Writing for Fun, Fame, and Glory: Academic Integrity & Avoidance of Plagiarism

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• “Academic writing in particular calls upon writers not simply to express their own idea, but to do so as a response to what others have said.” (Graff & Birkenstein, They Say I Say: The Moves that Matter in Academic Writing)

• Research (thesis, dissertation) is generally developed in response to other scholars, who provide context and foundation to your work.
  – Why is my research important?
  – Where does it fit in the existing body of knowledge?
  – How does it extend the current body of knowledge?
Finding your scholarly voice is a process and a critical part of your graduate education.

1st: Listen!

2nd: Identify the key scholars who provide context and foundation to your research.

3rd: Show that you know the context and foundation.

4th: Know how to properly cite others’ contributions. Citation strategies are discipline specific.
• Getting Organized
  – 1\textsuperscript{st}: Read and highlight PDFs but don’t stop there.
  – 2\textsuperscript{nd}: Take notes that allow you to “tell your mom” what the articles say.
  – 3\textsuperscript{rd}: Consult your subject librarian & your professors
  – 4\textsuperscript{th}: Learn appropriate citation and the writing style of your discipline
• Language is pervasive. There is in fact very little novel language in our daily production and even less in our academic writing (Cortes, 2013).

• Common formulaic expressions in research article introductions:
  
  the rest of this paper is organized as follows
  
  the objective of this study was to evaluate
  
  the purpose of the present study was to
  
  it has been suggested that
  
  little is known about the
• Common formulaic expressions in research article methods sections:

  participants were randomly assigned to

  $P$ less than or equal to 0.05

  agreed to participate in the study

  a randomized complete block design
Textual borrowing comprises strategies used by writers to incorporate sources to their texts.

- It includes copying and paraphrasing. There is a continuum of textual borrowing: Near Copy, Minimal Revision, Moderate Revision, and Substantial Revision.

(Keck, 2007)
• Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information (WTS, IU, Bloomington)

• The uncredited use (both intentional and unintentional) of somebody else's words or ideas (Purdue OWL)

• At UNC, plagiarism is defined as “the deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.” (UNC, Instrument of Student Judicial Governance, Section II.B.1)
• Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes, the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

Georgia State University Student Code of Conduct and Administrative Policies - Policy on Academic Honesty (Revised March 15, 2012)
Plagiarism As A Linguistics Phenomenon

Textual plagiarism

Prototypical plagiarism (intention to deceive present)

Patchwriting (intention to deceive absent)

Pecorari, 2008
Prototypical Plagiarism

• “The use of words and/or ideas from another source, without appropriate attribution, and with the intention to deceive.”

Pecorari, 2008
• “A primary means of understanding difficult texts, of expanding one’s lexical, stylistic, and conceptual repertoires, of finding and trying out new voices in which to speak.”

Howard, 1999
• All students in this course are required to turn their papers in through Bright Space, and the papers are scanned with the TurnItIn program. Upon review of student’s paper, and further examination of the original sources, there are numerous instances where he uses material verbatim from a source without proper attribution. In most cases, while the source and page number may be referenced, quotation marks are lacking. In a few other instances, there is little to no attribution.

• Academic Penalty: Failing grade on the assignment.
• The student failed to acknowledge the sources of two direct quotations. The quoted material was not set apart in quotation marks. Neither source (Wikipedia and an Amazon.com review) was cited.

• Academic Penalty: Failing grade on the assignment.
A first year international doctoral student was charged with plagiarism on a course paper after the instructor ran a draft of the document through TurnItIn. The program identified a high percentage of external sources without proper attribution. Almost all of the lines identified by TurnItIn were cited, but were missing quotations or other citation elements. The student stated that she did use the citation standards that were taught to her at her undergraduate institution in her home country, however these standards were not the same conventions used in her GSU doctoral program.

Academic Penalty: Failing grade on the assignment.
Resources for Citation

• Subject Librarians
• Official Citation Style Manuals
e.g., APA, MLA, Chicago, Turabian, AMA
• Reputable Auxiliary Sources
e.g., Purdue Owl, Cite Right
• Writing & Citing Software
  – EndNote
  – Zotero
Thank you for your attention.

Any questions?
Important Reminders

Resource Fair
12pm – 4pm
Dahlberg Hall
(Across the Street)

Campus Services

Local Resources

Raffles Prizes

Special Offers from Our Sponsors
12:15pm – 1:15pm  LUNCH
1:30pm  – 2:30pm  TA/RA Information Session  Ballroom

2:45pm – 4:30pm  College of Arts & Sciences Afternoon Sessions
Location: Student Center West, Rooms 460 & 466
*Check-In table in Front of the Speakers Auditorium

2:30pm – 5:30pm  College of Education & Human Development: Welcome!
Location: College of Education

Important Reminders
Let’s do lunch
12:15pm – 1:15pm