

The Pedagogical Prevention of Plagiarism

Steps that teachers can do to prevent
plagiarism in class

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What can be plagiarized?

- writing and compositions
- creative and scientific products/objects
- lesson plans, web pages, blogs
- architectural and engineering plans or objects
- IDEAS!!!!

word for word

- no quotation marks
- even if the source appears in the bibliography
- making it appear that the words submitted are original because there are no citations or quotations



Walt Kelly

"I like the writing in that paper. I only wish more of it had been yours."

paraphrasing plagiarism

- simply reorganizing
- putting quotation marks on several phrases then stringing them together!
- jumbling up the words and sentences

Original Source Material

An important characteristic of instructional-design theories is that they are design oriented (or goal oriented). This makes them very different from what most people usually think of as theories. Theories can be thought of as dealing with cause-and-effect relationships or with flows of events in natural processes, keeping in mind that those effects or events are almost always probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect).

Halo-halo!

Whether they are probabilistic (i.e., the cause increases the chances of the stated effect occurring) or they are deterministic (i.e., the cause always results in the stated effect), we can think of theories as dealing with cause-and-effect relationships or with flows of natural processes.

Have a University
policy on
plagiarism and
other forms of
academic
dishonesty

THE UNIVERSITY OF WYOMING (2006)

Initiating Authority: University Faculty

Subject: Procedures and Authorized University Actions in Cases of Academic Dishonesty

1. PURPOSE. To revise University Regulation 802, Revision 1, which establishes the policies and procedures for action in situations of academic dishonesty, by incorporating the changes adopted by the Faculty Senate in reference (b) and by revising administrative procedures.

2. GENERAL INFORMATION.

3. DEFINITION OF ACADEMIC DISHONESTY. An act is academically dishonest when it is an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation. Some examples of academic dishonesty include such acts as.....

a.

b. Using a ghost writer, commercial or otherwise, for any type of assignment.

c. Submitting substantially the same work for more than one class without the explicit permission of all concerned instructors.

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3. DEFINITION OF ACADEMIC DISHONESTY.

d. Doing a class assignment for someone else or allowing someone to copy one's assignment.

e. Using notes or prepared information in an examination unless authorized by the instructor.

f. Taking an examination for someone else or allowing someone to take an examination for oneself.

g. Copying from, or assisting, another student during an examination.

h. Stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.

i. Submitting substantially the same work as someone else unless authorized by the instructor.

(and so on)

O r i e n t s t u d e n t s
o n a c a d e m i c
d i s h o n e s t y

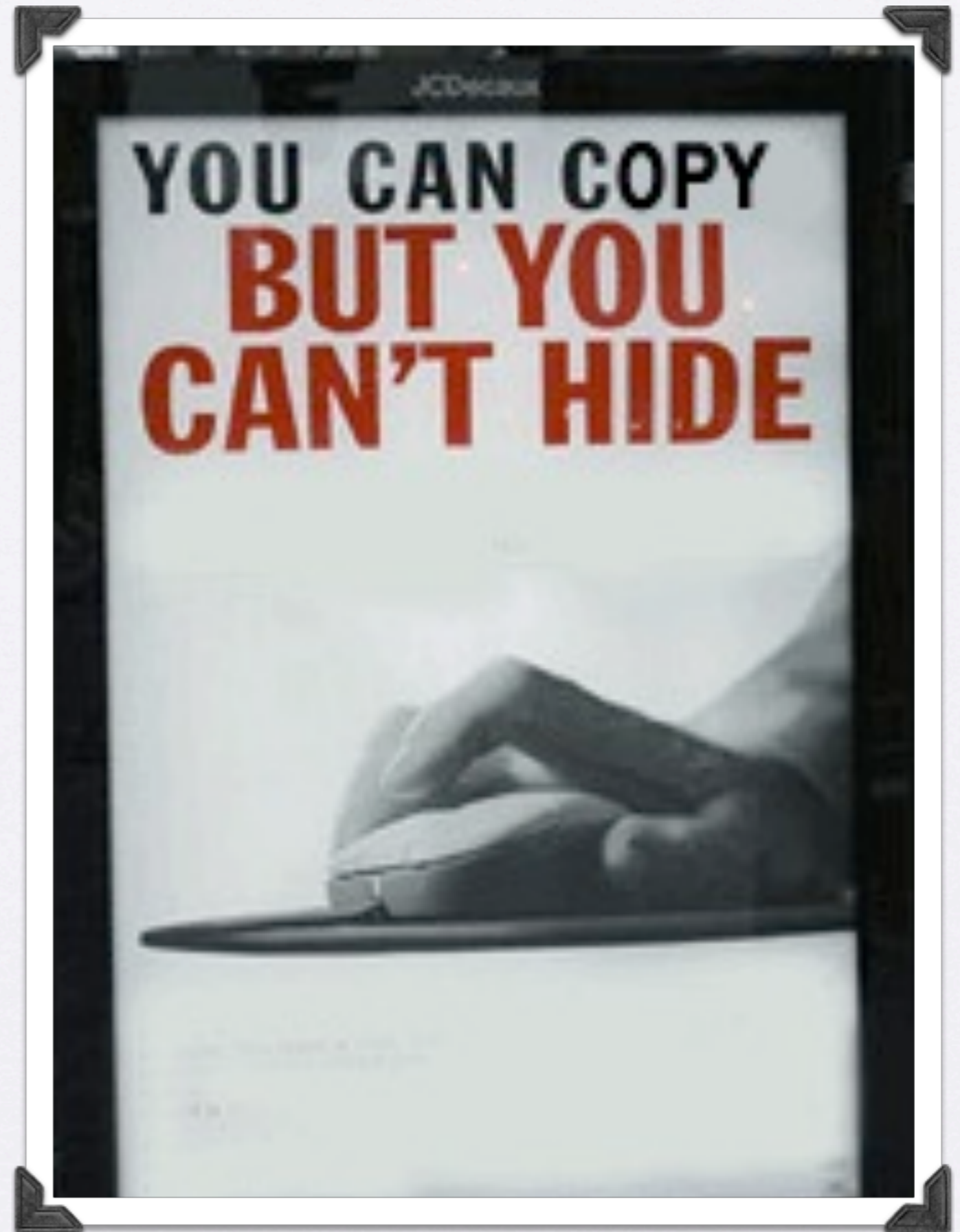
Bear in mind....

Bear in mind....

There are always
ways to find out if
we have cheated
ourselves....

Bear in mind....

There are always
ways to find out if
we have cheated
ourselves....



Simple rules of politeness

1. Say Please. Ask for permission.
2. Say thank you. Acknowledge your source and cite. Give credit where credit is due.
3. Remember THE GOLDEN RULE:
Consider how you would feel if someone used your work and then passed it on as their own.

Credit must be given when

- Another person's ideas, opinions and theories are used
- When facts, statistics, graphs, drawings, music, photographs are included
- When quotations from spoken or written words are embedded
- When paraphrased ideas are relayed

Help they need

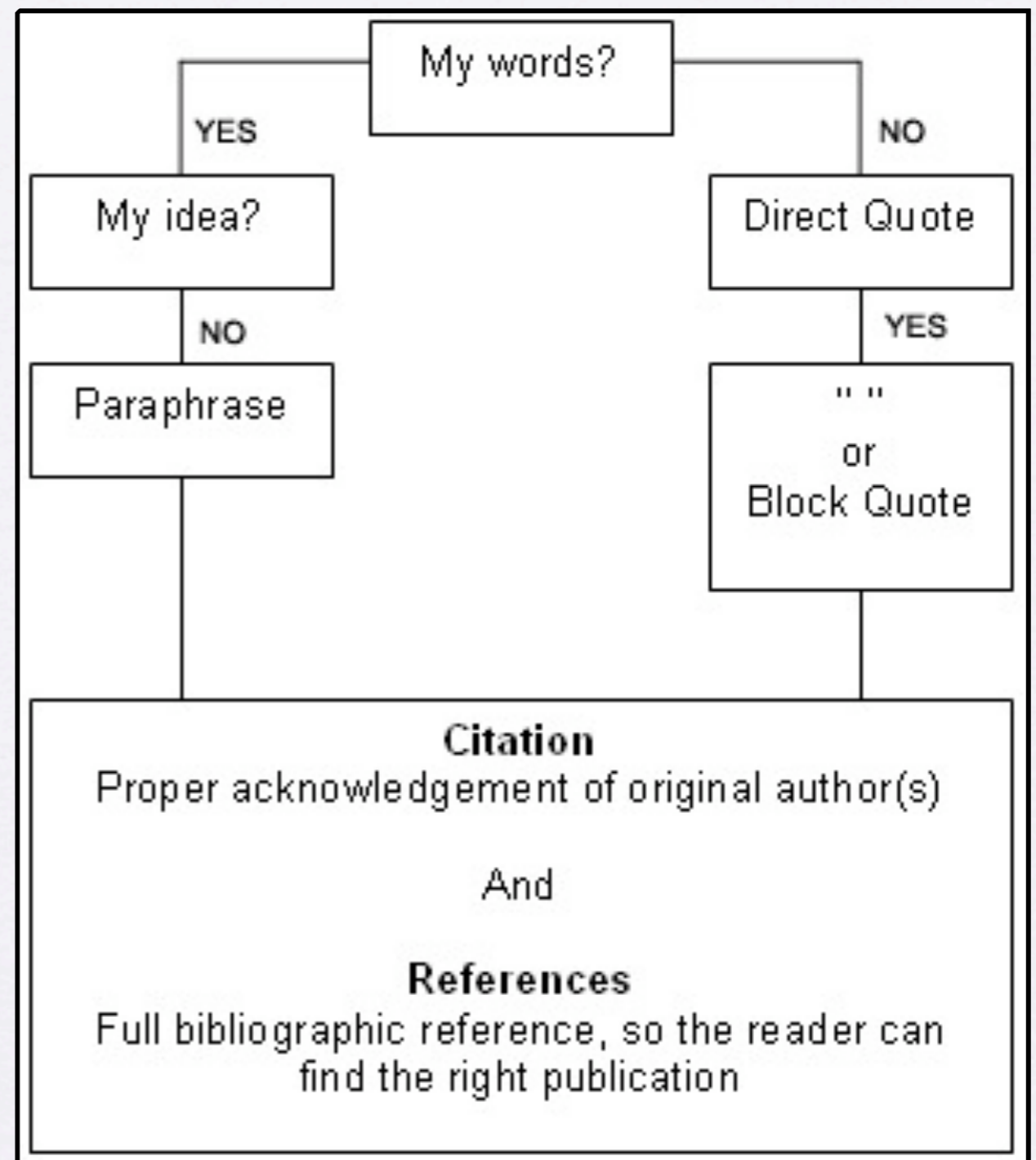
- Writing help
- Citation help
- Bibliography support

Give clear
instructions

Be specific

- Is it individual work?
- Can they consult their peers?
- What are the steps in making the assignment?
- How will the work be checked or marked?

Provide
rich and
detailed
feedback



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Your topic sentence and concluding sentence are clear and go together well.

You used a lot of details. I count seven different things you like about dogs.

These comments describe achievement in terms of the criteria for the assignment. They show the student that you noticed these specific features and connected them to the criteria for good work.

Read, verify and mark

- Assign only what you can read.
- Ensure that students know what the assignments are for and what learning objectives these meet.
- ALWAYS read your students' work. Often students think they can get away with plagiarism because they believe a teacher wouldn't really read all those papers.
- Have parameters for marking *a priori*
- Do random checks on every paper submitted. It need not be the entire paper. Some sentences will do.

Check a Document

Check a Web Page *NEW!*

Handouts

Report Plagiarism

Check for Plagiarism On the Web for Free

- 1 Type one or more phrases from different parts of the document into the search box below.
Hit the Enter key after each phrase. [Show me an example.](#)
- 2 Click the *Search* button. (Click the *Create Google Alert* button if you want Google to e-mail you when new instances of your phrases are published on the Internet.)
- 3 Use your browser's Back button to check another paper.

How to Use Plagiarism Checker: [For Teachers](#) | [For Authors](#)

Type your phrases here. Examples of phrases you can search for:

all the words in the English language are divided into nine
largest class of Latin words are those which came through

Clear Search Box

Search

Search with: Google

How to use it



Turn it in

Turnitin2 Demo (3 min.)

See for yourself how it works!



[view their demo?](#)

Final tips

- Start the term right. Lay down the conditions for passing or failing your course.
- Be explicit in giving instructions especially for assigned work.
- Always give in class work so you can compare the quality of their homework.
- Keep the good faith but stay sharp.

Our common aim is to be the



that we can ever be!

References

1. <http://iamchelseabailey.wordpress.com/category/senior-seminar/>
2. <http://www.plagium.com/>
3. <http://demo.theebgar.net/drupalZ/category/feed-categories/web-apps>
4. <http://www.buowl.boun.edu.tr/teachers/CORRECTING%20AND%20GIVING%20FEEDBACK%20TO>