CAMDEN COUNTY COLLEGE
ESL DEPARTMENT

FACULTY TRAINING WORKSHOPS

GUIDELINES/SUGGESTIONS TO HELP STUDENTS AVOID
PLAGIARISM

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INTRODUCTION

DIFFERENCES BETWEEN:

INTENTIONAL PLAGIARISM
UNINTENTIONAL PLAGIARISM

TRADITIONAL MEANS OF DEALING WITH PLAGIARISM

1. MENTIONING IT IN THE COURSE POLICY

2. WARNING & THREATENING!

3. PENALTIES

WHY THESE MEANS ARE NOT ALWAYS EFFECTIVE

1. SOMETIMES STUDENTS DON'T READ THE COURSE POLICY!

2. THREATS DO NOT DETER STUDENTS

3. PENALTIES DO NOT REMEDY THE SITUATION
STRATEGIES TO AVOID PLAGIARISM

1. ASSESS THE EXTENT OF YOUR STUDENTS' KNOWLEDGE ON PLAGIARISM AS DEFINED BY THE AMERICAN ACADEMIC CULTURE

2. ENCOURAGE YOUR STUDENTS TO SHARE WITH YOU AND THE CLASS THE NORMS OF ACADEMIC WRITING IN THEIR RESPECTIVE CULTURES

3. USE A SIMPLE SURVEY TO MEASURE YOUR STUDENTS' KNOWLEDGE ON PLAGIARISM AND RESEARCH SKILLS

4. AFTER READING YOUR STUDENTS' ANSWERS, CORRECT THEIR IDEAS IF NECESSARY
SAMPLE SURVEY

1. Plagiarism is

2. Quoting is

3. Quoting is necessary when

4. Summarizing is

5. Summarizing is used when

6. Paraphrasing is

7. Common knowledge is

8. Indirect Speech is
EXPLAIN TO YOUR STUDENTS WHAT IS CONSIDERED “COMMON KNOWLEDGE”

WHAT IS COMMON KNOWLEDGE?

1. INFORMATION WHICH IS AVAILABLE IN SEVERAL SOURCES
2. UNIVERSAL FACTS
3. INFORMATION YOU BELIEVE YOUR AUDIENCE ALREADY KNOWS
4. INFORMATION THAT CAN EASILY BE FOUND IN GENERAL REFERENCE SOURCES
EXPLAIN TO YOUR STUDENTS HOW TO USE INFORMATION FROM SOURCES:

REASONS TO QUOTE

1. SUMMARY OR PARAPHRASE WILL DIMINISH THE VALUE OF THE PASSAGE
2. THE INFORMATION IS HIGHLY TECHNICAL (EX. SCIENTIFIC DEFINITIONS)
3. THE THOUGHT IS PARTICULARLY DIFFICULT TO REPHRASE
4. THE SOURCE'S WORDS ARE OPEN TO INTERPRETATION
5. THE PHRASE (EVEN IF IT IS TINY) IS A UNIQUE INVENTION OF THE AUTHOR. EXAMPLE: “CARING CONSPIRACY”

WHAT IS A PARAPHRASE?

1. A PARAPHRASE IS A RESTATEMENT, IN YOUR OWN WORDS, OF A PASSAGE OF TEXT. USUALLY, THE PARAPHRASE IS THE SAME LENGTH OF THE ORIGINAL.
2. ONLY AN OCCASIONAL WORD (BUT NOT WHOLE PHRASES) FROM THE ORIGINAL SOURCES SHOULD APPEAR.

3. THE IDEAS OF THE ORIGINAL PASSAGE SHOULD BE RETAINED.

WHAT IS A SUMMARY?

1. A SUMMARY IS A CONDENSATION OF A LONG, DETAILED PASSAGE.

2. IT SHOULD CONTAIN THE AUTHOR'S MAIN IDEA AND THE MAIN SUPPORTING DETAILS

3. IT SHOULD BE IN YOUR OWN WORDS.
GRAMMATICAL CHANGES IN MAKING INDIRECT QUOTATIONS:

1. Change person: Because the point of view changes from first person (I) to third person (he, she, it, they), most of the pronouns must be changed.

2. Use non-action (stative) verbs to indicate that this is not your statement. Example: agree, assume, believe, consider, disagree, disbelieve, estimate, expect, feel, presume, realize, recognize, suppose, suspect, think, believe, prefer, observe, perceive, and notice.

3. Change the sequence of tenses:
   a. Simple present tense becomes simple past:
      I work  He worked
   b. Present progressive becomes past progressive  I am working  He was working
   c. Present perfect becomes past progressive  I worked  He had been working
   d. Modal changes:
      can  could
      will  would
      must  had to
      may  might
      shall  should (to give advice)
      shall would (to indicate future time)
SUGGESTED CLASS ACTIVITIES

1. GIVE AN ORIGINAL PASSAGE AND 3 PARAPHRASES AND ASK THE STUDENTS TO IDENTIFY THE BEST PARAPHRASE AND GIVE REASONS FOR THEIR CHOICE.

2. GIVE AN ORIGINAL PASSAGE AND 3 SUMMARIES AND DO THE SAME.

3. GIVE A LIST OF STATEMENTS AND ASK STUDENTS TO IDENTIFY THOSE WHICH NEED DOCUMENTATION.

4. GIVE PRACTICE EXERCISES ON DIRECT AND INDIRECT SPEECH.

5. GIVE A LIST OF STATEMENTS AND ASK STUDENTS TO IDENTIFY FACTS/OPINIONS
HELPFUL POINTERS

SUGGEST THE FOLLOWING TO YOUR STUDENTS:

I. RESEARCH PROCESS

1. When you’re gathering information while researching and copying what you learn on index cards, make sure you devise a system to help you differentiate between quotations, summaries, paraphrases, and your own statements. For example, start the statement on each index card with:

   Q, S, P, OR ME

   Q= Quote
   S= Summary
   P= Paraphrase
   Me = Your own idea or opinion

2. After reading the literature, rewrite your personal opinion essay without any documentation.

3. Mark the places where documentation is needed to strengthen/substantiate your paper.

4. Introduce your borrowed statements by using the name of the author and a stative verb.

5. Identify the author by establishing his credentials as an authority on the subject.
II. THE RESEARCH ASSIGNMENT

1. PREPARE A VARIED LIST OF TOPICS FOR YOUR STUDENTS

2. ENSURE THAT THERE ARE ENOUGH REFERENCES IN THE LIBRARY ON ALL THE TOPICS

3. ENCOURAGE STUDENTS TO CHOOSE TOPICS THAT ARE ESPECIALLY INTERESTING TO THEM

4. PREPARE A HANDOUT LISTING THE ASSIGNMENTS AND THE GRADES ALLOTTED FOR EACH

5. DIVIDE THE ASSIGNMENTS AS Follows:
   A. A PERSONAL OPINION ESSAY ON THE CHOSEN TOPIC
   B. AN ESSAY ON THE PROS OF THE TOPIC
   C. AN ESSAY ON THE CONS OF THE TOPIC
   D. A DRAFT OF THE RESEARCH PAPER WITH AN ANNOTATED BIBLIOGRAPHY
   E. A PHOTOCOPY OF THE PAGES USED FROM EACH SOURCE LISTED IN THE BIBLIOGRAPHY
   F. AN ORAL PRESENTATION OR A WRITTEN ESSAY EVALUATING THE METALEARNING PROCESS OF COMPLETING THE ASSIGNMENT