

## 10. Academic Integrity, Plagiarism, and Intellectual Property

If you want your students to be aware of academic integrity, plagiarism, and respecting intellectual property as they complete an assignment where they will need to take these concerns into consideration, use the following resources:

- Video: Academic Integrity
- Video: Plagiarism
- Video: Copyright
- Video: What is Authority?
- Video: Why Citations Matter

### DISCUSSION TOPICS

#### **Citations**

Before discussing the nature of citations and references, ask the students to come up with definitions of these terms. What are their current views? Experiences? Assumptions?

Citations as puzzle pieces or clues in a mystery: If we view citations as part of the academic conversation, what part do they play?

How do citations and references help solve problems? How do they help when we're curious about a topic? How do citations help us prevent plagiarism? Is it as simple as using in-text citations and reference lists, or is it more complex?

Why should we acknowledge others' work? Why is it important to forwarding research and various academic fields?

Citing statistics: Why must statistics always have citations? Discuss the nature and creation of statistics. Citing statistics adds credibility and helps you avoid accusations of making statistics up.

Citing images: Why should images always have citations? Discuss the nature and creation of images. How can they be manipulated or used out of context? How do citations help clarify the original intent or message of an image?

Citation generators and organization tools: Some professors don't allow use of these tools; why do you think that is? Why might some professors consider these tools cheating? How does this relate to technological literacy? What tools do students already use? What would they like to learn about or see

in the future? Brainstorm the “perfect” citation tool. Discuss human and machine error when it comes to citations: the importance of double-checking!

### **Plagiarism**

Begin your discussion by asking lead-in questions to gauge students’ knowledge of plagiarism and its consequences. What do you think plagiarism is?

Can turning in previous work from another class be considered plagiarism? When is it OK to use other people’s work without citing it? Is there a specific amount of work that can be used without recognition?

Take a minute to think about some examples or instances that could be considered plagiarism (e.g. copying work or paraphrasing ideas without giving credit, including switching around the order of words and arguments to make the writing “differ” from the original work; taking individual credit for work done by a group; and using material quoted in one of the sources you found and citing it as if you read the entire work).

### **Academic Integrity**

What is the university’s policy on academic integrity? Take a moment to think about 5 fundamental values: honesty, trust, fairness, respect, and responsibility. How do they fit into your academic career? What is academic dishonesty and what are potential consequences if one is caught violating a policy?

### **Academic Dishonesty**

What are some strategies that you find helpful to avoid committing plagiarism, even unintentionally? If you ever are in doubt about whether you should cite a source or not, what is the best course of action to take? Do you know of any helpful resources to consult if this happens?

### **ACTIVITY**

#### **Academic Dishonesty Detectives**

Provide students with an excerpt of a mock assignment and have them analyze it for examples of academic dishonesty. They might try Googling phrases or using an anti-plagiarism software to identify plagiarized content, sources not cited properly, or data that may have been fabricated. What clues would they look for?