

CENTRE FOR TEACHING AND LEARNING

Academic Integrity: In-Course Approaches and Resources

Prepared by

Dr. Corinne Laverty
Centre for Teaching and Learning

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Academic Integrity Defined

A standard description of academic integrity is included in all Queen's courses and materials:

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (as articulated by the [Centre for Academic Integrity](#)) all of which are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive.

Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University. Queen's students, faculty, administrators and staff therefore all have ethical responsibilities for supporting and upholding the fundamental values of academic integrity.



Image: CC0 Public Domain

Queen's defines academic integrity as "... more than a mechanism for punitive action against those who depart from it, but is a means of promoting original scholarly work by ensuring students and faculty members have the tools, resources, and knowledge to complete their work with integrity" ([Queen's Academic Integrity website](#)). Each Faculty is responsible for outlining their own specific academic integrity policies and procedures based on the guiding principles outlined in the Policy Statement on Academic Integrity.

Developing a Culture of Integrity

Queen's is working to build a culture of integrity across campus. Several key resources are supporting this endeavour:

- Policies and procedures for educators and students ([Academic Integrity website](#))
- Ethical standards for research and compliance processes ([Research Integrity website](#))
- Educational resources for faculty and Teaching Assistants ([CTL website](#))
- Student resources related to academic integrity and plagiarism ([SASS website](#))

The Centre for Teaching & Learning collates teaching and learning materials for faculty and Teaching Assistants to introduce their students to the concept of academic integrity and how it shapes our academic and professional lives.

In-Course Approaches

Several key teaching approaches can guide you in developing student awareness and understanding of academic integrity:

Discuss the definition in class and how it relates to your course. What are your expectations for sharing group work results, in exams, and on assignments? Consider how students might misinterpret whether students can respond to quizzes and online exam questions together.

Develop student skills that contribute to understanding what academic integrity means and how to achieve it. Use group activities to work through examples of integrity breaches. These might involve typical cases that you have seen at your own institution and/or those that appear in the news. Also continue to review and further develop research skills so students have a strong foundation from which to build academic integrity.

Model academic integrity as it pertains to all aspects of your course and the research process so students develop the skills they need to complete assignments without undue frustration or apprehension. Students are more likely to plagiarize assignments when they don't know how to complete the work themselves or underestimate the effort needed to complete it.

Support continued student development by drawing on resources and services across campus such as the Writing Centre and Queen's Library. These units provide in-class workshops and online guides. Ensure that Teaching Assistants receive professional development on how to give effective feedback so that problems such as accidental plagiarism can be addressed early on in the course.

Assess for learning by providing ongoing feedback throughout a course so that students have opportunities to improve over time. Feedback can take many forms including providing:

- Learning outcomes for academic integrity and how to achieve it
- In-class or online feedback through question and answer
- Descriptive feedback through written comments on assignments, not necessarily for a grade
- Marks to evaluate specific evidence of work
- Peer assessment in the form of verbal or written comments or as checklist items
- Self-assessment where work is assessed against a rubric that articulates components of that relate to plagiarism such as how ideas are cited, how the work of individual authors is summarized, the integration of sources into the assignment, and the citation style.

Introductory readings for instructors:

Weimar, M. (2017). [Collaboration or cheating: What are the distinctions?](#) *Faculty Focus*.

Austin, T. R. (2007). [The faculty role in stopping cheating.](#) *Inside Higher Ed*.

In-Course Educational Resources

Case scenarios of potential integrity breaches can be used to trigger discussion on how to respond in different situations. Examples address assignments, exams and quizzes, plagiarism, and forms of deception.

This section provides activities on academic integrity and plagiarism for in-class group work and discussion.

Cases Scenarios on Academic Integrity

These scenarios are grouped into scenarios that relate to assignments, exams and quizzes, and forms of deception. For each one, students are invited to consider the type of integrity breach, possible courses of action, and ways to resolve the situation that would NOT result in integrity violations.

Assignments

You have a term paper due tomorrow but now realize that you don't have the required number of information sources and it's too late for more research. You consider making up references or not citing everything so you can get some sleep. What are the chances that the instructor will find out?

You have an essay due soon but you also have other competing exams and assignments. Your friend tells you about how you can buy essays from online sites, sometimes even completely original. It sounds like the perfect solution right now: who cares if it's not an A essay?

You receive your assignment for a class and realize that you can revise a similar assignment for a course from a previous term. While the focus of the paper will be different, many of the same sources will be appropriate.

Your class has a lab experiment where each student is required to turn in a separate report. You and your lab partner decide to write different sections of the report to reduce your workload.

Exams and Quizzes

You and your best friend are in the same class where there will be weekly quizzes altogether worth 35% of your grade. While you study hard every week, your best friend does not appear to be studying at all. On the day of the quiz, she is trying to copy from your paper.

Janine sees a friend cheating by stealthily using his cell phone. She knows this is wrong but is reluctant to turn him in, thinking it may ruin her friendship.

Every week there is a timed online quiz in your course where the correct answers are revealed on completion. A group of your friends decides that each person will take the lead on one quiz and share the correct answers with the others so they don't have to study for each quiz.

Deception

When applying to some research jobs, you realize your marks may be below what is expected. You ask your tech-savvy friend to help you change up your marks on your transcript to get that position you really want. It is undetectable and the employer probably won't find out.

It is the day before a test, and Tammy is stressed out about her section of the lab and asks Sammy, her twin sister, to take her position to perform it. Sammy is reluctant, but Tammy seems to have a good argument: "Who will know? It won't hurt anyone. Plus, it will just be this one time."

During a chemistry lab you and your lab partner find you cannot produce the desired experimental results so you decide to revise your findings in the final lab report.

In your Psychology class, you are asked to write a paragraph on several different mental health disorders. You learn later that your friend copied descriptions directly from a pamphlet in a local health clinic.

Discussion Starters

What is academic integrity and why does it matter?

Ask groups to write a top ten of why academic integrity matters and share with the class.

What are the underlying pressures that lead students to breach integrity standards?

What breaches of academic integrity have you heard about in the news?

Use a video to begin the conversation:

For undergraduates: [Academic Integrity Videos](#) (University of Alberta, 2017). Includes videos: Acceptable or Unacceptable? -- Cheating -- Plagiarism Rap.

For graduates: [The Lab: Avoiding Ethical Misconduct](#) (U.S. Office of Research Integrity). Scenarios for graduate students who are faced with ethical research problems.

For all students:

- [Academic Integrity Seminar Student Leadership Contest Winners](#) (U.S. Office of Research Integrity): Student-created videos describing academic integrity.
- Zimbardo, P. G. (017). [The Stanford Prison Experiment](#) [website]. Name the integrity breaches.

Distribute a list of quotations that relate to integrity and have students discuss which ones that most resonate with them:

"Every time I've done something that doesn't feel right, it's ended up not being right." (Mario Cuomo)

"To know what is right and not do it is the worst cowardice." (Confucius)

"My grandfather once told me that there are two kinds of people: those who work and those who take the credit. He told me to try to be in the first group; there was less competition there." (Indira Gandhi)

"What is right is often forgotten by what is convenient." (Bodie Thoene)

Activities on Plagiarism

How do you define plagiarism and what forms might it take?

See Queen's Writing Centre on [Avoiding Plagiarism](#) for a basic introduction to paraphrasing, quoting, and summarizing

Review common problems related to plagiarism (e.g. lack of citation, inappropriate paraphrasing)

Explain how your students can use Turnitin to check their assignments for originality. Refer to the Turnitin section in this guide.

Provide examples of inappropriately paraphrased sentences and have students re-write them.

Provide journal article abstracts or news articles and have students summarize them, then exchange with a partner for feedback.

Provide a list of citations and have students put them into your preferred citation style.

Discuss the types of resources that are suitable for the current assignment and those that are not.

Discuss the idea that students should not be held responsible for plagiarism if they don't understand what it is.

Invite your Liaison Librarian to teach students how to use a citation management tool, and to select and evaluate sources.

External resources

This section presents ideas for engaging students in discussions on academic integrity using examples of breaches of integrity from the past and the present.

Integrity in the News

Share stories of integrity breaches in the news?

Birchard, K. (October 24, 2002). [Canada's Simon Fraser U. suspends 44 students in plagiarism scandal](#). *The Chronicle of Higher Education*.



Image: Time Magazine website

"Forty-four students at Simon Fraser University in British Columbia who were involved in a plagiarism "scheme" were suspended after nearly a year-long investigation into allegations of academic dishonesty. Students at the University who purchased custom designed projects for an economics assignment were also uncovered during the investigation and received failing grades for the course."

[Facebook faces criticism amid claims it breached ethical guidelines with study](#). (June 29, 2014). *The Guardian*.

"Researchers have roundly condemned Facebook's experiment in which it manipulated nearly 700,000 users' news feeds to see whether it would affect their emotions, saying it breaches ethical guidelines for "informed consent"."

Fletcher, J. (2014). [Canada in breach of ethical standards](#). *Canadian Medical Association Journal*, 186(1).

"In advance of a clinical trial, sponsors, researchers and host country governments should make provisions for post-trial access for all participants who still need an intervention identified as beneficial in the trial. This information must also be disclosed to participants during the informed consent process."

Gow, K. (June 23, 2016). [Led Zeppelin win in 'Stairway to Heaven' trial](#). *Rolling Stone*.

"[Led Zeppelin](#) have won a copyright lawsuit that claimed they had plagiarized the music to their most celebrated song, "Stairway to Heaven."

Sadikov, I. (September 6, 2014). [McGill researchers allegedly committed ethical breach in psychology study](#). *McGill Daily*.

"When you do a study on human subjects, you have to get their informed consent [... which] is supposed to include what is the purpose of the study, as well as who is funding it. That wasn't done here."

Tutorials

There are many comprehensive tutorials on academic integrity, including those specific to plagiarism. Examples of these are described and collated for possible integration into a course. Several universities have created tutorials on academic integrity specifically for undergraduates. These can be embedded into a course or serve as the basis for in-course discussions about integrity.

Academic Integrity Tutorial (University of Waterloo)

Written for first-year students. Basic values of integrity in school and community.

Sections:

- [Integrity defined](#)
- [Fundamental values of integrity](#)
- [Academic integrity scenarios](#) (exams, assignments, collaboration)
- [Check your understanding](#) (quiz)

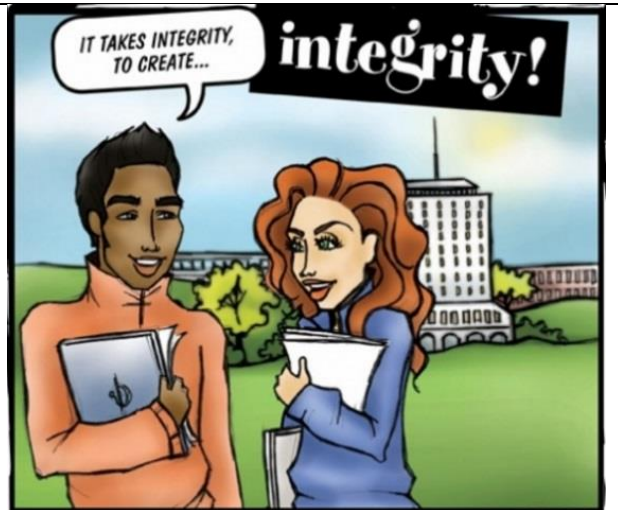


Image: Academic Integrity Tutorial (Waterloo)

Academic Integrity and Student Conduct (McMaster University)

"Guides students through the norms and expectations of academic life and introduces key principles of ethical scholarly research and writing."



Image: Academic Integrity Tutorial (McMaster)

Requires downloading an app to read this e-Pub.

Sections:

- Academic integrity
- Student conduct and etiquette
- Why plagiarism matter
- Avoiding plagiarism
- Types of plagiarism

Academic Integrity (SPARK: Student Papers & Academic Research Kit from York University)

Sections:

- What is academic integrity?
- Why is it important?
- Integrity guidelines
- Collaboration and group work
- Using and citing sources
- Breach of policy
- Preventative measures



Image: Academic Integrity Tutorial (York)

Includes a one-page [Academic Integrity Checklist](#) listing the full range of academic integrity indicators for assignments which students are required to sign when submitting their work.

Academic Integrity (Ryerson University)

A series of videos and quizzes.

Sections:

- Plagiarism
- Buying or borrowing course work
- Cheating on tests and exams
- Forging/ misrepresentation and unauthorized group work
- Group work

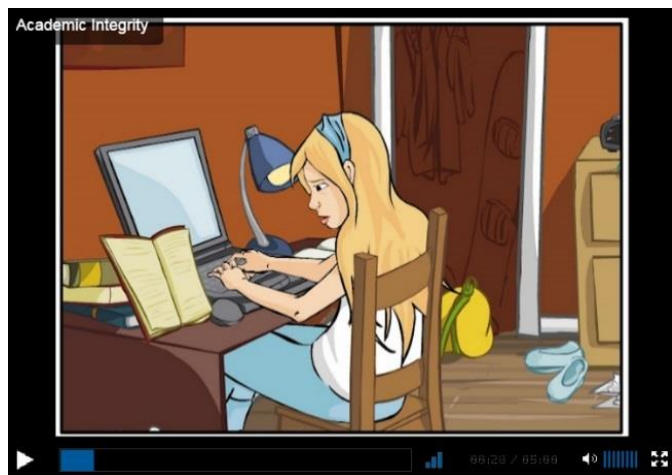


Image: Academic Integrity Tutorial (Ryerson)



Image: How to Recognize Plagiarism (Indiana)

How to Recognize Plagiarism (Indiana University)

An hour-long tutorial focused on proper use of citation, quotation, and paraphrasing.

Five tutorials provide video cases that demonstrate plagiarism and offer practice with feedback arranged from simple to complex (basic to expert levels) as follows:

How to Recognize Plagiarism (Indiana University)	
Basic Level	Recognize the basic difference between avoiding plagiarism and committing plagiarism.
Novice Level	When <i>one source is used</i> , recognize a proper quotation from an improper quotation: <ul style="list-style-type: none"> • a proper quotation of someone else's words, and • provision of the appropriate citation and reference
Intermediate Level	When <i>one source is used</i> , recognize a proper paraphrase from an improper paraphrase: <ul style="list-style-type: none"> • a proper paraphrase of someone else's words, and • provision of the appropriate citation and reference
Advanced Level	When one source is used, recognize various combinations of: <ul style="list-style-type: none"> • proper/improper paraphrasing, and • proper/improper quotations
Expert Level	Put it all together. When two or more sources are used, recognize various combinations of: <ul style="list-style-type: none"> • proper/improper paraphrasing, and • proper/improper quotations

Fair Play (McGill University)

Integrity scenarios:

- Questioning cell phone use
- Signing in for a classmate
- Reusing your own paper
- Avoiding misrepresentation
- Class presentation and attribution of diagrams, charts, and tables
- Translation and quotations marks
- Sharing your work
- Requesting a re-read
- Your homework responsibility



Image: Fair Play Integrity Scenarios (McGill)

- Working together
- “I didn’t know the rules!”
- Paraphrasing and citation
- Posting instructors intellectual property (course materials) on public websites

<i>Fair Play Plagiarism</i>	<i>Fair Play for Instructors</i>
Six examples for students: <ul style="list-style-type: none"> • Quotation • Paraphrasing • Summarizing 	<ul style="list-style-type: none"> • Prevent cheating on exams • Prevent plagiarism on reports • Prevent plagiarism on term papers • Deal with cheating and plagiarism • Protecting your intellectual property as instructor

Academic Integrity: Values, Skills, Action (University of Auckland, New Zealand)

A free academic integrity MOOC. Runs for four weeks and requires one hour per week to complete the videos, articles, activities, quizzes, and to participate in discussion.



Week 1: What is academic integrity? Why is it important?

Week 2: What is academic dishonesty and how can you avoid it?

Week 3: Achieving with integrity: Using the work of others

Week 4: Achieving with integrity: Gearing up for study

Upcoming dates announced on the [course website](#).

Developing Academic Integrity

While there are many ways to introduce the concept of academic integrity, students are empowered to bring integrity to their work when they develop strong research and writing skills. This section describes approaches and resources that can foster that development.

Designing Assignments: A Checklist

A content analysis of 191 course-related research assignment handouts distributed to undergraduates on 28 college campuses across the U.S. noted certain trends in handouts¹. They tend to focus on what the finished product should look like and don't support student writing and information literacy development, or describe how a work is to be assessed.

The following tips for assignment design can help to develop a culture of academic integrity and also discourage plagiarism. The more students understand of what is expected of them, the more likely they are to accomplish the task successfully.

Assignment Design Checklist	
Describe approach	Synthesis, analysis, argument, evaluation? Include research journal? Discuss academic integrity and "patch" writing. Is topic open or pre-approved? Collaboration allowed? Expected length?
Provide context	State how the assignment relates to course material. Consider both "big picture" and "information-finding" context.
Set outcomes	Describe learning outcomes including those for information literacy, and research and writing skill development.
Track the research process	Have students record their research process in a journal or log that is included with the assignment. Which databases were used and why? How were sources evaluated? Tracking these processes helps students recall and reflect on research pathways and reveals gaps and challenges that can be followed up on in class.
Include oral presentations	Provide students with opportunities to report on their research product and research process in one-minute summaries followed by short Q&A feedback.
Scaffold the research process	Split assignment into tasks to give feedback at each stage. Example: find five sources and create research log - analyze a single article - class sets evaluation criteria for websites.

¹ Head, A. J. & Einsenberg, M. B. (2010). *Assigning inquiry: How handouts for research assignments guide today's college students*. Project Information Literacy Progress Report. Seattle, WA: University of Washington Information iSchool.

Discuss research strategies	Discuss research strategies, finding tools, and appropriate web resources. What is a good starting point? Google Scholar or a discipline-specific database?
Provide source checklist	Specify types of resources appropriate for the assignment (e.g. primary – government documents – statistics – articles). Is Wikipedia acceptable? Which tools can be used to define new vocabulary and terminology? What is the difference between scholarly and popular articles?
Set citation style	Name citation style and give link to tutorial on library website. Use citation management software if extended research involved.
Assess both process and product	How is the assignment and the research process assessed? Rubrics are helpful especially when they are reviewed before the assignment so students know how they will be graded. Every department is assigned a Liaison Librarian who comes to class to introduce students to resources suited to their assignment and year of study. The Writing Centre also designs workshops for delivery within a specific course.

Alternative Assignments

Different assignment types build capacity with writing in different styles and can also be a means for discouraging plagiarism. Assignments that require individual perspectives or experiences or those that draw on current news can reduce cases of plagiarism by focusing on personal interests and interpretations. Breaking an assignment into multiple stages allows students to provide evidence and receive feedback on each step of the process. Also novel assignments cannot necessarily be easily found or replicated. Examples below.

Research Skills: Searching, Analysis, and Resource Evaluation

Ad campaign: Research product reviews, conduct market research to identify demographic and financial information, review psychological research linked to advertising and consumer behaviour.

Anatomy of a term paper: Break down the research for a term paper into segments – students submit a clearly defined topic, thesis statement, proposed outline of paper, and an annotated bibliography (using proper citation style)

Annotated bibliography. Find a certain number of sources (specifying how many should be scholarly, whether websites are permitted, etc.) on a topic and write descriptive or evaluative annotations.

Anthology: Readings, websites by one person or on one topic.

Biography: Choose person relevant to the course; use biographical dictionaries, popular press, scholarly sources, books to find information on the person [oral presentation, poster or written]

Debate: Gather credible evidence to support either side of an argument.

Family history: Use various sources of information to compile a family history. Actual interview (primary sources), surveys, birth/death/marriage notices, maps, directories and newspapers are examples.

Follow-up: Find additional information sources that support or refute an article. Locate scholarly evidence to support or refute news articles.

Literature review analysis: Find two literature reviews on a topic of interest. Describe the purpose of a literature review based on your reading of the two cases and provide an analysis of how the two reviews are similar or different in their writing approach.

Research journal: Keep a record of library research including sources consulted, keywords and subject headings, noting successes and challenges in the search process.

Critical Reading Skills

Article analysis: Identify assumptions, thesis, theoretical framework, and/or research methods in a single paper.

Course textbook analysis: Using reviews and study of authors, look behind the book to determine point of view, strengths, and weaknesses.

Journal article comparison: Compare two scholarly or popular articles with differing viewpoints on a topic.

Media analysis: Compare coverage of a controversial issue in current newspapers and media. What perspectives and biases are present?

Reference analysis: What purpose does each reference in a single paper serve to support the argument?

Review analysis: Compare reviews of a major work to understand the scholarly review process and the new perspectives for which a work may be supported or criticized.

Communication and Presentation Skills

Debate: Gather credible evidence to support either side of an argument.

Infographic: Collect data and information on a topic and present it in graphic format using a tool such as [Piktochart](#). Make these works freely available using Creative Commons licenses.

Paper slam: Students present a 60-90 second oral narrative in class using one slide that highlights their key ideas.

Poster: Present research integrating written and illustrative components. Can be done in physical or virtual spaces.

Web page/ wiki entry: Page on a narrow topic relevant to the course; include major sites, e-journals, discussion lists

Wikipedia entry: Edit a Wikipedia encyclopedia entry. Review the history of the entry and who has already made edits.

Zine: Create a zine engaging materials discussed in the course; include an analysis and explanation of methods used, as well as a discussion of the experience of producing the zine

Structure of the Literature in a Discipline

Citation tracking: Trace an important paper through a citation index. What does it mean to be "cited"? How important is it that a scholar be cited? Introduces the interconnectedness of the scholarly network and how ideas percolate, disseminate, accumulate, and are refined. Track the progress of a piece of legislation.

Classic work: Explore book reviews, biography, and citation indexes to learn how and why a work becomes a "classic." What effect does a classical work have on a discipline? Demonstrates the evolution of ideas, and identifies factors which make a work "important".

Course pack: Students "compile" the readings according to specific criteria (such as scholarly, published within the last 5 years). They write an introduction to the course pack that must demonstrate an understanding of the subject matter; citations to articles must be done using the appropriate citation style for the course, annotated with why they chose the particular reading as it pertains to the course content.

Interview: To generate useful questions students would have to be familiar with the life and work of the person and understand their work's significance. Real or hypothetical.

Journal analysis: How many journals are published in a given field? What are the core journals in a discipline? Compare and contrast their content, tone, audience and impact factors.

Research trends: Examine a single research tool at 10-year intervals to explore changing issues and research methods.

Trace a Scholar's Career: Choose a scholar/researcher and explore biography, writings, contributions to field, and scholarly network in which s/he works.

Supporting Discovery, Research, and Inquiry

This section describes a scaffolded approach to research skill development and how it can be reinforced with supporting Library guides and services.

Information resources at Queen's are extensive and the critical thinking skills needed for their intelligent use are challenging. According to a recent series of large-scale research studies by [Project Information Literacy](#), students at all levels experience significant information-related challenges. View the [PIL video](#) summarizing their research on the search behaviours of today's post-secondary students.



Assume that students need ongoing development of these skills to meet the requirements of research assignments. This infographic lists the most common adjectives students use to describe research assignments.

All students need an introduction to research skills. Each department has a dedicated [Liaison Librarian](#) who can provide in-class sessions on the specific research tools best suited to your assignments as well as online research guides that can be linked into your course. Research skills develop when support is provided during each stage of the process. The following chart offers some ideas for how to scaffold the teaching and development of this process.

Scaffolding the Research Process

Provide Context

Students benefit from knowing how to find background information on a topic including discipline-specific terms, concepts, and processes. Rather than have them randomly search the Web for this information, direct them to discipline-specific online academic encyclopedias, dictionaries, and handbooks that provide background summaries, terminology, and context for new concepts and ideas. Supporting library guides: [Background information](#) - [Student2Scholar](#) (module 1: Thinking like a researcher)

Develop a Research Question

Research shows that this may be the most challenging aspect of inquiry-based work and can lead to frustration. Breaking out an assignment into several parts to provide feedback on the initial research topic, project outline, list of sources, and first written draft provides support at each stage of the research process. Supporting library guides: [Choosing your research topic](#) - [Student2Scholar](#) (module 2: Defining your research)

Map the Information Landscape

What types of resources are most appropriate for an assignment? There are many to choose from: books, government documents, and scholarly articles, statistics, "grey literature", primary sources, etc. As students advance through a program their knowledge of the range of appropriate sources should deepen. Supporting guides: [Student2Scholar](#) (module 1: Thinking like a researcher)

Identify Core Disciplinary Information Tools

While there are many interdisciplinary research tools, including Google Scholar, every student should be acquainted with the standards for their field. Supporting Queen's Library guides: [Research by Subject -- All Types of Information -- Library YouTube Channel](#)

Compare Search Strategies

Direct students research starting points that best address the research project. Supporting Queen's Library guides: [Getting Started](#) and individual videos within the help section of a database. Also [Student2Scholar](#) (modules 3, 4, and 5: Introductory search techniques for research -- Advanced search techniques -- Discovering grey literature)

Evaluate Sources

What is the basis for selecting a source and rejecting another? What is the difference between a research journal and a popular magazine? Have students work in groups to determine their own criteria for evaluation. Supporting Library guides: [Scholarly vs. popular sources -- Distinguishing scholarly from non-scholarly periodicals -- Evaluating web resources -- Student2Scholar](#) (module 6: Understanding design and authority in research)

Organize and Manage Citations

Citation management and documentation style. Familiarize students with the style guide appropriate to their subject area and to information management and storage software such as Zotero. Supporting library guides: [Citing Sources -- Citation Management Guide](#). A librarian can introduce and model this software.

Reflect on Feedback

Ongoing feedback will strengthen student research skills and develop the abilities and confidence students need to become part of a culture of integrity.

Teaching Ethical Writing

This section outlines components of learning to write ethically and how it can be reinforced with supporting Writing Centre guides and services. You can also use the Queen's Writing Workshop request form for an in-class session specific to your needs.

Researchers at Project Information Literacy note that students use patchwork writing as a result of snipping from online sources². To support ethical writing and reduce the tendency to copy and paste, students will benefit from learning how to take notes, identify information that relates to specific questions rather than broad topics, develop arguments, and integrate and cite sources.

Discussion Starters

- Ask students to answer the following questions independently: What is ethical writing? Why is it important? What does it look like? Collect responses and follow with class discussion.
- How can plagiarism be avoided? Ask students to explain how they decide whether or not to cite a source.
- You decide to use an interesting metaphor you remember reading but you don't quote the source. What should you do?
- You are writing a paper about World War II and note that Canadians formed the majority of troops at Dieppe. Do you need a citation?
- You are doing a Chemistry presentation and use an image of the periodic table from an educational website. Do you need to cite the source of the image?
- You use the results of a study your professor described in class even though they are not yet published. Is a citation needed? Is permission from the author needed?

² Head, A. J. & Einsenberg, M. B. (2010). *Assigning inquiry: How handouts for research assignments guide today's college students*. Project Information Literacy Progress Report. Seattle, WA: University of Washington Information iSchool.

- You are writing about student uses of twitter and decide to do a survey of attitudes for the project. Is this ethical?
- During a class presentation, you show a video created with a group for another class. Is this ethical?
- Supporting guides: [Avoiding accidental plagiarism](#) -- [Plagiarism overview](#) -- [How to write your first university essay](#) (all from Queen's Writing Centre) -- [Academic integrity handbook](#) (MIT)

Note-taking

- Discuss note-taking and how it helps students to avoid plagiarism. Refer to these supporting guides: [Avoiding accidental plagiarism](#) -- [Plagiarism overview](#) -- [How to write your first university essay](#) (all from Queen's Writing Centre) -- [Academic integrity handbook](#) (MIT)
- Ask students to share their approaches to note-taking during the research process. What strategies work best?
- How can citations be tracked when taking notes?
- Should notes include quotations from the source?

Summarizing and Paraphrasing

- What is the difference between summarizing and paraphrasing?
- What techniques help you write something in your own words?
- How similar can your words be to the original source before it is considered plagiarism?
- Provide exercises for students to practice summarizing and paraphrasing information.
- Review inappropriate examples of paraphrasing and have students re-write the sentences.
- See [Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing](#)³: pages 6-16 show examples of good and bad paraphrasing
- See [Academic Integrity Guide from MIT](#): pages 15-23 have good examples of summarizing and paraphrasing.

³ Roig, M. (2015). *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*. U.S. Department of Health and Human Services: The Office of Research Integrity. Retrieved from <https://ori.hhs.gov/sites/default/files/plagiarism.pdf>

- See Queen's Writing Centre on [Avoiding Plagiarism](#) for a basic introduction to paraphrasing, quoting, and summarizing.
 - Short assignments that offer practice in summarizing:
 - Provide an abstract and request 40-word summary. Then reduce to 20 words.
 - Write an abstract and then swap in class and have peer remove 50 words.
 - Write a 30-word biography.
 - Have a one-minute essay presentation.
 - Write a 750-word book review for publication.
- Microtheme strategies⁴:
- Short essays that fit on single 5x8 note card
 - Themes include: summary-writing; thesis support (focused argumentation); data provided (inductive reasoning); problem posing

Quoting Sources

- When is it appropriate to add quotations?
- How much quotation should be found throughout a research paper?
- How should quotations be integrated into the writing structure?

Citation and Citation Style

- Discuss the practice of citation and what it looks like in your discipline. What does it mean to cite a source? What types of sources need to be cited?
- Provide examples of common knowledge in your field.
- Model the preferred citation style expected for the course. Supporting Queen's Library guides: [Citing Sources](#) -- [Citation Management Guide](#)
- Provide in-class exercises to create citations following a specific citation guide.

⁴ Bean, J. C., Drenk, D., & Lee, F. D. (1982). Microtheme strategies for developing cognitive skills. *Teaching writing in all disciplines*, 27-38.

Drafting an Essay & Providing Guidelines

- Direct students to the assignment calculator so they reserve enough time to complete their work without duress.
- See [Academic Integrity for Graduate Students at Guelph](#): rules for plagiarism on pages 25-39 See this PowerPoint on [Writing with Integrity](#) (UBC) for a broad set of ethical writing examples for graduate students
- Describe how to use Turnitin to check for originality scores when reviewing their work.

Turnitin

Turnitin is a web-based program that allows students and instructors to upload papers in order to receive originality reports in comparison to other assignments in the program's online repository.



Image: Turnitin Guide

Originality Reports

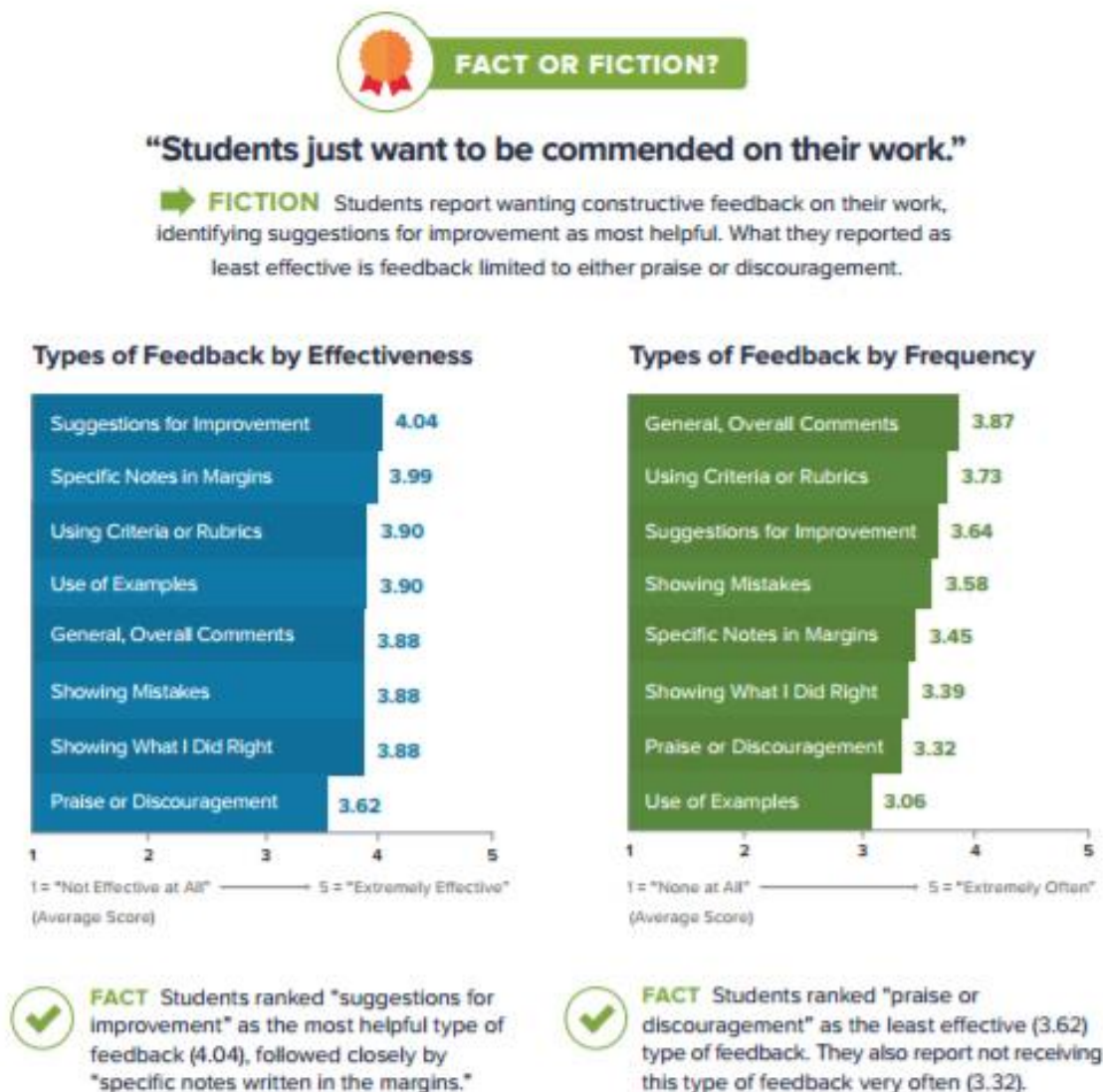
Turnitin generates Originality Reports which identify the percentage of matching or highly similar text found in other papers within the Turnitin database. Similar text does not necessarily mean that text is plagiarized, however, it alerts both students and instructors that sections of text match others within the Turnitin repository of previously written assignments.

Use the Originality Report to:

- Examine your use of quotations and citations. Are quotations indicated with appropriate use of quotation marks? Is every quotation cited? Is there too much use of quotation? Rely more on summarization of key ideas or paraphrasing rather than exact quotation.
- Examine how close your summarization is to the original text. Rather than change a few words in the original text, try to reframe the entire concept in your own words. Simplify it as if you are explaining it to someone who has no familiarity with the idea.
- Check for discipline-specific language. Did you define these terms where necessary and draw on credible sources, such as academic encyclopedias and dictionaries, for the definition? Repeated use of standard terms may be identified as unoriginal but it would not be considered plagiarism.

The Turnitin [Originality Report Guide](#) describes how to interpret the report.

Turnitin conducted a study of 2,000 students in 2014 to identify the type of feedback that most helped them improve their writing. The following is an image is taken from their [report infographic](#)⁵.



⁵ Turnitin. (2014). Favorite feedback: Fact and fiction: Exploring the disconnect between students and educators. Retrieved from http://turnitin.com/assets/en_us/media/favorite-feedback/

Teaching Better Citation Practices by Andrea Phillipson

Using Turnitin to Teach Better Citation Practices

By Andrea Phillipson

Educational Development Fellow, Centre for Teaching and Learning

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Instructors may have a hunch that it is beneficial to allow students to submit drafts to Turnitin and view their originality reports before the assignment due date, since students can use this information to assess and improve their citation practices. However, research suggests that undergraduate students are ill-equipped to understand what Turnitin's originality report tells them (M. Davis, 2007; Peacock et al., 2006; Gillis et al., 2009). When students see sections of their writing flagged in an originality report, and they lack the skills to interpret the results, they may become discouraged or, as Gillis et al. (2009) argue, they "may shift from writing to an appropriate human audience to 'writing to the software'" (p. 60). Students writing to the software compound their problems, for instance, by eliminating crucial information in an attempt to lower the numerical score Turnitin assigns (Gillis et al., 2009).

Overview

This activity is designed to help students identify the kinds of problems in their writing that Turnitin flags, and practice better citation. Students submit a small amount of writing before class or tutorial. During the class, the instructor first provides an overview of three common errors that Turnitin can help students see, then students review their own originality reports, revise their work, and receive feedback from peers on their revisions. In-class time: 45 minutes.

Before Class

Design a short writing assignment that will produce original work, and for which students must draw on existing literature in the field. For instance, you may pose a question relevant to a topic or concept in your course and inform students that they should respond to the question in a 1-2 page paper using 3 academic sources.

Students should submit their work through Turnitin, with Turnitin set to allow students to see their originality reports. They should print their originality reports and bring them to class.

In Class

Possible introductory remarks

You might wish to activate students' prior knowledge, asking them what they know about citation

and why we cite others in academic work. Some take-home points you can emphasize include why drawing on other scholars' work is so important in your field of study (e.g., allows writers to enter a conversation and advance new ideas, provides theoretical basis for empirical analyses, etc.), and how research and scholarship rely on academic integrity to protect those who do this work. Also emphasize that the practice of drawing on others' writing provides students with an opportunity to demonstrate how they understand the material.

Beginning the lesson: 3 Problems Turnitin Might Flag

Using a sample that resembles the students' assignment as closely as possible, demonstrate some of the top writing errors that Turnitin helps students to see. (Note: the following examples simulate the way that Turnitin highlights text that matches another source in its database.)

1. Copy and Paste Error

This occurs when students copy a significant amount of text (for instance, seven or more words) from a source without altering it and without using quotation marks. Students may believe that this practice is acceptable as long as they include the source; you can demonstrate how, even with a citation, copy and paste is a problem because the text appears as paraphrasing when it is in fact a direct quotation.

Example: In response to the global economic crisis that began in 2008, several European countries have implemented fiscal austerity programs that have negative consequences for citizens' health and for the economy. For instance, some governments have scaled back health services by introducing or raising user fees. **Rises in user charges are a particular cause of concern, because they increase the financial burden on households and probably reduce the use of high-value and low-value care equally, especially by people with low incomes and high users of health care, even when user charges are low** (Karanikolos et al., 2013). Karanikolos et al. (2013) argue that people facing user fees may avoid seeking primary care, causing their conditions to worsen. Because people end up using emergency services that are far more costly to the system, **"cost savings and enhanced efficiency are scarce"** (Karanikolos et al., p. 3).

Showing students the original source alongside a purpose-made text allows you an opportunity to compare and contrast a copy and paste error (the first highlighted section), proper paraphrasing (the subsequent sentence and a half), and the correct use of quotation marks (the second highlighted section).

2. Find and Replace Error

When making this error, students often mistakenly believe that paraphrasing can be accomplished by changing a few words or phrases, and they keep the basic structure and

content of the source material.

Example: Kathy Davis (2008) considers how and why intersectionality theory has become so popular in feminist scholarship. She notes that intersectionality addresses the most pressing concern within feminist scholarship, acknowledging differences among women. The very fact of differences among women has become the top subject of feminist theories in contemporary times. This is because it deals with the most pressing problem facing today's feminism, which is the long and painful legacy of its exclusions (K. Davis, 2008).

One recommendation for students: put the article/book away when writing, since even the most accomplished writers struggle to paraphrase creatively with the source in view. Suggest that students read the source material, put it away, and then pretend they need to describe what they just read to a friend or relative who is not a content expert. If typing out the words still proves difficult, they can try recording themselves and transcribing what they say. After students have captured the ideas in their own words, they can return to the text to verify that they have represented the source accurately.

3. Half-and-Half Error

This error occurs when a student correctly cites part, but not all, of a source. Students who make this error are often struggling to find a unique way to introduce a quotation. In this instance, the highlighted text will reveal a directly quoted, but uncited, signal phrase.

Example: Early 20th-century women certainly faced difficulties in entering into and advancing within the field of psychology, and while several male psychologists receive praise for supporting women psychologists' education, Robert Proctor and Rand Evans (2014) argue that this support was often ironic. These male psychologists' writings about the supposedly biologically determined physical, emotional, and intellectual inferiority of women "were not only theoretical essays but also calls for policy changes in education and society in general that would bar most women from any form of education" (Proctor & Evans, 2014, p. 2). In addition to providing students with different options for introducing and contextualizing a quotation, a discussion about the half-and-half citation problem gives you a chance to stress the importance of analyzing all quotations rather than leaving readers to interpret them.

The above examples all focus on errors that can lead students to breaches of academic integrity, but even when there is no such risk, there are other writing problems that Turnitin may help to flag. Two common issues are:

1. Overreliance on one source. Because Turnitin uses different colours to highlight text from different sources, when one colour shows up frequently, this might be a sign that the student should try to diversify sources.
2. Mix and match. Turnitin's colour-coding system also helps flag when there are many direct quotations from different sources within one paragraph. In this case, students may be struggling to synthesize material, and are simply repeating what other authors have written rather than making larger claims about trends in the literature.

Once you see your students' originality reports, you will be able to focus your lesson on their most pressing areas of improvement.

Individual and Group Work

Students are now better prepared to work with their own originality reports in class, with the instructor available to answer questions and provide guidance.

Step 1: Students look at the highlighted sections of their own originality reports and identify any problems with their citation practices.

Step 2: Students work individually to correct at least one error.

Step 3: In pairs, students discuss the issue(s) they found and the changes they made, then trade papers to provide feedback to one another.

Step 4: Class discussion to debrief the exercise and answer any outstanding questions.

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Turnitin Instructional Guides

Instructor Resources	Student Resources
Instructional Guides	Instructional Guides
Add a Turnitin Assignment	Upload an Assignment to Turnitin
Viewing and Downloading Turnitin Assignments	Using PeerMark in Turnitin
Viewing the Similarity Report	Viewing the Similarity Report
Websites	Websites
Turnitin Feedback Studio for Instructors Guide	Turnitin Feedback Studio for Students Guide