What is plagiarism?

The University Code of Conduct categorizes two different acts as plagiarism:

1. Purposefully submitting someone else’s work as one’s own, or purposefully “attempting to blur the line between one’s own ideas or words and those borrowed from another source” (CWPA);
2. Accidentally or unknowingly making clear which ideas or words or borrowed from other sources.

The University Code of Conduct does not differentiate between un/intentional plagiarism, though I think we as instructors can and should respond differently when possible.

Why do students plagiarize?

Deadline crunch, time management problems
Perceive assignment as “busy work”
Difficulty completing assignment, or with writing more generally
Fear of failure, risk aversion

Not knowing how, why to attribute source material
Inadequate paraphrasing (leaving text too similar to original)
Different cultural understandings of authorship

Detecting Plagiarism

Sometimes plagiarism is easy to detect (you can find the original source yourself on Google), and sometimes it will never be proveable (paper mill papers).

Pay attention when
writing suddenly changes (voice, ability).
writing does not address assignment or brings in unrelated materials.
citations are ambiguous, or citations/quotes don’t match bibliography.

How Can I Prevent Plagiarism?

Process-centered pedagogy (draft in stages)
Design meaningful, particularized assignments with clear outcomes/applicability
Scaffold assignments, build necessary skills and knowledge
Lower stakes by allowing students to revise and/or redo papers
November 19, 2013

Explain plagiarism; coach attribution and paraphrasing
Build in support (peer review, individual/group conferences)
Strategize with students when they have trouble finding sources
Encourage use of the Writing Center

Use SafeAssign to collect assignments
However, detection software poses limitations and ethical concerns (CCCC-IP)

**Questions to Ask When Designing Assignments**
Research shows that “college writing assignments across the disciplines often contain assumed genre requirements which students may be unable to discern simply by reading the prompt…” (Clark).

- Does the assignment have a clear purpose that is made explicit to students?
- Have you broken down *what type*—what genre—of paper this is?
- What are the typical *conventions* for a paper of this type, what does it generally *do*?
- What do students need to know how to do in order to complete this assignment?
- Have I addressed those needs in class activities, HW, smaller assignments?

**How Do I Address Suspected Plagiarism?**
Talk with your student
Talk with mentors, support—lead instructor for course, program/department chair
(They may recommend you send the case to your College Conduct Administrator)

**Resources**
UC Libraries Plagiarism Guide
(http://guides.libraries.uc.edu/prevent_plagiarism)
UC librarians can also run classroom sessions for your students

Academic Writing Center
(149 McMicken; 556-3912)

Purdue OWL
(https://owl.english.purdue.edu/owl/)
Information on citation and attribution, as well as writing process in general

**Sources**
