icebreaker**

- Activity #1 -Icebreaker (5 minutes) - Partner / group activity
 - Led by Jenny
 - Share your reasons for attending today.
 - What experiences have you had with plagiarism?
 - Or, tell a story about a time you encountered plagiarism in your work.
 - Please do not use students' names when you share!


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 **What counts as plagiarism?**

- Inconsistent definitions across universities.
- At U of C, plagiarism includes:
 - *K.S.1 Definitions 1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any idea or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:
 - The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test).
 - Parts of the work are taken from another source without reference to the original author,
 - The whole work (e.g., an essay) is copied from another source, and/or,
 - A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.


While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.
It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by them in a thesis or dissertation." (U of C academic calendar, 2016-2017).

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 **Activity #2: Why do students plagiarize?**

- Activity #2 - Why do students cheat?
 - Led by Ian
 - Rapid-fire activity
 - Call out reasons why you think students cheat
 - (Notes will be written on flip chart)


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 **Why do students plagiarize?**

What the research says...

- **Unintentional plagiarism:**
 - Don't know how to reference /cite.
 - Don't know what is expected of them.
 - Don't understand that copying and pasting can be wrong (including graphics, photos, etc.)
 - Don't know how to use quotation marks.
 - Poor paraphrasing skills.
 - Don't know how to take notes properly (e.g. noting down where information came from)
 - Cultural norms or expectations differ where they come from


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 **Why do students plagiarize?**

What the research says


- **Intentional plagiarism:**
 - Pressure to succeed (parental pressure, peer pressure)
 - Feel it is the only way to succeed ("Cheat to compete" syndrome)
 - Too many commitments, not enough time
 - Procrastination or poor time management skills
 - Feel if they do the work themselves, they won't get as good a grade
 - Laziness
 - Think the prof won't notice or doesn't care
 - Think they won't get caught
 - Think there are no consequences or the consequences do not outweigh the benefits
 - Lack interest or motivation in the course or material.
 - Internet makes it easy / tempting to plagiarize

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 **Activity #3: Your current practices**

- **Activity #3 - Your current approach**
 - Led by Sarah
 - With a partner, use the sticky notes provided to share concrete strategies you use in your current professional practice to help prevent plagiarism with your students (courses, student theses, etc.)

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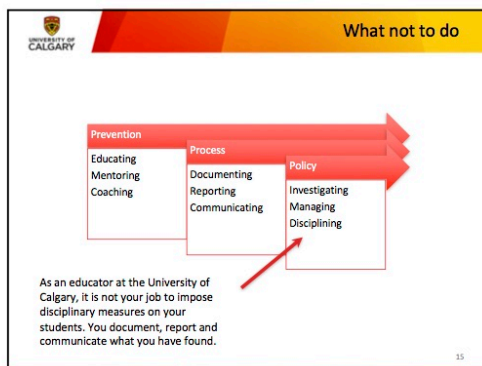
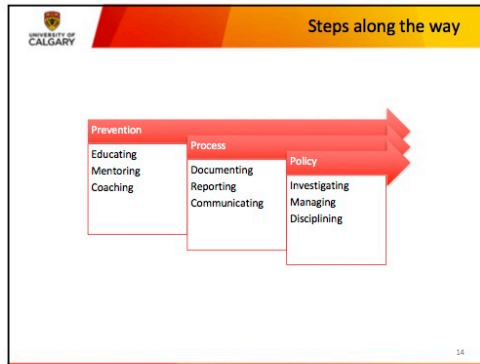
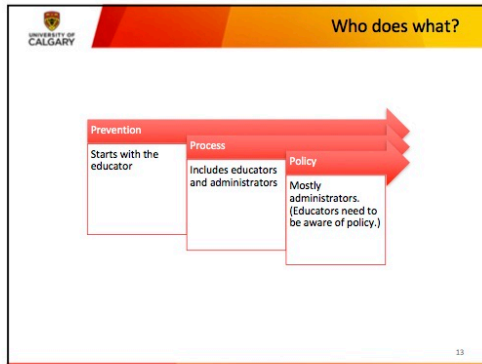
 **The role of the educator / administrator**

What are our roles and responsibilities when it comes to plagiarism?


Handout:

"Werklund School of Education: Academic Integrity: Guidelines for Addressing Plagiarism"

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- 25 Strategies to help prevent plagiarism**
1. Talk about plagiarism in class.
 2. Get to know your students. Learn their names. Students should never feel anonymous.
 3. Let students know you are aware of paper mills and how they work.
 4. Let students know you use online plagiarism checkers as part of your assessment practices.
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 25 Strategies to help prevent plagiarism


5. Clearly articulate expectations for citations and referencing.
6. Teach students how to cite and reference (APA).
7. Provide examples of what constitutes plagiarism.
8. Require multi-phased, scaffolded writing assignments (outline, draft, finished product).

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 25 Strategies to help prevent plagiarism


9. Offer to answer questions and clarify expectations about assignments.
10. Offer formative feedback on drafts.
11. Require a list of sources with writing assignments (including drafts).
12. Incorporate in-class writing time.

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 25 Strategies to help prevent plagiarism

13. Give shorter writing assignments. Paper mills tend to offer papers of 5 pages or longer.
14. Change writing assignments from one term/year to the next.
15. Incorporate a reflection element into writing assignments. Have students write about what they learned from the assignment.
16. Allow students to choose their own topics when possible.

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 25 Strategies to help prevent plagiarism

17. Tell students learning is a *process*, not just a *product*.
18. Offer positive reinforcement for students when they cite and reference properly.
19. Lead by example. Make sure you cite sources you use in class.
20. Let students know you care about them and their learning process.

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25 Strategies to help prevent plagiarism

21. Share information about services and workshops offered on campus (e.g. Student Success Centre)
22. Recognize the signs of stress in students. Refer them to the wellness centre if showing signs of stress.
23. Have students pick up assignments in person. It gives you a chance to know them and prevents anyone else picking up their work.
24. Advise students to be cautious about sharing their work with others after the course has ended.

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25 Strategies to help prevent plagiarism

- 25. See yourself as promoter of education and prevention, rather than a policer or an enforcer.**

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Reflection

We are just about out of time...


- What did you learn today?
- What's one new strategy you can implement in your next class?
- How will you shift your professional practice over the long term?

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Appendix C: Handout “25 Strategies to Prevent Plagiarism”



25 Strategies to Prevent Plagiarism

1. Talk openly about plagiarism in class. Discuss expectations and consequences.
2. Get to know your students. Learn their names. Students should never feel anonymous.
3. Let students know you are aware of paper mills and how they work.
4. Let students know you use online plagiarism checkers as part of your assessment practices.
5. Clearly articulate expectations for citations and referencing.
6. Teach students how to cite and reference (APA).
7. Provide examples of what constitutes plagiarism.
8. Require multi-phased, scaffolded writing assignments (outline, draft, finished product).
9. Offer to answer questions and clarify expectations about assignments.
10. Offer formative feedback on drafts.
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16. Allow students to choose their own topics when possible.
17. Teach students learning is a *process*, not just a *product*.
18. Offer positive reinforcement to students when they cite and reference properly.
19. Lead by example. Make sure you cite sources you use in class.
20. Let students know you care about them and their learning process.
21. Share information about services and workshops offered on campus to help students build their skills (e.g. Student Success Centre or Taylor Institute for Teaching and Learning.)
22. Recognize the signs of stress in students. Refer them to the wellness centre if they are showing signs of stress.
23. Have students pick up assignments in person. It gives you a chance to know them and prevents anyone else picking up their work.
24. Advise students to be cautious about sharing their work with others after the course has ended. One of the leading sources for plagiarized material is other students' work.
25. See yourself as promoter of education and prevention, rather than a policer or an enforcer.

We thank to the Office of Teaching and Learning, Werklund School of Education, University of Calgary, who awarded funding for this project under the Scholarship of Teaching and Learning Grant. For more info or a complete list of references, contact Sarah Elaine Eaton, PhD seaton@ucalgary.ca.