Plagiarism Awareness:
It’s About All of Us

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“plaga” meaning a “snare, net”*
Your Knowledge and understanding
Do they know?

Do you know?

European study (partial/small) ) (IPPHAEAE)

• 59% not aware until masters level
• 77% confident about ref and citing
• 70% wanted more training on plagiarism
Plagiarism—The submission by a student of the words, ideas, images, or data of another person as the student's own in any academic writing, essay, thesis, research project, or assignment in a course or program of study.

Using someone else’s
➢ exact words without quotation marks
• ideas paraphrased in your own words without indicating where you got the idea
• data and statistics you did not collect yourself and do not give credit to your source
• pictures, graphics, images, tables and graphs,
• music, sounds, diagrams, and photographs that you didn’t create on your own and don’t state where you got them
30.3.2 Inappropriate Academic Behaviour

• 30.3.2(2) c  No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

• 30.3.2(2) d  No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.
Paraphrasing

“A paraphrase is copied from a source with some small changes in wording and the source listed on the reference page.”
Paraphrasing

Pre-test

• 42% true or not sure
• 58% false

Post-test

• 18.5% true or not sure
• 81.5% false
Instructors after having gone through some materials related to plagiarism and source use:

“The plagiarism materials helped me to understand what constitutes plagiarism in our program.”

• 4.76 Neutral
• 47.62 Agree
• 42.86 Strongly Agree
Resources

Plagiarism Awareness and Skill Building
> Centre for Teaching and Learning
> TLEF Deliverables
> Academic Integrity

https://uofa.ualberta.ca/centre-for-teaching-and-learning/tlef/tlef-deliverables/academic-integrity
Your Attitude
How do you actually feel about these issues?

How does that attitude filter through?
• Canadians are hyper-concerned about plagiarism.

• It’s not really that important.

• What does it really matter as long as the basic ideas and words are yours.
Your Behaviour
Engagement promotes integrity

• Mark Edmundson, "How Teachers Can Stop Cheaters," September 9, 2003 New York Times:

• “Speaking of his exchange with his pupils, Socrates, the founder of humanistic education, once observed: ‘What we’re engaged in here isn’t a chance conversation but a dialogue about the way we ought to live our lives.’ The closer we professors come to following Socrates, the less cheating we’re likely to see.”
• ...They often display openness with students and may, from time to time, talk about their own intellectual journey, its ambitions, triumphs, frustrations, and failures, and encourage their students to be similarly reflective and candid. They may discuss how they developed their interests, the major obstacles they faced in mastering the subject, or some of their secrets for learning particular material. They often discuss openly and enthusiastically their own sense of awe and curiosity about life.

Your Assignments
• Academic Integrity: A Bridge to Student’s Ethical Development by Gary Pavela – (complete outline) http://docs.google.com/View?id=dfdpvzp9_347cbt2cbdb
Comparison Slide

Head
Content

Head
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