

# FACULTY ROLE IN PLAGIARISM PREVENTION & turning on to [turnitin.com](https://turnitin.com)

Erin Duane

Access Services Librarian

# Overview

- Academic Integrity/Honesty
- Plagiarism & Information Competence
  - ▣ SCC “CORE FOUR”
- What students do & why they do it
- Preventative Measures
- Deterrence & Turnitin.com

# Academic Integrity/Honesty

- What SCC has done
  - ▣ Michael Wyly & Academic Honesty documents
- Why this “climate of academic integrity” matters  
(Scanlan, 2006)
  - ▣ Emphasize student responsibility for actions & choices
  - ▣ Contributes to development of value-system
  - ▣ “Studies Have Shown...”

# Information Competence & Plagiarism

- As part of the SCC Core Four, Information Competence is characterized (**among other things**) as the ability to:
  - “Synthesize, evaluate & communicate information...”
  - “Recognize the ethical and legal issues surrounding information & information technologies”
  - “Demonstrate understanding of academic integrity and honesty”

See page 74 of the Faculty Handbook for more information on Information Competency and the Library Research courses available to students at SCC.

# What students do & why?

- Intentional cheating: just because.
  - ▣ Laziness? Apathy? “Whatever?”
- Intentional cheating: because of...
  - ▣ Pressure (procrastination, external expectations, overloaded)
  - ▣ Bad habits (time mgmt., false citations)
  - ▣ **They “justify” it:**
    - **“Everyone else is doing it.”**
    - **“My teacher can’t (or won’t) check my sources”**
    - **“I just need that piece of paper”**
- **UN**intentional cheating: because of...
  - ▣ Confusion, fear and/or
  - ▣ Simple lack of knowledge or skill in proper research, citation or **paraphrasing** methods

# Generally speaking....

## □ Today's "Culture of Copy"

### □ Internet:

- 'if it's online, it's public knowledge (free)' (Donald McCabe)
- Authorship lines *can* be unclear

### □ *Electronic* academic material (journals, etc.)

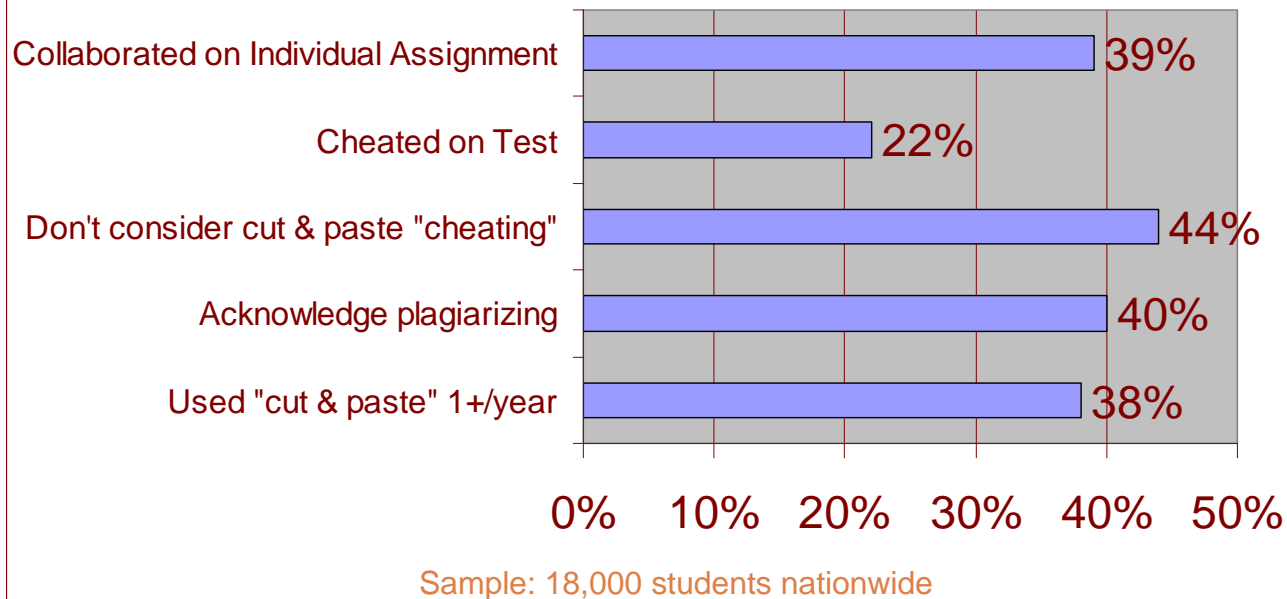
### □ Downloading/Files sharing

- "Generational Divide in Copyright Morality" (David Pogue)

Soon they will be the majority. We need to impress the importance of ethical/legal issues related to information (and technology) upon them now.

# Internet Plagiarism

**"New Study Confirms Internet Plagiarism is Prevalent"**  
**(Donald McCabe, 2003)**  
**In the past year, students:**



These numbers reflect only the honest answers from **intentional** plagiarists – what about those that **aren't even aware** of their actions?

# Paraphrasing

- Only 54% of students agreed that rewording without attribution to the original source is *plagiarism*.
  - (Stubbings & Brine, as cited by Jackson, 2006)
- A 2001 study revealed that students think paraphrasing without citation is less serious than quoting without citation.
  - (Brown & Howell, as cited by Jackson, 2006)
- A 2004-05 study of nearly 3,000 students at SJSU revealed that they “displayed a complete lack of ability in the practical application of paraphrasing”.
  - (Jackson, 2006)

# Preventative Measures

“The Plagiarism Handbook” by Robert Harris, 2001

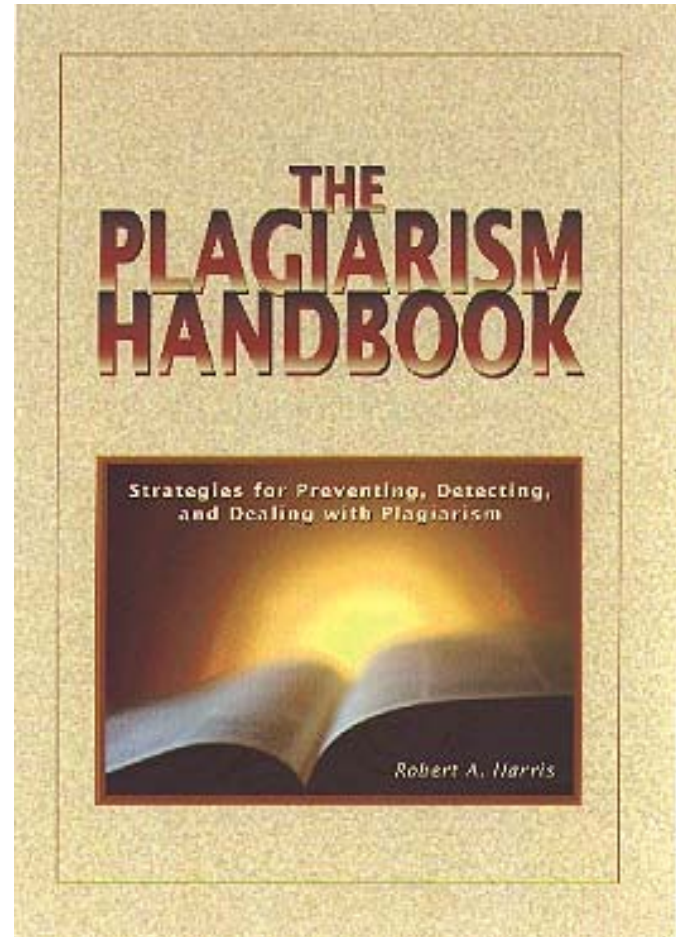
## From The Plagiarism Handbook:

Metalearning exercise

Discussion of “benefits of citation”

Personal statement

Share personal methods (or history) of detection



# Preventative Measures

“Preventing Plagiarism: Tips & Techniques” by Laura Hennessey DeSena, 2007

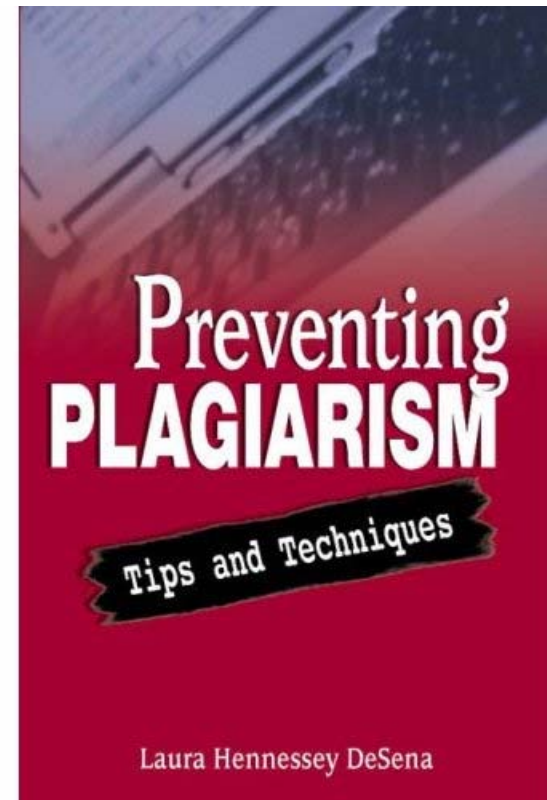
## From DeSena’s book:

Emphasis on primary vs.  
secondary sources

Set students up for success

Instructor-as-role-model:  
“Do as I do”

Plagiarism in a multicultural  
context



# More from DeSena:

“Preventing Plagiarism: Tips & Techniques” by Laura Hennessey DeSena, 2007

Student insecurity can lead to overuse or misuse of secondary sources

“Students believe that because they are not authorities, they cannot possibly contribute to knowledge on the subject – [they] let others have the ideas”. (DeSena, 53)

“If you legitimize the authorship of student writing, validate their right to generate ideas, then you instill in them a desire to have a point of view”. (DeSena, 86)

A student’s faith in their own point of view:

- supports the development of critical thinking
- engages students in the research process *as well as* the product (DeSena, 9)

# More Preventative Measures: Instructional Design Ideas from SCC

Many of the following ID methods have been used by SCC faculty:

Unique, “google resistant” research topics

Annotated Bibliographies

Multi-part, incremental papers

Requiring printouts of periodical articles cited

Diversity of required resources (works cited)

“Use at least 2 books, 2 scholarly journals and 1 reliable website”

Instructor & Librarian collaboration on assignments and/or Library Orientation sessions

# Beyond “defining plagiarism”: Examples & Practice Resources

Harris, Robert. (2004). [Anti-Plagiarism Strategies for Research Papers](#). *Virtual Salt*. A resource for instructors on “Strategies of Awareness, Prevention & Detection”.

## [Writing Lab \(OWL\) at Purdue](#)

A comprehensive resource on academic writing, research & citation.

Paraphrasing exercises from [UC Berkeley](#), [Drew University](#), and [U of Wisconsin](#).

## [Plagiarism: Cross-Disciplinary Studies in Plagiarism, Fabrication, and Falsification](#)

“A new scholarly journal devoted specifically to the study of plagiarism”

## [writeyourownpaper.com](#)

A fun and educational resource from Newman Library at Baruch College – mocks papermill websites and presents information in an easy, accessible manner.

## [Center for Academic Integrity](#)

Educational materials include case studies, tutorials, syllabus statements, articles, and examples of measures other schools and faculty are taking.

“[Research Resources](#)” from Turnitin.com

[Cite Source](#) from Trinity College Library

[UCLA tutorial](#) on academic integrity and intellectual property

# Deterrence

- Of the reported 10,000 papers received per day, approximately 1/3 have been “significantly” plagiarized.

(Slaton, 2002 & “Paper Chase”, 2002, as cited by Royce, 2003)

- Doesn’t “find” plagiarism...it finds sequences of words in a submitted paper that match sequences of words in its database or on the Internet.

(Royce, 2003)



**Turnitin.com's database  
contains:**

12 billion+ web pages crawled

40 million+ student papers

10 thousand+ periodicals

“Thousands of books, including  
literary classics”

# Deterrence



## Important Points

Turnitin doesn't check for documentation

Turnitin is not foolproof

Paraphrasing will still be an issue with Turnitin

Turnitin may serve as a deterrent

# Turnitin.com

- To sign up for an account, send an email to [turnitin@solano.edu](mailto:turnitin@solano.edu)
- There are various training materials available at Turnitin.com's website, but if you want or need additional support or training, please contact me or stop by the library ([erin.duane@solano.edu](mailto:erin.duane@solano.edu)).

The screenshot displays a Turnitin Originality Report for a document titled "Patriot Act Paper" by Ann Example. The report was processed on 01-13-08 at 11:30 AM PST, with a word count of 1180 and one submission. The similarity score is 65%. The report lists the following matches:

Match Number	Match Percentage	Match Description
1	10%	match (internet) <a href="http://www.heritage.org">http://www.heritage.org</a>
2	9%	match (student papers from 12/13/07) Submitted to Saint Leo University
3	6%	match (internet) <a href="http://savageplayground.com">http://savageplayground.com</a>
4	6%	match (internet) <a href="http://en.wikipedia.org">http://en.wikipedia.org</a>
5	5%	match (student papers from 08/25/06) Submitted to (school name not available)
6	3%	match (student papers from 11/06/07) Submitted to Texas A&M University, College Station
7	3%	match (publications) Haugstad, Linda. "The 'sopranos' factor. (Through the Wire). (President Bush makes analogy between Mafia and Al Qaeda n", Multichannel News, Feb 11 2002 Issue
8	3%	match (internet) <a href="http://www.votewiththefacts.org">http://www.votewiththefacts.org</a>
9	2%	match (student papers from 05/27/05) Submitted to Bishop Hendricken High School
10	1%	match (internet)

The report also shows the original text of the paper, which includes the following paragraphs:

The Patriot Act: an Original Paper By: An Honest Student

Since the September 11, 2001, terrorist attacks, there has been debate about how best to preserve and protect our liberty in the face of a very real terrorist threat.

The Patriot Act does three things:

First, it closes the gaping holes in law enforcement's ability to collect vital intelligence information on terrorist enterprises. It allows law enforcement to use proven tactics long used in the fight against organized crime and drug dealers. Second, the Patriot Act updates our anti-terrorism laws to meet the challenges of new technology and new threats. Third, with these critical new investigative tools provided by the Patriot Act, law enforcement can share information and cooperate better with each other. From prosecutors to intelligence agents, the Act allows law enforcement to "connect the dots" and uncover terrorist plots before they are launched.

The Act allows the government to

utilize many long-standing, well-accepted law enforcement tools in the fight against terror. These tools include delayed notification, judicially-supervised

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