A GUIDE TO ACADEMIC INTEGRITY FOR STUDENTS

Visit the Academic Integrity website at
http://www.utas.edu.au/tl/academicintegrity
Acknowledgements

We would like to acknowledge the material used on plagiarism from the Centre for Study for Higher Education who have made their material freely available to Australian universities.

Full reference:
Contents

Our university environment 1
What is academic integrity? 1
Definition of terms 1
What is academic dishonesty? 4
How do you achieve and maintain academic integrity? 5
  Understand the research process 5
  Finding and evaluating sources 6
  How to use sources when writing 7
  Making notes 8
  Writing your assignment/project report 8
  Direct quotes 8
  Paraphrasing 9
  Summarising 10
  More information on writing skills 10
  Plagiarism detection software and how it can help you 10
  Working in groups 11
What happens if you don’t maintain academic integrity? 11
  University Statement on Plagiarism 12
Seeking assistance 12
Useful resources for students 12
References 13
Our university environment

The University undertakes to provide a secure, supportive yet challenging environment for teaching and learning and research supervision – an environment in which students will be stimulated to reach a high level of intellectual attainment.

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University’s environment values teaching and learning approaches which are not guided by time and place constraints. It enables students to take responsibility for their own learning and increases their control over when, what, where and how they learn.

What is academic integrity?

Academic integrity is about mastering the art of scholarship. Scholarship involves researching, understanding and building upon the work of others and requires that you give credit where it is due and acknowledge the contributions of others to your own intellectual efforts.

At its core, academic integrity requires honesty. This involves being responsible for ethical scholarship and for knowing what academic dishonesty is and how to avoid it.

Definition of terms

There are many terms used when discussing the issue of academic integrity, we have provided a list of terms and explanations of those terms to assist you in using this resource.

Attribution: the ascribing of a work or an idea to a particular author or artist.

Citation: the act of directly quoting or giving intellectual credit to another person’s work or ideas.

Collusion: “any form of joint effort, between students, or between students and other persons, intended to deceive an assessor as to who was actually responsible for producing the material submitted for assessment”. (University of Western Sydney 2000).
Copyright: the legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.

Common Knowledge: can be defined as facts known by a large number of people. These "facts" do not have to be cited.

Cyber-Plagiarism: copying or downloading in part, or in their entirety, articles or research papers found on the Internet or copying ideas found on the Web and not giving proper attribution.

Group work: can be described as “a formally established project to be conducted by a number of students in common, resulting in a single piece of assessment or a number of associated pieces of assessment”. (Newcastle University 2002).

Intentional Plagiarism: Waltman describes intentional plagiarism as "the wholesale copying of another's paper with the intention of representing it as one's own" (Lathrop and Foss p163). In addition, the definition of deliberate or intentional plagiarism includes the theft of another person's ideas.

Legitimate collaboration: Newcastle University describes legitimate collaboration as “any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students”.

Paraphrasing:
1. A restatement of a text or passage in another form or other words, often to clarify meaning.
2. The restatement of texts in other words as a studying or teaching device.

Paper Mill: a term applied to providers of pre-written term papers and other "educational tools" via the Internet. Some web sites offer thousands of papers online.

Plagiarism: the stealing or passing off as one's own (the idea or words of another); use (a created production) without crediting the source; to commit literary theft; present as new and original an idea or product derived from an existing source (Webster's Third New International Dictionary of the English Language, Unabridged, p. 1728).

Public Domain: a work in the public domain is free for everyone to use without asking for permission or paying royalties. The phrase "public domain" is a copyright term referring to works that belong to the public. Works can be in the public domain for a variety of reasons: because the term of copyright protection has expired; because the work was not eligible for copyright protection in the first
place; or because the copyright owner has given the copyright in the work to the public domain. The owner must specifically license all or certain uses of the work. This is done by stating on the work what uses are permitted such as, for example, that the work may be reproduced, communicated, or performed for educational purposes without permission or payment.

**Quoting:** to place an excerpt from a source word for word into one’s paper. The source must be cited, giving credit to the original author.

**Summarising:** to put someone else’s concept or main ideas into one’s own words.

**Unintentional Plagiarism:** can be described as "careless paraphrasing and citing of source material such that improper or misleading credit is given" (Waltman quoted in Lathrop and Foss p 163).
What is academic dishonesty?

Using words, ideas, computer code, or any work by someone else without giving proper credit is academic dishonesty. Academic dishonesty is often referred to as plagiarism.

Another person’s work can be:

- original ideas
- strategies, and
- research.

It can also relate to the ‘product’ of those original ideas, strategies and research. For example:

- art
- graphics
- computer programs, and
- other creative expression.

The work may consist of writing, charts, pictures, graphs, diagrams, data, websites or other communication or recording media. It may also include sentences, phrases and innovative terminology (Spratt, 1983 p.438).

Material that you may refer to in your own work can come from many different sources. Sources include published works such as:

- books
- magazines
- newspapers
- websites
- plays
- movies
- photos
- paintings, and
- textbooks.

The materials from unpublished work are also sources which should be acknowledged, they include

- lectures
James, et al (2002) provide some common forms of plagiarism. They include:

- Cheating in an exam either by copying from other students or using unauthorised notes or other aids.
- Submitting, as your own, an assignment that another person has completed.
- Downloading information, text, computer code, artwork, graphics or other material from the Internet and presenting it as your own without acknowledgment.
- Quoting or paraphrasing material from a source without acknowledgment.
- Preparing a correctly cited and referenced assignment from individual research and then handing part or all of that work in twice for separate subjects/marks.

**How do you achieve and maintain academic integrity?**

**Understand the research process**

When you undertake research you are learning more about finding the evidence you need to uphold your argument. In order to undertake your research successfully you need to have a strategy. When first time students undertake research they often neglect to develop their own strategy for completing their project/assignment and proceed haphazardly, in fits and starts, without an overall plan.

Here is a list of steps you will need to take when you undertake your research (Davidson 2002):
1. **Choose your topic** - When choosing your topic think about what it is that you are interested in. If you care about the subject you are researching, then any other obstacles you may encounter in your research will seem easier to overcome. Think about the length of your paper or presentation and the types of sources that you will need before you make the final decision on your topic.

2. **Refine your search** – Once you have settled on your topic, you need to formulate your question or argument and to look for more specific pieces of evidence to support your opinions and claims. To really defend your ideas, you must also present and refute existing counter-arguments.

3. **Utilise the right sources** – In order to articulate your ideas, defend your own argument and refute counter-arguments, you will need to identify the most appropriate sources of material to help you. In order to identify the most appropriate material you will need to evaluate your search results (see Finding and evaluating sources).

4. **Start writing** – The next step in the research process is to document the validity of your position, and crediting those whose work you have used to establish your position. To do this you will need to apply the appropriate referencing style for your discipline to your work. If you are not sure what style you should be using check with your tutor or your unit outline. The University also provides a list of preferred text referencing system for undergraduate students at [http://www.utas.edu.au/tl/policies/School_referencing_system_table.htm](http://www.utas.edu.au/tl/policies/School_referencing_system_table.htm)

**Finding and evaluating sources**

Information and material for your assignment/project can come from a number of sources. They include:

- books
- Internet
- CD-roms
- films, documentaries and interviews
- newspapers and magazines
- brochures and pamphlets
- lecturers and tutors.

It is important to evaluate the information and material you collect for any assignment. Having a set of criteria upon which to judge your sources will help you. The following criteria are helpful in determining the usefulness of an article, book or web site (Davidson 2002):
1. **Relevance of the Information** - The information you find needs to be central to your argument, not just be on the same general topic. You will need to ask yourself whether the information supports or refutes your ideas. Do you have counter arguments for the information refuting your ideas and does the material provide you with new information?

2. **Intended Audience** – It is important to know to whom the author is addressing his/her work and whether the intended audience has biases and should you address these in your own work?

3. **Currency of the Author's Information** – The material you use should be as recent as is appropriate for your topic. For example, if you are writing about the ‘dot com’ boom, information prior to the 1990s is not going to reflect the time period of your topic. Not only do you need to check the date of the author, you must also assess the date of the material the author used. For example, look at the author’s bibliography or list of references. If they appear to be dated in relation to your topic, the material may not be a good source for your assignment.

4. **Authority and Reliability of the Author** - An important part of evaluating the information you find is establishing the credibility of the author. Can you find other sources of information about the author from the book, the web site or journal in which the work appears? It is useful to note if the author has been quoted in other work, or appears on other Websites. Does the author have other published works that you can review. It is worth finding out what other experts in the field say about the author. Locating book reviews can be useful here.

Remember your assignment/project will only be as good as the research you undertake.

**How to use sources when writing**

Once you have identified the sources of material that will inform your argument, you will want to begin writing. The first writing you will do will probably involve making notes about the material you plan to use in your paper. Note making is an important skill in mastering the art of scholarship. Unintentional plagiarism can easily occur in the note-making phase of your research therefore it is important to know what you can do to avoid this.
Making notes

When making notes, it’s not a good idea to copy directly from a source into your notes unless you intend to quote that source directly. Rather, read the material carefully taking time to think, and then write down, in your own words, the main ideas of what you have read. Be sure to note down the source for proper citation. These notes will then become the basis of your summary. If you skip the note making step and paraphrase directly from a source into a draft of your work, you will limit your ability to think through the ideas for yourself. This can increase the likelihood that you will unintentionally plagiarise. Note making as a good opportunity to develop and organise your own ideas.

There are many ways to make notes. For more information on making better notes consider enrolling in UniStart, for details see www.utas.edu.au/tl/students/unistart

Writing your assignment/project report

When you begin writing your assignment/project report you must give credit to the sources for the ideas you are using. There are standard ways to properly integrate sources into your assignment. They include:

- **Direct quotes** – This is when you place an excerpt from your source word for word into your paper. The source must be cited, giving credit to the original author.

- **Paraphrasing** – This means to restate a passage from your source in your own words. The source and author of the passage you paraphrase must be cited.

- **Summarising** – When you summarise the key concept or main idea from someone else’s work in your own words, you must give credit for summarised ideas to the original source.

Direct quotes

Memorable and relevant quotations can be used to embellish your assignment, but in general an assignment should be written in your own words. It is important not to use too many quotations, but rather to explain things in your own words, demonstrating your understanding of the topic. An assignment, which consists largely of one quotation after another, is unlikely to achieve a high mark.

Many problems in presenting assignments are related to the misuse of quotations from secondary sources (that is material presenting critical interpretations of primary texts). It is acceptable to refer to secondary material to
gain knowledge or find different interpretations that may stimulate your own thinking and, sometimes, confirm ideas you already hold.

Here are some examples of how to quote correctly:

1. If a quotation is short, from a couple of words to approximately three lines, it should be marked by single quotation marks and incorporated as part of the sentence. For example:
   Dennis Lawton (1994 p. 90) argues that these proposals 'have much in common with John White's idea of a friendly interface'.

2. When you need to show a quote within a quote, use double quotation marks inside the single ones. For example:
   Greene (1993, p. 108) also notes that "according to Garp, "completeness and finality" were out of the question where editing was concerned and the potential for rapid change was great.'

3. A quotation over three lines in length should be separated from the sentence that supports it by indenting the quoted passage. For example:
   Developments have been rapid or as Ed Krol (1992, p. 19) says:
   the information resources that visionaries talked about in the early 80s are not just "research realities" that a few advanced thinkers can play with in some lab - they're "real life" realities that you can tap into from your home. Once you're connected to the Internet, you have instant access to an almost indescribable wealth of information.

For more information and examples go to http://www.utas.edu.au/library/assist/gpoa/gpoa2.html#ahquot

Paraphrasing

Like a direct quotation, a paraphrase is the use of another's ideas to enhance your own work. For this reason, a paraphrase, just like a quotation, must be cited. The difference in paraphrasing is that you rewrite in your own words the ideas taken from the source, so a paraphrase is not set within quotation marks. While you may be borrowing the ideas it is essential that your writing be entirely original. Just changing a few words here or there or rearranging words or sentences is not paraphrasing.

A good example of appropriate paraphrasing is "Werner Sollors, in Beyond Ethnicity, argues that..."

This form of paraphrasing is useful because it does not rely heavily on the use of quotations and it shows that you have understood the argument of the source
author. When paraphrasing is used correctly it is usually more concise than the original and always has a different sentence structure and word choice. Remember, no matter how different from the original, a paraphrase must always be cited, because its content is not original to the author of the paraphrase.

**Summarising**

Summarising may sound the same as paraphrasing but is actually very different. When you paraphrase you express someone else’s ideas in your own language. Summarising is an attempt to distill only the most essential points of someone else’s work. When you summarise a passage, you first need to absorb the meaning of the passage and then capture in your own words the most important elements from the original passage.

Jerry Plotnick (2002) provides a good example of summarising from a large passage from "An Anthropologist on Mars":

In "An Anthropologist on Mars," Sacks notes that although there is little disagreement on the chief characteristics of autism, researchers have differed considerably on its causes. As he points out, Asperger saw the condition as an innate defect in the child's ability to connect with the external world, whereas Kanner regarded it as a consequence of harmful child rearing practices (247-48).

**More information on writing skills**

Developing your own writing style is an important part of good scholarship. For information and assistance on essay writing go to the Learning Development website at [on](http://www.utas.edu.au/tl/students/) where to find assistance with essay writing see [www.utas.edu.au/tl/students/](http://www.utas.edu.au/tl/students/)

Remember that when you use a direct quote, paraphrase or summarise to not only provide the in-text reference but also provide a full reference in your reference list.

**Plagiarism detection software and how it can help you**

Turnitin is one of the tools used at the University of Tasmania to assist with the management of plagiarism. To find out more about Turnitin go to: [www.utas.edu.au/turnitin/](http://www.utas.edu.au/turnitin/)
Working in groups

It is not uncommon for students to participate in some form of group work during their study at this university. When students work together openly and honestly with the knowledge of their tutor in a positive and cooperative way it is a valuable tool in developing a range of skills. But when students work together or with other persons for the purpose of deceiving an assessor as to who is actually responsible for producing the material submitted for assessment, this is collusion. Collusion is another form of academic dishonesty (University of Western Sydney 2000).

There are also other forms of academic dishonesty that relate directly to student participation in group-work (James et al 2002).

- Copying from other members while working in a group.
- Contributing less, little or nothing to a group assignment and then claiming an equal share of the marks.

If you are confused or unsure about what is acceptable conduct while participating in a group assessment task, ask your tutor or lecturer.

What happens if you don’t maintain academic integrity?

While studying at University you are expected to submit work that is your own. This does not mean that you can’t use other people’s ideas to support your own or to enhance your argument. What it does mean is that you are required by the University to acknowledge the source of those ideas as in text references in your assignments and the setting out of a list of references or a bibliography at the end of your assignment, acknowledging all sources utilised.

The academic tradition, on which Australian universities are founded expects that all scholarly efforts undertaken be done so in keeping with the rules of attribution. This means that all material that is submitted or presented for assessment that contains work other than your own, must be attributed to its source.

Failure to do so constitutes academic dishonesty (plagiarism). It is important that students understand how to correctly refer to the work of others and maintain academic integrity.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.
University Statement on Plagiarism
The University Statement on Plagiarism and Academic Integrity is available at: www.utas.edu.au/plagiarism

When in doubt, seek assistance.

Seeking assistance
To find out how to obtain help with your study skills see:
www.utas.edu.au/tl/students

Useful resources for students

http://www.services.unimelb.edu.au/plagiarism/advice.html
University of Melbourne - Advice to Students on plagiarism and a guide to good writing. For academic staff there is also a section on strategies to prevent cheating, using plagiarism detection software and a link to other useful sites.

http://www.lc.unsw.edu.au/onlib/plag.html
The Learning Centre, University of NSW – Provides examples of proper referencing and correct quoting, paraphrasing and summarising techniques.

University of Wollongong – Resources to assist in the development of good writing skills.

http://www.lib.umich.edu/acadintegrity/
University of Michigan - A list of resources on academic integrity. The student site provides information on using the Internet as a research tool and an online test of knowledge and understanding about plagiarism.

http://osulibrary.orst.edu/instruction/tutorials/
Oregon State University – Online library tutorial on developing researching skills

http://www.princeton.edu/pr/pub/integrity/index.html
Princeton University – Articles addressing topics like the challenge of original work, when to cite sources, examples of plagiarism and the question of collaboration.
References


http://www.coastal.edu/library/easystep.htm


<http://osulibrary.orst.edu/instruction/tutorials/>

Davis, B (1993) Preventing Academic Dishonesty University of California, Berkeley Viewed 30 November 2002
<http://teaching.berkeley.edu/bgd/prevent.html>

<http://www.arts.ubc.ca/doa/plagiarism.htm#anchor402025>

<http://www.virtualsalt.com/antiplag.htm>

<http://www.cshe.unimelb.edu.au/assessinglearning/03/plagMain.html>

<http://www.jisc.ac.uk/plagiarism/whyplagiarise.html>

<http://www.library.ualberta.ca/guides/plagiarism/terminology>


[http://www.academicintegrity.org/cai_research.asp](http://www.academicintegrity.org/cai_research.asp)


Plotnick, J (2002) *Paraphrase and Summary* University College Writing Workshop, University of Toronto Viewed 18 December 2002
[http://www.utoronto.ca/ucwriting/paraphrase.html](http://www.utoronto.ca/ucwriting/paraphrase.html)

School of Human Movement, Recreation and Performance (2001) *Plagiarism and Collusion* University of Melbourne Viewed 13 January 2003

Spatt, B (1983) *Writing from Sources* St. Martins Press

Staff Development and Training Unit (2001) *Starting off as a Tutor at Flinders University* Flinders University Viewed 2 January 2003

Student Judicial Services (2002) *Academic Integrity* University of Texas Viewed 18 November 2002


[http://www.library.ualberta.ca/guides/plagiarism/research.pdf](http://www.library.ualberta.ca/guides/plagiarism/research.pdf)

University of Newcastle (2002) *Policy for the Prevention and Detection of Plagiarism*
University of Newcastle Viewed 3 January 2003


University of Western Sydney (2000) Plagiarism and Collusion University of Western Sydney Viewed 17 December 2002

University of Wollongong (2002) Unilearn Homepage University of Wollongong Viewed 13 January 2003