



Academic Integrity & Plagiarism


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Academic Integrity & Plagiarism

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FAQs

What is academic integrity?

Academic integrity is honest and responsible scholarship. As a university student, you are expected to submit original work and give credit to other peoples' ideas. Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work
- Acknowledging all sources of information
- Completing assignments independently or acknowledging collaboration
- Accurately reporting results when conducting your own research or with respect to labs
- Honesty during examinations

Learn more with our [Interactive Online Tutorial!](#)

How does it impact me?

Academic integrity is the foundation of university success. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry you beyond university to serve you in the workforce. Academic dishonesty not only cheats you of valuable learning experiences, but can result in a failing grade on assignments, a mark on your transcripts, or even expulsion from the university. For 'real life' examples of this, check out the [Annual Report on Student Discipline!](#)

What is plagiarism?

Plagiarism is using another person's ideas without giving credit and is considered intellectual theft. If you submit or present the oral or written work of someone else you are guilty of plagiarism. Plagiarism may be:

Accidental or Unintentional

You may not even know that you're plagiarizing. Make sure you understand the difference between quoting and paraphrasing, as well as the [proper way to cite material](#).

Blatant

This time you're well aware of what you're doing. Purposefully using someone else's ideas or work without proper acknowledgment is plagiarism. This includes turning in borrowed or bought research papers as your own.

Self

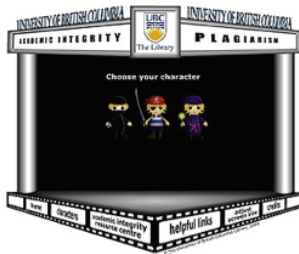
It's your own work so you should be able to do what you want with it, right? Wrong. Handing in the same term paper (or substantially the same term paper) for two courses without getting permission from your instructor is plagiarism.

Do professors really check for plagiarism?

YES! Instructors often keep copies of previous assignments for reference. In addition, UBC subscribes to [Turnitin.com](#), an online service that scans essay and term papers to check for material copied from web sites or purchased from paper mills (such as cheater.com), published works, or previously submitted essays.

For more information see [Turnitin.com@UBC](#).

source: http://wiki.ubc.ca/Library:Academic_Integrity



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ProQuest
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Duke Libraries > Research & Reference > Avoiding Plagiarism

Avoiding Plagiarism

Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his/her own and/or does not give appropriate credit to the original source. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. Students are responsible for learning proper scholarly procedures (from Duke University's [The Duke Community Standard in Practice: A Guide for Undergraduates](#)).

Plagiarism charges can be brought against you for the following offenses:

- Copying, quoting, paraphrasing, or summarizing from any source without adequate documentation
- Purchasing a pre-written paper (either by mail or electronically)
- Letting someone else write a paper for you
- Paying someone else to write a paper for you
- Submitting as your own someone else's unpublished work, either with or without permission

Learn more about the importance of citing sources in [Whose idea was that?](#), a short video created by Simone Watson (Trinity '13).

Avoiding Plagiarism

Plagiarism Awareness
[Duke's Plagiarism Tutorial](#)
[Warning Signs](#)
[Citing Sources](#)
[Duke Policies & Standards](#)
[Faculty Resources](#)
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Guidelines for Avoiding Plagiarism, Self-Plagiarism, and Questionable Writing Practices

The following guidelines are taken directly from "Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing" by Miquel Roig

Guideline 1: An ethical writer ALWAYS acknowledges the contributions of others and the source of his/her ideas.

Guideline 2: Any verbatim text taken from another author must be enclosed in quotation marks.

Guideline 3: We must always acknowledge every source that we use in our writing; whether we paraphrase it, summarize it, or enclose it quotations.

Guideline 4: When we summarize, we condense, in our own words, a substantial amount of material into a short paragraph or perhaps even into a sentence.

Guideline 5: Whether we are paraphrasing or summarizing we must always identify the source of your information.

Guideline 6: When paraphrasing and/or summarizing others' work we must reproduce the exact meaning of the other author's ideas or facts using our words and sentence structure.

Guideline 7: In order to make substantial modifications to the original text that result in a proper paraphrase, the author must have a thorough understanding of the ideas and terminology being used.

Guideline 8: A responsible writer has an ethical responsibility to readers, and to the author/s from whom s/he is borrowing, to respect others' ideas and words, to credit those from whom we borrow, and whenever possible, to use one's own words when paraphrasing.

Guideline 9: When in doubt as to whether a concept or fact is common knowledge, provide a citation.

Guideline 10: Authors who submit a manuscript for publication containing data, reviews, conclusions, etc., that have already been

disseminated in some significant manner (e.g., published as an article in another journal, presented at a conference, posted on the internet) must clearly indicate to the editors and readers the nature of the previous dissemination.

Guideline 11: Authors of complex studies should heed the advice previously put forth by Angell & Relman (1989). If the results of a single complex study are best presented as a 'cohesive' single whole, they should not be partitioned into individual papers. Furthermore, if there is any doubt as to whether a paper submitted for publication represents fragmented data, authors should enclose other papers (published or unpublished) that might be part of the paper under consideration (Kassirer & Angell, 1995). Similarly, old data that have been merely augmented with additional data points and that are subsequently presented as a new study can be an equally serious ethical breach.

Guideline 12: Because some instances of plagiarism, self-plagiarism, and even some writing practices that might otherwise be acceptable (e.g., extensive paraphrasing or quoting of key elements of a book) can constitute copyright infringement, authors are strongly encouraged to become familiar with basic elements of copyright law.

Guideline 13: While there are some situations where text recycling is an acceptable practice, it may not be so in other situations. Authors are urged to adhere to the spirit of ethical writing and avoid reusing their own previously published text, unless it is done in a manner consistent with standard scholarly conventions (e.g., by using of quotations and proper paraphrasing).

Guideline 14: Authors are strongly urged to double-check their citations. Specifically, authors should always ensure that each reference notation appearing in the body of the manuscript corresponds to the correct citation listed in the reference section and vice versa and that each source listed in the reference section has been

cited at some point in the manuscript. In addition, authors should also ensure that all elements of a citation (e.g., spelling of authors' names, volume number of journal, pagination) are derived directly from the original paper, rather than from a citation that appears on a secondary source. Finally, authors should ensure that credit is given to those authors who first reported the phenomenon being studied.

Guideline 15: The references used in a paper should only be those that are directly related to its contents. The intentional inclusion of references of questionable relevance for purposes of manipulating a journal's or a paper's impact factor or a paper's chances of acceptance is an unacceptable practice.

Guideline 16: Authors should follow a simple rule: Strive to obtain the actual published paper. When the published paper cannot be obtained, cite the specific version of the material being used, whether it is conference presentation, abstract, or an unpublished manuscript.

Guideline 17: Generally, when describing others' work, do not rely on a secondary summary of that work. It is a deceptive practice, reflects poor scholarly standards, and can lead to a flawed description of the work described. Always consult the primary literature.

Guideline 18: If an author must rely on a secondary source (e.g., textbook) to describe the contents of a primary source (e.g., an empirical journal article), s/he should consult writing manuals used in her discipline to follow the proper convention to do so. Above all, always indicate the actual source of the information being reported.

Guideline 19: When borrowing heavily from a source, authors should always craft their writing in a way that makes clear to readers, which ideas are their own and which are derived from the source being consulted.

Guideline 20: When appropriate, authors have an ethical responsibility to report evidence that runs contrary to their point of view. In addition, evidence that we use in support of our position must be methodologically sound. When citing supporting studies that suffer from methodological, statistical, or other types of shortcomings, such flaws must be pointed out to the reader.

Guideline 21: Authors have an ethical obligation to report all aspects of the study that may impact the independent replicability of their research.

Guideline 22: Researchers have an ethical responsibility to report the results of their studies according to their a priori plans. Any post hoc manipulations that may alter the results initially obtained, such as the elimination of outliers or the use of alternative statistical techniques, must be clearly described along with an acceptable rationale for using such techniques.

Guideline 23: Authorship determination should be discussed prior to commencing a research collaboration and should be based on established guidelines, such as those of the International Committee of Medical Journal Editors.

Guideline 24: Only those individuals who have made substantive contributions to a project merit authorship in a paper.

Guideline 25: Faculty-student collaborations should follow the same criteria to establish authorship. Mentors must exercise great care to neither award authorship to students whose contributions do not merit it, nor to deny authorship and due credit to the work of students.

Guideline 26: Academic or professional ghost authorship in the sciences is ethically unacceptable.

Guidelines and complete module are available at:

<http://ori.hhs.gov/education/products/plagiarism/>

and linked from the **Research Misconduct / Plagiarism** tab at: <http://guides.uflib.ufl.edu/stemrcr/>

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Academic Honesty & Plagiarism

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Purpose of this guide



Hi, welcome to the Academic Honesty & Plagiarism Libguide. This guide is designed to provide information on academic honesty and plagiarism. Across the top of the page you will notice the different tabs. Each tab contains information on specific areas of academic honesty and plagiarism.

Academic Honesty: This tab contains information on what academic honesty is and why it is important.

Plagiarism @ KSU: This tab contains information on the student cheating and plagiarism policy at KSU.

Plagiarism School Info for Faculty: This tab provides information for instructors who are interested in sending a student to plagiarism school.

Plagiarism School Info for Students: This tab provides information for students who have been referred to plagiarism school.

Resources: This tab provides information for further reading and help.

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Plagiarism

This guide will help you learn about plagiarism and how you can avoid it in your writing.

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Plagiarism @ UK

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Introduction

The legal and ethical issues surrounding the use of information go beyond properly [citing sources](#) and avoiding plagiarism. Researchers should be knowledgeable about issues related to privacy and security and censorship and freedom of speech, as well as have an understanding of intellectual property, [copyright](#), and fair use.

Ask-a-Librarian

Not finding what you want? [Call](#), [email](#), [chat with](#) or visit a [UK Reference Librarian](#) who will be glad to help you.


Ask a Librarian

Plagiarism @ UK

"Plagiarism means taking the words and thoughts of others (their ideas, concepts, images, sentences, and so forth) and using them as if they were your own, without crediting the author or citing the source" (from [Plagiarism, What is It?](#), published by the UK Office of Academic Ombud Services). [Plagiarism: What is It?](#) explains plagiarism, provides examples of both good and bad paraphrasing, and tips on how to avoid plagiarism.

Plagiarism is a serious offense with consequences ranging from receiving a zero on an assignment all the way to expulsion from the University. The [Student Code of Conduct, Part II--Selected Rules of the Senate, 6.3.0--Academic Offenses and Procedures](#) further defines plagiarism and consequences.

View this tutorial for more information on plagiarism: [Understanding Plagiarism](#). The quizzes under each topic will reinforce your understanding.

Comments (0)


Avoid Plagiarism

To avoid plagiarizing someone else words or ideas, make sure you:

- [Paraphrase](#) the original text in your own words. Be sure you are not just rearranging phrases or replacing a couple of words.
- Use quotation marks around text that has been taken directly from the original source.
- [Cite](#) every source of information you use to write your paper unless it is common knowledge or the results of your own research. This includes facts, figures, and statistics as well as opinions and arguments.

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Avoiding Plagiarism
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U of M Policy

- [U of M Cheating, Plagiarism and Fraud Info](#)
 A link to the Student Advocacy page that describes what constitutes cheating, plagiarism, and fraud at the University of Manitoba.

Videos

- [Video on why you need to cite.](#)
 A video by the Cooperative Library Instruction Project on why you need to cite your research.

Copyright

- [U of M Copyright Office](#)
 Information on the fair use of copyright material for students and faculty

Avoid Plagiarism

How to avoid plagiarism

To avoid plagiarism you must give credit whenever you use someone else's ideas. Keep the following suggestions in mind when using material from other sources:

- Know [how to cite](#) properly
- Put everything that comes directly from the text in quotation marks.
- If you are using material cited by an author and you do not have the original source, introduce the quotation with a phrase such as "as quoted in...."
- Paraphrase. Instead of just rearranging or replacing a few words, read over what you want to paraphrase, cover up or close the text so you cannot see any of it and write out the idea in your own words. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate. Still be sure to credit the source.
- Give credit for any facts, statistics, graphs, drawings.
- Common knowledge facts that can be found in numerous places and are likely to be known by many people do not have to be documented, e.g. Pierre Trudeau was first elected Canada's prime minister in 1968.


Check out the University of Manitoba's [Virtual Learning Commons](#) page on how avoiding plagiarism and the [Learning Assistance Centre](#) list of tutorials regarding plagiarism

Paraphrasing

Great resources on how to paraphrase properly:

- U of M Virtual Learning Commons: "Paraphrasing"
- Purdue Online Writing Lab: "Paraphrase: Writing it in Your Own Words"
- Plagiarism dot Org: "How to Paraphrase Properly"

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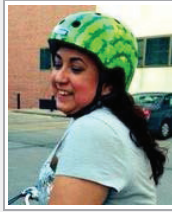
Encore is a keyword search for books, images, journal articles and more. See also [Classic Catalog](#).

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Toni Anaya

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[E-Resources](#) See all article indexes and other resources

[ILLiad](#) Use Interlibrary Loan and document delivery

[Refworks](#) Set up citation tracking and formatting

UNL Faculty: Request custom Subject and Course Guides; link Guides to Blackboard; arrange instruction. [Contact your Subject Librarian](#)

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Read the UNL Statement on Plagiarism

This introduction to plagiarism from the UNL Graduate Office is for all UNL students. It defines plagiarism, explains why it is a violation of academic integrity and the Student Code of Conduct, and shows you how to avoid it.

<http://www.unl.edu/gradstudies/current/plagiarism.shtml>

Ask a Question

Instant Message Us!

Your Question/Message


Please enter your email address here


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Take a Tutorial

Citing sources properly will help you avoid plagiarism and allow others to follow up on your work. To learn more, see the tutorials below.

Goblin Threat Game 
 This entertaining game on plagiarism, developed by Snowden Library for Lycoming College students, is recommended for everyone.
<http://www.lycoming.edu/library/instruction/tutorials/plagiarismGame.aspx>

You Quote it, You Note It 
 Playful, interactive, and to the point, this program on plagiarism is from Vaughan Memorial Library at Acadia University.
<http://library.acadiau.ca/tutorials/plagiarism/>

Virtual Academic Integrity Laboratory 
 VAILTutor includes four text-based modules on understanding academic integrity, plagiarism and cheating; tips on avoiding plagiarism; documentation styles; and academic policies. It ends with a quiz. <http://www-apps.umuc.edu/vailtutor/>

Test Your Knowledge

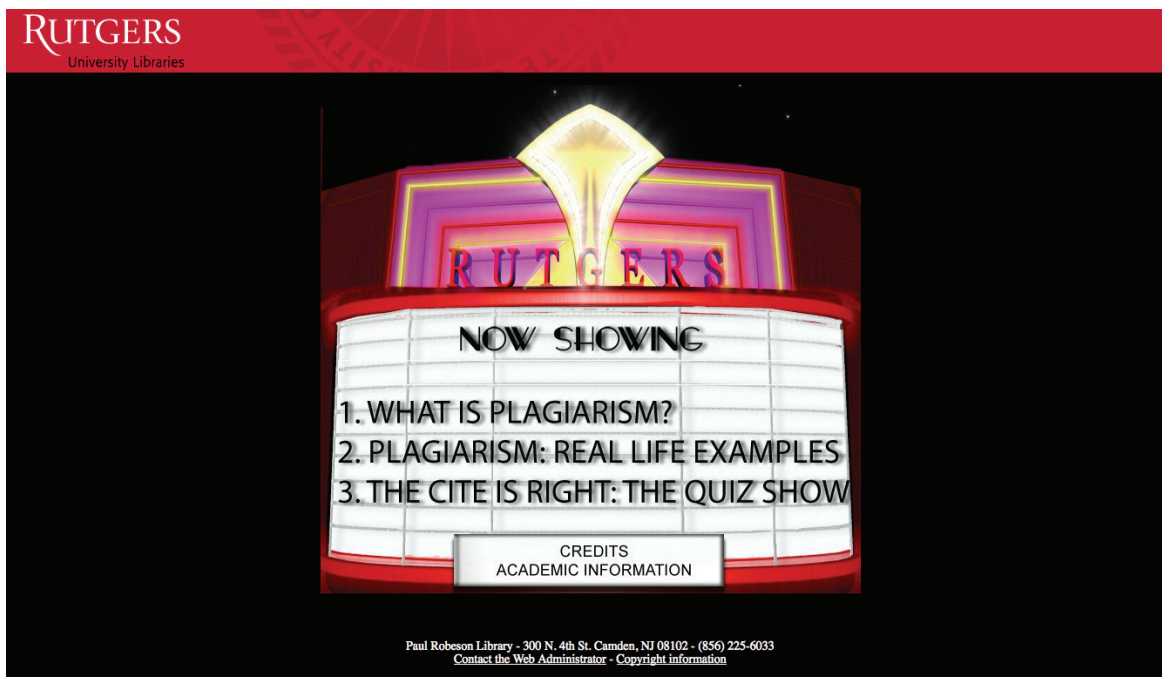
I didn't use the author's words, so I don't need to cite the source.

[True](#)
[False](#)

When you cite a web resource, what must you include in addition to author, title, URL?

[Copyright Information](#)
[Date You Accessed The Resource](#)
[Institution With Which the Author is Affiliated](#)

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Cast of Characters



KIM - A traditional age first-year student, fresh out of high school.



Yoko - A student in her mid-40s, married, with a grown son.



RICKY - Kim's older brother, a graduate student.

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Plagiarism Checkers

- Guide on Plagiarism & Copyright Issues**
Aimed at Education students. Nicely organized, with useful information for other academic fields as well. From Rice University Library.
- Principles of Paraphrasing - How to Avoid Plagiarism**
From the Harvard Graduate School of Education
- Understanding Plagiarism and Paraphrasing**
A short summary document distributed by the University of Virginia Honor Committee.
- UVA Professor Louis Bloomfield's Plagiarism Site**
U.Va. Physics Professor Louis Bloomfield's web pages devoted to resources for detecting and combating plagiarism.

Comments (0)

Plagiarism Resources

Plagiarize - to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source¹

Plagiarism is the act of taking another person's words or ideas and using them as your own. This includes:

- Buying a paper online or re-using a paper written by you or another person for another class
- Paraphrasing without acknowledgement
- Using information from any source and not citing it, including *cutting and pasting from the web*²

¹Merriam-Webster Dictionary & Thesaurus. 2008. 21 Oct. 2008 <http://search.eb.com/>

²"How to Avoid Plagiarism: An Information Tutorial." Paul Robeson Library Reference Department, Rutgers University Libraries. 21 Oct. 2008. <http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html>

- How Not to Plagiarize - University of Toronto**
Good examples of what to footnote and how to attribute in a paper.
- NCSU (North Carolina State University) Resources & Tutorial on Plagiarism**
Although aimed at NCSU students and staff, the brief tutorial presents a good overview of what plagiarism is and how to avoid it.
- Plagiarism: What Is It? Real Life Examples, Quiz - Rutgers University**
Examples of plagiarism are all applicable to UVA. Sections 2 and 3 give practical examples of what constitutes plagiarism and how to avoid it. Informative AND fun!
- Understanding Plagiarism and Paraphrasing**
Good explanation from the U.Va. Honor Committee of plagiarism and how to avoid it.

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(1 = Not Useful, 5 = Very Useful)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

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Academic Integrity is a cornerstone of University life



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September 07, 2012

[For Faculty](#) » Librarians and Academic Integrity

What Type of Support Do Librarians Provide to Faculty in Detecting or Preventing Plagiarism?

Librarians work in partnership with faculty to support student learning and teach proper research skills. The librarians at York work with faculty to avoid plagiarism but do not have a formal system for detecting plagiarism. If requested they can assist help identify specific instances of plagiarism.

Faculty are encouraged to consult with a [librarian subject specialist](#) when creating student assignments. Librarians will work with faculty to review the resources available in their subject discipline, and can suggest ways these resources can be incorporated in to course assignments.

[For more information and suggested assignments please see the following webpage created by librarians Jody Warner and Kalina Grewal](#)

Librarians also teach students advanced research skills and the importance of academic integrity through the reference desk and [library instruction sessions](#). While these methods have not ended plagiarism, they help minimize academic dishonesty. Concrete research skills and education about the importance of sound research to academic work help empower students to engage in their own research and writing. Student stress and anxiety is minimized, and the temptation to plagiarize diminishes.



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For students

Academic Integrity for Students

Student life is complex. Not only must students get used to a complex academic environment where they are largely responsible for their own learning, many disciplines and professors have different requirements about how assignments should be researched, prepared and referenced. Students often feel they have not been adequately prepared to negotiate these conflicting demands.

The best way to cope with the pressure of your responsibilities as a student is to develop strong academic skills, which includes ensuring that you understand and adhere to the principles of academic integrity. To avoid the possibility of committing an academic offense, ensure that you:

1. Understand [York's Senate Policy on Academic Honesty](#). Ignorance of this Policy is not an acceptable excuse for academic misconduct.
2. Produce honest academic work. For instance, this means that you must always reference all your sources in your written work, including those from the internet.
3. Consult your instructor if you are unsure whether a certain course of action is acceptable.
4. Discourage others from violating standards of academic integrity.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skills](#)

