

# Promoting Academic Integrity: MMPA Orientation

University of Toronto Mississauga

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# Some Resources the RGASC Offers

- One-on-one meetings with strategists for help with writing or research skills, study habits, and language problems
- Workshops on skills enhancement, English language learning, writing]
- Classroom visits

# The RGASC does NOT

- Proofread
- Edit
- Predict or critique marks

# For Your Information

According to a recent study, what percentage of undergraduate students in Canada admit to plagiarizing on written work?

- A) 25%
- B) 33%
- C) 53%
- D) 60%

# What is “Academic Integrity”?

Please take a moment to:

- Write down your definition of “academic integrity” and provide one example
- Write down your definition of “plagiarism” and provide one example
- Write down at least one idea about what students could do to promote academic integrity in this program

# Academic Integrity – What is it?

- ✓ The honest use of information when pursuing knowledge and understanding
- ✓ “A commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.”

(Thanks to Clemson University’s “Center for Academic Integrity” for these definitions).

# Academic Integrity – Why it really matters in universities

- A clear definition of the “process” for truth-seeking is needed, because truth itself cannot be defined (at least not yet!)
- Lifelong learning is essential in today’s economy, and learning is only enjoyable if it’s pursued honestly
- Professors, TAs, and students are all bound by the same code; we all have a responsibility to understand that code, respect it, enforce it



# Academic Integrity

- Things are more complicated in the internet age, so we all need to focus more on the process of learning and rules around it
- You need to take ownership of the process of knowledge production because you'll be in charge of that process one day

# Plagiarism: A Serious Crime?



# Penalties may include...

- Very unpleasant discussions with your instructor, the department chair, and/or the dean; lawyers could also be involved
- A big waste of time, energy, and emotion for everyone involved
- Significant damage to your self-esteem and reputation
- 0 on the assignment (for smaller assignments)
- Reduction in final grade
- 0 for final grade
- Denial of use of university facilities
- Record of offense on your transcript
- Suspension
- Expulsion
- Retroactive cancellation of degree

You cannot drop the course while an academic integrity investigation is going on – you can't run away!

# Is this plagiarism?

## Original Source (CICA Handbook)

The three areas of IFRSs considered to create the most significant changes from Canadian GAAP are:

- Impairment – Under IFRSs impairments will generally be triggered more often but unlike Canadian GAAP, impairments under IFRS can be reversed
- Securitization – IFRSs are fundamentally different in this area from Canadian standards
- Revaluations – Some IFRSs including Property, Plant and Equipment, Investment Property and Intangibles allow the re-valuation of assets under certain circumstances.

## Student's Use of Source

The CICA Handbook notes that there are three areas of IFRSs that create the most significant changes from Canadian GAAP: Impairment, Securitization, and Revaluations. Some IFRSs, such as Property, Plant and Equipment, allow the revaluation of assets, but only under certain circumstances. In the case of CanGen Mining Co., these circumstances apply, and so the IFRS rules regarding revaluation need to be carefully considered. <sup>1</sup>

# Plagiarism!

## Original Source (CICA Handbook)

The three areas of IFRSs considered to create the most significant changes from Canadian GAAP are:

- Impairment – Under IFRSs impairments will generally be triggered more often but unlike Canadian GAAP, impairments under IFRS can be reversed
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# How about this. Is this plagiarism?

## Original Source (CICA Handbook)

The three areas of IFRSs considered to create the most significant changes from Canadian GAAP are:

- Impairment – Under IFRSs impairments will generally be triggered more often but unlike Canadian GAAP, impairments under IFRS can be reversed
- Securitization – IFRSs are fundamentally different in this area from Canadian standards
- Revaluations – Some IFRSs including Property, Plant and Equipment, Investment Property and Intangibles allow the revaluation of assets under certain circumstances.

## Student's Use of Source

According to the CICA Handbook, the areas of IFRSs most different from Canadian GAAP are Impairment, Securitization, and Revaluations. For example, under IFRSs, an item of property, plant and equipment can be revaluated under specific circumstances.<sup>1</sup> In the case of CanGen Mining Co., these circumstances apply, and so the IFRS rules regarding revaluation need to be carefully considered.

# Source for the Following Questions

Frick, T. (1991). *Restructuring education through technology*.  
Bloomington, IN: Phi Delta Kappa Educational Foundation.

# Is this an Example of Plagiarism?

## **Passage from Original Source:**

Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate.

**Student's Use of Source:** Frick (1991) argues that the first technology was the primitive mode of communication used by our prehistoric ancestors before the development of formal spoken language. He suggests body language, gestures, sounds and other signs were methods used to communicate and even to educate.



# Answer: Yes, this is plagiarism

## Passage from Original Source:

Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate.

**Student's Use of Source:** Frick (1991) argues that the first technology was the primitive mode of communication used by our prehistoric ancestors before the development of formal spoken language. He suggests body language, gestures, sounds and other signs were methods used to communicate and even to educate.

# Is this also Plagiarism?

## **Passage from Original Source:**

Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.

Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate.

**Student's Use of Source:** My argument can be summarized as follows: the first real technology known to humankind was the non-verbal forms of communication employed thousands of years ago by our distant ancestors. While they may not have used written words we recognize today, the body language, monosyllabic sounds, and marks scratched on walls constitute what could be considered a form of technology. As one scholar has famously observed, the non-written forms of communication were almost certainly the first technology developed by humanity (Frick, 1991).

# How about this?

## **Passage from Original Source:**

Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate.

**Student's Use of Source:** Following Frick (1991), this paper argues that the first real technology known to humankind was the non-verbal forms of communication employed thousands of years ago by our distant ancestors. The analysis here builds on Frick's claim that the non-written forms of communication developed by humanity (e.g., grunts and body language) were a kind of technological development, leading to other forms of enhanced communication.

# The Different Kinds of Plagiarism

1. **Paper-Mill Plagiarism:** submitting work prepared by a third-party
2. **Collusion:** submitting work created in part by someone else
3. **Self-Plagiarism:** re-submitting work written for another assignment
4. **Failure to Quote:** Quoting or repeating someone else's words without acknowledging the source

# Different Kinds of Plagiarism Continued

5. **Paraphrase Plagiarism:** Translating someone else's words into your own, but retaining the argument, without acknowledging the source
6. **Patch-writing:** Taking words or phrases and patching them together into new sentences without using appropriate quotation marks, or without clearly acknowledging the sources; word switching
7. **Concealing Sources:** Using an idea or line of argument without acknowledging the source

# A Good Source of Information for Academic Integrity

<http://www.utm.utoronto.ca/academic-integrity/students>

Click on  
"Students" link

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MISSISSAUGA

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Academic Integrity

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Students

### Students

#### What is the meaning of academic integrity?

Academic integrity represents a set of values connected to maintaining honesty and fairness in our learning environment. When submitting academic work, students are expected to acknowledge all sources of information and cite the scholarship of any authors' contributing to their work. As a student at U of T, it is your responsibility to learn the rules and regulations of the institution and understand the [Code of Behavior on Academic Matters](#).

"ACADEMIC INTEGRITY" MAY BE AN UNFAMILIAR TERM, BUT BASICALLY:  
"ACADEMIC INTEGRITY IS A COMMITMENT, EVEN IN THE FACE OF ADVERSITY, TO FIVE FUNDAMENTAL VALUES: HONESTY, TRUST, FAIRNESS, RESPECT, AND RESPONSIBILITY. FROM THESE VALUES FLOW PRINCIPLES OF BEHAVIOR THAT ENABLE ACADEMIC COMMUNITIES TO TRANSLATE IDEALS INTO ACTION."

\*Image courtesy of Frank Cammuso and The Post-Standard

#### Why does academic integrity matter?

The winning submissions have now been chosen!

WIN!

Poster Contest >

LISTEN UP!

# University of Toronto's "Code of Behaviour on Academic Matters"



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TORONTO

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## Code of Behaviour on Academic Matters



UNIVERSITY OF  
TORONTO

# The Preamble to the Academic Code

- The fulfillment of the university's mandate "depends upon the well being of that relationship whose parties define one another's roles as teacher and student, based upon differences in expertise, knowledge and experience, though bonded by respect, by a common passion for truth and by mutual responsibility to those principles and ideals that continue to characterize the University."
- "This Code is concerned, then, with the responsibilities of faculty members and students, not as they belong to administrative or professional or social groups, but as they co-operate in all phases of the teaching and learning relationship."
- "Such co-operation is threatened when teacher or student forsakes respect for the other--and for others involved in learning--in favour of self-interest, when truth becomes a hostage of expediency. On behalf of teacher and student and in fulfillment of its own principles and ideals, the University has a responsibility to ensure that academic achievement is not obscured or undermined by cheating or misrepresentation, that the evaluative process meets the highest standards of fairness and honesty, and that malevolent or even mischievous disruption is not allowed to threaten the educational process."



# Excerpt of Section B.i. of the Code

1. It shall be an offence for a student knowingly:
  - (a) To forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
  - (b) To use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;
  - (c) To personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work

# Excerpt of Section B.i. of the Code con't

1. It shall be an offence for a student knowingly:

(d) To represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A");

(e) To submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;

(f) To submit any academic work contained a purported statement of fact or reference to a source which has been concocted.

# University of Toronto “Code of Behaviour on Academic Matters”

“Wherever in this Code an offence is described as depending on “knowing”, the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.”

# “Code of Behaviour on Academic Matters”: Appendix A: Definition of Plagiarism

“The present sense of plagiarism is contained in the original (1621) meaning in English: “the wrongful appropriation and purloining, and publication as one’s own, of the ideas, or the expression of the ideas ... of another.” This **most common, and frequently most elusive** of academic infractions is normally associated with student **essays**. Plagiarism can, however, also threaten the integrity of **studio and seminar room, laboratory and lecture hall**. Plagiarism is at once a **perversion of originality and a denial of the interdependence and mutuality** which are the heart of scholarship itself, and hence of the academic experience. **Instructors should make clear what constitutes plagiarism within a particular discipline.”**

# What the code says about plagiarism

- Ignorance is no excuse
- Accidental plagiarism is as serious an offence as intentional plagiarism

# Why is Plagiarism taken Seriously?

- It is a combination of both lying and stealing
- It prevents students from developing their own writing and research (and many other related) skills
- It shows contempt or at least lack of respect for professor and learning process
- It denies the mutuality and interdependence which are the heart of scholarship, or indeed any form of teamwork

# Is the following considered plagiarism?

You include a short passage from an essay you wrote last year in an essay you are writing for this class.

- A. Yes, this is plagiarism
- B. No, this is not plagiarism

# Is this considered plagiarism?

You get a friend to proofread your essay for this class; your friend fixes up some of your grammar mistakes, reworks some of your sentences to make them flow more smoothly, adds a phrase or two to make your point clearer, but doesn't add any completely new paragraphs or alter your ideas or the development of your argument.

- A. Yes, this is plagiarism
- B. No, this is not plagiarism



# Is this scenario an example of plagiarism?

You get a friend to proofread your essay for this class, and your friend identifies a number of areas you need to improve.

- A. Yes, this is plagiarism
- B. No, this is not plagiarism

# Does this count as plagiarism?

## Original Source (CICA Handbook)

The three areas of IFRSs considered to create the most significant changes from Canadian GAAP are:

- Impairment – Under IFRSs impairments will generally be triggered more often but unlike Canadian GAAP, impairments under IFRS can be reversed
- Securitization – IFRSs are fundamentally different in this area from Canadian standards
- Revaluations – Some IFRSs including Property, Plant and Equipment, Investment Property and Intangibles allow the re-valuation of assets under certain circumstances.

## Student's Use of Source

There are “three areas of IFRSs that create the most significant changes from Canadian GAAP”, namely Impairment, Securitization, and Revaluations. Some IFRSs, such as Property, Plant and Equipment, “allow the re-valuation of assets,” but only “under certain circumstances.” In the case of CanGen Mining Co., these circumstances apply, and so the IFRS rules regarding revaluation need to be carefully considered.

# Causes of Plagiarism You Can Address 1

- Poor time management
- Poor critical writing/critical reading/researching skills
- Inability to follow research guides
- Desire for success and fear of failure
- Natural desire to economize
- Presumption of inferiority
- Culture of “Borrowing” and “Copying” (information literacy acquired through internet)

# Causes of Plagiarism You Can Address 2

- New kind of information literacy (students know how to “sample”, create “mash-ups”, and create texts as collages and hybrids online; faculty/TAs often do not)
- The presumption you won’t get caught or that the punishment will be minor
- The lack of personal investment in the writing and learning process

# Causes of Plagiarism You Can Address 3

Confusion about the rules/conventions in different disciplines:

- Fair use? Creative Commons?
- Common knowledge?
- Copying class notes? using class notes in an essay?
- Function of Bibliography/References/Works Cited/Works consulted in different disciplines?
- Where does my idea begin? Where do other ideas end?

# Avoiding Plagiarism 1

- Be more aware of “how” you gather and integrate information – it is always important to emphasize rather than obscure the traces of other scholars and texts in your own writing
- Remind yourself that research and analysis are actually discussion/dialogue
  - You are part of the scholarly conversation, so let people know who you are talking with or about
- Worry less about “plagiarism” and more about your role in the “scholarly conversation”

# Avoiding Plagiarism 2

- For research papers, create annotated bibliography before writing
- Write in stages; do multiple revisions
- Make your topic as specific as possible
- Where and when possible, strengthen your argument or position by citing sources
- Where possible, print out electronic sources
- Model your writing (use of sources) on a recent article published in your field (ask your professor for a recommendation)

# Avoiding Plagiarism 3

- Read “Actively”
- Use Close Reading Skills
- Paraphrase properly and take accurate notes
- Use “Reporting Phrases” and “Evaluative Phrases”
- Integrate short quotations into your own sentences
- Consult with your Professor or TA
- When in doubt, cite



# Complicating Factors: Technology 1

- Copy and paste research
- Internet search engines
- Online database
- Web-based journals
- Online news sources
- Wikipedia and its imitators
- Paper-mills (including custom-paper services)
- Academic, pseudo-academic, non-academic websites/blogs (all with a wealth of information)

# Complication Factors: Technology 2

- What is [turnitin.com](https://www.turnitin.com)
- Used by faculty to deter plagiarism
- Has new application for students to “screen” their essays

# Screenshot of Turnitin.com

The screenshot displays the Turnitin Document Viewer interface in Mozilla Firefox. The browser address bar shows the URL: [http://www.turnitin.com/cv?o=179811777&u=4122435&lang=en\\_us&](http://www.turnitin.com/cv?o=179811777&u=4122435&lang=en_us&). The document title is "Final Essay - DUE 04-Apr-2011" by "sujana.finalessay". The Turnitin logo is visible in the top right, along with a similarity index of 38% and a grade of -- out of 100.

The main content area shows a student paper with several paragraphs. The first paragraph discusses Toronto communities and border-crossing, with several sentences highlighted in pink. The second paragraph discusses Carla's sense of belonging, also with pink highlights. The third paragraph discusses imaginary boundaries and urban citizenship, with pink highlights. A small number '2' is visible at the bottom right of the text area.

The Match Overview sidebar on the right lists the following matches:

Rank	Source	Similarity
1	Submitted to Universit... Student paper	19%
2	scholarworks.umass.edu Internet source	9%
3	pwmartin.blog.uvm.edu Internet source	6%
4	digitalcommons.wayne.ed Internet source	1%
5	search.barnesandnoble.c Internet source	1%
6	abstract.versiontwo.org Internet source	1%
7	www.canwrrfrom1950.org Internet source	<1%
8	posthoc.org Internet source	<1%
9	www.farmtrader.co.nz Internet source	<1%
10	Submitted to McMaster ... Student paper	<1%

The bottom of the window shows the Windows taskbar with various application icons and the system clock displaying 10:13 AM on 5/26/2011.

# Globalization: Complicating Factor #1

- With “globalization,” borders everywhere are disappearing
  - Borders between countries, cultures, values . . .
  - And borders between producers and consumers (of music, of films, and of knowledge)
- In a way, the university is at the forefront of breaking down borders, making information available to everyone, and enhancing all sorts of collaboration
- BUT we insist that you indicate where the information came from: leave a trail so that others can verify or use your sources

# Globalization: Complicating Factor #2

- Higher tuition fees suggest students are entitled to “take” knowledge that is “out there” (because they’ve paid for it)
- Again, in a university this is NOT the case: the rules are the same regardless of the tuition fees

# Globalization: Complicating Factor #3

- Assumptions about “ownership” of a text or idea determined in part by culture
- In some contexts, “copying” from other sources can be described (truthfully or not) as a way of “acknowledging respect” of received wisdom
- Since contexts have different expectations, it is very important to understand and work by the expectations of the context that you are in
- In Canadian universities, ideas are a kind of property—when we use other people’s ideas, we MUST give them credit and acknowledgement

# Globalization: Complicating Factor #4

- Non-native English speaker students need to be extra careful– when learning through imitation, revise multiple times and use quotation marks or appropriate citations
- Imitation is a way of learning to write, so NNEs need to be very careful that what they are borrowing is generic (“This paper argues that ...”) and not specific or idiosyncratic

# Plagiarism? No, we're just borrowing better English.

NATURE Volume 449, 11 October 2007

SIR — The accusations made by XXX that my colleagues and I have plagiarized the works of others, reported in your News story ‘Turkish physicists face accusations of plagiarism’ (*Nature* **449**, 8; 2007) are upsetting and unfair. It’s inappropriate to single out my colleagues and myself on this issue. For those of us whose mother tongue is not English, using beautiful sentences from other studies on the same subject in our introductions is not unusual. I imagine that if all articles from specialist fields of research were checked, similarities with other texts and papers would easily be found. In my case, I aimed to cite all the references from which I had sourced information, although I may have missed some of them. Borrowing sentences in the part of a paper that simply helps to better introduce the problem should not be seen as plagiarism. Even if our introductions are not entirely original, our results are — and these are the most important part of any scientific paper. In the current climate of ‘publish or perish’, we are under pressure to publish our findings along with an introduction that reads well enough for the paper to be published and read, so that our research will be noticed and inspire further work.

--Ihsan Yilmaz, Physics Department, Çanakkale Onsekiz Mart University, Çanakkale, Turkey



# Academic Integrity in Group Work

- What is Collaboration?

- “united labour, cooperation, especially in literary, artistic or scientific work” (OED)

OR

- “traitorous cooperation with the enemy” (OED)

# Academic Integrity in Group Work continued

This is not a new problem:

"What Descartes did was a good step. You have added much several ways. . . . If I have seen a little further it is by standing on the shoulders of Giants."

- Sir Isaac Newton, "Letter to Robert Hooke" (1676)

# Academic Integrity in Group Work con't

## Rules:

- Collaborating during research process is DIFFERENT than collaborating during final editing
- Words on the page **must** be an individual student's
- Criteria for assessment usually make clear distinction between parts of assignment that can be done collectively and those that **must** be done individually

## Tips:

- Write an “acknowledgements” page or prefatory notes to indicate peer assistance
- If you are working with final text of a group member's paper, read and comment out loud (rather than in writing)

# Discussion Question

In an introductory Economics course, the instructors required that students work on homework in groups. They believed that groups were an important pedagogical technique to foster greater student understanding of the material. Then the following happened:

On one homework set, the instructors took a problem used the previous year, altered the parameters, and reassigned the problem. When they received the completed assignment, they discovered that one group had turned in a solution using the previous year's parameters. In confronting the student group, this is what they discovered. The group had four students. Apparently, two students had copied the answer from a friend who had taken the class previously. The other two students argued that they should not be punished because the group had divided up the problems and these two had not solved the problem in question.

**Who should be punished, if anybody?**

# Remember:

- Your professors are **NOT** policing your writing
- You are NOT presumed guilty, and your instructors are NOT trying to “catch” you
- We are all here to co-produce knowledge and to participate in a collaborative learning process
- To benefit from this “process” you need to know what plagiarism is, how to avoid it, and how to contribute your own ideas
- Remember: For assignments worth more than 10% of your final grade, your instructor is REQUIRED to forward the suspected offense to his/her Department Chair or Dean

# Important Resource

- <http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>

# Another Important Resource

Robert Gillespie Academic Skills Centre

[www.utm.utoronto.ca/asc](http://www.utm.utoronto.ca/asc)

Room 3251, North Building

905-828-3858

[academicskills.utm@utoronto.ca](mailto:academicskills.utm@utoronto.ca)