

**Plagiarism Policy and Procedures  
of  
Westmont College**

# Table of Contents

<b>Westmont College Policy on Plagiarism</b> .....	1
Westmont College is a Community of Christian Scholars .....	1
Responsibilities of Members of the Westmont Community .....	1
Definition of Plagiarism.....	1
Forms of Plagiarism .....	1
<i>Minimal Plagiarism</i> .....	1
<i>Substantial Plagiarism</i> .....	1
<i>Complete Plagiarism</i> .....	2
Consequences of Plagiarism .....	2
<i>Minimal Plagiarism</i> .....	2
<i>Substantial Plagiarism</i> .....	2
<i>Complete Plagiarism</i> .....	2
Delay in Detection of Plagiarism.....	3
<b>Procedures for Dealing with Plagiarism</b> .....	3
<b>Example of the Report of Plagiarism Form</b> .....	4
<b>Sample Plagiarism Statement for Syllabi</b> .....	5
<b>For Faculty: Reducing and Detecting Plagiarism</b> .....	6
Why Students Plagiarize .....	6
Reducing the Incidence of Plagiarism.....	6
Detecting Plagiarism .....	8
<b>For Students: Strategies for Avoiding Plagiarism</b> .....	10
<b>Sources</b> .....	12



# Westmont College Plagiarism Policy

---

## Westmont College is a Community of Christian Scholars

When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Westmont is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers. For both scholarly and spiritual reasons, then, plagiarism and all other forms of academic dishonesty are not to be pursued in the Westmont community.

## Responsibilities of Members of the Westmont Community

In a scholarly and Christian community, each of us has a responsibility to encourage others to maintain their commitment to academic honesty. Faculty have a responsibility to educate students about refraining from academic dishonesty—in particular, plagiarism. Faculty should teach what plagiarism is, how to avoid it, and what the consequences of plagiarism are (see *For Faculty: Reducing and Detecting Plagiarism*). In addition, as part of their evaluation of student assignments, they should check for evidence of plagiarism. If evidence is discovered, faculty should confront the student, apply the appropriate consequences, and report the incident to the Provost.

Students have a responsibility to understand plagiarism and to learn how to avoid it (see *For Students: Strategies for Avoiding Plagiarism*). They should refuse to allow fellow students “to borrow” or to use an assignment without proper citation, encourage fellow students to do their own work, and refrain from completing assignments for their fellow students. If a student helps another plagiarize in these or other ways, he or she is equally guilty of academic dishonesty (cf. Saupe, 1998).

## Definition of Plagiarism

To plagiarize is to present someone else's work—his or her words, line of thought, or organizational structure—as our own. This occurs when sources are not cited properly, or when permission is not obtained from the original author to use his or her work. By not acknowledging the sources that are used in our work, we are wrongfully taking material that is not our own. Plagiarism is thus an insidious and disruptive form of dishonesty. It violates relationships with known classmates and professors, and it violates the legal rights of people we may never meet.

Another person's "work" can take many forms: printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data, tables or figures, etc. (The Learning Skills Centre, 1999). In short, if any information that can be considered the intellectual property of another is used without acknowledging the original source properly, this is plagiarism.

## Forms of Plagiarism

Various types and levels of plagiarism are recognized at Westmont, and all are unacceptable in submitted assignments. Unless an instructor specifies otherwise, the following general definitions apply.

**Minimal plagiarism** is defined as doing any of the following without attribution:

- inserting verbatim phrases of 2-3 distinctive words.
- substituting synonyms into the original sentence rather than rewriting the complete sentence.
- reordering the clauses of a sentence.
- imitating the sentence, paragraph, or organizational structure, or writing style of a source (Saupe, 1998; Student Judicial Affairs, UCD, 1999).
- using a source's line of logic, thesis or ideas.

**Substantial plagiarism** is defined as doing any of the following without attribution:

- inserting verbatim sentences or longer passages from a source.
- combining paraphrasing with verbatim sentences to create a paragraph or more of text.
- repeatedly and pervasively engaging in minimal plagiarism.

**Complete plagiarism** is defined as doing any of the following without attribution:

- submitting or presenting someone's complete published or unpublished work (paper, article, or chapter) (Wilhoit).
- submitting another student's work for an assignment, with or without that person's knowledge or consent (Wilhoit).
- using information from a campus file of old assignments (Wilhoit).
- downloading a term paper from a web site (Wilhoit).
- buying a term paper from a mail order company or web site (Wilhoit).
- reusing or modifying a previously submitted paper (e.g., from another course) for a present assignment without obtaining prior approval from the instructors involved.

### **Consequences of Plagiarism**

Plagiarism may occur intentionally or unintentionally, but intent is not a factor in determining whether plagiarism has occurred or what consequences apply (e.g., Student Judicial Affairs, UCD, 1999). An analogy is the licensed driver who is responsible for knowing and abiding by the rules of the road. Ignorance does not excuse the driver if a law is broken. Likewise, a writer is responsible for knowing and using the rules for being accurate and honest in his or her writing. Pleading ignorance of the rules does not prevent the consequences from being applied.

### **Assumptions**

1. The faculty member has previously made available information about plagiarism, why it is unacceptable, and how to avoid it through proper handling and acknowledgement of others' ideas.
2. Any offense which results in a failing grade is reported to the Provost's Office.
3. When determining a consequence for plagiarism, previous offenses in other courses and class rank of the student are relevant.

### **Minimal Plagiarism**

When instances of minimal plagiarism are detected, the instructor can use these situations as an educational opportunity to discuss with the student the nature of plagiarism and the values of a scholarly, Christian community. At the professor's discretion, assignments may be rewritten and resubmitted, with or without a grade penalty.

Repeated instances of minimal plagiarism may, at the professor's discretion, be treated as substantial plagiarism. If the professor plans to exercise his or her discretion in cases of minimal plagiarism, procedures and consequences should be clearly described in the course syllabus.

Faculty are encouraged to keep records of all such instances (e.g., in the form of a report to the Provost) to help complete the picture of a student's academic record.

### **Substantial Plagiarism**

*First offense.* Ordinarily, the student receives a failing grade on the assignment that has been plagiarized, and a Report of Plagiarism is submitted to the Provost's Office.

*Second offense.* Ordinarily, the student receives a failing grade in the course, and a Report of Plagiarism is submitted to the Provost's Office.

*Third offense.* The student should be recommended for expulsion from the college. Action is taken at the discretion of the Provost.

### **Complete Plagiarism**

*First offense.* The student receives a failing grade in the course, and a report is submitted to the Provost's Office.

*Second offense.* The student is expelled from the college. Action is taken at the discretion of the Provost.

When a student is completing the first year at Westmont, whether entering immediately after high school or as a transfer student, he or she may be unfamiliar with plagiarism and how to avoid it. Students who are in their first year may be allowed to rewrite an assignment that is the first instance of substantial plagiarism. The final grade for this rewritten assignment would be reduced.

The expectation is that sophomores, juniors, and seniors who are continuing at Westmont have been educated about plagiarism in an earlier semester or year, so these students are familiar with the college's policies and procedures regarding plagiarism.

## **Delay in Detection of Plagiarism**

If instances of plagiarism are discovered after a course or a degree is completed, the level and frequency of plagiarism will be evaluated by the Provost in consultation with relevant faculty members. Consequences may include changing the grade awarded in a course or courses, delaying the awarding of the degree, withholding the degree, or rescinding the degree.

## **Procedures for Dealing with Plagiarism**

When a faculty member has reason to believe that plagiarism has occurred on an assignment, the following procedures should be carried out.

1. Gather the evidence that confirms plagiarism (e.g., make copies of assignment; get citations for, or copies of, the sources that were plagiarized). In cases where plagiarism cannot be firmly established, the professor is encouraged to meet with the student to obtain sources or to determine the student's familiarity with the paper that he or she submitted.
2. If possible, meet with the student to discuss the incident. In this meeting, the following should be addressed:
  - Describe the evidence that confirms that plagiarism occurred.
  - Listen to the student's response.
  - Review what plagiarism is, why it is unacceptable in a scholarly community, and how to cite sources properly.
  - Review the college's plagiarism policy and procedures with the student.
3. After meeting with the student, determine the consequences with the assumption that this is a first offense. Inform the student what the consequences will be if this is a first offense (e.g., send the student a copy of the report that is submitted to the Provost's Office), making sure that other students' rights to privacy are maintained (e.g., do not name the other students in conversation with the student about whom the report is filed, and block out the other students' names in the report).
4. Document the incident.
  - Complete the Report of Plagiarism form (attached).
  - Submit a copy of the Report of Plagiarism, the assignment, and the plagiarized sources to the Provost's Office.
  - Make and keep a copy of the Report of Plagiarism, the assignment, and the plagiarized sources for your own records.
5. If the Provost's records indicate that this is not the student's first offense, the faculty member will be contacted and can determine, in consultation with the Provost, whether other penalties are warranted. Knowledge of a student's prior record should be used in determining penalties, but must not enter into the decision about the presence or nature of plagiarism (steps 1-3).

After receiving a copy of the Report of Plagiarism, a student may comment on the report and submit those comments to the Provost's Office.

A student who believes that he or she has been unfairly accused or treated may appeal to the Provost.

Each semester, the Provost's Office will prepare a summary of total offenses (across all courses and all semesters) for each student for whom at least one report has been submitted. This will help to determine consequences in situations where multiple instances of plagiarism have occurred.

**EXAMPLE ONLY**

**Report of Plagiarism**

Instructor's Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Student's Name \_\_\_\_\_

Id. No. \_\_\_\_\_

Course in which plagiarism occurred \_\_\_\_\_

Describe the incident that occurred (include assignment, date, time, location, student's response): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Extent of plagiarism (circle one):	Minimal	Substantial	Complete
Evidence (circle one):	Attached	Sent under separate cover	Described, below

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Consequences (circle one):	Rewrite for grade (no penalty)	Rewrite for reduced grade
	Failing grade on assignment	Failing grade in course
	Recommend expulsion	Other (describe) _____

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instructor's signature: \_\_\_\_\_ Date \_\_\_\_\_

**IMPORTANT:** This report may only be shared with the individual to whom it pertains and with those within the college who have a legitimate educational need for the information on the report. Should the report name additional students, their statutory right to privacy must be protected; for example, their names must be blocked out on any copy of the report shared with the student about whom the report is filed.

**To the Student:** If you would like to comment on this report, please do so below or on the back of this sheet, and send a copy to the Provost.

Plagiarism Statement  
for Possible Inclusion in College Syllabi

To plagiarize is to present someone else's work—his or her words, line of thought, or organizational structure—as your own. This occurs when sources are not cited properly, or when permission is not obtained from the original author to use his or her work. Another person's "work" can take many forms: printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data, tables or figures, etc. In short, if any information that can be considered the intellectual property of another is used without acknowledging the original source properly, this is plagiarism.

Please familiarize yourself with the entire Westmont College Plagiarism Policy. This document defines different levels of plagiarism and the penalties for each. It also contains very helpful information on strategies for avoiding plagiarism. It cannot be overemphasized that plagiarism is an insidious and disruptive form of academic dishonesty. It violates relationships with known classmates and professors, and it violates the legal rights of people you may never meet.

## **For Faculty: Reducing and Detecting Plagiarism**

Faculty play a crucial role in helping students to develop academic integrity. There are many contexts in which faculty can explicitly teach students what academic honesty is: at the beginning of the semester when they are setting the tone for learning; as the requirements for an assignment are described; when students must be confronted with the evidence of dishonesty; and as they model integrity in their own teaching and scholarship. In all instances, it is important that expectations for academic integrity are communicated explicitly, clearly, and regularly.

### **Why Students Plagiarize**

In order to teach students how to avoid plagiarizing, it may be helpful to understand some of the reasons that increase the tendency to plagiarize. Students may:

- ▶ *Lack the time to complete an assignment well* (Wilhoit, 1994). This may occur as the result of
  - poor time management (Oliphant, 2001b),
  - perfectionism,
  - procrastination (Tamashiro, 1998), or
  - circumstances beyond the student's control.
  
- ▶ *Feel pressure to do particularly well on the assignment* (Wilhoit) *or in the course*. This pressure may be caused by
  - the weight assigned to a particular writing task,
  - family who only want the student to maintain a high grade-point average,
  - personal expectations to perform well, or
  - competition for entrance to graduate school or for scholarships (Oliphant).
  
- ▶ *Believe that they do not have the skills necessary to complete the assignment*. Depending on the assignment, "skills" may involve
  - searching for relevant articles,
  - evaluating internet sources (Oliphant),
  - understanding technical terms (Roig, 1999),
  - knowing and being able to use a particular citation style (Oliphant), or
  - knowing how to take careful notes when reading sources (Harris, 2000; Wilhoit; Williams, 1996).
  
- ▶ *Come from cultures where imitating another writer is a form of flattery* (Oliphant) *or where intellectual property—the legal concept that a person can "own" an idea—is inconceivable* (Bowden, 1996).
  
- ▶ *Not understand important information about acknowledging sources properly, like:*
  - the differences between plagiarizing and paraphrasing,
  - the details of citing correctly,
  - the legal differences between common knowledge, public domain, and intellectual property, or
  - the fact that electronic and online sources are not necessarily public domain or common knowledge (Oliphant).

### **Reducing the Incidence of Plagiarism**

Although it may not be possible to eliminate plagiarism, it is possible for faculty members to educate their students and construct assignments in such a way that plagiarism is greatly reduced. Some strategies for accomplishing this goal are described below.

- ▶ *Educate yourself about plagiarism*, especially the circumstances under which students are likely to plagiarize (Harris, 1999), so that you can teach students how to avoid plagiarism and can create assignments that reduce the temptation to plagiarize.
  
- ▶ *Include a statement about plagiarism as defined by your discipline and its consequences in each course syllabus* (Academic Dishonesty; Harris; Hinchliffe; Murray, 2002; Oliphant, 2001a), as well as sources to which students can go for additional information on the Web.

- ▶ *Have students sign a statement*, affirming that they have read and understand the College's policy and procedures regarding plagiarism and agree to abide by them. This underscores the importance of avoiding plagiarism, and the public commitment of signing the statement makes it more likely that students will not plagiarize intentionally.
- ▶ *Reserve a session early in each course to educate or review with your students what plagiarism is, why it is unacceptable in a Christian, scholarly community, and how to avoid it in their work* (Academic Dishonesty; Oliphant).
  - Present specific strategies they can use to avoid plagiarism, and inform students of the consequences if they plagiarize (Academic Dishonesty; Hinchliffe, 1999; Oliphant; Van Belle, nd).
  - Let students know that you check their work for plagiarized sources (Murray) and that you are aware of and familiar with the papers that are presented at paper mill web sites (Ehrlich, 1998; Leland, 2000; Van Belle).
  - Present reasons for citing sources properly (Harris; Leland; Murray; Oliphant; Williams):
    - \* Plagiarizing is immoral and illegal (Saupe, 1998; Standler, 2000; Student Judicial Affairs, UCD, 1999). It is a form of theft, fraud, and lying (Saupe; Standler; Student Judicial Affairs, UCD).
    - \* An argument is strengthened when citations of authoritative sources are used (Harris; Williams).
    - \* A student avoids learning how to research effectively and to write well when he or she plagiarizes (Saupe; Student Judicial Affairs, UCD).
    - \* Those who plagiarize tarnish the reputation of the academic institution and degrade the value of their education if that institution becomes known as a place where students can plagiarize with impunity (Saupe; Student Judicial Affairs, UCD).
    - \* Plagiarizing creates an atmosphere of suspicion among classmates and between professor and students that weakens the learning community (Student Judicial Affairs, UCD).
    - \* When one student plagiarizes, he or she gains unfair advantage over classmates (Student Judicial Affairs, UCD).
- ▶ *Teach students the skills they need* in order to complete assignments successfully.
  - Schedule a class session with a reference librarian to teach students about the resources available in the library and how to carry out their research using those resources (Oliphant, 2001b).
  - Present detailed information on how to cite sources properly and accurately in your discipline (Oliphant; Wilhoit).
  - Encourage or require students to take careful notes from their sources (Ehrlich; Wilhoit). Explain how to do this effectively.
  - Break large assignments down into a set of smaller assignments (Ehrlich; Harris; Murray; Oliphant; Van Belle). For instance, rather than a term paper due at the end of the semester, have students first develop a list of possible thesis statements; then a set of notes from their sources; then a bibliography that addresses their chosen thesis; then an outline; then a first draft, etc. This process not only reduces the likelihood of plagiarizing, but it also models a strategy for accomplishing large tasks—and results in higher quality papers.
  - Require multiple drafts of students' assignments (Wilhoit). Besides discouraging students from complete plagiarizing, this also models your expectation that writing involves more than one draft and shows that this can result in a higher quality product (Wilhoit).
  - Have students write their drafts or portions of their drafts in class, bring drafts or notes to class for peer evaluation, or require that drafts be turned in with the final paper (Ehrlich; Leland; Van Belle).
- ▶ *Create assignments that help to reduce the potential for plagiarizing.*
  - Have students download a paper from a paper-mill site and evaluate its weaknesses (Leland; Oliphant). This shows students what poor writing is and that you are not impressed with the quality of these papers (Leland).
  - Discuss hypothetical situations of interactions between students and how students might gather and use information during the research and writing process (Wilhoit). Explain when "sharing" information is appropriate and when it is inappropriate.

- Present properly and improperly paraphrased, quoted, and cited statements and have students evaluate whether and why the sources are properly acknowledged (Wilhoit).
  - Develop assignments that students will be interested to complete (Leland).
  - Develop a list of topics on which students can write that you can rotate through over a number of years (Oliphant; Van Belle). This helps to reduce "borrowing" of previous students' papers over the semesters.
  - Create assignments or sets of readings that are unique to the course and specific in their requirements in order to reduce the possibility of plagiarism, especially complete plagiarism (Harris; Leland; Oliphant; Van Belle). For instance, have students answer certain questions in their writing or require a certain combination of sources (e.g., 2 internet sources, 3 peer-reviewed articles, and one case study) or require recent citations (say, within the last 3-5 years).
  - Build in "oral reports" based on students' papers (Harris). Students present summaries of their papers, and have to explain what they meant by various terms and phrases that they used, describe where they obtained their sources and summarize those sources' main points, and read some of their paper aloud. This procedure may also provide information about whether a student has plagiarized (Ehrlich; Harris).
  - Have students write an essay, after they have turned in their papers, about the paper and the researching and writing process (Harris). They can describe what they learned, problems they encountered, and how they solved them; what they would do differently next time; and the directions in which they would go if they continued their work. This assignment may also provide information about whether a student has plagiarized by providing a writing sample that can be compared to the paper itself (Harris).
  - Consider the use of group projects or presentations rather than traditional writing assignments (Van Belle).
  - When cooperative learning activities are used or collaboration is allowed, communicate clearly regarding proper and improper cooperation and collaboration and how students are expected to contribute to the project (Wilhoit).
- ▶ *Make a copy of the first page of each writing assignment of every student* (Harris). This provides a record of a student's progress over the semester as well as providing writing samples against which one may compare an assignment where plagiarism is suspected.
  - ▶ *Require that students turn in copies of their sources with their written assignment* (Oliphant; Roig, 1999; Wilhoit). Roig also suggests that students be required to highlight the cited text in their sources.
  - ▶ *Require or encourage students to use plagiarism detection software* like Turnitin.com, Glatt's Plagiarism Services, WordCHECK, KeyWORD, or MOSS before turning in their final drafts.

### **Detecting Plagiarism**

Just as a faculty member has a responsibility for evaluating student writing and providing suggestions for how students can improve, he or she also has a responsibility for evaluating whether students are citing sources properly and accurately. The following are possible strategies for helping in this latter task:

- ▶ *Check for clues that the paper was downloaded from the Web* (Bates & Fain, 1999; Harris, 1999):
  - dates or web site URLs in small print in the corner of each page (Bates & Fain; Harris; Hinchliffe; Senechal).
  - a "tag line" on the last page (Bates & Fain; Senechal) indicating who the author or the sponsoring organization is.
  - inconsistent or inappropriate formatting (Bates & Fain; Hinchliffe; Oliphant, 2002; Senechal). If a paper is downloaded and reprinted, the headings, manuscript page headers, and page numbers may not be formatted correctly or consistently.
- ▶ *Search possible sources for exact phrases used in the paper that are distinctive* (Ehrlich; Harris, 1999; Hinchliffe; Leland; Oliphant; Ryan, 1998).
  - If Web citations are used, go to those sources and search the page for phrases that the student has used.
  - Use a search engine like AltaVista, Google, Lycos, or HotBot to check the Web. If the phrase isn't found

with one search engine, try one or two other search engines since each searches a different set of web sites and pages.

- Search the relevant on-line data base of abstracts or full-text articles.
- Check highlighted or underlined portions of the students' print sources to see if they have been incorporated into the assignment and cited properly.

▶ *Check for clues that the paper was:*

- obtained from an unacknowledged source (Bates & Fain; Senechal).
  - \* Look for "references to graphs, charts, or accompanying material" that are missing.
  - \* Check for "references to professors, classes or class numbers that are not taught at" Westmont.
  - \* Check whether all or many sources are in another language or published in another country.
  - \* Look for inconsistencies in the relevance of information, writing style, or grammar (Bates & Fain; Harris; Oliphant; Senechal).
- written at an earlier time (Bates & Fain; Hinchliffe; Oliphant; Senechal).
  - \* "Web sites listed in citations" are no longer available.
  - \* Most or all of the "citations. . . are older than five years."
  - \* "Historical persons or events" are described in the present tense.

▶ *If the student seems unfamiliar with sources used or information in the paper* (Bates & Fain; Ryan), this may be an indication that the information is plagiarized.

- He or she "cannot identify citations or provide copies of the cited material."
- He or she "cannot summarize the main points of the paper or answer questions about specific sections of the paper."
- "When provided with a page from their paper that has words or passages removed, students cannot fill in the blanks with the missing words or with reasonable synonyms."

▶ *Use plagiarism detection software* like Turnitin.com, Glatt's Plagiarism Services, WordCHECK, KeyWORD, or MOSS.

If plagiarism is detected, the professor should follow the procedures described in the Westmont plagiarism policy for providing evidence, and documenting and reporting incidents of plagiarism. Following these procedures will help to provide a safeguard against legal risk.

## For Students: Strategies for Avoiding Plagiarism

- ▶ *Be aware of the situations in which you may be tempted to plagiarize, some of which are described below.*
  - You don't have enough time to do the assignment well (Wilhoit, 1994), perhaps as the result of:
    - \* poor time management (Oliphant, 2001b),
    - \* perfectionism,
    - \* procrastination (Tamashiro, 1998), or
    - \* circumstances beyond your control.
  - You feel pressured to do particularly well on the assignment (Wilhoit) which may be caused by:
    - \* the weight assigned to a particular writing task,
    - \* family members who only want you to maintain a high grade-point average,
    - \* your own desires to perform well, or
    - \* competition for entrance to graduate school or for scholarships (Oliphant, 2001b).
  - You do not have, or are not sure that you have, the skills necessary to complete the assignment. These skills may include:
    - \* searching for relevant articles,
    - \* evaluating internet sources (Oliphant, 2001b),
    - \* understanding technical terms (Roig, 1999),
    - \* knowing and being able to use a particular citation style (Oliphant, 2001b), and
    - \* careful note-taking skills (Harris, 2000; Wilhoit; Williams, 1996).
    - \* It may also be that the professor's expectations or requirements for an assignment are not clear to you.
  - You don't understand:
    - \* the differences between plagiarizing and paraphrasing,
    - \* the details of citing correctly,
    - \* the important legal differences between common knowledge, public domain, and intellectual property,
    - \* that electronic and online sources are not public domain or common knowledge (Oliphant, 2001b).
- ▶ *Educate yourself about*
  - academic integrity and honesty. Learn about:
    - \* your commitments to the Westmont community, and
    - \* your responsibilities as a learner in this community.
  - plagiarism and how to avoid it. Find out:
    - \* what it is and how its definition might differ from discipline to discipline,
    - \* how to acknowledge sources properly,
    - \* when you might be tempted to plagiarize and what you can do to avoid being a plagiarist, and
    - \* what Westmont's plagiarism policy is and what the consequences are for plagiarizing (The Learning Skills Centre, 1999).
- ▶ *Use effective strategies to research and complete your assignments successfully.*
  - When group projects or cooperative learning activities are required or collaboration is allowed, make sure you understand clearly what is proper and improper cooperation and collaboration and how you are expected to contribute to the project (Wilhoit)
  - Clarify expectations or requirements for an assignment if they are originally not clear to you.
  - If your instructor provides additional information on the Web, check it out so you are better informed.
  - Pay close attention when plagiarism and its consequences are reviewed in class, so you understand how plagiarism is being defined in this discipline and what details you need to know (The Learning Skills Centre)
  - Attend any bibliographic instruction sessions that are offered so you learn about the resources available in the library and how to carry out your research using those resources (Oliphant, 2001b)
  - Learn the details of required citation styles correctly and the differences between plagiarizing and paraphrasing, and among common knowledge, public domain, and intellectual property, so you do not plagiarize inadvertently (The Learning Skills Centre).
  - Be aware that if bibliographic information is missing from online and electronic sources, you must work harder to find and identify the necessary bibliographic information.
  - Break large assignments down into a set of smaller assignments (Ehrlich, 1998; Harris; Murray, 2002;

Oliphant, 2001a; Van Belle, nd). For instance, if you have a term paper due at the end of the semester, create your own deadlines for the different steps of the paper: a list of possible thesis statements; notes from your sources; a bibliography that addresses your chosen thesis; an outline; a first draft, a second draft, and a final draft.

- ▶ *Take careful, precise notes as you are researching and reading your sources* (Ehrlich; The Learning Skills Centre; Wilhoit; Williams).
  - Do not just highlight or underline the relevant sections.
  - Use 3 X 5 cards, and write down the exact words that the source used.
    - \* Put quotation marks around this material and record the page number(s) from which the information was taken--even if just 1 or 2 words are quoted (The Learning Skills Centre).
    - \* When you paraphrase an idea, make sure that it is completely restated in your own words rather than a mixture of your and the source's words. Record that this information is a paraphrase using the letter *P* written on this note card.
    - \* When you record your own ideas, record this on the note card with an *MI* for "my idea" (The Learning Skills Centre; Williams).
    - \* Record all bibliographic information of each source completely when you first take notes from that source.
  
- ▶ *Starting with your first draft:*
  1. Properly acknowledge all ideas and words that are not your own in your text.
  2. List complete bibliographic information on the Works Cited or References page for every source that is cited in your paper (Williams).
  
- ▶ *When writing your paper:*
  1. Control the presentation of your topic and development of your arguments (The Learning Skills Centre; Williams) by using information from your sources to make your points, rather than letting the sources direct the path your argument takes.
  2. Paraphrase as much as possible, using the proper citation style for the discipline in which you are writing.
  3. When paraphrasing, completely restate the source's ideas and words, using your own words. Then check your rewording against the source's wording to make sure that you successfully restated the source's ideas.
  4. Acknowledge all of your sources' ideas, wording, sentence structure, and organizational pattern, using the appropriate citation style.
  5. Only use a source's actual words when they are needed to "give weight to your argument" or when the source's wording is "necessary or particularly effective" (Williams).
  6. When you quote a source, put quotation marks around the source's actual words and use the proper citation style for the discipline in which you are writing.
  
- ▶ *Before handing your assignment in, do the following last-minute checks* (Wilhoit; Writing Tutorial Services, 1998):
  1. Check your citations against the original sources. Make sure that you have
    - \* paraphrased properly,
    - \* acknowledged quotes properly, and
    - \* acknowledged all sources where you have used their sentence structure, organizational pattern, ideas, or words.
  2. Check your References or Works Cited list to make sure that you have accurately and completely recorded all the bibliographic information for each source and used the correct reference style.
  3. Compare your text citation to the sources listed on References or Works Cited page to make sure that they match each other: All sources cited must be listed in the references, and all sources listed in the references must be cited at least once in the text.

## Sources

- Academic dishonesty: What OSU faculty should know* (2001, December 7). Corvallis, OR: Oregon State University. Retrieved May 15, 2002: <http://osu.orst.edu/admin/stucon/facacdis.htm>
- Bates, P., & Fain, M. (1999, March 5). Detecting plagiarized papers (rev. 2002, January 30). Coastal Carolina University. Retrieved from World Wide Web, May 27, 2002: <http://www.coastal.edu/library/plagiartz.htm>
- Bowden, D. (1996). Stolen voices: Plagiarism and authentic voice. *Composition Studies/Freshman English News*, 24(1-2), 5-18.
- Ehrlich, H. (1998, May 20; rev. 2000, March 20). *Plagiarism and anti-plagiarism*. Newark, NJ: Rutgers University. Retrieved June 4, 2002: <http://newark.rutgers.edu/~ehrllich/plagiarism598.html>
- Harris, R. (2000, October 2). *Anti-plagiarism strategies for research papers*. Costa Mesa, CA: Vanguard University. Retrieved October 31, 2000: [http://www.sccu.edu/faculty/R\\_Harris/antiplag.htm](http://www.sccu.edu/faculty/R_Harris/antiplag.htm)
- Hinchliffe, L. J. (1999, January 6). *Cut-and-paste plagiarism: Preventing, detecting and tracking online plagiarism*. Retrieved October 31, 2000: <http://alexia.lis.uiuc.edu/~janicke/plagiary.htm>
- The Learning Skills Centre. (1999, January 31). *Plagiarism*. Prince George, BC: The University of Northern British Columbia. Retrieved November 20, 1999: <http://quarles.unbc.edu/lsc/rpplagia.html>
- Leland, B. (2000 February 22). *Plagiarism and the Web*. Macomb, IL: Western Illinois University. Retrieved October 31, 2000: <http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm>
- Murray, B. (2002, February). Keeping plagiarism at bay in the Internet age. *Monitor on Psychology*, 22-24.
- Oliphant, T. (2002, March 12). *Detecting plagiarism*. Edmonton, Alberta: University of Alberta. Retrieved May 15, 2002: <http://www.library.ualberta.ca/guides/plagiarism/detecting.html>
- Oliphant, T. (2001a, November, 1). *Preventing plagiarism*. Edmonton, Alberta: University of Alberta. Retrieved May 15, 2002: <http://www.library.ualberta.ca/guides/plagiarism/preventing.html>
- Oliphant, T. (2001b, November, 1). *Why students plagiarize*. Edmonton, Alberta: University of Alberta. Retrieved May 15, 2002: <http://www.library.ualberta.ca/guides/plagiarism/students.html>
- Regent College (2001, October 10). *Academic policies*. Vancouver, BC: Regent College. Retrieved May 27, 2002: [http://www.gospelcom.net/regent/regentnew/student\\_information/acadinfo/academic\\_policies.html](http://www.gospelcom.net/regent/regentnew/student_information/acadinfo/academic_policies.html)
- Roig, M. (1999). When college students' attempts at paraphrasing become instances of potential plagiarism. *Psychological Reports*, 84, 973-982.
- Ryan, J. J. C. H. (1998, December). Student plagiarism in an online world. *Prism online*. Washington, D.C.: American Society for Engineering Education. Retrieved November 21, 1999: [http://www.asee.org/prism/december/html/student\\_plagiarism\\_in\\_an\\_onlin.htm](http://www.asee.org/prism/december/html/student_plagiarism_in_an_onlin.htm)
- Saupe, K. (1998, September 7). *Plagiarism policy*. Grand Rapids, MI: Calvin College English Department. Retrieved November 20, 1999: <http://www.calvin.edu/academic/engl/plagiar.htm>
- Senechal, G. (no date). *Dead giveaways*. Retrieved May 28, 2002: <http://www.plagiarized.com/deadgive.shtml>
- Standing, L. G., & Gorassini, D. (1986). An evaluation of the Cloze procedure as a test for plagiarism. *Teaching of Psychology*, 13(3), 130-132.
- Standler, R. B. (2000). *Plagiarism in colleges in USA*. Retrieved May 27, 2002: <http://www.rbs2.com/plag.htm>
- Student Judicial Affairs. (1999 October). *Avoiding plagiarism: Mastering the art of scholarship*. Davis, CA: UC Davis. Retrieved October 31, 2000: <http://sja.ucdavis.edu/SJA/plagiarism.pdf>
- Tamashiro, R. (1998, April 2). *Guiding students in web-based research projects*. Proceedings of the 9<sup>th</sup> International Conference of the Society for Information Technology and Teacher Education (SITE), March, 1998, Washington, D.C. Charlottesville, VA: Association for the Advancement of Computing in Education. Retrieved November 20, 1999: [http://www.coe.uh.edu/insite/elec\\_pub/HTML1998/tp\\_tama.htm](http://www.coe.uh.edu/insite/elec_pub/HTML1998/tp_tama.htm)
- Van Belle, G. (no date). *How cheating helps drive better instruction*. Retrieved May 28, 2002: <http://www.plagiarized.com/vanb.shtml>
- VanderMey, R., Meyer, V., Van Rys, J., Kemper, D., & Sebranek, P. (2004). *The college writer: A guide to thinking, writing, and researching*. Boston: Houghton Mifflin.
- Wilhoit, S. (1994). Helping students avoid plagiarism. *College Teaching*, 42(4), 161-165. Retrieved from Academic Search Elite, EBSCOHost, June 4, 2002: [http://ehostgw11.epnet.com/ehost.asp?key=204.179.122.140\\_8000\\_1569460634&site=ehost&return=n](http://ehostgw11.epnet.com/ehost.asp?key=204.179.122.140_8000_1569460634&site=ehost&return=n)
- Williams, S. (1996, June 26). *Avoiding plagiarism*. Clinton, NY: Hamilton College. Retrieved November 20, 1999: <http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html>
- Writing Tutorial Services: Writing Resources. (1998, August 10). *Plagiarism: What it is and how to recognize and avoid it*. Bloomington, IN: Indiana University. Retrieved November 20, 1999: <http://www.indiana.edu/~wts/wts/plagiarism.html>