SafeAssign & Plagiarism Prevention
Additional Notes on Using Pedagogy

Acts of academic dishonest include
- Plagiarism: "representing the words or ideas of someone else as one's own"
- Cheating: getting credit by deceptive means
- Fabrication: making up information
- Falsification: altering information/records
- Multiple Submission: using the same work to receive multiple instance of credit
- Complicity in any of the forms of academic dishonesty above (Undergraduate Catalog)

Forms of plagiarism
- Copy-Pasting: copies significant portion of someone's work
- Consumerism: buys a paper from a commercial site
- Potluck paper: creates a patchwork and tweaks sentences to fit together
- Labor of laziness: spends as much time paraphrasing as for writing an original paper
- Poor disguise: changes the paper's appearance but presenting the same essential content
- Forgotten footnote: leaves out bibliographic entry
- Misinforming: provides inaccurate information of sources (making it harder to find sources)
- Ghost writing: submits a paper written by another student
- Self-stealing: borrows generously from one's own previous work
- Perfect crime: cites sources but continues to borrow ideas

Unintentional Plagiarism
- Mixing up notes with ideas from source (may involve ignorance about what constitutes plagiarism)
- Incorrectly using/documenting sources (errors are a part of learning)
- Not using the appropriate conventions (what is acceptable in one discipline may be problematic in another)
- Using a different citation style (as in APA-style paraphrase in MLA-style paper)
- Confusion between plagiarism and paraphrasing (different disciplines and cultures define plagiarism differently)
- Confusion between "facts" and information that must be cited
- Different academic/cultural background (different definition of plagiarism by teachers in the past)
- Pragmatic/professional differences (As in the sharing of documents in the workplace)
- Teachers expectation of more complex documentation skills than students possess
- Teachers' assumption that students have mastered the necessary documentation skills
We also need to recognize how change in technology affects standards and ethics for acceptable use, how it makes plagiarism easier, and how to deal with it

Using the Syllabus to discourage plagiarism

Only indicating how the University "defines" plagiarism and just stating that there are serious penalties for plagiarism can divorce academic policy from academic standards.

This kind of passes the buck. It gives the impression that it is the university that deals with plagiarism—and I have to fail you too.

Take a few moments to emphasize your expectations about academic honesty and rigor

Present the University's plagiarism policy in a positive light

Indicate that you are aware of dishonest ways that offend you by undermining your efforts to educate students

Plagiarism is not a taboo; it should be discussed. Motivate, rather than scare.

Present plagiarism as a means to ensure respect for honest efforts and to help students gain professional skills

ASSIGNMENT DESIGN

Specific
- Ask specific questions or give specific problems to solve
- Provide a list of specific topics to choose from, instead of a general subject
- Provide exact sources, databases, search terms, or search methods
- Specify the number of databases, types of sources, and methods of research that you want them to use/include

Process-based
- Provide guidelines to help students with the process and strategies of research
- To discourage procrastination, help (or require) students to follow a timeline for the research and writing process
- Tell students to "cite while they write" and keep track of sources

Integrated
- Make an assignment as grounded on the content of the course as possible
- State how an assignment relates to/fulfills the objectives of the course
- Connect an assignment to earlier assignments
- Integrate research assignments with other activities

Challenging
- Require the use of recent publications
- Make it possible only for your student to do the research and writing

Engaging
- Make sure that every student understands the assignment
- Discuss the given topic (or topics within the given subject) in class
- Design an assignment to make it interesting (students take an assignment less seriously when it "doesn't make sense" to them)

Ways to engage students in the process
- Help/require students to select topic early
- Require evidence of the process when possible
  - Ask students to bring process materials when they meet you
  - Require a working bibliography in good advance
  - Require an annotated bibliography
- Ask students to write an abstract or summary of the assignment
- Let students ask questions about each other's work
- Require a reflection with the final draft

Questions for Reflection
- What did you learn from this project?
- How did you go about the process of finding/integrating outside sources?
- What do you still want to improve in this paper?
- What one thing are you most proud of?

Ways to help students learn research Skills
- Let students share their research skills
- Specify the documentation style to be used
- Show how to find or integrate outside sources
- Provide resources on bibliographical conventions of your discipline
- Encourage students to seek your help. Also encourage them to use resources made available by the University:
  - the Library
  - research librarians
  - the Writing Center
  - resources provided by the library
  - technological tools available through the university

Some indications of plagiarism
- Mixed citation styles
- Inconsistent diction or style
- Off topic issues; patchy parts
- Unusual formatting
- Lack of references or quotations
- Anachronisms
- Explicit evidence