



# THE THREE PS OF UNIVERSITY- LEVEL WRITING: PLAGIARISM, POLICY, AND PEDAGOGY

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# WHY DOES “PLAGIARISM” EXIST IN ACADEMIC WRITING?

- **Intentional Plagiarists**
- **Panic Plagiarists**
- **Accidental Plagiarists**



# WHY DOES “PLAGIARISM” SEEM TO BE AN INCREASING PROBLEM?

- largest student population than ever before
- information “warehouse” is the largest and most easily accessible than ever before
- news about plagiarism travels fast
- it has never been easier to “catch” plagiarists
- technology may be causing a cultural shift in assumptions about intellectual property and knowledge construction



**OKAY, SO THE ACT OF “COPYING AND PASTING” EXISTS, BUT WHY IS IT A PROBLEM?**

- **Level #1: The Education of the Individual**
- **Level #2: The Ethical Development of Students**
- **Level #3: The Integrity of the Academic Enterprise**



# OKAY, SO PLAGIARISM CAN BE PROBLEMATIC FOR THE INSTITUTION, BUT AT WHAT LEVEL IS IT CURRENTLY?

	Undergraduates		Grad Students		Faculty	
	Engaged in @ least once in past year	Perceived as moderate or serious cheating	Engaged in @ least once in past year	Perceived as moderate or serious cheating	Observed in a course in the last three years	Perceived as moderate or serious cheating
Paraphrasing/copying few sentences from <b>written source</b> without footnoting it	38%	56%	25%	68%	80%	84%
Paraphrasing/copying few sentences from <b>Internet source</b> without footnoting it	36%	57%	24%	68%	69%	82%
Fabricating/falsifying a bibliography	14%	58%	7%	74%	34%	90%
Turning in work copied from another	8%	88%	4%	92%	38%	98%
Copying material almost word for word from a written source without citation	7%	91%	4%	94%	59%	99%
Turning in work done by another	7%	86%	3%	93%	45%	98%
Obtaining paper from term paper mill	3%	89%	2%	92%	29%	98%
Adapted From: McCabe, D. L. (2005). Cheating among college and university students: A North American perspective. <i>International Journal of Educational Integrity, 1 (1)</i> , 1-11.						



# POLICY (AS A SOLUTION)

- **Defines the Problem**
- **Provides guidelines for behavior**
- **Stipulates a fair and just response system to behavior**




# PEDAGOGY (AS A SOLUTION)

- Student-assignment connection
- Student-instructor connection
- Meaningful assignments
- Explicit learning outcomes per assignment
- Rhetoric and practice alignment
- Process (learning) rewarded more than product



# HOW DO YOU KNOW WHICH RESPONSE IS APPROPRIATE?

- **The most appropriate response is grounded in Policy and Pedagogy**
  - **But your reaction and the nuances of the response may depend on whether it was intentional, panic, or accidental plagiarism**
  - **You can determine the “type” of plagiarism by:**
    - **Talking with the student**---ask them to describe their writing process
    - **Asking yourself**---do I feel “duped” or deceived by the student’s work, or did I recognize it instantly as sloppy authorship? That is, is it “plagiarism” or just bad writing?
    - **Consulting with campus authorities**—to determine if the student has a pattern of behaviors
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# FINAL THOUGHTS

- view students as struggling writers
- preference pedagogical over discipline methods
- clear expectations and consistent responses
- support faculty as teachers
- create an ethical environment
- engage with students not as enemy but as tutee, protégée and apprentice

