



# **Academic Integrity**

## **Academic Honesty, Plagiarism and Cheating:**

**A tutorial for new undergraduate students**

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# Introduction

Almost certainly you will have come across the idea of plagiarism already. Plagiarism is about the presentation of other peoples' work as if it is your own, for your gain. The ideas around plagiarism are presented to students in many different ways - sometimes plagiarism is seen as a dreadful crime. We want to present it here in the context of an understanding of good academic practice. You need to know about these things because they should guide your way of working in higher education. Plagiarism is a serious issue in higher education and can constitute 'academic misconduct', punishable under university regulations. We want you to have the knowledge, skills and the good working habits that enable you to make effective and appropriate judgements in your work, to avoid plagiarism and to produce honest academic work. This unit is designed for students near the starting point of higher education studies. It provides the information and skills that you need at present - and you will have more material on this topic at a later stage, when you need to know more about it.

**The aims of this unit are to:**

1. help you to get a clear idea of academic honesty and academic misconduct
2. clarify the meanings of academic misconduct, especially plagiarism and collusion
3. provide you with information that you need in order to be academically honest
4. describe and help you to attain the skills that you need for academic honesty and good practice.

As well as providing some exercises to help you to learn from this material, this unit is intended to be a resource to which you may wish to return for guidance.

## Some points to think about

As a student you should learn about academic honesty because it is an important element of studying in higher education. There are several aspects to it. It involves:

1. ensuring fairness to those who have produced new knowledge and ideas
2. ensuring that the work that a person says is her own is indeed her own
3. discouraging any unfair personal advantage being gained.

It is not fair on you and your fellow students if a colleague behaves dishonestly and thereby gets better marks. Consider the following case.

*Sam, Suzanne, Izzy, and Katrine are in a level 1 class at Somouth University. They are all studying psychology and are in a class of over a hundred and eighty students. There are thirty students in the seminar sessions and so far they do not feel known as individuals by the teaching staff. Suzanne has been struggling because she, unlike the others, did not study psychology at school. She has been quite depressed about it and has asked the others for help. They did what they could, but she did not seem to be able to take it in. At times she talks about leaving university. They come to the coursework assessment at the end of the year and, to everyone's surprise, Suzanne comes out with one of the highest marks in the class. The tutor praises her work at the next seminar as being well constructed, and particularly well written. Suzanne is clearly happy and they all go out for a drink in the evening. Under the influence of a few pints she lets slip that she paid another student in her house (from level 2) to write it. After the time and effort the others have put into helping Suzanne, and doing their own work, the others feel cheated by her action.*

This is an example of fraudulent authorship and must have been intentionally dishonest. It is a serious case of academic misconduct.

Other cases can seem less clear cut and may stem from a poor understanding of what is expected in university work. The attitude to plagiarism can differ in different cultures, for example sometimes it *can* be considered to be an honourable act to reproduce the exact words of the expert teacher. In the UK the norm is to expect university students to produce their own work. They will, of course, use the works of others that they have read, and those works needs to be cited (acknowledged in a standard way). When the exact words are used they must be marked as a quotation. Some international students may need to adjust to UK norms.

Lau comes from South East Asia. He was encouraged to give great respect to his teachers, there and to regard them as experts whose work was to be emulated. He is taken aback when he is told that his examination paper should express more of his own ideas and should not contain material that he must have learnt by heart from his lecture notes. He finds it hard to understand how he, himself could have anything worthwhile to say at this stage of his career.

If you are an international student and feel that you do not understand the material in this unit, ask your tutor or Academic Guidance for further help.

# Some definitions and explanations

We have said that the avoidance of cheating and plagiarism is a matter of having information and skills that become good habits of working. We start by looking at a set of explanations as part of the information, and then you will be given several definitions. You do not need to memorise these definitions, but you are expected to have a working knowledge of them.

To start with, we introduce the term '**academic misconduct**' to mean unacceptable academic behaviour that is to one's own benefit. The term includes fraudulent authorship, plagiarism and collusion. Clearly, Suzanne (in the case above) illustrates academic misconduct in her behaviour.

## Cheating

**Cheating** is often seen as a behaviour that occurs in examinations, but it is broader than that.

*Here are some examples of cheating behaviour that would all be against university regulations.*

*Simon knew that others needed a book in order to complete the essays that they had been set. He used the library book himself, then handed it back in (it was a short-term loan) and then when he was in the library the next day, took the book from its proper location and put it in another area of the library.*

*Jamie went into the examination with ten key names written on his arm in ballpoint pen*

*Juliette was doing a Chemistry degree. Her experiment in class did not go too well and the data she achieved was incomplete. She had a look at her friend's book and got an idea of the appropriate kind of data and made some up.*

*Christina had not done enough revision for the class test. She took the day off, saying that she had 'flu and knowing that she would then have a bit more time to learn for the test which she would do later.*

*Ed had a project in English to write up, to be handed in at a particular time. There was other academic work to be handed in at the same time and he knew he could not do all of it. He left the English project until last. After a session in the gym he complained of a very sore wrist, put a bandage on it and went to see his tutor to ask for more time to complete the project on the basis that he could not write very quickly at present. His tutor told him to go to the medical centre and get a note. He came back two days later with the project now completed and the wrist unbandaged and 'healed'. The two days had been very useful.*

*Abi was one of a group of students who were working together on a project that was to be submitted jointly. She had gone into higher education partly because she wanted to enjoy a good social-life, and the project was not going to get in her way. When the other students in the group met to work on the project, she would constantly say that she could not make it. They got on with the project, completed it and handed it in with Abi's name on it as well. They resented her behaviour, but being in the early stages of their programme, did not know each other very well and did not know how to indicate Abi's lack of contribution because the tutor had not provided a way for them to indicate individual contributions to the project.*

## Plagiarism

**Plagiarism**, as we have said, is another form of academic misconduct and it requires a rather special explanation.

Those who work in higher education and research can be seen as working in a community - the academic community. This community works within a set of agreed rules or conventions. Academic misconduct is the behaviour that breaks these rules. Obviously, cheating breaks these rules, but there are other aspects of the rules that refer to the 'ownership' of ideas. According to these rules or conventions, new ideas are treated like property that someone owns. One reason for this is that there are rewards and awards (grants, prizes, qualifications, degrees etc) given to people for the quality of their ideas. If new ideas are property then the unattributed use of them is a form of theft. By 'unattributed', we mean the lack of the name of the original author and the source of the idea - so it is as if the idea is that of the subsequent writer. Other words for 'attribute' are reference, acknowledge and cite. You

usually reference the idea of another writer in your text (where you have referred to the idea, or quoted from it) and also in a list of such references at the end of your work. Exactly how you give the reference and reference list varies in different subjects and you should consult the programme guide or check with your tutor if you are not sure of the convention. If you are writing in more than one subject you will need to use appropriate referencing styles in different subjects.

Plagiarism means passing off another's work as your own for your own benefit. It usually means that you used another person's ideas without giving a reference to the original creator of the idea.

Plagiarism occurs whether the passing off of another's work as one's own is intentional or unintentional. Plagiarism may be unintentional because anyone can always claim that s/he did not know about plagiarism in the way UK universities use the word. At the start of a higher education programme this might be true, so teachers and institutions have to ensure that students have received appropriate opportunities to understand plagiarism and to have learnt the necessary skills to avoid it. Below are some examples of plagiarism:

*Emma was doing a law degree and found that her flat-mate had done the same module the year before and was willing to let Emma look at her essays - but insisted that she should not copy any of it. Emma copied a large chunk of one of them because she did not understand the subject and altered a few words here and there. (Unfortunately for her, she did not notice the font was different on the copied chunk and her plagiarism was detected.)*

*Anna had work to do in chemistry that she did not understand. It was about the nature of a particular reaction. She looked on the internet and found a piece of writing that was exactly what she needed - and cut and pasted it, adding a few words of introduction and conclusion.*

*Antonio phoned home to his friend for help with an assignment in Civil Engineering. His friend found a piece of writing in Spanish. Antonio had it translated from the original and submitted that.*

*Billie found that an old textbook on modern history at his home that said exactly what he needed to say in an essay. He copied it. The change in style was noticed by his tutor, who challenged him.*

## Collusion

**Collusion** is a form of academic misconduct too. Some examples of collusion are:

*Joanne was struggling in her Education degree. Her friend was doing a similar degree at another university. They decided to choose the same topic for their dissertation and to work together on it assuming that they would not be found out because their respective dissertations would never be seen together. (But both dissertations were submitted by their universities to TurnitinUK and the match between their work was detected.)*

*Students in Business Studies were asked to develop marketing strategies for a given product. They were told that they should work together to do the necessary research and to develop a presentation, but that they should then work alone in the preparation of the written work that they would hand in. Kay was in one of the groups. She had not done her fair share of the initial research, and when it came to the written work she asked one of her group to help her. The colleague lent Kay his completed written work, and she copied it, then wrote her account, very heavily based on his. She showed him her very similar account before she handed it in - and thanked him before he could object. Both of them were deemed to have colluded.*

The definition of collusion starts the same as for plagiarism. Collusion is the passing off of another's work as one's own for one's own benefit and in order to deceive another. However, it goes on to say that, while in the usual definition of plagiarism the owner of the work does not knowingly allow the use of her work, in a case of collusion the owner of the work knows of its use and works with the other towards deception of a tutor. Furthermore, the knowing plagiarism may be mutual, to the planned benefit of both or all students.

When we define collusion, we need to be clear where the boundaries of unacceptable and acceptable co-operative or collaborative work are. Co-operation is seen as openly working with another or others for mutual benefit with no deception of the other(s) or teachers involved. Co-operation is generally encouraged in an academic community or course - after all, passing the course is not a competition, everyone who achieves the intended outcomes will pass, so helping fellow students is generally both ethical and in everyone's best interest. Co-operative behaviour is a common and is usually welcomed practice in higher education. Research teams rely on it. However,



degree certificates are awarded to individuals for individual performance, so most assessment is for individual work, with some possibly for shared work under controlled conditions.

It is possible that on occasions you will be asked to work jointly on a piece of writing - and clearly, that is all right. Often you will be told that you should work together to the point of writing up an assignment, and then write it up separately. Individual programmes or assignments may have their own rules as to what is acceptable. It is important to be clear, or ask your tutors just what is expected in particular cases.

Rather than talking in the negative about the avoidance of collusion or plagiarism, it is useful to use the idea of **working with academic honesty**. Academic honesty is understanding academic conventions and working within them.

In this tutorial we emphasize plagiarism. This is because plagiarism takes more effort in understanding than other forms of academic misconduct, not because plagiarism is necessarily more serious. The fabrication of data or making up of experimental results can be far more serious and have far greater consequences than plagiarism.

So that you can return to this material easily on future occasions, we gather up these ideas as a series of definitions and put them into the glossary.

# Exercise 1

## Thinking that you know about plagiarism does not mean that you can always decide what is right

You have now looked at the explanations of academic honesty and misconduct and have read about the justification for citation. It is time to test your understanding. You will find, in the next exercise, that thinking that you know what plagiarism is may not mean that you actually know what it is in practice, when it comes to making distinctions of right and wrong in your work or the work of another. Some of the examples are plagiarism, some are collusion, some are cheating and some are all right. Remember that plagiarism occurs when the work of someone else is presented as if it were one's own and is not attributed to the the author. One of the three answers given (a, b and c) is closest to the right answer.

1. Joe has an essay to prepare. He meticulously reads books in the library but is not sure from which text the ideas have come, and which ideas were his own. He lists the range of books he thinks he used in his reference list.
  - a. Not plagiarism but he should have cited the books in the text
  - b. Plagiarism - he should have cited the books in the text
  - c. Not a problem - he cited the books in the reference list
2. Jayne is in her first semester at university and does not know how to get started with an essay. She delays starting it and then panics. Her friend shows her how she can buy an essay from a 'paper mill' (essay bank) website. She buys one and submits it ('Only this time' she says to her friend).
  - a. This is not all right but it is cheating, not plagiarism
  - b. Plagiarism - and it is not all right
  - c. Plagiarism but it is all right at this stage, but not later in the programme
3. Terry and Fran live in the same house. They are on the same course and hence have to put in the same assignments. Fran has difficulties with writing but she really wants to do well in her degree. Terry would like to get to know Fran better and sees this as a way of increasing their friendship. He suggests that since the class is large, they could put in the same essay and no-one would notice, and in this way he 'helps' Fran, who is very grateful.
  - a. Fran colluded. Terry did not.
  - b. Terry colluded and Fran did not
  - c. They colluded
4. Mike uses the library to find the relevant literature to the essay that he has to write, then, using one of the paper mill (essay bank) web sites, he buys a similar essay and integrates into it the material that he has read.

- a. It is certain that Mike plagiarised
- b. Mike did not plagiarise if he cited the sources and paraphrased appropriately
- c. Mike has plagiarised because he bought the essay

5. Malachy found that her friend, who had done the module last year, had done the same experiment. Her friend suggested that Malachy could read through what she had written but she warned her not to copy it as that would be collusion. Without her friend knowing, Malachy did copy part of it and presented it as her own.

- a. Malachy plagiarised her friend's work
- b. Malachy and her friend colluded
- c. Malachy and her friend plagiarised

6. Damion finds that an essay that he has done in school is very similar to one he has to write at university. He uses his school essay - but unfortunately he does not have the references properly recorded. He has names cited in the text, but not details of the sources. He makes up one or two and thinks that his tutor will probably not worry about the rest.

- a. Because it was school work - from a different place, it was all right
- b. It was all right because it had already been marked
- c. Damion plagiarised

7. Sue is a lecturer. She gives a lecture to first year students on cell biology and talks a lot about current developments in research, but does not give the references to the research she describes, in the lecture or on handouts, so it is not clear which was her own research.

- a. Sue plagiarized - the same standard of citation is required in teaching materials as in research writing.
- b. It is all right. If this had been written work, Sue should have cited correctly - but it was oral
- c. It is all right not to cite if your are a teacher in the process of teaching

8. Tim and Oonagh are working on the same essay for theology. Oonagh finds a good website that is very helpful. It provides good material on the subject on which they are writing. She tells Tim about it. They both download chunks of it. Oonagh cuts and pastes into her essay and puts a reference to the site in her reference list. Tim paraphrases from the material, and acknowledges it in the text and in his reference list. The tutor would not have noticed the similar material but for the fact that the two essays were adjacent to each other in the pile.

- a. Tim and Oonagh colluded
- b. Tim and Oonagh plagiarised
- c. Only one of them plagiarised

9. In statistics, Gemma has a project that involves use of a questionnaire to find out what television programmes her friends watch at a particular time in the evening. This will generate data for statistical analysis. She is ill for a few days and is running late. She makes up some of the responses and uses them.

- a. Gemma plagiarised
- b. Gemma cheated
- c. Gemma colluded

10. Harry integrates a chunk of handout material from his last year's course into his essay . He alters some words to fit better and mixes the material with two sections of his own writing.

- a. Harry plagiarised
- b. It is all right to quote from handout material without citation
- c. It would have been all right if Harry had rewritten it more in his own words

11. Jamie has an essay to write in philosophy. He is not very good at writing and has developed a style whereby he copies down appropriate quotations (citing them appropriately) and then paraphrases the content of the quotation in the next paragraph as a kind of summary, steering the meaning towards another quotation and so on.

- a. So long as Jamie paraphrases appropriately, he is not doing anything wrong
- b. Jamie is plagiarising
- c. Jamie should be using appropriate methods of referencing

12. For Sophia, English is a second language. She wants to succeed and goes to a friend who speaks better English. Her friend goes through her whole essay, correcting the language all the way through.

- a. What Sophia is doing is understandable. It is all right
- b. What Sophia and her friend are doing is not all right. It is a form of collusion
- c. What Sophia is doing is not all right. It is cheating unless she acknowledges the contribution of her friend.

13. Billie, Ed and Jake live together and are following the same module. They have a piece of work to do and get together to discuss it. They talk about the content and decide each to follow up two references and then to meet again to talk about what they have found. This reduces the volume of reading they will have to do. They meet again, listen to each other's descriptions and write notes and then write the essay separately. They reference the material, whether it is what they have read or what they have heard described.

- a. Billie, Ed and Jake are colluding
- b. They are not doing anything wrong if co-operative study is acceptable to the tutor
- c. Billie, Ed and Jake are deceiving their tutor and therefore cheating

14. Lui finds some information on a website that says exactly what he wants to say. It is six lines of text which he puts into quotation marks. He cuts and pastes it but by mistake leaves the original font. He cites it in the text and puts the website address in the reference list with the date of access. His tutor calls him in to ask about it

- a. Lui cheated
- b. He plagiarised
- c. What Lui did is all right.

15. Charlie knows a really good website that will help him a great deal in the project work that he has been set. He is working in a team, but the work that the team does must be written up separately. Initially he mentions the website, but gives no address - and then realises that he would prefer to use it as a reference for his individual work. When the others ask for details of the site, he is vague and then gives the wrong web address to them.

- a. Charlie is rightly not colluding with his team
- b. Charlie is not working co-operatively in his team
- c. Charlie is plagiarising - and it is just as well he did not pass on the information

16. Aaron is writing up a report. He finds a text book that is not the one used in class and uses it to get much of the information that he requires. He refers to the work of Jonda (1998) that is described and referenced in the textbook. Aaron cites Jonda in his report and gives the textbook as the source for it. He gives a reference to the text book but not to Jonda (1998) in his list of references.

- a. Aaron is behaving with academic honesty, and citing Jonda properly
- b. Aaron is technically plagiarising - he should have cited the original source, not the textbook
- c. Aaron is colluding with the writer of the textbook

17. Tom finds a helpful article in a journal. He photocopies it and copies from it into his essay, alternating sentences of the article with his own words, and never copying more than a line without adding his own words or altering words from the text. He cites the article in his bibliography, but not in the text because he does not feel that he makes a sufficiently specific reference to it.

- a. Tom is cheating
- b. Tom is plagiarising
- c. Tom is writing a good essay. He has properly cited the reference in his bibliography

18. Amy omits to acknowledge the material that she has quoted. It was a mistake.

- a. Amy made a mistake and because she is a first year that is all right
- b. Amy plagiarized even though she didn't mean to. If this were the first time, it would not be treated as academic misconduct but she will have to be more careful in future.
- c. Amy did not plagiarise because not referencing was unintentional

# Exercise 2

## What reasons do students give for academic misconduct?

Think of five excuses that students might make for plagiarising, colluding or cheating. Some excuses are understandable but they are against the conventions that we maintain within an academic community. There is a list of possible responses at the end of the unit - though you may have thought of others.

(Spaces to write 5 items and submit them, then display the list attached)


In Keele's regulations, intention is not important for determining if someone plagiarized or colluded: you can plagiarise unintentionally if you do not understand what is required. The regulations do take into account whether someone has done it before, and how serious the case is. You need to understand plagiarism and the plagiarism regulations.

# Further information that you need for academic honesty

We have said that you need some information, a set of skills and associated good habits for your academic work. We have described the basics of what you need to know about academic misconduct, plagiarism and collusion but before we look at the skills and good habits, there is more to say about why we reference material (remember referencing, acknowledgement and citation mean the same thing).

## Further reasons for referencing

We said above that when we use the idea of another, we reference it and indicate the source of it. In terms of plagiarism, this is in order to demonstrate that it is an idea that was generated by another person - and to acknowledge that person for the idea. However it is also important to reference an idea in order to show another person how to find that idea should s/he want to read more of it. In academic writing, in order to further your own thinking, it is usual to follow up references that someone else has given in their reference list. Seeking and finding information becomes a kind of trail.

So a second reason for referencing is to enable others to find the ideas for themselves in order to seek more information.

The third reason for referencing is so that anyone reading your work (such as a tutor) can see how your thinking has developed. When you do academic writing you work with your own ideas and those of others in order to respond to the task set. In higher education it is not just a matter of 'Write as much as you can about...(something)', but the question or task will require you to 'manipulate' what you know - to explain, to compare and contrast, to analyse, and so on. When you use the ideas of others, it is important for your tutor to be able to see how much you have read, what you have read and how you have used and manipulated the ideas in order to meet the task set in the assignment. (No-one expects that early in your university career you will have original insights without using the work of others who have thought about the question.) Looking at a reference list of your sources is part of assessing your work

You may think that such assessment only happens when you are a student. This is not the case. Academic and research writing in journals and books is also subjected to evaluation or review - this time by peers. Such research writing usually develops new knowledge. One of the ways in which this new knowledge can be judged by those who might use it, is by looking at the list of

references to see what kind of ideas have formed the basis to the new knowledge. Sometimes this basis is in the form of what we would call 'evidence'. Many academics will turn to the reference list as soon as they are given something to read - in order to begin to understand what the work is based on.

## What do you not have to reference?

Not all ideas are considered to belong to others. Most of what we know is 'common knowledge'. This is knowledge is in the common domain, that is, in 'everyday' use or knowledge that most people would agree with. It is the sort of knowledge found in reference books like encyclopedias or dictionaries. We do not need to reference common knowledge though, usually, if you do take a precise definition from a dictionary, you will cite its source so that others can find it. If you are not sure what would constitute common knowledge in your course, ask your tutor.

We do not need to reference ideas that are genuinely our own either. If the idea is one generated by you but that you have described in your own work elsewhere, then it is good practice to cite the first occasion on which it was used (i.e. to your own name, writing and date). This is mainly so that others can find it for information purposes, if it is published or available somewhere.

The rules about citing lectures and handout materials are more fuzzy - technically you should say where you heard about an idea as much as where you read about it. However, sometimes that would get ridiculous. Imagine how you would manage a question in an exam that asks you to describe something that has been described in the lecture. It could become very difficult. You need to ask your lecturers and tutors what practice to follow here. They may feel that you do not need to cite lectures, but that you should cite handout material - and they may not all agree on the best practice.

In all of this, you may not always be sure whether or not to cite. A good rule is, if in doubt, cite! At worst your writing may seem cluttered.

So - to summarise: there are at least three reasons why we reference material

to demonstrate that we have used another's idea
to show the reader where to find the source of the ideas used
to allow the reader to evaluate the quality of our reasoning



# The skills that you need

In terms of skills, you need to be able to:

1. differentiate material that needs citation from that which does not need citation;
  2. use in - text referencing
  3. write an appropriate reference list and understand the difference between this and a bibliography
  4. develop good habits of record - keeping
  5. work appropriately with quotations
  6. manage the presentation of others' ideas in written work.
- (The list is modified from Carroll, 2002.)

## 1. The ability to differentiate material that needs citation from that that does not need citation

You need to know and to be able to distinguish between what does and does not require citation - the following do not need to be cited:

- common knowledge - which we have defined as that in everyday use, in the common domain
- facts that are generally agreed, or that are common to a variety of sources
- personal ideas, suggestions, and so on.

The following need to be cited:

- direct quotations
- references to others' ideas expressed orally or on paper or in web pages, etc.
- references to a reference already cited by another in a text (a secondary reference)
- paraphrases, preces and summaries of others' texts or ideas
- others' statistics, figures, charts, tables, pictures, graphs, etc.
- references to material within an edited text.

Clearly it requires judgement to decide what does and does not need to be cited - if in doubt, cite!

## 2. Use of in-text referencing

This is a matter of understanding how to cite in text and how to construct a reference list. In different subjects there are different conventions, and sometimes there are variable interpretations of the convention adopted.

Some use reference lists at the end of the text, some work with footnotes or endnotes that are linked from the text by a number or letter (usually in superscript font). In these cases, the citation details of name, date and source are either at the bottom of the page (footnotes) or listed by number or letter sequence at the end of the article or book (endnotes). References may be mixed with notes by the author. What follows is a footnote 1 that would appear at the bottom of the current printed page. Word processors support footnotes so that you don't have to insert or move them manually.

1. Encarta English Dictionary, 2009

Another very common system in higher education institutions is the Harvard system. An example follows.

*...in the Harvard system the name and date is put in the text (e.g. Dippidy, 1999) and in the reference list at the end of the article or the book, the references are listed alphabetically with the further details of source.*

Different disciplines tend to adopt different conventions, and academic journals and publishers often differ in the conventions adopted, so you will come across different styles in your reading. In undergraduate studies you will be told to work with a particular convention in any one programme but you may need to use different conventions in other courses. It is not worth rebelling in this matter. There are usually handouts or booklets that provide illustration of this. If you do not know what system of referencing to use, ask.

Make sure that within the system you use, you know how to deal with the following:

- quotations (see also below)
- direct references to written and spoken word
- references cited within another text (secondary references)
- paraphrases or summaries of others' ideas
- statistics, pictures and charts
- web - based materials
- references within edited texts, CD - ROMs and so on.

There may be other sources that you want to cite. You do not need to know all

this 'by heart' but have access to a good guide to referencing as you work, and make sure that it uses the appropriate style for your course. If you feel that your guide - book is not helpful, look at study skills books or look on the web for the system you need. The American universities often have useful material.

### 3. The layout of a reference list and its distinction from a bibliography

A reference list is a list of the references to which you have referred in your text. A bibliography is a reference list to which is added any extra material that might provide general or further information about the topic. In academic work, mostly it will be reference lists with which you work. It is useful to get used to using particular layout techniques for a reference list for your written work, aimed at making it easy for the reader to find a reference. One way is to do this is to use table formatting in Word, starting with two columns and roughly the right number of rows and then adding or taking rows as required. You work with the gridlines present as you construct the list and then you can hide them.

Muckles, T and Agenforth, M (2002)	A Psychology of Learners, Lypmstone, Devon, Amarylla Books
Nagreem, D (2001)	Working with students: a study of student life in a college of further and higher education, Journal of Study Experience, 14 (3), pp 243 – 249
Pashendale, S (1997)	A study of study, Student Life, 10 (2), pp123 - 132

Another style is an indented list such as this:

Muckles, T and Agenforth, M (2002) *A Psychology of Learners*, Lypmstone, Devon, Amarylla Books

Nagreem, D (2001) *Working with students: a study of student life in a college of further and higher education*, *Journal of Study Experience*, 14 (3), pp 243 - 249

Pashendale, S (1997) *A study of study*, *Student Life*, 10 (2), pp123 - 132

The publication name, the book or journal, is in italics. For journals, the volume number follows, and then the issue number (in parentheses). The pp symbol means page numbers. For books, the place of publication (Lypmstone, Devon) precedes the publisher's name (Amarylla Books).

### 4. Adopt good habits of record - keeping

You need to work out a way of keeping a record of the references of what you have read and what you think you will need to seek and read. This may

involve paper, card or electronic records. If you are working with websites, write down on your record the date on which you accessed the site, as this is usually required in the reference list. You will need to work out how to mark the following in your notes so that you do not make a mistake when you refer back to them at a later stage:

- direct quotations (and remember to note the page number when you note quotations, particularly of books)
- paraphrases and summaries of others' ideas that will need to be referenced
- your own ideas and your own comments about another's text.

It is frustrating to find good ideas written in your notes and not to be sure whether they are your own comments on what you have been reading, or the ideas of others. And if you are not careful you will run the risk of plagiarizing. You will need to decide upon a personal code and use it consistently.

## 5. Work appropriately with quotations

Working with quotations involves (and here we provide an example):

*"...referencing the quotation correctly and then following the appropriate local conventions about formatting and abbreviating where relevant. In terms of formatting, you may find, for example, that you need to indent quotations that are over four or five lines in length, with the reference in brackets at the end of the quotation - or occasionally in the line beneath the quotation"(Moon, 2005).*

In terms of abbreviation, the method is usually to put three dots to link the start of the omission to the text. Sometimes, because of what you have missed out, you need to add a word or two of your own to enable the meaning of the text to be retained. If this is the case, add the words in square brackets in the middle of the line of dots. Where you start or finish your use of quotation in positions in text that is not at the end of a sentence, put a line of dots. An example follows.

*Juniper says of this work of art, "...it is inappropriate to say that the work is a fake. "...Later in the article, he says "The work is a poor example. ...[and that]...it should not have been put on public view" (Juniper, 2001).*

## 6. Manage the presentation of others' ideas in written work

Managing the relating of others' ideas is a central task in writing in higher education. It involves the following:

- Summarising skills where you need to give a general picture of material. You would attribute the summarised material.
- Paraphrasing and precis skills where you need to abbreviate while being specific and precise about the subject matter. In a paraphrase you do not directly quote the text. In a precis you can quote the text.

- You would attribute the paraphrased material or the precis.
- The ability to relate one idea to another (assembling ideas as evidence, comparing and so on).
  - Appropriate referencing (see above).

You do not need to be able to define or even know the words summarise, paraphrase and precis; you just need to be able to use the techniques when required, and to cite appropriately. Usually there will be a purpose behind the processes that you adopt, for example, needing to abbreviate or needing to give an account of someone's thinking in order to make a point. The way in which you process the material will be guided by your purpose and the need to follow the rules of quotation and referencing appropriately.

We give next some examples of summarising, paraphrasing and precis, all of which give the gist of the idea of the text below, in an abbreviated manner.

### **Example of a piece of writing on oral presentations (three paragraphs):**

Oral presentations are used increasingly in undergraduate programmes because the ability to present information orally is a valuable skill. The achievement the skill of presenting orally is a reasonable expectation of any level 3 graduate. It can be an important skill for the process of obtaining a job: a presentation often being required at interview, but also in many jobs, new employees will need presentation skills from early on.

It is not sufficient simply to ask a student to make an oral presentation. Students need feedback on their performance in order that they can improve. A mark alone, without any comment or assessment criteria, will not tell a student what she should do to improve. So what might be the assessment criteria for an oral presentation? The kinds of assessment criteria will depend on a decision on your part - whether you are interested in the quality of the subject matter that is put over, or the quality of the process of the presentation. Both can be important. You could be interested in both, and then you will need assessment criteria for both.

In terms of the subject matter for the presentation - if you are interested in the quality of subject matter, then clearly you will give the students a subject on which to present. However, if you are interested only in their ability to present, then, within reason, you could let them choose the subject matter (Moon, 2003).

### Example of a summary

Moon (2003) says that the ability to do effective oral presentations is an important skill for undergraduate students as they are likely to need the skills at interview or early on within a job. She points out that there is a decision to be made about how the oral presentation should be assessed which may be either for its subject matter or for the process of the presentation. It is this decision that will also determine the choice of the assessment criteria. Depending on this also is whether you give students choice of the subject or not.

### An example of a precis

Oral presentations are important in undergraduate education. The skill of presentation is, as Moon (2003) says, 'a reasonable expectation' of a graduate, who may need to use it at interview or as a new employee. Moon points that presentations should be assessed either on the basis of the 'quality of the subject matter' or the 'quality of the process of presentation' or both. The decision will determine assessment criteria and whether you set the subject, or students select a subject themselves (Moon, 2003).

A comment on the examples: These examples are only illustrations of forms of writing. There is no single right way of writing these forms but there are more useful and less useful ways in relation to the purpose for which you are engaging in the activity. There may be little difference between them, except that generally you do not quote in paraphrase yet you do in precis but, as we have said, that it is the ability to express someone else's words without plagiarising that matters, not the name of the process.

Another aspect of the management of the introduction of others' ideas into text is the way in which you indicate the ideas of another. Here are seven examples of ways in which Henry Spazzlewick's theoretical (but fictional!) stance on the introduction of musical interludes into lectures (in Spazzlewick, 1998) might be introduced in your text. The choice of which method you choose needs to relate to the purpose for introducing the point. For example, the fourth example 'As Spazzlewick ...' would probably be used to reinforce a point that you are making. The use of quotation may serve to emphasise a point:

Spazzlewick (1998) suggests that there should be musical interludes in lecture...

Some have suggested that the effectiveness of learning of students can benefit from a musical interlude in lectures (eg Spazzlewick, 1998).

A musical interlude in lectures has been said to increase the efficiency of students' brains (Spazzlewick, 1998).

As Spazzlewick, (1998) has said, a musical interlude in lectures can bring about more effective functioning of student brains.

We see as significant in the research of Spazzlewick (1998) that students' brains function more effectively when there is a musical interlude in lectures.

Spazzlewick (1998) says 'A musical interlude in lectures seems to enable students' brains to work more effectively'.

'A musical interlude in lectures seems to make students' brains work more effectively' (Spazzlewick, 1998).

It is worth practising these different forms. To have them at your fingertips is useful when you write an essay.

# Exercise 3

## An exercise on summarising, precis or paraphrasing

You can make this a useful exercise for yourself. Take a piece of text - perhaps on a topic that you are needing to study. It should be around 300 to 400 words in length. Think about whether your work on it will be to emphasise a point in it, or to reduce it in order to report the idea contained. Write your purpose and then summarise the material, then either precis or paraphrase it so that the final pieces are around a third of the length of the original. Add appropriate citations, including the full reference showing the source of the material. So that you can check your success in this exercise, some criteria are provided at the end of the unit.





# The detection of plagiarism

There are a few things that you should know about the methods of detection of plagiarism that are used by Keele and other universities, that go beyond the good memories or observational abilities of tutors. They may be used when there is a suspicion of plagiarism in a piece of coursework, or they may be used on random occasions, or as a routine.

1. Advanced search on Google - a phrase in quotes can be matched in other web documents
2. Generation of electronic data on the process details of an assignment on Word - who authored it originally, when, when it was modified etc.
3. There is a nationally available service, TurnitinUK, that detects similar text to that in a student text on any public website on the internet, in any student work previously submitted from any university, and in textbooks and academic journals (of course, it will also detect quotations and other text phrases that the student has attributed correctly, so just because matching text is found that does not necessarily mean there is plagiarism - the results must be interpreted)
4. There is software that indicates where collusion may have taken place in a collection of essays.

# Penalties for plagiarising

Cheating and plagiarism are serious issues for higher education and for the professions where peoples' reputations can be gained inappropriately or, in effect, stolen from them. Would you want to be treated by a doctor who had plagiarised when he was studying? While it is serious, you should not allow people to bully or frighten you with threats about the penalties. Basically, with the information, skills, good academic habits and the intention to be honest, it is very unlikely that plagiarism will be a serious issue for you.

You should consult the full current academic misconduct regulations at <http://www.keele.ac.uk/regulations/regulation8/> and regulation 8.12 contains the information relating to this document. The regulations do change from time to time so don't believe what anyone else tells you about them - their view may not be up-to-date.

At Keele, all cases of possible plagiarism, collusion or other cheating in coursework are dealt with by the School Academic Misconduct Officer. The first offence, unless it is a serious one, will be treated as 'unacceptable work'- it will not be accepted but instead it will have to be corrected to remove any plagiarism or collusion and then resubmitted. Second or subsequent offences are treated as 'academic misconduct' and a penalty is imposed, a zero for the work or for the whole module. Serious or multiple offences will be dealt with by the University central Academic Misconduct Panel, which can impose any academic penalty and even, ultimately, expulsion. The University keeps a central record of all cases. Some programmes have an additional 'professional behaviour' process and committee, that acts in addition to the university regulations described above.

# Exercise 4

## A general exercise on academic honesty, plagiarism and cheating

(Note - the references below are all fiction and are not related to any real research findings!) In each case, choose the response you think is nearest to the correct one.

1. What is wrong with the following in a text on higher education learning?

It has been said that students learn more quickly when they have had a meal of carbohydrate and fat the evening before a nine o'clock class. This data might be seen to validate the pie, beans and chips diet of many students.

- a. There are no quotation marks
- b. No-one is cited at the end
- c. 'It has been said' suggests that there should be an attribution - who said this?

2. What is most wrong with this Harvard-style reference, such as would be found in a list of references?

Doodleman, N (2005) An in depth study of school dinner habits in a secondary school, Dinner Lady Publications

- a. Punctuation is wrong
- b. No location for the publication is given
- c. The sequence is wrong.

3. This is a piece of text in a book by Balfour (2004):

'Grant says that the acts were inspired by religious fundamentalists (Grant, 2001). This may be the case, but an alternative view is that they were politically motivated'.

Juan decides that it would be useful to quote this piece of text in his essay. He puts quotation marks round it and in his reference list puts 'Balfour, P (2004), Modern History, Guildford, Jupitress' and 'Grant ,N (2001) Terrorist Acts, London, Injeet'. Is there a problem here or is it all right?

- a. There is no problem. The references are fine
- b. Juan should put 'Grant, N (date and the reference to Grant's work) in P. Balfour (with date and reference to Balfour's work).
- c. The writer put Balfour in the references and did not need Grant as well.

4. Jamie and his friend are working together in the library and find a paper on the web that says exactly what they want to say. They download and print two copies of it to help their work and then go home to write the report. Both use the material with relatively little change and no citation. The tutor notices the similarities and asks them if they have colluded. Is this actually a case of collusion?

- a. They have colluded
- b. They have both separately plagiarised the article.
- c. Collusion is a form of plagiarism so, in effect, they plagiarised.

5. What is going on here?

After the lecture, Imogen offered to go and get the text mentioned in the lecture for the group of her friends. She suggests that they can share the book over the next few evenings. She gets the book, uses it, hands it back to the library and then moves it to another shelf the next day. She tells her friends that it was not in the library in the first place.

- a. Imogen is cheating and may be breaking Library rules
- b. This is plagiarism
- c. This is collusion

6. This reference appears in a reference list in the Harvard form. Is it all right as a reference?

Ambler, (2004) Collected Poetry, Luton, Pleasure and Plumage.

- a. Details of the text are missing
- b. At least one initial is missing
- c. It is fine as a reference.

7. The following text might be defective - why?

The study of the sociology of the road-repairers in the republic of Ingoland has been difficult for some years since there are no roads in evidence. Fellows and Pratterly have described this as a mild inconvenience to the development of the world sociological knowledge (Fellows and Pratterly, 2003)

- a. There probably should be quotation marks around some of all of what they described (assuming that is represents the words of the writers)
- b. Page numbers must be present for a quotation
- c. The reference to Fellows and Pratterly should be used only once at the beginning of the sentence.

8. Jayna works very hard but somehow falls behind in getting some work in. She rushes it and makes a few mistakes, including forgetting to put the name of a reference by a quotation that she uses (in quotation marks). Her tutor asks to see her and seems to be implying that she has plagiarised. Jayna is horrified and is adamant that she is not a plagiarist. Is she right or not?

- a. Jayna has plagiarised
- b. Jayna has not plagiarised because she just made mistakes
- c. Making mistakes and getting references wrong is not plagiarism.

9. Is there something missing here or not?

Sampo talks of how he sailed the Septern Sea up to a small port. There he watched as men loaded what he thought were a kind of fruit onto small boats. The boats set off in groups of five or six. Later he describes how he discovered that the 'fruit were used like cannon-balls' to knock down coconuts on the trees of the outlying islands.

- a. The text should have started off with Sampo's name and the date of the publication
- b. There should be a name and a date associated with the quotation.
- c. There is no problem with this piece because it is history

10. Jamie and Samantha are students at Puddington University College. They are on the same course. They are set the same title of essay and decide to work together on it. They discuss the ways in which they could work together. Where is the line drawn that divides what is probably acceptable and unacceptable behaviour?

i. They do separate reading and share the outcome of their reading, and then plan and write their essays separately.

ii They use the same references, discuss the material and the structure of the essay but write it separately.

iii. They do separate reading and share it then plan and write their essay together.

- a. Between i and ii
- b. Between ii and iii
- c. All are acceptable or
- d. All are unacceptable

11. English is a second language for Chen. He feels that he needs help with his dissertation, and feels daunted by his supervisor at the university. He phones home and asks for help from his friend who finished similar degree a couple of years ago. The friend knows that Chen feels lonely and is struggling with his English. He finds material for him from the web and from other sources, translates it where necessary, to make it directly usable for Chen. He makes up a few references. Chen is delighted with the help and uses the text directly in his essay without asking any questions about the material or citing her cousin.

Where are the responsibilities in this situation?

- a. Chen colludes and his friend colludes and plagiarises (because of the making up of references)
- b. Both collude and the friend cheats with the references
- b. Chen plagiarises and the friend cheats with the references

12. What is wrong with this reference?

Goon, M (2000) <http://www.bowlerwriter.pun.an>

- a. There are not enough initials in the name
- b. The web address is wrong in some way
- c. The date of last access is not there

13. Ashok gets his friend to look through his work for mistakes in the grammar and English. His friend is really helpful and goes through it thoroughly, making corrections. Ashok hands it in and is then accused of plagiarism because this work is so different from the work that he handed in for the last assignment. Ashok is sure that he has not engaged in plagiarism or collusion. Is he right?

- a. Ashok has plagiarised if he has not been told that having such a check is OK
- b. This is technically a case of collusion
- c. Ashok is not plagiarising or colluding. It was only the English and grammar that was corrected.

14. Can you be accused of plagiarising and colluding at the same time?

- a. Yes - people may collude in plagiarising
- b. No - it does not make sense
- c. Yes, solely for the reason that the term 'plagiarism' includes the act of collusion

15. This is a quotation from a book quoted within an essay. Is it all right?

'The garden was the brightest place that I had ever seen - flowers glowed from the borders. The lawn was an emerald cloth that held within it blue eyes of the little ponds fringed with grasses' (Garland, 2001).

- a. No initial with the name
- b. No page number for the quotation
- c. One quotation mark is in the wrong place

16. Sula uses this quotation from an article in a piece of writing. Is it all right?

James says 'the effect of the chemical reaction is unpredictable. This phenomenon is not understood at present' (James, 2001).

- a. It is not acceptable because the quotation marks are not in the correct places
- b. It is not acceptable because there are not page numbers given
- c. It is written correctly

# References and Bibliography

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Acknowledgement: In order to put this together, I drew particularly on the work of Jude Carroll of Oxford Brookes University - both her workshop notes (2004) and her book: *A Handbook on Deterring Plagiarism in Higher Education* Jude Carroll, Oxford: OCSLD (2002)



# Glossary

- **Academic honesty** - the adoption of habits that meet agreed academic conventions and that thereby avoid the various forms of academic misconduct.
- **Academic misconduct** - abuse of academic conventions unfairly to one's own advantage. The term includes examination cheating, plagiarism and collusion
- **Acknowledgement** - recognition that work has been the product of the work of another identified person
- **Bibliography** - usually a list of material that provides further information on the present work
- **Cheating** - taking advantage of or manipulating a situation unfairly for ones own gain (as academic misconduct)
- **Citation** - the process of acknowledging or attributing an idea/quotation to another by providing information about the source of the other work
- **Collaboration or cooperation** - openly working with another / others for mutual benefit with no deception of others
- **Collusion** - is the passing off of another's work as one's own for one's own benefit and in order to deceive another. While in the usual definition of plagiarism, the owner of the work does not knowingly allow the use of her work, in a case of collusion, the owner of the work knows of its use and works with the other towards deception of a third party. Collusion is a form of plagiarism.
- **In-text citation** -reference - as citation
- **Plagiarism** - The passing off of another's work - intentionally or unintentionally - as one's own for one's own benefit. (based on Moon, 1998 and Carroll, 2004)
- **Reference** - as citation and acknowledgement - recognition that work has been the product of another identified person
- **Reference list** - a list of referenced sources of work that has been cited in the present work

# Answers

## Exercise 1 Thinking that you know about plagiarism does not mean that you can always decide what is right

You were asked which answer is the most true.

1. Joe - b
2. Jayne - b
3. Terry and Fran - c
4. Mike - b
5. Malachy - a
6. Damion - c
7. Sue - a
8. Tim and Oonagh - c
9. Gemma - b
10. Harry - a
11. Jamie - a
12. Sophia - b
13. Billie, Ed and Jake - b
14. Lui - c
15. Charlie - b
16. Aaron - b
17. Tom - b
18. Amy - b

## Exercise 2 What reasons do students give for academic misconduct?

Here are some reasons. There may be more:

'I just had too much to do' - no time

'I could not keep up' - not coping

'Our tutor has not noticed that others have copied chunks from the web. Why can I not get away with it too?' - I found I could get away with it

'Last years students said that they had the same essay and one offered to show her work to me. I just used it as guidance' - I found a way of writing an essay that made it easy for me

'I have paid a lot for this course. I have to succeed. It is expected of me' - I have to succeed

'They said lots of things about plagiarism at the beginning of the programme. I don't really understand how to avoid plagiarism' - I did not understand

'Everyone else seems to get away with this, why shouldn't I?' - everyone else is doing it.

## Exercise 3 Summary, paraphrase and precis

Obviously we cannot say directly whether you are successful in this exercise or not, however, some criteria will help you to assess your efforts

A general criterion: does the summary, paraphrase / precis meet your purpose?

Some criteria for the summary

the final piece is shorter;

the author is cited;

the summary briefly touches on the main points;

the summary does not contain sequences of words from the original text;

a general overview of the original is achieved.

Some criteria for paraphrased version

the final piece is shorter;

the author is cited;

the main points are covered with sufficient detail to be informative;

the paraphrase does not contain sequences of words from the original text;

the piece conveys a reasonably detailed account that matches the original.

Some criteria for a precis

the final piece is shorter;

the author is cited;

the main points are covered with sufficient detail to be informative;

the precis does contain original text where it is useful to quote;

any quoted text is marked with quotation marks;

the precis conveys a reasonably detailed account that matches the original.

## Exercise 4 A general exercise on academic honesty, plagiarism and cheating

1. c
2. b
3. b
4. b
5. a
6. c
7. a
8. a
9. b
10. b
11. a
12. c
13. b
14. a
15. b
16. c

