Curtin University

academicintegrity.curtin.edu.au

ACADEMIC INTEGRITY
AT CURTIN

STUDENT GUIDELINES FOR AVOIDING PLAGIARISM

BE SMART
BE INFORMED
BE ORIGINAL

A PDF version of this booklet is also available online at:

http://academicintegrity.curtin.edu.au/global/studentbook.cfm

1. WHY DO I NEED
TO KNOW ABOUT ACADEMIC INTEGRITY?

When you enrolled at Curtin University you entered a community which upholds five core values: integrity, respect, courage, excellence, and impact. (http://www.curtin.edu.au/livingourvalues/curtins-values/index.cfm)

These values align with long-standing principles of academic integrity described by The Centre for Academic Integrity (1999).

A Curtin degree has prestige in the wider community because of the commitment made to the principles of academic integrity. Future employers can be assured that Curtin promotes academic integrity and expects students to behave honestly in the pursuit of their studies whilst taking responsibility for the integrity of their work.
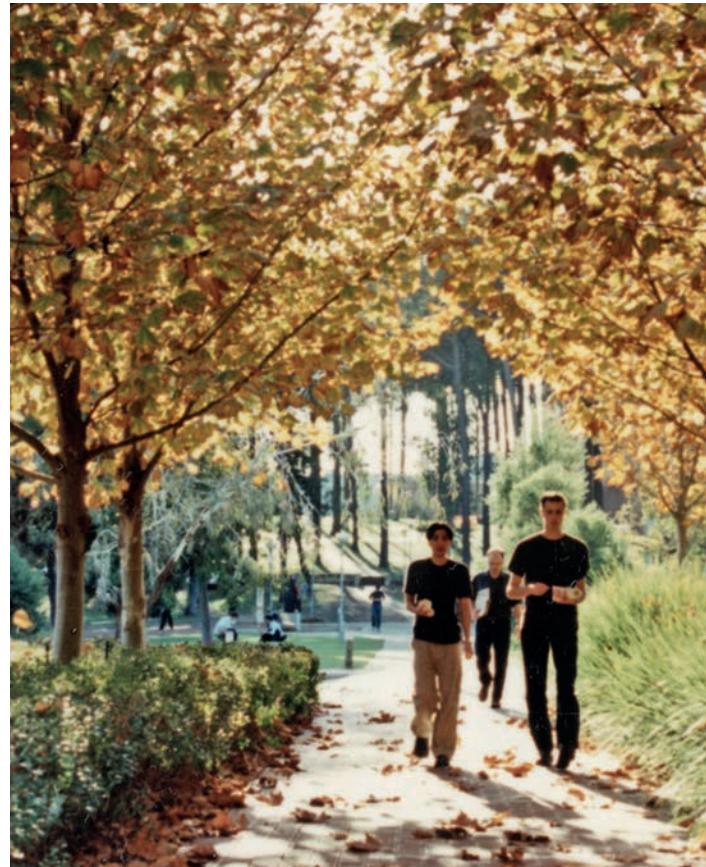
Curtin Values and Academic Integrity

Integrity: honesty, trust and fairness

Academic honesty underpins respect for knowlege and its development. Academic staff must be honest in their research and in their dealings with other staff and with students. Students must be honest with themselves and others, in their personal ambition, study and in their involvement in the assessment process.

Trust follows academic honesty. Society trusts an academic institution which, through its mission, public work and in how it deals with employees and students, demonstrates commitment to academic integrity. Staff trust the institution to uphold honest scholarly enterprise. Students trust their lecturers to guide their learning and to uphold the values to which the institution aspires. Academic staff trust students to work honestly, and with effort, to achieve their personal goals.

Everyone in an academic community expects to be treated fairly. Fairness is expressed in the institution's standards, practices and procedures, and in all interactions between the institution, its staff and its students. Judgements about the work of staff must be fair and accountable. Assessment of the work and learning of students must be fair and accountable.

Respect: Respect comes from meeting high and honourable expectations. Society has respect for an academic institution that is seen to uphold high standards of conduct in learning, teaching and research. Respect among those in an academic community means interacting with civility and justice, and valuing others and their work. Self respect comes from active and honest involvement in the learning and academic process.

Courage: Those in an academic community have the right to expect that the principles of academic integrity and scholarship will be upheld. However, with rights come responsibilities. Responsibility for academic integrity and scholarship thus rests with every member of the community. This sometimes requires us to have the courage to challenge the actions of others and to take specific actions to ensure that academic integrity is upheld.

Excellence and Impact: By upholding the principles of academic integrity the members of our academic community are inspired and enabled to achieve excellence. With trust, it becomes possible for our work to have impact.

(adapted from "The fundamental values of academic integrity" The Center for Academic Integrity, 1999).

As a student you are a member of this community and you are asked to work to uphold the principles of academic integrity during your course of study. Curtin's Student Charter sets out the expectations and responsibilities of students; specifically it states "Students also have responsibilities and are expected to: … recognise that cheating, plagiarism and fabrication or falsification of data are not acceptable" ("Student Charter", 2011, para.6)
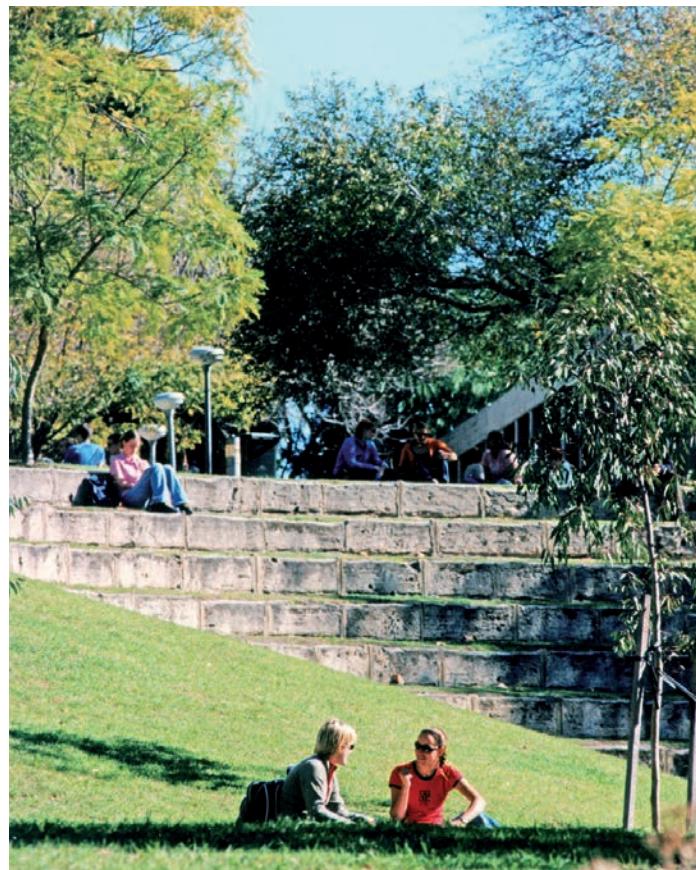
1.1 BREACHING ACADEMIC INTEGRITY

There are a number of ways in which students may breach academic integrity, including cheating, interfering with the learning of others and plagiarising.

Depending on the type and extent of the breach of academic integrity it may constitute academic misconduct. Curtin takes academic misconduct seriously and there are penalties for students found guilty of academic misconduct.

At university, students are expected to demonstrate their own understanding and thinking using the information or ideas provided by 'others' to support and inform their work, whilst making due acknowledgement to the source. There are prescribed academic conventions students must learn and use to avoid plagiarising the work of others.

This booklet is about plagiarism. It describes what plagiarism is, shows you how to appropriately use and acknowledge the work and information provided by others, and indicates what you can expect to happen if you do plagiarise.

For information about other breaches of academic integrity, including academic and general misconduct, refer to Statute 10 - Student Discipline (http://students.curtin.edu.au/rights/conduct.cfm).

1.2 DEFINITIONS AND TERMS

Many of the terms used in this booklet need explanation. Do you know the meaning of the highlighted words in the following passage?

The definition and examples of plagiarism provided in this booklet indicate that closely paraphrasing sentences, paragraphs or ideas is considered plagiarism. The use of other people's ideas without appropriate acknowledgement is considered to be plagiarism. You will need to learn how to paraphrase well and remember that even if you have paraphrased, you will still need to acknowledge the source by using a citation. In order to acknowledge the work appropriately you need to know how to use in-text citations based on the referencing style suitable for your discipline. Some of you will need to spend some time learning scholarly writing skills, particularly in the use of citations and paraphrasing. These skills will not necessarily be addressed in your course work but will be expected to be demonstrated in all academic work produced.

A glossary of common terms, provided in Section 6, explains these and other terms that are referred to in this booklet.

2. WHAT IS PLAGIARISM?

Plagiarism means presenting the work or property of another person as one's own, without appropriate acknowledgement of their work. There are many different ways that plagiarism can happen and you should be aware of these. Consider the descriptions below of different ways that plagiarism can occur.

Forms of Plagiarism	Explanation
Originality of work	
Too closely paraphrasing sentences, paragraphs or ideas, e.g. copying sentences and substituting words with similar meaning.	When paraphrasing from a source, the meaning of the sentence or paragraph should be expressed in your own words without copying either the words or the structure of the sentence/paragraph. See Section 3 for more on paraphrasing.
Submitting your own previously submitted or assessed work without permission or acknowledgement. Submitting your own previously submitted or published work for publication elsewhere without permission or acknowledgement.	This is known as self-plagiarism. Once you have submitted academic work for assessment or credit, it is considered dishonest to then submit the same work for further credit elsewhere. See Section 3 for more on avoiding self-plagiarism.
Submitting written or creative work which has been produced by someone else and claiming authorship for it, including: • reproducing all or parts of another student's work (including students who have previously completed the same unit) • allowing another person to do the work for you • contracting another person to do the work for you • purchasing work from another source.	It is dishonest to ask, arrange for or pay someone to do work for you that you will later claim or present as your own. This applies to the use or purchase of material from websites or anyone offering academic writing services.
Allowing or contracting another person to edit and substantially change your work.	If you ask someone to edit or proofread your work make sure that person only highlights or indicates where there are problems rather than fixing the problem or changing the text or work for you. If you employ an editor to assist you with the production of your assignment or thesis you should include an acknowledgement indicating that an editor was used and provide a description of the scope of the edit. See Section 3 for more on avoiding plagiarism from editorial input.

Forms of Plagiarism	Explanation
Acknowledgement of work	
Copying/using words, sentences or paragraphs which are the work of other persons without due acknowledgement. This includes copying from: • published works e.g. books, articles, theses or reports • unpublished works, e.g. assignments, letters/memos/personal communications (including e-mails), and raw data • seminar and conference papers • teaching material, including lecture notes • web site content, material published on or sourced from the internet. Copying/using another person's creative work without due acknowledgement. This includes: • music, sound, scores • creative or visual artefacts • photographs or images • video or multimedia material • designs or ideas • computer programs or source code.	Students may make a copy (this includes photocopying or downloading .pdf files) of other's work to inform their research or study. This is different from copying sentences or paragraphs from a work and incorporating it into your assignment which you then submit for assessment. The first type of copying is governed by copyright laws while the second type of copying is governed by the conventions of academic writing and academic integrity. Under the 'fair dealing' provisions of the Copyright Act students may copy a 'reasonable portion' of a work without asking permission from the copyright owner to use the work for study or research. There are different rules about what is a 'reasonable portion' for different types of material (for more information visit http://copyright.curtin.edu.au/). Copying others' work and including it in an assignment requires that you correctly indicate that the work is not yours. This demonstrates respect for other authors/creators, who publish/present their work trusting that others will respect its authorship/ownership. See Section 3 for more on acknowledging sources.
Group work	
In the case of group projects, falsely claiming authorship without making an adequate contribution.	If you do not collaborate/participate/contribute in the group work you cannot claim it as your work. See Section 3 for more on avoiding plagiarism in group work.
In the case of group projects, attributing authorship to group members who failed to contribute.	In the same way that false representation about your work is dishonest, false representation about the work of others with whom you work is dishonest and may be treated as plagiarism.
Collaborating too closely on work that is intended to be completed individually.	While it is acceptable to discuss the assessment task with colleagues, if the assessment is meant to be completed independently each student is responsible for preparing their own submission. Working with another student(s) to assist you or them to complete an assessment task may result in similar work being presented. This may be viewed as collusion. See Section 3 for more on collusion.

2.1 WHAT IS SELF-PLAGIARISM?

Self-plagiarism (or auto-plagiarism) occurs when you submit work or large sections of previous assessments of your own for different assessments either in the same unit or subsequent units. It can also occur where a student is required to repeat a unit and the work completed when the student first undertook the unit is submitted again.

Self-plagiarism can also arise when a student re-uses work they have previously presented/published, for example in journals and at conferences.

It may be possible to re-use some of your earlier work providing it is acknowledged appropriately and permission obtained where the duplication is more extensive.

2.2 WHAT IS COLLUSION?

Collusion is a form of agreement between two or more people to act with the intention to deceive an assessor as to who was actually responsible for producing the material submitted for assessment. The agreement may be overt (openly discussed) or covert (not specifically discussed but implied).

In academic work, collusion can occur if you work together with others on an assignment that is meant to be individual work. It can also occur when, contrary to instructions, you assist another student to complete an assignment or when you request/accept assistance from another student such that the work you submit is not wholly your own.

Sharing of assignments or other work via social networking or other means between students or past students may be viewed as collusion.

2.3 WHAT IS CONTRACT CHEATING?

Contract cheating (Clarke & Lancaster, 2006) involves posting (or having someone post on your behalf) a message on a website or community forum asking for people to bid on the job of writing your assignment. Purchasing essays or other work from someone or from a website also involves contracting for services with the intention to deceive. Both breach academic integrity and could lead to charges of academic misconduct.

2.4 WHAT IF I DID NOT MEAN TO PLAGIARISE?

The fact that you didn't mean to do it does not prevent it from being plagiarism. Plagiarism involves deception; if a reader is deceived into thinking that what you have written or presented is your own work when it is not then you have plagiarised. If that reader is giving you credit for that work (i.e. assessing your work), any deception results in the assessment process being compromised. Throughout your coursework you will be judged on your knowledge and understanding of, and skills and behaviours representative of, your discipline area. You will be encouraged to build your ideas and your knowledge on the work of others, but in ways that demonstrate respect for the work of others and demonstrates fairness for other students trying to do the same.

2.5 WHAT IF OTHERS AROUND ME PLAGIARISE?

Deciding what to do in this situation can be very difficult. However, integrity will only be upheld if we are true to Curtin's value of courage and take action. If you become aware of plagiarism, collusion, contract cheating or any other breach of academic integrity then your duty is to report this. You can make a confidential report to the Unit Coordinator, or, if necessary, to the Head of School. You are also able to take the issue to the Integrity and Standards Unit. In each case you will be able to do this in a safe and private space.

2.6 LEVELS OF PLAGIARISM AT CURTIN

Curtin University identifies three levels of plagiarism - Levels I, II and III.

Level I plagiarism is plagiarism that is perceived to be due to a student's inexperience with academic writing or presentation of academic work, or a lack of knowledge of the conventions used for referencing or acknowledging sources, rather than an intention to deceive. Level I plagiarism may only be applied to incidents where the student meets the 'New to Curtin' criteria:

- a student enrolled in any pre-Bachelor, undergraduate, or postgraduate course who has not yet successfully completed the designated unit (or appropriate alternative) within the course, in which information and instruction about academic integrity is provided, and has completed less than 50 credit points at Curtin (or on their record) or has been enrolled in less than two study periods at Curtin.

- a student enrolled in a Higher Degree by Research degree who has not yet submitted their candidacy document.

Where the student is expected to be more experienced (i.e.no longer meets the 'New to Curtin' criteria), yet produces work that contains inadequate paraphrasing, inadequate referencing or acknowledgement of sources, or includes material (e.g. sentences, images, computer code) that is copied, it will not be excused as Level I plagiarism and will be viewed as either Level II or III plagiarism.

Level I plagiarism is not considered to be academic misconduct.

Level II plagiarism is more serious than Level I plagiarism and describes incidents where student conduct is considered to be dishonest and unfair in connection with their academic work. This may arise if your work:

- shows poor understanding or ignorance of academic integrity or academic conventions, where adequate knowledge would have been expected

- where intention to deceive an assessor or cheat by way of plagiarism is apparent, but where the overall effect or consequence of the plagiarism does not significantly compromise the assessment process.

Level II plagiarism is considered academic misconduct.

Level III plagiarism is the most serious form of plagiarism and describes incidents where student conduct is considered to be dishonest and unfair and the overall effect or consequence of the plagiarism compromises the assessment process. This may arise if your work:

- has been obtained from another person or source

- is identical (or very close to) your own or other students' work (including assignments from previous years or other units)

- consists of large sections copied from other sources and presented as your own (without citation or referencing, inadequate or misleading referencing)

- lacks necessary citation and referencing or contains fabricated referencing.

Level III plagiarism is considered academic misconduct.

IS THIS PLAGIARISM?
YOU BE THE JUDGE

Two second-year students, Amy and Carin, handed in substantial assignments (worth 30%) that were practically identical. When the tutor questioned them, she found that Amy had finished the assignment early and had then given it to Carin to help her get started. Unbeknown to Amy, Carin then copied most of it and submitted the assignment under her own name.

DID CARIN PLAGIARISE?

If so, what level of plagiarism is it and what penalty might be imposed?

AND THE VERDICT IS...

This is Level III plagiarism. Carin knowingly copied Amy's assignment and submitted it as her own. The penalty is likely to be loss of all marks for the assignment, or worse, especially as she is a second-year student who should have been aware of the seriousness of her actions.

Amy might also be cautioned for assisting Carin to commit an offence. Although it appears Amy did not intend Carin to copy, some would argue that, by her actions, she assisted Carin to commit plagiarism.

3. WHAT CAN I DO TO AVOID PLAGIARISM IN MY WORK?

Scholarly writing is a skill that all students are expected to develop. It involves examining the work that others have done on the topic, combined with your own opinions on the content, its quality or validity and conclusions made. Competent scholarly writing is not developed overnight and must be practised and refined as you progress through a course. You will be introduced to academic writing conventions and requirements in this book and during the first semester of your course.

The teaching staff or research supervisors are there to advise you and can help to clarify expectations around academic writing and academic integrity.

3.1 WHAT ACADEMIC WRITING CONVENTIONS DO I NEED TO UNDERSTAND?

Academic writing is a particular style of writing used to convey new knowledge or to discuss, analyse or critique existing knowledge. This style of writing is generally formal and incorporates an objective stance and follows specific rules or conventions for acknowledging the sources of knowledge used. Academic writing conventions include appropriate use of referencing, quoting and paraphrasing. These are described in the following sections.

3.1.1 REFERENCING

Referencing provides the reader of your work with the information required to be able to check on the sources you have used. The reader may agree with your interpretation of the ideas or may choose to disagree with you, but either way it is necessary that you provide them with the means to make their own judgements. It allows your tutor/lecturer to determine where you have taken your ideas from, how widely you have read about the topic and to decide how well you have understood the resources and been able to incorporate different ideas into your own understanding.

If your work contains exceptionally well-written text and innovative ideas but has no citations or references, your tutor may question its authenticity. Remember, your tutor is familiar with the topic and has read widely so has probably encountered much of what others have said.

If you have not adequately cited or referenced your work you may be asked to respond to a charge of plagiarism, refer to Section 5 in this booklet.

How do I make a citation or reference?

How you make citations or reference the source of your information depends on the style of referencing required by your discipline area. Information about which style you should use will be advised by the teaching staff and detailed in your unit outline.

Curtin University Library provides guides to the following standard referencing styles:

- American Psychological Association (APA)
- Chicago Author-Date
- Vancouver.

The Library also provides links to other referencing styles, e.g. Harvard, Footnotes (Chicago/Turabian style) and Modern Language Association (MLA). For further information see http://libguides.library.curtin.edu.au/content.php?pid=141214

Each referencing style guide has examples of how to insert the citation (also called the 'in-text citation') into your written work and how to format the references provided at the end of the work. There are two approaches to in-text citations:

1. the sentence is written without mention of the author's name and the acknowledgement is included after the sentence, e.g.

   The feedback provided to students on their assessment task, where hand written, was not always decipherable (Tiffovich, 2013).

2. the author's name is included in the sentence, e.g.

   Tiffovich (2013) concluded that the feedback provided to students on their assessment task, where hand written, was not always decipherable.

In these examples the author's family name and the publication date are detailed in the citation. This style is consistent with the APA, Chicago Author-Date or MLA styles of referencing. Other reference styles, such as Vancouver and Footnotes use a numbering system. References are numbered according to the order in which they appear in your work. The numbers are placed in the text of your work in brackets or superscript, for example

Tiffovich[1] concluded that the feedback provided to students on their assessment task, where hand written, were not always decipherable.

In some situations you may decide to quote a small section of the authors original work, using their words instead of your own. In this situation you are also required to provide the page number, for example

"The nature of feedback provided to students on their assessment task can be limited in circumstances where handwritten comments made by the marker are illegible to the student reader" (Tiffovich, 2013, p.102).

or

"The nature of feedback provided to students on their assessment task can be limited in circumstances where handwritten comments made by the marker are illegible to the student reader."[1]

In most referencing styles the details of the work of the authors identified in the citations are listed in the reference list. Some referencing styles use footnotes instead, where the full details of the source are given at the bottom of the page in which the in-text citation occurs.

Some examples of how to cite and reference using three different reference styles are provided on page 10. The referencing guides provided by the library give more details and examples for how to cite a variety of sources and should be referred to when you complete an assessment.

If you look carefully at the examples provided you can see differences in the location of text, punctuation used, and use of such things as brackets and italics. You have to pay particular attention to these differences to ensure you fulfil the referencing style requirements for both the citations and reference list detailed in your assessment. Getting this correct can take some time so be sure to allow time for this in your assignment time management plan.

It is strongly recommended that you:

- refer to the definitive referencing style source for information (for example, the *Publication manual of the American Psychological Association*) and use the Library referencing guides (these sources are updated regularly and therefore may be more current that those provided for illustration purposes in this booklet)
- seek advice from your teaching staff/supervisor if you are experiencing difficulties
- use the referencing style (and edition/version) recommended by your school or department and any additional requirements that are provided by these areas.

American Psychological Association (APA) (6th edition) referencing style	
Citation	**Reference**
The pedagogical curriculum comes closest to the philosophy recommended for educating young adolescents (Beane, 1998; Hargreaves, Earl & Ryan, 1996) although it is often perceived to consist of what Young (1971) calls "low-status knowledge" (p. 20).	Beane, J.A. (1998). Reclaiming a democratic purpose for education. *Educational Leadership, 56*, 8-11. Retrieved from http://search.proquest.com Hargreaves, A., Earl, L., & Ryan, J. (1996). *Schooling for change: Reinventing education for early adolescents.* London: Routledge. Young, M.F.D. (1971). An approach to the study of curricula as socially organized knowledge. In M.F.D. Young (Ed.), *Knowledge and control: New directions for the sociology of education* (pp.19-46). London: Collier-Macmillan.

Chicago Author-Date (16th edition) referencing style	
Citation	**Reference**
The pedagogical curriculum comes closest to the philosophy recommended for educating young adolescents (Beane 1998; Hargreaves, Earl, and Ryan 1996) although it is often perceived to consist of what Young (1971, 20) calls "low-status knowledge".	Beane, James A. 1998. "Reclaiming a Democratic Purpose for Education." *Educational Leadership* 56: 8-11. http://search.proquest.com.dbgw.lis.curtin.edu.au/docview/224853414/fulltextPDF?accountid=10382 Hargreaves, Andy, Lorna Earl, and Jim Ryan. 1996. *Schooling for Change: Reinventing Education for Early Adolescents.* London: Routledge. Young, Michael F.D. 1971. "An Approach to the Study of Curricula as Socially Organized Knowledge." In *Knowledge and Control: New Directions for the Sociology of Education*, edited by Michael F.D. Young, 19-46. London: Collier-Macmillan

Vancouver referencing style	
Citation	**Reference**
The pedagogical curriculum comes closest to the philosophy recommended for educating young adolescents[1-2] although it is often perceived to consist of what Young[3] calls "low status knowledge".	1. Beane JA. Reclaiming a democratic purpose for education. Educ Leaders.1998; 56(2): 8-11. 2. Hargreaves A, Earl L, Ryan J. Schooling for change: reinventing education for early adolescents. London: Routledge; 1996. 3. Young MFD. An approach to the study of curricula as socially organized knowledge. In: Young MFD, editor. Knowledge and control: new directions for the sociology of education. London: Collier-Macmillan; 1971. p.19-46.

Referencing software

EndNote software enables you to build a 'library' of your references. Using EndNote you can automatically insert citations into your work and generate a reference list in the adopted referencing style. It also allows you to automatically reformat an assignment or a paper from one referencing style to another, which can save many hours of work, particularly if you have to use more than one referencing style in your course or for publications.

For further information see the 'EndNote' link, accessible from the Library homepage or the 'My Library' tab at your OASIS login screen.

The library runs EndNote workshops and has self-help guides and online tutorials. For further information, see http://libguides.library.curtin.edu.au/endnote-x5

3.1.2 QUOTING

The original work of an author can be successfully incorporated into your work by using a direct quotation (reproducing the words exactly as written in the original); but for more than one sentence, it is usually better to paraphrase.

Use quotes where you:

- cannot express the idea in a shorter form

- particularly want to *draw attention* to an author's comments that support your own position or argue against it

- want to capture the 'power' of the words used by the author.

Whenever you use the words or sentences of an author you must precisely replicate the text and provide the associated citation and reference details. Generally, referencing systems require the text to be noted within quotation marks, however longer passages (for example, more than 30 words) are generally presented without the use of quotation marks but the entire passage is indented within the margins used for the main text. The actual formatting for this will vary depending on the referencing style you use.

3.1.3 PARAPHRASING

Paraphrasing means incorporating the ideas from an author's passage of text into your own work. To paraphrase you must use your own words and the sentence/paragraph structure must be different from the original. Copying a sentence and using a thesaurus to make word substitutions is not paraphrasing as the sentence structure remains the same. When paraphrasing, even though you have put the ideas into your own words, you must include a citation so that it is clear to the reader that the idea(s) presented is not yours.

Paraphrase if you want to include ideas from other authors to support your own ideas or if you are able to condense the paragraph into fewer words that convey the idea equally well. If you cannot fairly paraphrase, it is better to quote the author verbatim and acknowledge this appropriately. However, remember that copying blocks of text is not appropriate and quotations should be used sparingly through your work to allow the assessor to evaluate your thoughts or opinions as well as your understanding of the topic. Paraphrasing demonstrates that you have understood the ideas and are able to use them successfully in your own thinking.

Paraphrasing can be difficult to do well and needs practice; even those with exceptional writing skills can at times struggle with paraphrasing. However, it gets easier with practise.

Steps for paraphrasing

1. Select the passage that you wish to paraphrase.

2. Read the passage several times and note the key words.

3. Using these words and without referring to the original source of the information try to verbalise what the author is saying – imagine you are explaining it to another student.

4. Using your own words write an account of what you have just read and verbalised.

5. Check your text against the original text to confirm you have captured the idea in your own words.

6. Use the text in your work, and include a citation and reference.

Putting paraphrasing into practice

1. First, read the paragraph below several times.

   Mirow and Shore (1997) argue that digitalising text per se, regardless of its origins, changes the relationship between author and reader and makes plagiarism more likely. They argue that moveable type made authors see their work as valuable and therefore worth defending from the wider readership's use, thus triggering copyright laws. However, digitalising text means anyone can use it, manipulate it and seem to 'own' it so that students become 'word brokers'. Once they detach blocks of texts from their original authors (often losing the attribution information through 'inattentive research practices' (p.42), they then treat the captured blocks as their own (Carroll, 2002, p.15).

   The reference for this work is:

   Carroll, J. (2002). *A handbook for deterring plagiarism in higher education.* Oxford: The Oxford Centre for Staff and Learning Development.

2. Try to paraphrase the paragraph yourself, using the previously suggested steps for paraphrasing.

3. Compare what you have written with the three paraphrased examples that follow. Decide if your version would constitute plagiarism and if so determine how you could modify your text to avoid this.

PARAPHRASED TEXT - EXAMPLE ONE

Plagiarism is more likely if the text is digitalised because the relationship between the author and the reader is changed. Copyright laws have been triggered from the use of moveable type that has made authors see their work as valuable and worth defending.

Text loses ownership with the use of digitalisation and the student is able to change it, manipulate it and cut and paste without a sense of obligation to the author. In a sense, students become word brokers. Poor research practices also allow blocks of information to be saved without the citations to the original authors thus increasing the likelihood that these blocks of text will be used as their own.

DISCUSSION

This is plagiarism. The paragraph is 'too closely paraphrased'. Chunks of text are reproduced e.g. "plagiarism is more likely", "moveable type", "made authors see their work as valuable and worth defending", "students become word brokers", "blocks ... as their own", "manipulate it" are used without any citations or quotation marks. In the original paragraph ownership of certain words is shown with quotation marks and a citation. These ideas belong to other authors, Mirow and Shore, and have been accurately cited by Carroll (note the reference to Mirow and Shore at the beginning of the paragraph with the date of the publication in brackets). However, in the paraphrased version there is no acknowledgement of any of the authors, Mirow and Shore or Carroll. In addition, the original structure of the text has been retained.

PARAPHRASED TEXT - EXAMPLE TWO

Mirow and Shore (1997) argue that text once digitalised changes the relationship between author and reader making it more likely that plagiarism will occur. In the days of moveable type authors saw their work as valuable and copyright was developed to protect their work. Once digitalised, text loses its ownership and makes it easier for the student to cut and paste and use blocks of text as if it originated from themselves. Sloppy research practices also contribute to the lack of attribution of ownership to blocks of text that are then used as the student's own work.

DISCUSSION

This is also plagiarism. Some of the work is attributed to Mirow and Shore by adding in their names and the citation (1997). The full reference would be found in the reference section. This, however, has been directly lifted from Carroll's work and presented in such a way to suggest that the writer has only read the Mirow and Shore reference. The basic structure of Carroll's paragraph has been retained but no acknowledgement has been given to her work. Sections of the text are copied from the original without quotation marks or acknowledgement.

PARAPHRASED TEXT - EXAMPLE THREE

Mirow and Shore (as cited in Carroll, 2002) emphasise that the advent of the computer, allowing ease of manipulation of text, has contributed to the large-scale problem of loss of ownership of written works for many authors. The ownership of a piece of work, cut and pasted from digitalised text, can be easily lost through sloppy note-taking when doing the initial research. Hence, the advent of the computer, where text 'floats in cyberspace' with no apparent ownership, has contributed to an escalation in plagiarism.

DISCUSSION

This is acceptable. The Carroll reference would be found in the reference list. Carroll has been acknowledged for her work and Mirow and Shore have also been acknowledged. The acknowledgement shows that the Mirow and Shore work has been taken directly from the Carroll article and the original has not been referred to. Alternatively, the Mirow and Shore article could have been accessed and used as a direct reference instead of citing it through Carroll's book. The paraphrase does not retain the original structure of the text and introduces a slightly different way of viewing the problem.

3.2 HOW CAN I AVOID PLAGIARISING WHEN I WORK WITH OTHER STUDENTS?

The ability to collaborate with others and to work effectively in groups or teams is highly valued by employers and you are expected to develop these skills throughout your course. Discussing the topics you are learning with fellow students can support your learning or provide opportunities for clarification. However, when it comes to the development of an assignment it is important that you are clear whether it is intended to be an individual or group assignment.

Group projects or assignments may incorporate the evaluation of your collaboration or team working skills as well as the work that you produce as a group. If your individual contribution is to be assessed separately make sure you know how this is to be done, and then do it honestly. It is considered plagiarism to falsely claim authorship without contribution or to attribute authorship to group members who failed to contribute.

You can avoid plagiarism in group work by:

- complying with academic writing conventions in any work that you contribute towards the group assessment

- ensuring that you have read the contributions by other members of the group and that their work complies with academic writing conventions, since you will be claiming co-authorship

- behaving honestly with regards to the individual contribution that you and others make towards the group assessment

- discussing with teaching staff when you are not able to equally contribute to a group assessment task.

Collusion should not be mistaken for collaboration. Collaboration involves shared contribution towards a group task. Collusion is an agreement made with another person to deceive others. In academic work, it can occur if you work together with others on an assignment that is meant to be individual work (also referred to as 'collaborating too closely'). It can also occur when you assist another student to complete an assignment contrary to instructions. The result may be that each of you hands in a very similar piece of work without admitting to the collaboration. It is acceptable to get help from or provide help to others, and to discuss ideas and strategies, but you should only take notes and then independently complete your assignment. This will prevent too many similarities in your work and reduce the possibility of being accused of cheating.

3.3 CAN I USE MY OWN WORK?

If you are repeating a unit you must approach each assessment afresh. Even if the assignment appears to be the same as one you completed previously there can be differences in the description or in the requirements and you should be sure to address these differences. In addition, you should aim to demonstrate an improved understanding of the topic or area of study and to address any feedback that you may have received on previously submitted assignments. To avoid self-plagiarism any paragraphs or components of the previously submitted work that are direct copies must be quoted and cited.

Research students completing coursework should discuss issues of possible self-plagiarism with their supervisor before using candidacy or thesis work in assignments and before incorporating assignment material in their thesis.

Research students seeking publication must also ensure that material from their thesis or other publications is correctly quoted and cited.

IS THIS PLAGIARISM?
YOU BE THE JUDGE

A first year student, Romy, handed in a laboratory report in which she had included four illustrative graphics, none of which were cited or referenced. She did not use the original graphics, but had carefully re-drawn each one. As the graphics were not original, Romy did not think that she had to cite or reference them.

DID ROMY PLAGIARISE?

If so, what level of plagiarism is it and what penalty might be imposed?

AND THE VERDICT IS...

This may be plagiarism, but it would depend on the nature of the graphics. If they were common representations such as rough graphs, commonly used illustrations or very general diagrams not clearly 'owned' by another, then Romy need not have referenced them. If they were original and creative works, such as a unique representation of an idea or a cartoon or a well-constructed graph for example, they do need to be referenced. This is a situation where it would have been beneficial for Romy to ask for advice. When in doubt, it is better to acknowledge than not.

As a first year student this would be probably dealt with as Level I plagiarism, assuming that Romy met the criteria as a 'New to Curtin' student.

3.4 CAN I USE AN EDITOR?

If you are considering hiring an editor or asking someone to proofread or edit your work you should make sure that you clearly outline your expectations for the scope of the edit. Professional editors, as part of their usual role in document production, often make changes within the document. However, as a student submitting your work for assessment, accepting the changes of an editor may be seen as plagiarism as you are claiming the work of someone else as your own.

In outlining the scope of the role of the editor specify that they are not to change the text directly but rather to indicate where they perceive problems exist. If you provide them with an electronic copy of your document it is preferable for them to use commenting tools rather than to change the original text. The elements of a document that an editor may be able to check for you are:

- typographical and spelling errors
- errors in word usage
- errors in grammar and syntax
- errors and inconsistencies in punctuation
- consistent use of formatting, capitalization, abbreviations, or systems of measurement (metric versus imperial)
- consistent and accurate application of academic writing conventions such as captions for tables/figures, formatting of in-text citations and referencing
- connections and transitions between paragraphs and sections.

When reviewing the editor's comments you can implement corrections for spelling, punctuation, formatting and style but should carefully consider recommendations that could substantially alter the meaning, the flow, or the originality of your document. As much as possible consider recommended sentence or paragraph changes and put them into your own words.

If you plan to use an editor for your thesis it is recommended that you:

- discuss your desire to use an editor with your supervisor before approaching an editor
- discuss the scope of the edit with your supervisor and ensure that the editor understands and agrees to apply this when reviewing your document
- indicate within the appropriate section of your theses that an editor was used and include a description of the scope of the edit

(The Royal Roads University, n.d.).

3.5 WHERE CAN I GET MORE ADVICE/HELP?

Your lecturers should help you with the correct conventions of communication within your discipline but ultimately the responsibility to learn how not to plagiarise is yours.

3.5.1 COURSES AND RESOURCES

Curtin has workshops and online activities available to assist you to develop your writing and referencing skills. The Learning Centre's online academic integrity program covers the key elements of integrating the information and ideas of others into your own work, focusing on note-making, paraphrasing/summarising, quoting, synthesising, and referencing.

You can find this resource at: http://unilifeonlineprograms.curtin.edu.au/tlc/academic-integrity/index.html

The Library also has an interactive online referencing tutorial and referencing guide. These guides can be found at: http://libguides.library.curtin.edu.au/content.php?pid=142343&sid=1212860 and http://libguides.library.curtin.edu.au/content.php?pid=141214

Alternatively, you can enrol in related workshops provided by The Learning Centre: http://unilife.curtin.edu.au/learning_support/learning_centre.htm

Students enrolled in Curtin Business School (CBS) can access workshops provided at the CBS Communication Skills Centre: http://business.curtin.edu.au/study/student_support/communication_skills_centre/index.cfm

The CBS Communication Skills Centre (CSC) resources page has a series of downloadable study guide 'newsletters' that covers a range of topics, including referencing and plagiarism. They can be found at: http://business.curtin.edu.au/study/student_support/communication_skills_centre/resources/index.cfm

3.5.2 ENGLISH ASSISTANCE

Students studying at Curtin are expected to behave with integrity in preparing and submitting their work for assessment purposes. If English is not your first language it is not an excuse for plagiarism. It may seem confusing and difficult to prepare your own work at first; the University recognises this and offers assistance with English language at:

The Learning Centre http://unilife.curtin.edu.au/learning_support/learning_centre.htm

UniEnglish http://unienglish.curtin.edu.au/

CBS Communication Skills Centre http://business.curtin.edu.au/study/student_support/communication_skills_centre/index.cfm

3.5.3 PLAGIARISM CHECKLIST

To assist you in avoiding plagiarism in your assessments a plagiarism checklist has been prepared. The plagiarism checklist is shown next and is available from the following link: http://academicintegrity.curtin.edu.au/local/docs/StudentChecklist.pdf

It is recommended that all students refer to this checklist prior to submitting an assignment. The checklist is an excellent tool to help you avoid plagiarism.

Some unit coordinators will instruct you to complete this checklist and attach it to your assignment to confirm that you have taken the necessary steps to avoid plagiarism in your work.

Some unit coordinators also require you to complete an assignment cover sheet that is submitted with your assessment. The coversheet requires you to sign a declaration confirming that the work is all your own and that you have not used unauthorised material. You should take this seriously. When you sign, you are stating that you have not plagiarised.

CHECKLIST TO HELP YOU PREVENT PLAGIARISM IN YOUR WORK

Make sure you have:

☐ 1. **Paraphrased correctly and included a reference to clearly indicate the parts of your work that are drawn from another person's work.**

You must clearly indicate which part of your work is drawn from somewhere else. Paraphrasing is when you use what someone else has said or written, but you write it in your own words. If you paraphrase you must include an in-text citation so the reader can locate the source.

☐ 2. **Used direct quotations sparingly.**

Carefully selected quotations add to the points you are making, but they don't, in themselves, add to the quality of your work. Put another way, if you submitted an essay made up entirely of quotations from other sources you would probably gain a low or zero mark. It is fine to occasionally quote other people, and it is expected that you do – but make sure you provide your own contribution or viewpoint. It is your work that earns you marks.

Direct quotes are generally put in italics and should always be put inside quotation marks. Longer quotes can be indented so they stand apart from the main body of the text. Each quote must be followed by an in- text citation.

☐ 3. **Provided a reference for every image, diagram or figure (unless you created it).**

Creation is when you produce something new. If you edit an existing item it would still need to be referenced.

☐ 4. **Included a reference list of all work cited.**

Make sure you understand what type of referencing protocol you are required to follow for your unit.

- *For text based assessments you will usually need to include in-text citations and a reference list that gives the full details of the source material.*
- *For visual based artefacts or portfolios you will usually need to include a reference list that gives the full details of the sources that you referred to when creating your work, anything that you have used and modified must be listed.*

☐ 5. **Kept a copy of the original sources that you have referenced.**

Always keep your work and the original reference together. Losing the original source of the information is poor academic practice, and it means you might end up submitting work without a reference; or, you might end up submitting it with the wrong reference. You could, at any time, be required to produce the original source for comparison.

☐ 6. **NOT used copy and paste to take text from another source (unless it is a direct quote and you reference it).**

This is VERY important. If you copy and paste from a source and fail to reference it properly then you have plagiarised. It doesn't matter whether you did this intentionally or not. Depending on the circumstances of the case, plagiarism may be treated as academic misconduct where serious penalties can apply.

☐ 7. **NOT used another student's work, or submitted someone's work as your own.**

Often students are encouraged to work together, to cooperate by sharing ideas and understandings. However, individual assessments (where your name is the only name on the cover sheet) are meant to be your own work.

Copying from or submitting someone else's work as your own is plagiarism and serious penalties can apply.

Do not allow anyone else to submit your work as their own: this is collusion which is considered academic misconduct.

If you have found yourself in a situation where you have considered copying other work, it may be because you are having problems with time management or you have found the assessment difficult. In these cases it is far better to seek assistance from teaching staff or to ask for an extension to submit your work at a later date. This is a better outcome than being accused of committing a plagiarism offence.

☐ 8. **NOT copied from a previous assignment submitted to this or any other unit.**

PLAGIARISM CAN BE AVOIDED BY MAKING SURE YOU CAN TICK ALL 8 BOXES ON THIS CHECKLIST

To learn more about plagiarism and access further resources visit Curtin's Academic Integrity website http://academicintegrity.curtin.edu.au/home/

To learn more about referencing visit resources at the Curtin Library website http://library.curtin.edu.au/study-and-research-tools/referencing.cfm and The Learning Centre website http://unilifeonlineprograms.curtin.edu.au/tlc/academic-integrity/index.html

4. HOW CAN TURNITIN HELP?

Curtin subscribes to an electronic text matching service called Turnitin, which compares text in submitted student's work with text from a variety of sources including: the internet (over 24 billion current and archived web pages), published books and journals, textbooks, newspapers, and digital thesis databases. It also checks submitted work against other students' work submitted in the current or previous semesters at Curtin and other universities, both Australian and International (over 250 million assignments).

The Turnitin system produces an Originality Report in which text in your assignment that matches text in the database is highlighted and linked to the original source. The highlighted text indicates passages that have been copied or that have been poorly paraphrased. The report also includes a Similarity Index which is calculated as the number of highlighted words divided by the total number of words in your assignment. It is important to be aware that Curtin does not define a 'safe' level for the Similarity Index nor is there a level that signals that plagiarism has occurred.
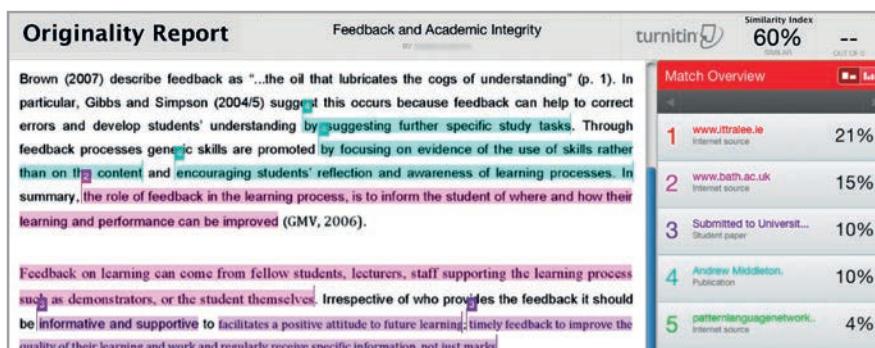

Figure 1: Example of a Turnitin Originality Report showing the Similarity Index (60%) and highlighted passages of text linked to sources.

When reviewing the Originality Report for your assignment you should take note of passages of highlighted text and rewrite these sections to paraphrase the ideas from the original source. Avoid spending time just substituting words with the same meaning in the highlighted sentences. While this may slightly reduce the Similarity Index the strategy is generally obvious to the person assessing your work and it may still constitute plagiarism. It is better to spend your efforts to develop your paraphrasing skills, try following the steps outlined in Section 3.1.3.

It is also important to note that the Originality Report does not assess the accuracy of your citation and referencing. You must check these carefully before submitting your final draft.

In some instances you may be asked to submit your assignment to Turnitin without being given access to the Originality Report. This is more likely to occur in the last year or two of your course where it is expected that you have developed appropriate academic writing skills, understand how to paraphrase and to quote and know that it is inappropriate to copy text directly.

A commonly held myth is that Turnitin is a plagiarism detection system. The Turnitin Originality Report is simply a tool used by the person assessing your work, along with other tools or indicators of plagiarism, to determine if your work breaches academic integrity standards.

Further information about Turnitin can be located at:
http://academicintegrity.curtin.edu.au/students/turnitin.cfm

IS THIS PLAGIARISM? YOU BE THE JUDGE

Harry sometimes has difficulty writing so he was grateful when his tutor agreed to give him some feedback on a draft of his assignment. The feedback included this comment: "Your essay is poorly constructed and consists of a series of mostly unconnected paragraphs. This is what happens when you copy too much material from other sources without summarising and interconnecting the ideas and presenting them in your own words. Although you have included many quotations with in-text citations, some sentences are obviously copied without any acknowledgement at all. Finally, your references at the end have not been formatted strictly according to the guidelines provided. You have put commas and full stops in all the wrong places."

Harry has completed one semester as a full time student (100 credits).

DID HARRY PLAGIARISE?

If so, what level of plagiarism is it and what penalty might be imposed?

Turn over for the verdict

AND THE VERDICT IS...

Harry certainly needs help to develop his writing skills (specifically his understanding of paraphrasing). It is also apparent he has plagiarised the work of others. He also appears to have been careless with his application of the referencing guidelines. These are the rules of the discipline or profession and the teaching staff are obliged to be strict in requiring students to learn to format references correctly.

As Harry no longer meets the criteria of a 'New to Curtin' student (he has completed more than 50 credits) any plagiarism in his work would be investigated as a Level II incident. Fortunately Harry has an opportunity to use the feedback provided by his tutor to correct the plagiarism before submitting his assignment for marking. Harry should also consider attending a writing skills course because he is struggling to produce work at the level expected.

5. WHAT COULD HAPPEN IF I AM ACCUSED OF PLAGIARISM?

5.1 PENALTIES FOR PLAGIARISM AT CURTIN

If your work shows evidence of possible plagiarism the teaching staff/supervisor will follow the procedures outlined in the Plagiarism Policy. Your work will be further examined and the nature of the breach of academic integrity determined. The consequences of plagiarising are subject to the level of plagiarism determined; you could be given a warning only, or incur a penalty with loss of assessment or unit marks. The levels of plagiarism used at Curtin are discussed in section 2.5.

Curtin maintains a record of all cases of plagiarism in its Plagiarism Recording System (PRS). If you are found guilty of Level I, II or III plagiarism, your details and the outcome(s) of the incident will be recorded in the PRS. You will receive notification of this record via the Official Communication Channel (OCC) in Oasis.

LEVEL I PLAGIARISM

If the teaching staff/supervisor believe your work shows evidence of Level 1 plagiarism, they will take the matter to your unit coordinator or Chair of your Thesis Committee. Your unit coordinator/supervisor will then contact you and may ask to see you to discuss your work. The teaching staff/supervisor will ensure that you have access to and understand the writing and referencing conventions required and generally, you will be given an opportunity to practise these conventions by correcting your work. When revising your work you should only address the issues related to plagiarism, it is not an opportunity to add to or improve your work. If you are given an opportunity to correct the plagiarism and resubmit you should do so. This is because plagiarised work cannot be easily marked and you may receive a score of zero.

You may also be asked to attend a short course on academic writing or be offered some other form of remedial advice or support.
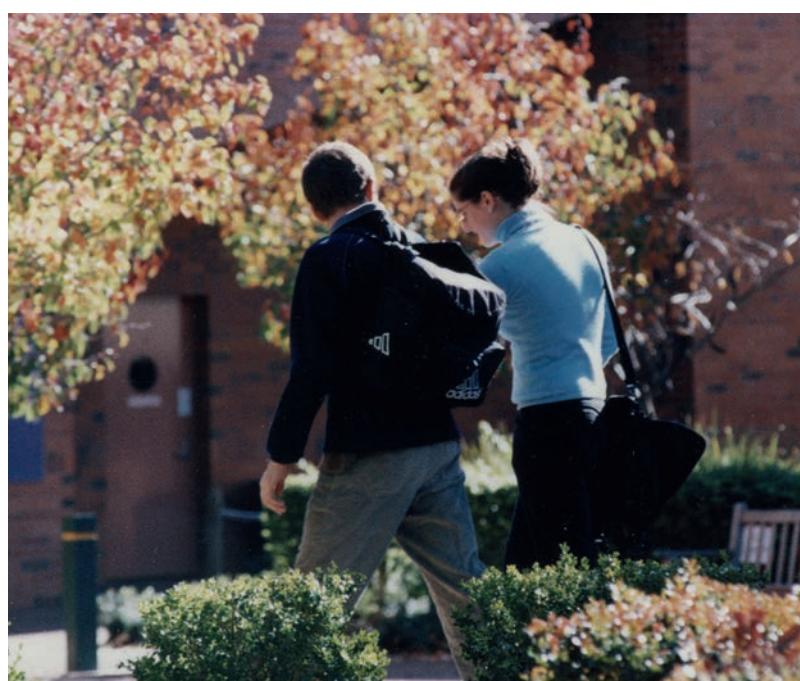
LEVEL II PLAGIARISM

If you do not take active steps to learn and apply the conventions of your discipline area with regard to correct communication practices, you may be accused of more serious plagiarism. Level II plagiarism will attract penalties because it is considered to be too serious to be managed by simple remedial advice alone.

The matter will be investigated by your Head of School (the Authorised Officer) or by an Inquiry Officer (IO) appointed by the Head of School. You will be informed of the allegation and will be invited to respond, you have seven days to do so. Your Head of School will then write and submit a report to your faculty's Student Discipline Panel which will determine and impose a penalty. Penalties imposed can include:

- a formal warning or admonishment
- a requirement to repeat the assessment, but with reduced maximum mark
- a reduced mark for the assessment
- a nil (0) mark for the assessment.

You may also be required to:

- complete a Plagiarism Recognition Test
  This test is provided by Curtin to evaluate your acquisition of the necessary skills to avoid plagiarism in your future work.
- attend counselling
- attend a short course on academic writing
- receive other form(s) of remedial advice.

YOU BE THE JUDGE

Kellie, Lu and Mary (third-years) formed a group that was required to undertake a research project and submit a report on the project. The students were also required to estimate the relative contribution of each to the final report. They were given a process for doing this. Mary had done almost no work on the project because of illness, but was close friends with Lu who did a lot of extra work. Lu wanted the group to claim 'equal' contribution because Mary could not help being sick, and knew that she would have done the work if she was well. Kellie was not happy about this but felt pressured to agree to it. They completed and each signed the form to claim equal contribution but later, Kellie complained to the lecturer about being coerced into it.

DID KELLIE PLAGIARISE?

If so, what level of plagiarism is it and what penalty might be imposed?

Turn over for the verdict

AND THE VERDICT IS...

All three students (Kellie included) have misrepresented to the assessor the work that is their own or others, and would probably be accused of Level II plagiarism. They might be asked to attend an interview with the Head of School to explain their decision to submit a claim for equal contribution. Depending on the role each played, they might be given different penalties, but would likely involve a reduction in marks.

LEVEL III PLAGIARISM

An accusation of Level III plagiarism is very serious and will attract more severe penalties.

Following the same process as Level II plagiarism incidents, the matter will be investigated by your Head of School (the Authorised Officer) or by an Inquiry Officer appointed by the Head of School. You will be informed of the allegation and will be invited to respond, you have seven days to do so. Your Head of School will then write and submit a report to your faculty's Student Discipline Panel which will determine and impose a penalty. If the matter is deemed very serious the Student Discipline Panel might refer the matter to the Board of Discipline. The penalties for Level III plagiarism can be severe, and include the following:

- a reduced or nil mark for the assessment
- ANN (annul) grade for the unit in which the academic misconduct occurred
- ANN (annul) grades for one or more other units
- suspension of the rights and privileges of the student for a period of time (e.g. exclusion from attending classes or from participating in activities organised or managed by the University; exclusion from enrolment in any unit)
- prohibition from being admitted to or re-admitted to any course
- termination from the course
- expulsion from the University
- the withdrawal of credit for a completed unit and/or rescission or withholding of any award.

5.2 CAN I APPEAL?

If you feel that you have been unjustly accused of plagiarism, you may appeal the decision or the penalty but must follow the correct procedure. If you need advice or help in lodging an appeal, see University Counselling or the Student Guild.

A notification of Level I plagiarism is not an accusation of academic misconduct and therefore should not need to be appealed. You must take note of the help that has been offered or advised and demonstrate that you have attempted to incorporate the advice into your work. If you do this appropriately, you will not receive any further notification. A record of the guidance given to you will be kept on the Plagiarism Recording System.

Level II and III plagiarism are considered academic misconduct because of the seriousness of the breach of academic integrity, and the formal appeal process can be lengthy. Before considering a formal appeal, first discuss the decision with your Head of School or the Faculty's Dean of Teaching and Learning. It is possible that the situation may be satisfactorily resolved without the need for a formal appeal. If not, you need to follow the procedures set out in the Academic Misconduct Rules. A Level II or III plagiarism finding or penalty can be appealed by lodging a letter with the Academic Registrar within fourteen (14) working days of the date of the notification of the outcome of the alleged offence.

IS THIS PLAGIARISM?
YOU BE THE JUDGE

Students in a second year unit were required to write up specific details of eight visits to different work sites in a formal assessed journal. When marking their work, a tutor noticed that for four of the visits, two students, Tran and Paul, had identical journal entries. On questioning them, Tran and Paul complained that they had heavy workload commitments and were having difficulty attending all visits. After four visits, they decided that Tran would visit the next two sites and produce reports, and then Paul would visit the last two sites and produce reports. They then copied each other's reports for their respective journals

DID TRAN AND PAUL PLAGIARISE?

If so, what level of plagiarism is it and what penalty might be imposed?

Turn over for the verdict

AND THE VERDICT IS...

The collusion between Tran and Paul, where they agreed to share the load of visiting sites and writing reports, has resulted in each plagiarising the work of the other. They would both be accused of Level II plagiarism or Level III plagiarism if the assessment process is deemed to have been substantially compromised. Probably, they would be penalised more marks than the worth of just two journal reports—possibly all marks for that assessment component. As second year students, they would be expected to know that their actions were wrong.

6. A GLOSSARY
OF COMMON TERMS

This section contains common terms about the use of in-text citations and referencing. It is important that you understand what these terms mean in relation to academic work. Many parts of this booklet assume that you understand these terms.

Academic misconduct is conduct by a student that is dishonest or unfair in connection with any academic work such as: during any exam, test or other supervised assessment activity; in relation to the preparation or presentation of any assessed item of work; or in relation to the conduct of research or any other similar academic activity.

Acknowledge (recognise, attribute) means that you give credit to the person/s from whom you have taken and used a particular idea, fact, figure, computer source code or diagram to support your argument in your assignment. The author/s must be recognised regardless of whether the article you took it from is published or not. This recognition shows that you have considered other authors' ideas and applied them to your own thinking.

Annul is a grade applied to a unit in which significant academic misconduct has occurred. The student must re-enrol in the unit and all previous assessment attempts are considered invalid. The grade of ANN will appear on the student's transcript for a minimum of 12 months after the student ceases study at Curtin.

Citation is a reference made to an author or authors whose ideas you are using in your own work. There are different ways of doing this according to the referencing style you are using. Generally, the citation is inserted into the text where reference to the author is made: this is known as an in-text citation. The reference list (at the end of your work) needs to include the source for every in-text citation you have used.

Collaboration means working with a number of other students to accomplish a task. Lecturers often want you to work together to build on each other's ideas, to learn more effectively and hopefully produce a better end result than you could have achieved alone. You may be required to provide details of your contribution to a group process and/or your contribution to a group-based assessment task.

Collusion means an agreement with another person to deceive others. In academic work, it can occur if you work together with others on an assignment that is meant to be individual work (also referred to as 'collaborating too closely'). It can also occur if, contrary to instructions, you assist another student to complete an assignment. The result may be that each of you hands in a very similar piece of work without admitting to the collusion. It is acceptable to get help from or provide help to others, and to discuss ideas and strategies, but you should only take notes and then independently complete your assignment. This will prevent too many similarities in your work and reduce the possibility of being accused of cheating.

Copyright (exclusive rights, patent) legally protects an idea, work or product from being taken and used by others for their own gain. Copyright offers protection from the misuse of work by others and requires the person seeking to use the work or idea to get written approval from the owner of the work. The textbooks and journals you will use as references are protected by copyright. Many of the websites you will visit for sources of information are also protected by copyright. This means that you need to appropriately acknowledge the author/s of works (including websites) you have used in your own work. You must not reproduce large sections of the work, including using too many long quotations or copying and pasting pages from a website. To avoid the issue of copyright (and plagiarism) you will need to practise effective paraphrasing. There are monetary fines for significant copyright breaches.

IS THIS PLAGIARISM?
YOU BE THE JUDGE

A PhD candidate, Vince, was worried about his English language proficiency so he employed an editor to check his draft research proposal and correct his use of English. Vince provided the editor with an electronic copy of his proposal and the editor used 'track changes' in Microsoft Word to indicate issues that needed to be addressed. The editor worked through the proposal, correcting all the non-standard grammar and incorrect vocabulary, in some sentences the word order was also changed. The editor emailed Vince the electronic file including the tracked changes. Vince opened the document in Microsoft Word and used the function 'Accept all changes in document', he then saved the file and submitted the document as part of his application for candidacy.

DID VINCE PLAGIARISE?

If so, what level of plagiarism is it and what penalty might be imposed?

Turn over for the verdict

AND THE VERDICT IS...

This may be plagiarism, depending on the nature of the edits and how the work is attributed. If the edited work is substantially different from Vince's original and submitted under the student's name only, with no acknowledgement of the editor's contributions, then the case can be made for Level II plagiarism, since the editor's contributions resulted in a document that was no longer the student's original work.

To avoid plagiarising Vince should have reviewed each of the suggested edits and where the wording was significantly different he should have rewritten the passage in his own words. It would have been preferable for the editor to use an editing tool that did not change the original work but rather allowed the editor to identify the issues and to make suggestions for rewording as comments only. Vince should also include an acknowledgement, for example: "I wish to thank X for their helpful editorial feedback on an earlier draft of this document".

Origin (source) for the purpose of this booklet refers to where the ideas you are using in your work first started. The authors of these ideas must be acknowledged in your work. The authors that you use may not be the originators of the ideas or works but may have carried on the work of others. You do not need to go back to the original source; it is usually sufficient to simply acknowledge the authors of the work you have read. Sometimes it is useful to get the original article, particularly if you want to check the accuracy of the reference in the work you are reading, but often the original article is no longer available or may be printed in a different language.

Originality Report produced when a work is submitted to Turnitin. The report highlights text that matches other sources and provides a link to the source(s).

Paraphrase (rephrase, reword, interpret, restate) is the rephrasing of the ideas of an author into your own words. It is not good enough to change a few words only—this is paraphrasing too closely. The aim is to work the author's ideas into your own understandings, being sure to acknowledge that these ideas belong to another person. If you cannot rephrase the paragraph and it is important to your argument, include it in full as a quotation.

Plagiarism Checklist is a tool recommended for all students to refer to prior to submitting an assignment. The checklist will help you avoid plagiarism in your work. There is a copy in this booklet and at http://academicintegrity.curtin.edu.au/local/docs/Plagiarism%20Checklist%20v8.pdf

Quotation or direct quotation (extract, excerpt) is the exact phrase that someone else has written that you want to include in your work. The conventions for acknowledging quoted text must be used according to the recommended referencing style. There are different ways of formatting direct quotes depending on length of the quote and the referencing style used, but the words must be written exactly as they appear in the original, including any spelling mistakes.

Reference List is a list at the end of your work, of the resources used in writing the text of your assignment, giving all the details required by the appropriate referencing guide. Only resources directly referred to in your written work are included in this list.

Referencing style refers to the guidelines that describe correct reference formatting, i.e. the correct use of capital or bolded letters, italics, punctuation etc., and the appearance of in-text citations and reference lists (or footnotes). You must check with your teaching staff/supervisor as to which referencing style you should be using and then obtain the guidelines either directly from the library or from the library website at http://library.curtin.edu.au/study-and-research-tools/referencing.cfm

Scholarly writing is a skill that all students are expected to develop. It involves research on the work that others have done on the topic, combined with your own opinions on the quality or validity of that work or conclusions. Scholarly writing must *appropriately acknowledge others'* work through citing and referencing.

Self-plagiarism (or auto-plagiarism) means submitting the same work or large sections of previous assessments or publications of your own, for different assessments or publications. It may be possible to do this appropriately if it is acknowledged and permission granted.

Similarity Index in a Turnitin Originality Report, is the ratio of highlighted (matched) text to the total number of words in the submitted work

Source (basis, foundation) refers to the originator of the ideas or works that you have used in your assignments. The source you consult may not necessarily be the first recorded instance of the idea or work but it provides the foundation for your own work. As the source of your work, it must be correctly cited and referenced. Sometimes you would be advised to try to go back to the original source of work, at other times this would not be necessary. If in doubt about what you should do, ask your tutor/lecturer.

Turnitin a web based text matching tool which highlights portions of text in a document that match other sources. This tool may be used by teaching staff to identify poor paraphrasing or sections of text that have been copied and may indicate plagiarism.

IS THIS PLAGIARISM?
YOU BE THE JUDGE

Mohammed and Scott have each submitted the draft of their first assignment. The assignment submission process incorporated submission of their file to Turnitin. Mohammed viewed his Originality Report and found a Similarity Index of 25% which was colour coded yellow. Scott's Similarity Index was 2% and colour coded green. Before class, students were talking about how to interpret the Turnitin report. Scott thought since his was green and such a small number that he would be safe and thus he didn't plan to revise his document before the final submission. Mohammed was quite worried as he was sure his higher index number meant he was going to be accused of plagiarism, he was planning to discuss his work with the tutor.

DID MOHAMMED PLAGIARISE?

If so, what level of plagiarism is it and what penalty might be imposed?

Turn over for the verdict

AND THE VERDICT IS...

This may be plagiarism, depending on the nature of the highlights indicated in the Originality Report. Mohammed should check to make sure he has used quotations for any passages that are direct copies and consider improving his paraphrasing for matches that he did not intend to quote. If the highlighted passages in his document were in sections where matches are expected, for example if he had included a standard cover page, or used headings given in the assignment template he should understand that these matches are making the index higher but that the marker will not be concerned about these matches.

On the other hand, Scott shouldn't be so confident that he has not plagiarised. He may have copied paragraphs from sources that Turnitin cannot check against, but that the person marking the assignments is familiar with and is able to detect the plagiarism. The low Similarity Index score can also indicate poor academic writing such as failure to access and use scholarly sources to support his argument, failure to include citations and references, or failure to structure his document with headings. Scott should be honest with himself, as he knows whether he followed academic writing conventions and adequately addressed the marking criteria. It may be that he has done a brilliant job and the low index score is a true reflection of his writing skills. Let's hope he is right!

7. REFERENCES

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