

High Tech – Low Tech Solutions to Plagiarism

Interpret

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SCOPE

1. Donald McCabe's studies:

Student Surveys	Total who plagiarized	Internet	Traditional	Internet & Traditional
1999	45%	1%	33%	10%
2001-02	50%	7%	10%	35%
High school 2000-01	72%	50%		90%
1993	54% copied w/o footnoting; 26% plagiarized; 14% turned in work by another			

Information taken from several different studies and publications.

2. Why student's plagiarize

- Last minute panic
- Ignorance and confusion
- Poor writing and research skills
- External pressures and perceptions

- Libraries—Learning Services, University of Alberta. (December 2002). Why Students Plagiarize. *A Faculty Guide to Cyber-Plagiarism*. Retrieved March 22, 2003, from <http://www.library.ualberta.ca/guides/plagiarism/why/index.cfm>
- Cox, Derek. (2002). How to Identify When Your Students are Using Websites to Plagiarism: The Problem of 'Mouse-click' Plagiarism. *Escalate*. Retrieved March 22, 2003, from <http://www.escalate.ac.uk/exchange/Plagiarism/>
- Burnett, Sara. (July 8, 2002). Dishonor & Distrust. *Community College Week*, 14 (24), p. 6, 3p.

3. What is plagiarism?

- Failure to credit sources
- Words, ideas, and ...
- It is not copyright

4. Types of plagiarism

- Exact copy – whole paper
- Exact copy – cut & paste
- Paraphrase
- Role of intention, type, and quantity

Common Forms of Cheating Among High School Juniors	
Turned in <i>paper</i> obtained in large part from term-paper mill or Web site.	16%
Copied <i>a few sentences</i> from a Web site without footnoting them.	52%

McCabe, Donald. (2001). Cheating. *American Educator*. www.aft.org/american_educator/winter2001/Cheating.html

PREVENTION

1. Educate and Clarify

- Make clear your expectations on academic honesty and consequences for dishonesty
- Make clear the benefits of citing sources

c. Teach what plagiarism is and how to avoid it

- Thompson, Sue. (October 30, 2002). *Plagiarism Prevention for Students*. Retrieved February 25, 2003, from <http://courses.csusm.edu/sthompson/plagiarism/>
- Purdue University Online Writing Lab (OWL). (2002). *Avoiding Plagiarism*. Retrieved March 22, 2003 http://owl.english.purdue.edu/handouts/research/r_plagiar.html
- Georgetown University Honor Council. *What is Plagiarism?* Retrieved March 22, 2003 <http://www.georgetown.edu/honor/plagiarism.html>
- Hoemann, George H. (September 14 1998) *Electronic Style — Why Cite. Electronic Style...the Final Frontier*. Retrieved March 22, 2003, from <http://web.utk.edu/~hoemann/why.html>
- Libraries—Learning Services, University of Alberta. (December 2002). *Preventing Plagiarism. A Faculty Guide to Cyber-Plagiarism*. Retrieved March 22, 2003, from <http://www.library.ualberta.ca/guides/plagiarism/preventing/index.cfm>

2. Assignment Design

- a. Topic selection
- b. Writing process
- c. Assignment structure

- Harris, Robert. (March 7, 2002). *Anti-Plagiarism Strategies for Research Papers*. *VirtualSalt*. Retrieved February 25, 2003, from <http://www.virtualsalt.com/antiplag.htm>
- Kimbel Library. (March 5, 1999). *Easy Steps to Combating Plagiarism*. Retrieved February 25, 2003, from <http://www.coastal.edu/library/easystep.htm>
- McKenzie, Jamie. (May 1998). *The New Plagiarism: Seven Antidotes to Prevent Highway Robbery in the Information Age*. *From Now On: The Education Technology Journal*, 7. Retrieved February 25, 2003, from <http://www.fno.org/may98/cov98may.html>
- Carbone, Nick. (October 27, 2001). *Thinking and Talking About Plagiarism*. *TechNotes*. Retrieved March 22, 2003, from <http://bedfordstmartins.com/technotes/techtiparchive/tip102401.htm>

DETECTION

1. Use your own knowledge and instincts

- a. Typical student writing for your type of assignments
- b. Typical writing for *this* student
- c. Mismatch and inconsistency in the writing
 - i. Uneven writing quality
 - ii. Irrelevant information or references to unknown people or sources
 - iii. Unusual formatting or 'leftovers' from sources such as Web site URLs.

2. Tracking strategies

- a. Use the Internet to search for suspected text:

1. Select a unique sentence or phrase from the suspected text and enclose it in "quotation marks," then
2. Search Google plus any search engines that are popular with students.
3. If not found on the Internet, try searching relevant full-text journal databases.

- b. Consult with your reference librarians; they often know where students typically get information for your particular types of assignments.

3. Automated detection service – www.turnitin.com

- Carbone, Nick. (June 5, 2001). *Turnitin.com, a Pedagogic Placebo for Plagiarism*. *TechNotes*. Retrieved March 22, 2003, from <http://bedfordstmartins.com/technotes/techtiparchive/tip060501.htm>

I am currently developing *Plagiarism Prevention for Faculty* at http://courses.csusm.edu/sthompson2/plag_faculty/ and would welcome comments.