



Academic Integrity & Plagiarism



This session aims to provide you with:

Information about:

- Academic integrity
- Plagiarism & Cheating
- Using TurnitinUK via WebCT as a Formative Writing Tool

This presentation and supporting documentation can be downloaded from <http://www.nottingham.ac.uk/csc/academic-integrity/references/>



The challenge of original work...

“The intellectual challenge you face in your academic work is to go beyond what you learn in your textbooks, in lectures, and in the library

-- to evaluate, rethink, synthesize, and make your own the information, data, and concepts you find in your sources.

The greatest satisfaction of academic work comes from making something original, genuine, and new out of the material you have learned in your courses and discovered in your research.

Doing original work is the most demanding, but also the most rewarding” (ref [Princeton University\[i\]](#))

[i] Princeton University webpage “Academic Integrity at Princeton” online Tutorial and website, 8 August, 2006.
<<http://www.princeton.edu/pr/pub/integrity/index.html>



What is 'Academic Integrity'?

Commitment to five fundamental values:

Honesty Trust
Fairness Respect
Responsibility

An academic community of integrity ...

1. Advances the quest for truth and knowledge
2. Fosters a climate of mutual trust
3. Establishes clear standards
4. Recognises participatory nature of learning
5. Upholds personal accountability

Why?

Because we are all a part of, and benefit from, the academic community



What's all the fuss about?!

Table 1. Percentage of a sample of UK undergraduates admitting different forms of dishonesty.

<i>Form of cheating</i>	<i>% admitting</i>
•Paraphrasing from another source without acknowledgement	54%
•Inventing data	48%
•Allowing another student to copy your work	46%
•Copying from a book without acknowledgement	42%

**Michael
Gunn
(Kent)**

**PVC
Professor
David
Robinson
(Monash)**

Data from Newstead, Franklyn-Stokes and Armstead (1996) in "The management of academic dishonesty: A survey of practice in UK Psychology departments" George Dunbar, University of Warwick



So what is Plagiarism

'from 'plagion' = kidnap

Acknowledges distinction between private and public. Its plagiarism when you go public

Plagiarism is **passing off** someone else's **work**, whether **intentionally or unintentionally**, as your own for your own benefit (Carroll:2002:9).

Plagiarism covers more than words (copyright) to include constructions, images, structure, compositions and ideas.

Regardless of why it happened, it would be wrong to receive credit for someone else's work



Academic Offences at Nottingham

“It is an academic offence to present someone else’s work as being one’s own”

Penalties range from:

- Reduced mark
- Zero mark
- Exclusion from your course
- “A student who states that they have not understood that their act constituted plagiarism can be deemed by the School to have committed plagiarism intentionally”

[Quality Manual](#)



Why do students plagiarise?

ACTIVITY: Decide the top two for students in UK institutions:

1. "I got desperate at the last moment"
2. "I could not keep up with the work"
3. "The tutor doesn't care, so why should I?"
4. "I have to succeed. Everyone expects me succeed and I expect it too"
5. "I don't understand what I'm expected to do to avoid plagiarism"
6. "I can't do this! I'll have to copy"
7. "I want to see if I can get away with it"
8. "I don't want to learn this, I just need to pass it"
9. "But you said 'work together'!"
10. "But paraphrasing would be disrespectful"

Answers:

- Literature shows 5 and 1 for UK undergraduates
- International students 4 and 6 (rather than 10)
- 9 is also relevant for first years



Protecting yourself from accusations of plagiarism or cheating

Reasonable for you to be expected to:

- Identify analyse and interpret sources
- Cite and reference your sources
- Learn [citation and referencing conventions](#)
- Ask lecturer to clarify when uncertain

Reasonable for you to expect from your lecturer :

- Help in learning how to use citation and [referencing skills](#)
- Feedback indicating problems (warnings when you have not adhered to codes)
- Topics that are clear and researchable
- Request to see documented evidence of writing process



Why cite sources of information?

- **To acknowledge your dependence on** another person's ideas or words, and to distinguish clearly your own work from that of your sources.
- **To receive credit for the research** you have done on a project, whether or not you directly quote or borrow from your sources.
- **To establish the credibility and authority of** your knowledge and ideas.
- **To place your own ideas in context**, locating your work in the larger intellectual conversation about your topic.
- **To permit your reader to pursue your topic further** by reading more about it.
- **To permit your reader to check** on your use of the source material.



Test your knowledge of Plagiarism

ACTIVITY :

The Indiana University [ten-item test](#) will allow you to check your understanding of what constitutes plagiarism



Other Cheating Behaviours

- False citation
- Using unauthorised sources or notes in examinations or tests.
- Dishonestly obtaining materials or information prior to examinations.
- Copying from other students.
- Permitting other students to copy your work.
- Soliciting work from others (e.g. individuals, 'editors' or essay banks or other students).



How do Academics detect plagiarism?

Writing style, language, vocabulary, tone, grammar, etc - doesn't sound like the student.

Spellings/idioms used not found in the students' native language.

Sections or sentences do not relate to the overall content of the paper.

Web addresses/strange text left on printed pages.

Grey text, indicating downloaded from the web

Strange or poor layout.

References to graphs, charts...etc that are not there.

Academics know their field!

[Cheating 101: Detecting Plagiarised Papers](#)




Using TurnitinUK via WebCT as a Formative Writing Tool

Log in to WebCT at <http://webct.nottingham.ac.uk>



Course List

[CELE - Online Listening](#)
Section Instructor: Alexander Ding


[Formative Writing Tool for Students - TurnitinUK Access](#)

[Information Services - Pathway](#)
Section Instructor: Dinah Northall , Diana Mary Dawson , Rachael Adair ,
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Your Work

"Critically evaluate how psychological theories, concepts and explanations have been applied by prison Psychologists in Prisons."**Ever since the late 1960s and early 70s the role of prisons within the social fabric has been questioned and deconstructed. Studies such as Michel Foucault's Discipline and Punish (1991), G.M. Sykes' Society of Captives: Study of a Maximum Security Prison (1992) and notions such as Irving Goffman's 'total institutions' in his book Asylums (1971) have consistently asserted the importance of the prison in the psychosocial make-up of Western society. For these authors, the prison represents more than merely a place of incarceration or punishment, it goes to very heart of a society's relationship to the people that both transgress and uphold the law; in Simulacra and Simulation (2004), for instance Jean Baudrillard makes the observation that prison serves the function of a mask to hide the real carceral nature of the socius (Baudrillard, 2004: 12) and, according to Foucault, prison is merely one of many 'enunciative modalities' (Foucault, 1989: 55) that shape the episteme and create social Others.**

However,

large variations exist with regard to the discovered prevalence rates of specific mental disorders. Many of these variations are due to differing diagnostic instruments and classification systems (e.g., International Classification of Diseases and Diagnostic and Statistical Manual of Mental Disorders), differing samples (jail or prison inmates, adults or juveniles, mixed populations, etc.), differing scopes (e.g., including or excluding personality disorders or substance-related disorders) and differing periods of interest.

Of course, what links many of these views is the connection between the prison and the asylum, criminality and mental illness. Foucault's work on prisons came after his doctoral thesis Madness and Civilization (2004) and Goffman's study on institutions for the insane crosses over, at numerous points to discuss prisons and their uses; in fact Goffman is quite clear that, in his view, the prison and the insane asylum share not only intrinsic qualities but intrinsic social functions and his description of a total institution could easily be used to describe the both:"A total institution may be defined as a place of residence and work where a large number of like-situated individuals, cut off from the wider society, for an appreciable period of time, together lead an enclosed, formally administered round of life."**(Goffman, 1971: 11)**

Much further research will, of course, need to be carried out to investigate the claims made above, and these theories need to be backed up with solid empirical data/evidence.

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(e.g., lifetime prevalence, 1-year prevalence, 1-month prevalence). Nevertheless, Table 1 makes clear that roughly 5% (range, 0.8-9%) of all prisoners meet the criteria for a psychotic disorder and about a quarter of all prisoners (range, 6-29%) appear to have an affective disorder or an anxiety disorder. Furthermore, about 40% (range, 19- 56%) of all prisoners appear to have a substance-related disorder. In combination with the finding that about 63% of all inmates meet the criteria for a mental disorder, these findings demonstrate that European prisons systems are confronted with large numbers of mentally ill prisoners. Thus, there is no doubt that mental disorders among prisoners are a matter of concern. Different Levels of Mental Health Care Several studies have found that many prisoners who are in need of assistance or psychiatric attention are not recognized as such. For instance, Schoemaker and Van Zessen (1997) found that medical staff in prisons tend to underestimate the need for hospital transfer in prisoners



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Note-taking

Get into good habits

- Put “quotes” around exact words you copy and note the page number.
- Make notes selectively, ask yourself
 - Is this information useful?
 - Is it relevant?
 - Do I understand it?
- Write it in your own words.
- Think about your assignment as you take notes.



[What does the question mean?](#)

[Self-Assessment Sheet](#)

Answer the Question

Identify the subject

- What is the question about?
- What is the topic you are being asked to write about?
- What is the principal issue or concept?

Identify the instruction

- What are the key words that indicate the approach your answer should take?
- What are the key verbs?

<http://www.lboro.ac.uk/library/skills/Advice/WhatQuest.pdf>



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Paraphrasing

- Find the evidence you want to use in your assignment.
- Identify the main ideas (they will often be at the beginning of the paragraph).
- Imagine how you would explain it to someone who doesn't understand your subject.
- Write it without looking at the original.



“Burns (2009) contends that....However, Cowley (2009) makes clear that...”

[School of Nursing Referencing tool](#)

Introducing ideas from other writers

disagreeing →→→→→→→→agreeing with		
claim	comment	affirm
contend	say	confirm
suggest	report	agree
argue	point out	concur
believe	note	make clear
think	observe	
assume	explain	
presume	postulate	

Based on Coffin et al (2003, p.66)



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