

PREVENTING PLAGIARISM
MESSIAH COLLEGE – MURRAY LIBRARY

EDUCATING STUDENTS: WHEN TO DOCUMENT

Choosing When to Give Credit (Purdue U. Online Writing Lab)

Need to Document	No Need to Document
<ul style="list-style-type: none"> • Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium • Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing • When you copy the exact words or a unique phrase • When you reprint any diagrams, illustrations, charts, pictures, or other visual materials • When you reuse or repost any electronically-available media, including images, audio, video, or other media 	<ul style="list-style-type: none"> • Writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject • When you are writing up your own results obtained through lab or field experiments • When you use your own artwork, digital photographs, video, audio, etc. • When you are using "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but not historical documents) • When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, "writing is a process" is a generally-accepted fact.

Source: Purdue University Online Writing Lab (OWL). *Avoiding plagiarism*. Retrieved September 6, 2006 from <http://owl.english.purdue.edu/owl/resource/589/02/>

EDUCATING: PARAPHRASING GUIDES, EXAMPLES & QUIZ FOR STUDENTS

Northwestern University (n.d.). *How to avoid plagiarism*. Retrieved October 26, 2004, from <http://www.northwestern.edu/uacc/plagiar.html>

Northwestern University guide provides a variety of examples of both appropriate paraphrasing and plagiarism via incorrect use of paraphrasing.

San Jose State University Library. (n.d.). *Plagiarism*. Retrieved September 6, 2006 from <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>

A brief tutorial & quiz, focusing on paraphrasing, are available to guests. NOTE: Guest quiz does not self-score.

Fairfield University (n.d.). *Quiz: You be the judge*. Retrieved September 12, 2006 from <http://www.fairfield.edu/x14519.xml>

Online quiz that gives feedback with brief explanations of why answers are incorrect or correct.

EDUCATING: SHOW THEM PAPER MILLS!

Let students know that you know about purchasing term papers. Try searching for a paper that matches one of your class assignments! Links for a few of these sites:

<http://www.schoolsucks.com> <http://www.collegetermpapers.com>

<http://www.swaptermpapers.com>

PLAGIARISM PREVENTION SUGGESTIONS FOR FACULTY

During Class

- Discuss plagiarism as a moral and ethical issue. The relationship between faculty and students is based on trust; teach students the value of academic honesty and outline the responsibilities of being a junior member of the academic community.
- Discuss the benefits of citing sources properly. Proper attribution shows that the student has done thorough research and that the student has been exposed to a diverse range of thought and opinion. As a result, the paper will likely be stronger.
- Before the first assignment is due, outline the penalties for handing in plagiarized work and give examples of what the punishment has been for those caught plagiarizing in the past.

Source: University of Alberta Libraries (2004). *Faculty guide to cyber-plagiarism: preventing plagiarism*. Retrieved October 25, 2004, from <http://www.library.ualberta.ca/guides/plagiarism/preventing/index.cfm>

Student-Signed Form

Have student sign a form and attach it to their paper(s):

CERTIFICATE OF AUTHORSHIP	
I certify that I am the author of this work and that any assistance I received in its preparation is fully acknowledged and disclosed in the document. I have also cited any sources from which I used data, ideas or words, either quoted directly or paraphrased. I also certify that this work was prepared by me specifically for this course and that I did not use another person's work in any form whatsoever.	
Student's Signature	Date
<i>-Please staple this to your paper-</i>	

The above certificate is similar to many found on syllabi posted to the Internet.

RECOMMENDED ARTICLE

Sterngold, A. (May/June 2004). Confronting plagiarism: how conventional teaching invites cyber-cheating. *Change* 36, 16-21. Retrieved September 6, 2006, from Academic Search Premier database.

General Sources for Teaching about Plagiarism

Compiled by Peter Powers

University of Albany Center for Excellence in Teaching and Learning
<http://www.albany.edu/cetl/teaching/plagiarism.html>

University of Hong Kong
<http://ec.hku.hk/plagiarism/introduction.htm>

Web Directory of Useful sites devoted to teaching about plagiarism
<http://ec.hku.hk/plagiarism/links-exercises.htm>

University of Leeds
<http://www.lts.leeds.ac.uk/plagiarism/teaching.php#slides>

Avoiding Plagiarism in the sciences
<http://facpub.stjohns.edu/~roigm/plagiarism/>

Thinking and Talking about Plagiarism: Bedford St. Martin's
<http://bedfordstmartins.com/technotes/techtiparchive/ttip102401.htm>

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