

UNIV*7100

Academic Integrity for Graduate Students

University of Guelph

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Academic Integrity for Graduate Students

This course was developed by Graduate Studies and Writing Services to ensure that all graduate students have a good understanding of academic integrity and of related policies and expectations at the University of Guelph. All students who are entering the first semester of their graduate program or are returning to their program following a withdrawal will be enrolled in the course.

The course is expected to take 1-2 hours to complete, though this may vary from student to student.

You do not have to complete the course in one sitting; you may come back to the course at any time. To complete the course, you must achieve a mark of 8 out of 10 on the quiz included at the end. You may take the quiz as many times as needed to achieve the required mark.

Your grade will appear as "SATISFACTORY" or "UNSATISFACTORY" on your transcript at the end of the semester.

IMPORTANT! You must successfully complete this course by the 20th class day (see [Schedule of Dates](#)). Failure to do so will result in an "UNSATISFACTORY" grade on your transcript.

If you have questions about the content of the course, you can contact Writing Services by telephone at 519-824-4120 ext. 56350 or by email at writing@uoguelph.ca.

Next: [Overview](#)

Academic Integrity for Graduate Students

Course Overview

Why am I taking this course?

Graduate students who are found guilty of academic misconduct are typically students who did not intend to commit academic misconduct and did so out of lack of understanding of the concepts and practices upon which academic integrity is judged. Not understanding academic misconduct is a common source of anxiety for graduate students.

This course was developed by Graduate Studies and Writing Services to ensure that all graduate students have a good understanding of academic integrity and of the related policies and expectations at the University of Guelph.

How will I use what I learn in my work at the University of Guelph?

There are a number of ways you will use what you learn in this course.

First, you will have a stronger grasp of the meaning of academic integrity and related terms at the University of Guelph, which will help you complete your own academic work. You can use what you learn as you complete assignments and write papers.

Second, you may also find this information helpful if you are working as a teaching assistant or instructor.

How is this course set up?

This course is composed of four sections:

Part 1: Understanding Academic Integrity

Part 2: Understanding Plagiarism

Part 3: Promoting a Culture of Integrity

Quiz

Each section will provide you with information and examples.

How long will this course take?

The course is expected to take about two hours to complete, though this may vary from

student to student. You do not have to complete the entire course at once. You can return anytime and start from where you last stopped.

Does the University know if I have taken the course?

Yes. Your registration in the course will appear on your academic record, and the completion will be noted on your transcript. Your grade will appear as "SATISFACTORY" or "UNSATISFACTORY" at the end of the semester.

Will there be consequences if I do not take this course?

Yes. If you do not complete the course by the 20th class day, a grade of "UNSATISFACTORY" will be recorded on your transcript. This course is a program requirement, which means you will not be able to graduate until the course is completed.

Can I retake the course?

Yes. You may review the content and retake the final quiz as many times as you like. You will not have access to the course after your first semester, but you may download a copy of the course content from the [Graduate Studies website](#).

Who can I contact if I have a question about the content?

If you have questions about the content of the course, you can contact Writing Services by telephone at 519-824-4120 ext. 56350 or by email at writing@uoguelph.ca.

Next: [Part 1: Understanding Academic Integrity](#)

Part 1: Understanding Academic Integrity

Introduction

In this part of the course, you'll find:

- Practice questions to check your knowledge
- Explanations and examples of academic integrity and academic misconduct
- Information about penalties for academic misconduct
- 10 Golden Rules of Academic Integrity

Next: [Check Your Knowledge](#)

Check your Knowledge

You have found some journal articles in the library, but you know that other students in the class will want to use them too. You are afraid that you may not be able to get access to them again, but you have a job interview in half an hour and can't spend the time you need to take notes on all of the information. Is it okay to hide those volumes somewhere else on the shelves so that no one else will be able to find them before you return to do your research?

1. Everyone does this from time to time and this cannot be considered academic misconduct.
2. This is an offence because you are preventing other students from conducting scholarly work.

Answer:

2. This is an offence because you are preventing other students from conducting scholarly work. If you hide library materials, you are restricting access to materials intended for general academic use. This falls under "Improper Access and Obstruction," in the [Offences](#) section of the U of G Graduate Calendar under the subheading "Preventing Access to Materials."

Next: [What is Academic Integrity?](#)

What is Academic Integrity?

Academic integrity is a code of ethics for teachers, students, researchers, and writers and is fundamental to the University of Guelph's educational mission. Trust in the integrity of scholarly work is the foundation of academic life and the value of our university's degrees.

What is the code of ethics for students and faculty?

An ethical person does not:

- claim credit for the work of another
- falsify documents
- prevent another person from performing academic tasks in order to gain an unfair advantage
- disobey the rules of ethical research or improperly obtain access to privileged information or distribute that information
- collaborate on a project that requires individual work.

As a student at the University of Guelph, you should obey this code of ethics. In addition, you have the right to expect that your instructors and/or your Graduate Advisory Committee will obey it by grading you fairly and providing you access to the university's legal procedure if you are accused of misconduct.

What if I have questions about academic integrity?

If you are uncertain about the rules of academic integrity, or if you have questions about how to improve your writing or to study more effectively, we encourage you to speak to your instructors or visit Writing Services www.writingservices.uoguelph.ca. There, you will find information about free workshops, individual consultations, and other resources.

Next: [What is Academic Misconduct?](#)

What is Academic Misconduct?

Academic misconduct refers to academic offences that are harmful to the university's learning environment.

These offences destroy the trust that scholars have in one another. Every member of the University of Guelph community is responsible for maintaining the integrity of scholarship and research. This means that academic misconduct will not be tolerated.

What are some examples of academic misconduct?

- plagiarism (described in detail in [Part 2](#) of this module)
- working with other students on projects inappropriately ([see Golden Rule #5](#))
- copying another's work in tests, lab reports, theses, journal articles, or computer programs ([see Golden Rule #2](#))
- cheating on exams ([see Golden Rule #4](#))
- falsifying health certificates ([see Golden Rule #6](#))

- not reporting transcripts with the intent to gain unfair academic advantage
- damaging, hiding, or destroying library books ([see Golden Rule #9](#))

Why does the University of Guelph care so much about preventing academic misconduct?

Academic misconduct limits learning and disadvantages honest students. Since knowledge is built on the research that has gone before, we have to trust that what others say they have done is valid. If it is not valid, later work based on that knowledge will also be flawed.

It can also have practical consequences in the world outside of the university: Who would want to be on a bridge designed by an engineer who copied others' assignments? Who would want to eat meat that had been certified as contaminant-free by an inspector who paid someone to write his or her toxicology exam?

Next: [Penalties for Academic Misconduct](#)

Penalties for Academic Misconduct

Depending on how severe the offence is and on the number of times the student has committed academic misconduct, penalties can range from an official warning (which is noted on a student's record), to expulsion from the university or revocation of a degree if the student has already graduated.

If a student is found guilty of academic misconduct, the student is given an official warning and the offence is noted in the student's record. The student is warned that further offences will result in a more severe penalty. In addition, the student may face one or more of the following penalties:

1. A requirement for submission of a new or alternative piece of work.
2. Partial or total loss of marks on the examination or assignment in which the offence occurred.
3. Partial or total loss of marks for the course in which the offence occurred.
4. The rescinding of University-funded scholarships or bursaries.
5. Suspension from the University for a period of between one and six consecutive semesters. For the period of suspension, a student will not be permitted to register and will retain none of the privileges accorded to students with respect to right of access to University faculty, staff, facilities or services.
6. A recommendation for expulsion from the University
7. A recommendation for revocation/rescinding of a degree. A person who is found guilty of academic misconduct after having been approved for graduation, or after having a degree conferred, may have the degree rescinded or revoked when, in the opinion of the dean, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

More information about these regulations and procedures: [Graduate Calendar - Chapter II General Regulations](#) (includes an explanation of how these cases are judged)

Next: [10 Golden Rules of Academic Integrity](#)

10 "Golden Rules" of Academic Integrity

These guidelines are good practices that will help you maintain your own academic integrity and contribute to the academic integrity of the University of Guelph as a whole. The following 10 pages describe key ways you can take action.

Next: [Rule #1: Do not plagiarize](#)

Rule #1 - Do not plagiarize someone else's words, ideas, or data.

Always cite your sources. If you are using an author's own words you must indicate this by using quotation marks and must show where the words came from. If you are paraphrasing or summarizing, you still must show where the information came from. (Part 2 of this course discusses plagiarism in more detail.)

Example: Is this acceptable or is this academic misconduct?

Maria read the following passage in a book called *The Discovery of Insulin*, by M. Bliss, published in 1982:

"Doctors' deep suspicion of what they read in the newspapers and even in the less-carefully edited of the medical journals, helps to explain some of the early skepticism about insulin in countries like Britain."

Maria uses the material in her paper as follows:

Insulin as a treatment for diabetes was not widely accepted at first because doctors found it hard to believe in the legitimacy of reported medical discoveries (Bliss, 1982, p. 190).

Next: [Rule #1 - Answer](#)

Answer: *Acceptable.*

Maria has followed the rule of academic integrity. She didn't want to include the entire quotation in her paper, so she decided to paraphrase the content instead. She successfully included the main point of the author's statement, without using any of the author's original and unique expressions (e.g., "deep suspicion," "less-carefully edited," or "early skepticism"). She has written using her own words and her own structure, and she includes a citation to the original source, which is essential even if the material is not being quoted.

Next: [Rule #2: Do not copy](#)

Rule #2 - Do not copy.

This means don't copy assignments, exam answers, lab reports, theses, or journal articles. Students should also be aware that they need permission to use material from their own assignments that have been previously handed in or published. Never purchase, copy, or download essays.

Example: Is this acceptable or is this academic misconduct?

Joseph wants to use a paper from his course work in his dissertation. All he needs to do is add some material to the introduction to make it fit with his dissertation's focus. He emails his course professor to let her know what he would like to do and to ask for her permission to reuse the content. He also emails his supervisor for permission to use this content in his dissertation.

Answer: Acceptable.

To reuse material that has been previously handed in, you must get **written permission (email is acceptable)** from both the course instructor who originally graded it as well as the course instructor (or thesis supervisor) to whom you would like to hand it in now.

To reuse your own writing that has been published, you must paraphrase and cite the material the same way you would cite content from another author's work. If you wish to reuse large sections of your own previously published work, you may need the publisher's permission. More information is available through the Library's [Copyright website](#).

Next: [Rule #3: Do not fabricate data, citations, or experimental results](#)

Rule #3 - Do not fabricate data, citations, or experimental results.

Example: Is this acceptable or is this academic misconduct?

Mylène has been in the lab for three full days, testing the activity of an enzyme. She knows that the Michaelis-Menten plateau curve is expected from her experiment; however, for some reason, no matter what she does, her experiments have not produced this plateau. She is afraid her supervisor will think she is incompetent if she can't complete this simple task properly. Exhausted, she records the results she should have found and includes them in her report.

Answer: *Academic misconduct.*

By entering false results, Mylène has fabricated data, a very serious academic offence. This could result in other researchers building on unsound findings or drawing false conclusions from her work. The submission of false results compromises the trustworthiness of Mylène's research, and reflects poorly on her laboratory and on the institution as a whole.

Next: [Rule #4: Do not use unauthorized aids](#)

Rule #4 - Do not use unauthorized aids or assistance in an exam, test, or other form of academic work.

Example: Is this acceptable or is this academic misconduct?

Paul is about to write his comprehensive exam for his PhD in microbiology. The invigilator announces at the start of the exam that students are not allowed to access the internet from their computers. Paul has his iPhone in his pocket. *Not a computer—technically*—he thinks. Halfway through the exam he decides to quickly check some of his facts while the invigilator isn't looking.

Answer: *Academic misconduct.*

Paul is committing academic misconduct. While Paul might think he's not doing anything wrong by looking up a fact or two on his iPhone, using an unauthorized aid gives him an unfair advantage. The exam is intended to evaluate what Paul knows on his own—not what his iPhone can tell him. This form of academic misconduct is damaging not only to the integrity of the exam process, but also to the morale of fellow students. Think about how you would feel if you spent hours preparing for an exam, only to see someone pass the exam simply by looking up the answers.

Next: [Rule #5: Do not work with other students on graded assignments](#)

Rule #5 - Do not work with other students on projects or parts of projects unless you are explicitly instructed to do so.

Example: Is this acceptable or is this academic misconduct?

Samarin and Mark are in the same program and have been dating for over a year. They frequently review each other's papers for grammar and punctuation. When a course instructor asks students to work in pairs to research shared topics, they decide to pair up. They find a number of great sources that they both plan to use for their papers. For the second part of the assignment, the instructor has asked the pairs to split up, with each student writing his or her own essay on the topic. When reviewing each other's final drafts, however, Mark notices that Samarin has interpreted one of the sources completely differently than he did. He asks Samarin to help him rewrite his interpretation.

Answer: *Academic misconduct.*

Mark and Samarin are in danger of committing academic misconduct by working together inappropriately. Some assignments may require students to work together to discuss ideas and then work individually on papers for grading. It is important to be aware of what part of the assignment is considered "group" work and what part is expected to be completed individually. In this case, it's clear the instructor expects the students to work independently on their final papers. If you are not sure about the boundaries, always check with your instructor to find out what is expected of you.

An additional note: It is okay to have a friend (or Writing Services) review your work to give you feedback or point out grammar or spelling errors. What you are **not** allowed to do is have someone contribute content or ideas to your work when you are expected to work on your own.

Next: [Rule #6: Do not falsify or alter a record, health slip, or grade, or permit someone else to do so](#)

Rule #6 - Do not falsify or alter a record, health slip, or grade, or permit another person to do so.

Example: Is this acceptable or is this academic misconduct?

Joseph didn't hand his assignment in on time. He knows he'll lose 5 percent per day for being late, unless the instructor makes an exception for him. His friend is volunteering in a local doctor's office and has easy access to the physician's stationery, so he steals a sheet and gives it to Joseph. Joseph forges a note (in really messy handwriting, to make sure it looks authentic), reporting that he has the mumps and must stay in bed for the next five days. He hands in the note and gets a week-long extension.

Answer: *Academic misconduct.*

Joseph's action not only is academic misconduct, but is a serious criminal offence. By writing the note on the physician's stationery, he is impersonating the physician. It would have been far better for him to speak to his instructor about getting an extension or even accept the 5 percent deduction than to mislead his instructor and steal the identity of a physician.

Next: [Rule #7: Do not allow others to copy your work](#)

Rule #7 - Do not allow others to copy your work.

You do not want to be accused of helping someone else commit academic misconduct. Even the person whose work is copied may be considered guilty of academic misconduct if he or she allowed the other person access to personal work.

Example: Is this acceptable or is this academic misconduct?

Winston knows that his girlfriend Cheryl is worried about whether she will pass her economics exam. He arranges to sit next to her to give her moral support. During the exam, he notices that Cheryl is actually copying down his answers. He feels like it would be cruel to hide his answers, so he pretends not to notice and does not make an effort to hide his answers.

Answer: *Academic misconduct.*

Winston is committing academic misconduct if he allows another student to copy his answers. Even if your intentions are good, it is considered “aiding and abetting” to share your exam answers with someone else. You might not be the one initiating the misconduct, but it is still an offence to help someone else commit academic misconduct.

Next: [Rule #8: Discourage others from cheating, and report any academic misconduct you observe](#)

Rule #8 - Discourage others from cheating, and report any case of academic misconduct you observe.

We are all responsible for maintaining a culture of academic integrity, so if you know that someone is cheating on an exam or assignment, or plans to cheat, you should discourage him or her from doing so. If necessary, you should discuss the situation with someone in authority, like an instructor or faculty member.

Example: Is this acceptable or is this academic misconduct?

While Nadya is studying with her friend Stephen, she notices that he is taking photographs of his notes with his cell phone. When she asks him about it, he says that he plans to access the notes during the exam, only if he needs to. She tells him that it's not fair to her and others in the class if he gets better grades because of cheating. He says it's the only way he will get the grades he needs to continue in his program. Nadya tells him that there are always other options for getting help. She offers to help him study--but only if he agrees to delete the photographs.

Answer: *Acceptable.*

Yes. Nadya and Stephen have followed the rule of academic integrity. Often a student who cheats will think that he or she is not hurting anyone, but getting better grades on an assessment or a course because of cheating does affect the perceived value of the grades of others in the course. If Stephen had been unwilling to delete the photographs, Nadya would have had to decide whether to report him to the proper authorities.

Next: [Rule #9: Do not prevent others from accessing academic materials](#)

Rule #9 - Do not prevent others from accessing academic materials.

Hiding a library book by placing it on the wrong shelf or ripping the pages of a journal article out of the journal so that no one else in your class can find it is considered academic misconduct. Similarly, if you change or hide any of the data other students are using for their projects, add something to a chemical used in a lab, or tamper with another student's sculpture, you are guilty of misconduct.

Example: Is this acceptable or is this academic misconduct?

In Jayden's plant anatomy course, one part of the laboratory exam requires the students to provide the technical name for parts of a plant. The parts are identified with numbered flags inserted into the plant parts. When Jayden is working at that station, she realizes that she could move a couple of flags to another part of the plant, and therefore the students behind her at that station would mislabel the plant part. Jayden tells herself that it won't make that much difference to other students' marks since the station isn't worth a large proportion of the final grade, but she feels that it will help her future job prospects to have a grade that is a few points higher than that of her classmates. When no one is looking, Jayden moves three out of the six flags.

Answer: *Academic misconduct.*

Jayden has committed academic misconduct by tampering with the laboratory exam. By moving the flags, she is preventing others from achieving the grades they deserve.

Next: [Rule #10: Do not impersonate someone else or allow someone to impersonate you](#)

Rule #10 - Do not impersonate someone else or allow someone to impersonate you.

This means that you should not allow another person to assume your identity to write a test, computer quiz or assignment, nor to sign attendance sheets on your behalf if you can't attend a class or seminar. You should also not assume the identity of another student to do those things for him or her.

Example: Is this acceptable or is this academic misconduct?

Ryan is taking a course that requires all students to comment on one another's papers online before each class to obtain a participation grade. Ryan is going to be volunteering in Yellowknife for a week, and he won't have internet access. He asks his friend Tamara to comment for him. He promises to return the favour the next week.

Answer: *Academic misconduct.*

Ryan has committed academic misconduct, and so has Tamara if she does what he asks. You should never impersonate another student or allow someone to assume your identity. In this case, Ryan should have spoken to the instructor directly to explain his situation and to request that the instructor make an exception because of Ryan's absence.

Next: [Part 2: Understanding Plagiarism](#)

Part 2: Understanding Plagiarism

Introduction

In this part of the course, you'll find:

- Practice questions to check your knowledge
- A definition and explanation of plagiarism
- Examples of two types of plagiarism
- Scenarios of typical student plagiarism cases
- Strategies for preventing plagiarism in your own work, including summarizing and paraphrasing and good notetaking

Next: [Check Your Knowledge](#)

Check Your Knowledge

Which of the following practices would be considered plagiarism?

1. Using the work of another to gather information.
2. Using the work of another and misrepresenting it as your own.
3. Using the work of another to support your own arguments.
4. Examining the ideas and arguments of another to help you shape your own thoughts or views on a particular issue.

Answer:

2. Using the work of another and misrepresenting it as your own. This is plagiarism because you are deliberately suggesting that the idea or wording was your own creation, which is not true.

1. The other examples describe what you need to do when conducting research. Options A, C, and D are all acceptable as long as you cite the source when you use an idea or the exact words from the works you read.

Next: [What Is Plagiarism?](#)

What Is Plagiarism?

Plagiarism is a combination of stealing and lying about it afterwards. It means using others' work and misrepresenting that work as your own without giving the author credit. This includes:

- ideas
- words
- data
- computer code
- the products of any other creative endeavour

A severe example would be copying or purchasing an entire paper and submitting it as your own. Less severe would be submitting in one course a paper you have written for credit in another course without prior written permission from your instructor. Another, more common, offence is copying another author's phrases, sentences, ideas, or arguments without citing the source.

What *Isn't* Plagiarism?

If an idea has become common knowledge (or is widely accepted as true), you may not need to cite it. Common knowledge is different in each field. To identify if something is common knowledge or not, ask yourself:

- Is this information known by most people in my field?
- Is this idea generally agreed upon and accepted as "true" (there is no longer a debate about whether it is true or not)?
- Could this information be found in a general reference source, like an encyclopedia?

Next: [How to Avoid Plagiarism](#)

How to Avoid Plagiarism

Many factors lead students to plagiarize:

- new rules and regulations to learn
- not understanding what is, and is not, plagiarism
- undeveloped research skills
- poor time management
- social and academic pressures

Despite these challenges, it is your responsibility to educate yourself about what plagiarism is and to avoid it in your work. Plagiarism is still considered academic misconduct, even when committed accidentally.

The explanations and exercises that follow will help you to understand the rules behind academic writing and to learn to avoid plagiarism when you write your papers. They will also give you some practice using quotations, paraphrasing, and summarizing.

Next: [Types of Plagiarism](#)

Types of Plagiarism

Plagiarism can take a variety of forms. However, it is helpful to understand two main "types" of plagiarism:

#1: Not crediting a source

#2: Copying too many of the original words and phrases, even if you do cite the source

In the pages that follow, you'll learn how to identify these types and how to prevent them.

Next: [Plagiarism Type #1](#)

Plagiarism Type #1 - Not crediting a source

It is important to acknowledge the ideas and information you use from a source in two ways: first, by including citations wherever you borrow information; second, by putting quotation marks around passages that you copy verbatim from a source.

Here are four examples of not crediting a source and how to correct them. The original text is from page 283 of Christian and Campbell, 1990:

Original: "It is not a fragment society, but exhibits the ideological diversity of European societies, although it has a more liberal cast."

1. Problem: Putting quotation marks around exact words from the source but not citing it.

Plagiarism: It is said that in many ways Canada "exhibits the ideological diversity of European societies."

(What makes it plagiarism: The borrowed content is inside quotation marks, but there is no citation afterwards.)

Solution: Include a citation after the borrowed material.

Corrected version: It is said that in many ways Canada "exhibits the ideological diversity of European societies" (Christian & Campbell, 1990, p. 283).

2. Problem: Copying the exact words from a source without using quotation marks or a citation.

Plagiarism: Canada, unlike the United States, did not stop importing ideological developments from Europe when it was founded. **It is not a fragment society, but exhibits the ideological diversity of European societies, although it has a more liberal cast.**

(What makes it plagiarism: Words from the original are copied word-for-word from the source, but are not quoted or cited.)

Solution: place quotation marks around the exact words and include a citation.

Corrected version: Canada, unlike the United States, did not stop importing ideological developments from Europe when it was founded. As Christian and Campbell state, "It is

not a fragment society, but exhibits the ideological diversity of European societies, although it has a more liberal cast" (1990, p. 283).

3. Problem: Copying the exact words from a source without using quotation marks (even if you do cite it):

Plagiarism: Canada, unlike the United States, did not stop importing ideological developments from Europe when it was founded. As Christian and Campbell state, **it is not a fragment society, but exhibits the ideological diversity of European societies, although it has a more liberal cast (Christian & Campbell, 1990).**

(What makes it plagiarism: The source is copied word-for-word, but there are no quotation marks. This misleads the reader into believing that the language used is the writer's, when in fact it belongs to the original source.)

Solution: Put quotation marks around the exact words and include a citation.

Corrected version: Canada, unlike the United States, did not stop importing ideological developments from Europe when it was founded. As Christian and Campbell state, **"It is not a fragment society, but exhibits the ideological diversity of European societies, although it has a more liberal cast" (Christian & Campbell, 1990, p. 283).**

4. Problem: Paraphrasing properly but not citing the source

Plagiarism: Unlike the United States, Canada is influenced by the ongoing development of a variety of political ideologies in Europe, although these ideologies have never been as extreme in their Canadian versions.

(What makes it plagiarism: This has been paraphrased correctly, but no citation is given to indicate the source of the ideas.)

Solution: Cite the source of the paraphrased material

Unlike the United States, Canada is influenced by the ongoing development of a variety of political ideologies in Europe, although these ideologies have never been as extreme in their Canadian versions (Christian & Campbell, 1990).

Next: [Type #2: Copying too many of the original words or phrases, even if you do cite the source](#)

Plagiarism Type #2 - Including too many of the original words or phrases, even if you do cite the source.

Remember: If you change only a few words here and there, you are still plagiarizing even when you cite the source. To paraphrase thoroughly, you must:

- change the words (less than 20% of the language in your paraphrase should be copied from the original; do not copy more than 3-4 words in a row)
- change the structure (impose your own organization or order onto the idea)

In the example below, even though the student has credited the source with a citation, he or she has still plagiarized. The words that appeared in the original text are bolded and underlined.

Original Text: "It is not a fragment society, but exhibits the ideological diversity of European societies, although it has a more liberal cast."

Plagiarism: Christian and Campbell have noted that, unlike the United States, Canada is not a society that has broken away from ideological developments in Europe, but, even if **it has a more liberal cast**, it demonstrates the **ideological diversity of European societies** (1990).

Corrected version: Christian and Campbell have noted that, unlike the United States, Canada is influenced by the on-going development of a variety of political ideologies in Europe, although these ideologies have never been as extreme in their Canadian versions (1990).

Next: [Plagiarism Scenarios](#)

Plagiarism Scenarios - Introduction

What happens when students plagiarize? In each of the following scenarios, students commit plagiarism. Some of the cases are accidental, and others are intentional. In all cases, plagiarism is avoidable.

As you read each scenario, ask yourself how you would act differently to prevent plagiarism if you were the student in these situations.

Next: [Scenario #1: The Case of the Multivoiced Paper](#)

Scenario #1 - The Case of the Multivoiced Paper

Mary Jones, an instructor for a graduate course in the English department, was marking term papers when she came across one that caught her attention. First of all, one paragraph seemed to be suspiciously familiar. In fact, it was from an article she herself had written and she remembered how fond she had been of a certain choice of words.

There also seemed to be differences in writing style within the essay itself: at times the writer's style was characteristic of this student's work, with some grammar errors and sentence structure problems; at other times it was extremely sophisticated, more characteristic of an expert writer in the discipline.

Mary Jones began to investigate further. By entering a few words from suspicious passages in Google, she instantly found that her student had plagiarized from several sources available on the internet.

Using her own knowledge of the field, and by checking the articles listed in the bibliography, she found more examples of direct copying without quotation marks or in-text references. What her student had done was paste together plagiarized paragraphs from a number of sources, with some of her own wording in between. The paper therefore appeared to be written in many different "voices."

Professor Jones wrote asking the student to come in for a meeting. She also reported the plagiarism to the department Chair and the report was then forwarded to the Dean. In the end, the student was given an official warning and a zero in the course.

Next: [Scenario #2](#)

Scenario #2 - The Case of the Lost Citation

Julio had been working on his thesis for more than a year and submitted his most recent draft to his supervisor, Dr. Xiao, for review. Dr. Xiao noticed a few passages of text that contained words and phrases that she was certain had been developed by others. They were not quoted or cited in Julio's thesis.

When Dr. Xiao asked Julio about these passages, he honestly couldn't remember where he got the text. He said he thought he had written it himself.

Dr. Xiao asked Julio to do some searching to find the original source. After several days of going through his notes and searching the internet, Julio was finally able to find the original text. He was shocked and ashamed to see that the version in his thesis was virtually identical to the original. He reported back to Dr. Xiao, and promised to change the text and properly cite it.

Dr. Xiao asked Julio how this happened, and Julio explained that he cut and pasted material from journal articles to create his notes, and then cut and pasted from these notes to write his thesis. He thought he was adding citations as he went, but somehow he forgot to do so in this case.

Dr. Xiao urged Julio to be more careful in the future, since his thesis committee wouldn't be so understanding if the final dissertation contained similar problems. She suggested they meet again soon to talk about note-taking strategies and ways to prevent accidental plagiarism.

Next: [Scenario #3](#)

Scenario #3: The Case of the Borrowed Computer Code

Candace had a difficult time completing her coursework for her master's degree in Computer Science. The final paper of her last course was long overdue by the time she handed it in, and she cut a few corners to get things done.

By this time, she had lost track of many of the sources she used in the paper, but she decided she didn't have time to find them again. She also wasn't able to get the proper results using her code, but she knew it *should* work, so she inserted the coding from a friend and used his results as her own. She decided to "forget" to hand in her own source code, since she didn't think it would be a big deal.

She also saved the document as a pdf that was "locked," so it could not be cut and pasted for plagiarism checking. She was relieved to hand in the final paper and start focusing on her thesis project.

About two weeks after she handed in the paper, Candace was informed that she was accused of academic misconduct. She was called to a meeting with the Associate Dean of the College and the Associate Dean of Graduate Studies.

At the meeting, the Associate Deans explained that Candace's assignment copied several sources word-for-word, and did not cite all of the sources used. Because she did not submit her source code, the instructor suspected that she had used someone else's code to get her results.

Candace admitted she hadn't been as careful as she should have been in documenting her sources. She also explained that she only used the results of her friend because of the problem she had with generating her own results. The Dean warned her that regardless of the problems with her results it was a severe offence to hand in another student's work as her own. She was told that she would receive 0 on the assignment, which meant she would fail the course.

Next: [Scenario #4](#)

Scenario #4 - The Case of the Too-Similar Paraphrase

After reading many journal articles for her literature review assignment, Maria creates a document and pastes in a variety of excerpts from articles that she wants to comment on. She writes her assignment around these excerpts, changing some of the words so that they are not identical to the original phrasing. She cites all of the paraphrases in the proper format.

When her instructor, Dr. Thompson, reviews the assignment, he is impressed by the breadth of Maria's research. However, he notices that some of the word choices are a bit odd, and he finds the writing hard to follow. He decides to look at the article Maria is citing in one particular passage. When he finds the original passage, he sees that the structure of Maria's sentences is almost identical to the author's. Even though Maria has changed a few words, the majority of the text is the same as the original.

Dr. Thompson asks Maria to come in and he shows Maria that the wording in her assignment is very similar to the original article. Maria asks what she did wrong, since her paraphrase uses some different words and is cited. Dr. Thompson explains that paraphrasing means using *as few words as possible* from the original and it also requires changing the structure of the text.

He tells Maria that at most, a paraphrase should use 20% of the language of the original and that no more than 3-4 words in a row should be copied, unless she is quoting the source. Maria is surprised to hear this, and when she compares the documents again, she can see that she has clearly copied much more than she should have.

To help Maria understand how to paraphrase, Dr. Thompson asks her to look at the text again and then explain the passage to him—this time without looking at it. Maria is able to put the idea in her own words, and Dr. Thompson is impressed by her understanding. He tells her to use this technique in the future to help avoid copying too much. He asks her to rewrite the paper using the techniques they have talked about.

Next: [Strategies for Avoiding Plagiarism](#)

Strategies for Avoiding Plagiarism

As you saw in the scenarios, each of the cases of plagiarism was avoidable. In the pages that follow, we'll show you some of the key strategies you can use to avoid plagiarism in your own work:

- Three ways to use source material
- Quoting from a source
- Paraphrasing
- Summarizing
- Paraphrasing & summarizing tips
- Effective notetaking
- Notetaking dos and don'ts

Some of these strategies will no doubt already be familiar to you, but you may find a few new writing practices that help you strengthen your skills and feel more confident.

Next: [Three Ways to Use Source Material](#)

Strategies for Avoiding Plagiarism - 3 Ways to Use Source Material

Source material can be

1. quoted
2. written as a paraphrase
3. summarized

All of these uses must be cited.

Next: [Quoting from a Source](#)

Strategies for Avoiding Plagiarism - Quoting from a Source

To quote, use the exact words of the original and include “quotation marks” around the words, and include a citation. Details on how to quote may vary depending upon the referencing style you are using (e.g., APA, MLA, Chicago, etc.). Quotations should be introduced by your own words and integrated smoothly into your sentence. Quote only the essential or unique wording that cannot be changed; don’t ask your reader to read long passages that haven’t been explained by your own writing.

Example of a quotation

Original Text:

“[C]hronological consistency of cultural artifacts, including language, cannot really be seen as a defining feature of the Tolkienian narrative, however much the author seems to have wanted to make it so -- after the fact. As T.A. Shippey has pointed out, the Shire is Edwardian England, with postal service, pipes after dinner, teatime and ‘weskits’” (Straubhaar, 110).

Quotation:

Though not consistent throughout, Tolkien’s narrative frequently draws from Edwardian England for inspiration, including period features such as the “postal service, pipes after dinner, teatime and ‘weskits’” (Straubhaar, 110).

Next: [Paraphrasing](#)

Strategies for Avoiding Plagiarism - Paraphrasing

A paraphrase is a restatement of the original text using your own language and structure. It is generally about the same length as the original.

An effective paraphrase:

1. changes both the words and the structure (repeats no more than 3-4 words in a row from the original, and uses no more than 20% of the language of the original)
2. preserves the author's meaning or intent
3. cites the source accurately

Example of a Paraphrase

Original Text:

"[C]hronological consistency of cultural artifacts, including language, cannot really be seen as a defining feature of the Tolkienian narrative, however much the author seems to have wanted to make it so -- after the fact. As T.A. Shippey has pointed out, the Shire is Edwardian England, with postal service, pipes after dinner, teatime and 'weskits'" (Straubhaar, 110).

Effective Paraphrase:

Although Tolkien believed that it was very important to link his antique world of Middle Earth to real languages and cultures, this connection is not always an accurate one in terms of time. As T.A. Shippey has noted, there are many examples of the cosy rituals of everyday life in Edwardian England (smoking a pipe after a meal, tea, mail delivery, wearing of vests) in the life of the Shire (Straubhaar, 110).

Next: [Summarizing](#)

Strategies for Avoiding Plagiarism - Summarizing

When you summarize, you aim to condense the ideas of a text or passage, giving readers the main point of the original in a shorter version. Summarizing is essential to writing good literature reviews and annotated bibliographies.

As with paraphrases, an effective summary:

1. changes both the words and the structure (repeats no more than 3-4 words in a row from the original, and contains no more than 20% of the language of the original)
2. preserves the author's meaning or intent
3. cites the source accurately

Example of a Summary

Original Text:

"[C]hronological consistency of cultural artifacts, including language, cannot really be seen as a defining feature of the Tolkienian narrative, however much the author seems to have wanted to make it so -- after the fact. As T.A. Shippey has pointed out, the Shire is Edwardian England, with postal service, pipes after dinner, teatime and 'weskits'" (Straubhaar, 110).

Effective Summary:

Despite his intent, Tolkien's work contains anachronisms, so even in Middle Earth his characters live like Edwardian Englishmen (Straubhaar, 110).

Next: [Paraphrasing & Summarizing Tips](#)

Strategies for Avoiding Plagiarism - Paraphrasing & Summarizing Tips

1. Make sure you understand the idea being described in the text. This may require re-reading the text several times.
2. Focus on summarizing/paraphrasing IDEAS, not sentences. Ask yourself what the main point of the passage is.
3. Write your paraphrase or summary without looking at the original. Then compare it with the original to see if you have accurately captured the idea without plagiarizing.
4. When summarizing a longer piece, it helps to ask the following questions as you read through the text:
 - What was the problem or focus of the original text?
 - What was the main argument?
 - What were the results or what evidence was given?
5. If you are writing a summary for a specific purpose, such as an annotated bibliography or review of literature, you will also want to make note of the following:
 - What was the author's method?
 - What was the author's bias, or what school of thought within the field does s/he belong to?
 - How is this information important for my own research project?

Next: [Notetaking Dos and Don'ts](#)

Strategies for Avoiding Plagiarism - Notetaking Dos and Don'ts

Good notetaking habits are one of the most important things you can develop to avoid plagiarism. Here are some general tips to keep in mind.

DO: Make an outline before beginning to write. This way, the overarching ideas of your paper will be your own, and the ideas of others will support your argument.

DO: Save the rough drafts of your papers, along with your research notes. That way, if there is any suspicion of plagiarism, you will have the evidence to convince your instructor that you wrote the paper on your own. Keep a hard copy of your paper as well, in case the computer file is lost.

DO: Try to use your own language in your notes. Imagine you are explaining the information to a friend.

DON'T: Cut and paste text to create a paper from several sources, supplying only your own introduction and conclusion. This strategy makes it hard for you to assert your own argument, and it also could put you in danger of accidentally plagiarizing.

DON'T: Rely too heavily on a single source. Your argument will be more convincing if you show that more than one source supports your idea, and you will also demonstrate that you have good research skills. You will also be better able to develop summaries and paraphrases in your own words once you have heard concepts described in a variety of ways.

Next: [Part 3: Promoting a Culture of Integrity](#)

Part 3: Promoting a Culture of Integrity

Introduction

You're in the final stretch! In the final part of the course, we'll talk about each of us can contribute to building an honest, ethical academic community. In this part, you'll find:

- Practice questions to check your knowledge
- An explanation of how you can take steps to protect the university's integrity

Next: [Check Your Knowledge](#)

Check your knowledge

In a recent study of 11 Canadian post-secondary institutions^[1], serious cheating on written work was admitted by what percentage of graduate student respondents?

1. 15%
2. 35%
3. 50%

Answer:

2. 35 %. According to research by Julia M. Christensen Hughes and Donald L. McCabe (2006), “a surprisingly high number [of graduate students] (35%) reported having engaged in one or more instances of serious cheating on written work”; furthermore, they add, “these rates may be understated as many graduate students (37%) reported they were certain another student had cheated in a test or exam during the past year” (p.11).

Next: [Your Actions Make a Difference](#)

[1] Christensen-Hughes, J.M. and McCabe, D.L. (2006). Academic misconduct within higher education in Canada. *The Canadian Journal of Higher Education*, 36(2):1-21.

Academic Integrity: Your Actions Make a Difference

We all have a part to play in ensuring that the culture of the University of Guelph is a culture of academic freedom and integrity. Knowledge of the rules helps us all recognize what is academic misconduct, how to avoid committing it, and how to properly deal with it when we see it.

Where can I get help understanding academic integrity?

- Your supervisor or instructors are excellent resources for information about academic integrity in your program and discipline. As a student, you are encouraged to ask questions and find out more about conventions and procedures.
- **Other university resources:**
 - Policies and procedures: [Graduate Student Calendar](#)
 - Academic and non-academic misconduct and hearing tribunals:
 - Judicial Office: www.uoguelph.ca/judicial
 - Information about plagiarism and proper referencing: [Writing Services](#)
 - Workshops supporting graduate student learning: [Graduate Student Learning Initiative](#)

Still feeling lost? Contact Writing Services directly: writing@uoguelph.ca

[Conclusion and Quiz Instructions](#)

Conclusion and Quiz Instructions

I've read all the course content. What do I do next?

The final step is the completion of the quiz.

Helpful hints:

- When you're ready to take the quiz, click on the "[Quiz](#)" link at the top
- To pass the course, you must score at least 8/10 on the quiz
- You may take the quiz as many times as you need to
- Your grade is recorded only as "SATISFACTORY" or "UNSATISFACTORY" on your transcript at the end of the semester.

I still have questions about taking the quiz. What should I do?

You can:

- 1) Attend the "Academic Integrity for Graduate Students Information Session" ([register online](#)).
- 2) Contact Writing Services for personal assistance: writing@uoguelph.ca

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