

- Welcome
- Personal Values
- Integrity
- Plagiarism
- Conclusion
- Tips
- Exercise 1
- Exercise 2
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- Example Forum

Academic Honesty and Plagiarism

Academic Honesty

In this video, Professor McPhee states some of the core values that underpin study and research at the University of Melbourne. These values relate to academic honesty and intellectual integrity, and they are a fundamental prerequisite for sustaining a thriving and stimulating academic community that respects the work of all scholars.

This Macromedia Flash file requires the latest Flash player. The file is xx kb and may take a few moments to load.

Professor Peter McPhee
Deputy Vice-Chancellor (Academic)

FROM TRAVEL

Huan had a definition of under 45 degrees clambered seemed first scrapes in the gulches that creeks at the crumbling, even the scores. Glimpses pandering metres away.

Then, late in the afternoon, we topped the Hoang Lien range at about 2000 metres, headed down to the Annapurna illusion of



Duration: 50 s

down the valley score of ends.

ack twitched a last times on the dirt and was still. Sun washed a kittle into east and blind it on a bowl and now thinking it bricky, scummy food but as going to waste, bones and giblets for our dinner.

Weird cut men with spring rolls, bean curd and tomatoes, boiled bamboo shoots, rice and green sprouting the skeleton onto the

THE TRAVELLING COOKS IN OUR moon rose and we slept that night on the pounded clay quadrangle of the school after taking our meal and

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[Edit This Document](#)

ArtsSmart is an Arts Faculty funded project designed to support first year arts students to learn information literacy skills. This slide show illustrates some of the development work. An implementation plan is also being developed to support academics.

Academic Honesty and Plagiarism

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Professor Peter McPhee Deputy Vice-Chancellor (Academic)



*truth
ethics*

Duration: 50 s

Deputy Vice Chancellor (Academic) Peter Mc Phee introduces the module Academic Honesty emphasising the importance of the module to beginning students.
Flash movies are used through out the course to personalise the content.

History 101

[Reading Lists](#) | [Academic honesty](#) | [Copyright](#)

- Welcome
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 - Vox Pop
 - What is it?
 - Avoiding
 - Ask for Help
 - Policy
 - Copying
 - Poor Paraphrasing
 - Patch Writing
 - Self Plagiarising
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Plagiarism

Do you know what plagiarism is?

Before we get into the details let's find out what everyone in the class thinks. Click on the image to go to our Plagiarism Vox Pop.

[Edit This Document](#)

The opinions and values students hold about academic honesty and plagiarism are sought through various polls. Students can see what the whole group thinks about various issues. This aims to engage their emotions about a difficult but potentially dry topic.

VoxPop

What do you think about Plagiarism? Compare your views with those of others in the course.

Plagiarism is common amongst students at the University / Arts ·

Disagree

Summary of responses:

Answer	Selected (times)	Graph
Disagree	1	 (100%)

Other students get so much help from personal tutors, families and other students that I feel disadvantaged ·

Disagree

Summary of responses:

Answer	Selected (times)	Graph
Disagree	1	 (100%)

Since you cannot plagiarise your own work, it is quite OK to 're-use'the same work for more than one assignment. ·

Strongly Agree

In this slide only one student has answered the questions. Over time, a rich picture of values and viewpoints will be created. This Vox Pop is repeated at the end of the tutorial.

History 101

Reading Lists | Academic honesty | Copyright

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Navigation is dynamically generated on the lefthand side.
The + sign indicates hidden files. Academics can add and remove parts of the tutorial.

Populate Site

[Add New Local/Edit Local Content] · [Sort] · [Transfer] · [Shared Folder Theming]

Select Folder:

Academic Honesty [gilsa] ▼

Contents: (Select position to add new item after, or select an item to edit and click Edit Selected)

- Academic Honesty ▲
- D> Welcome
- D> Personal Values
- D> Integrity
- F> Plagiarism
- D> Conclusion
- D> Tips
- L> Exercise 1
- D> *Exercise 1 Model Answer
- D> *Exercise 1 Model Answer
- L> Exercise 2
- L> Exercise 3
- L> Example Forum

Add New Document

Add New Folder

Add New Link

Edit Selected

Clone Selected

Site Summary:

Welcome

Personal Values

Integrity

Plagiarism

Vox Pop

What is it?

Avoiding

Policy

Copying

What is it?

This screen demonstrates the authoring and content management system.

Sites

Sites In Subject: 5

#	Title/Description	User Specified ID	Open/Close Dates	Elements within*	Details	Options
1	Academic Honesty Academic Honesty	honesty	Open: Jan 1 '05, 12:00 AM Top Level Open: Yes	56	Accessible to: All Groups	 Preview Populate Sort Site · Transfer Shared Folder Themes
2	Copyright What is copyright and how will it effect students.	copyright	Top Level Open: Yes	1	Accessible to: ArtSmart Users	 Preview Populate Sort Site · Transfer Shared Folder Themes
3	Master/Live Site Includes ArtsSmart Index	live	Top Level Open: Yes	1	Subject Master Site Accessible to: ArtSmart Users	 Preview Populate Sort Site · Transfer Shared Folder Themes
4	Reading Lists How to find books and articles	readinglists	Top Level Open: Yes	1	Accessible to: ArtSmart Users	 Preview Populate Sort Site · Transfer Shared Folder Themes
5	Test Site Test Site	test	Top Level Open: Yes	0	Accessible to: ArtSmart Users	 Preview Populate Sort Site · Transfer Shared Folder

Academics can add and remove content to ensure the tutorial is contextualised for their specific subject.

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1. Copying the work of another without proper acknowledgment (or allowing your work to be copied)

Ensure that your work is not copied by other students



You are responsible for looking after your own work, ensuring that you do not make it possible for other students to plagiarise.

The academic honesty module uses authentic student voices, discussing realistic scenarios facing first year students.

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1. Copying the work of another without proper acknowledgment (or allowing your work to be copied)

Different cultural approaches to academic writing

Some students may have come from cultural backgrounds with different conventions of academic writing.

These students might consider the following scenarios:



Vignettes of culturally sensitive issues are presented in animations.

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Passage One:

It might be safely assumed that some students 'copy and paste' and participate in other forms of plagiarism deliberately because they are **lazy, sneaky and/or competitive**. It might also be assumed that some students plagiarise deliberately in desperation because they are **under pressure from their academic workload** requirements, or simply run out of time. However, a proportion of the incidence of plagiarism in higher education is also attributable to misunderstanding and ignorance among students about why they should avoid plagiarism and how they can do so.¹

1. James, R., McInnis, C., and Devlin, M. *Assessing Learning in Australian Universities :Ideas, strategies and resources for quality in student assessment*. (Melbourne : Centre for the Study of Higher Education, University of Melbourne, 2002) See 'Minimising Plagiarism'

Passage Two:

Deliberate fraud

This kind of student sets out at the beginning of a course to cheat. He or she may employ a ghost writer or download an essay wholesale from the Web... Many academics view this kind of person as very rare or even imaginary, claiming it is much more common that last minute **panic triggers fraudulent action**.¹

1. Jude Carroll, *A Handbook for deterring Plagiarism in Higher Education* (Oxford: Oxford Centre for Staff and Learning development, 2002). 21

Realistic examples are worked through, and illustrated before the student is asked to complete the exercises themselves

artsSmart

History 101

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Topics

[POST TOPIC](#)
[BACK TO FORUMS](#)

[Forums](#) > [Example Forum](#)

Click on column headings to sort

	Topic • Creation Date	Topic Creator	Views	Posts	New Posts	Last Post
	Construct the argument- "plagiarism is an outdated concept"  EDIT  TRASH <i>"This will be where the "chain debate" about academic honesty issues takes place. The poin..."</i>	Claire Brooks	30	4	No	Feb 18 '05, 10:36 AM by sabinar
	Technical Help  EDIT  TRASH <i>"This discussion board support the ArtsSmart online tutorial. Everyone who is in the Arts faculty su..."</i>	Claire Brooks	9	2	No	Feb 18 '05, 12:16 PM by brooksc
	ArtsSMART Announcements  EDIT  TRASH <i>"Check out the following site for catalogue skills clases. Attending these classes will give you ins..."</i>	Claire Brooks	6	1	No	Feb 18 '05, 10:40 AM by sabinar
	Tutorial group 1  EDIT  TRASH <i>"Hi, I'm XXXXXX your tutor for American History (1940- today). Welcome to ArtsSmart and the tutoria..."</i>	Claire Brooks	8	1	No	Feb 18 '05, 9:59 AM by brooksc
	Discussion Point: Is copying cheating?  EDIT  TRASH	Neroli Wesley	2	0	No	No Posts

[What do the icons mean?](#)

Learning to work and communicate online in small tutorial groups is important skill development. Artsmart incorporates asynchronous and synchronous online communication.

Original text:

Like many things, plagiarism is seen differently when viewed through different lenses. Now widely considered a vice, in days past it was sometimes considered a virtue, imitation being considered the highest form of flattery. The same tension still holds true in some non-Western cultures, and it must be taken into account when dealing with plagiarism by students from different cultural backgrounds, grounded in different notions of respect for authority and different traditions of academic writing.

Chris Park, "In Other (People's) Words: Plagiarism by University Students - literature and lessons." *Assessment and Evaluation in Higher Education*, 28, no.5 (2003): 471

Student essay based on this source:

Not all people view plagiarism in the same way. In 2004, it is seen as reprehensible but in earlier times, copying was often considered a great compliment to the author. This is still the case in some non-Western cultures where there is more respect for authority and different traditions of academic writing. Cultural background needs to be taken into account when dealing with international students who might be guilty of plagiarism.

Is this plagiarism? Working through following questions may help you to decide.

Short exercises, with reinforcing prompts and feedback give an opportunity for testing understanding.

Has the student acknowledged the ideas of original author? ·

- Yes
 No

Incorrect. The student's use of the phrase "According to Harris" at least indicates in general terms that the ideas are derived from Harris. However a more detailed acknowledgement in a citation is still necessary.

Attempts Remaining: 0 *

Has the student reorganised the structure of the original so that content is not too close to the original? ·

- Yes
 No

Correct. The student has summarised the passage and reorganised the structure sufficiently.

Attempts Remaining: 0 *

Has the student given a detailed citation? ·

- Yes
 No

Incorrect. The student has not given a detailed citation that would enable readers to locate the information in Harris' book for themselves. The required information includes details of the author, title, publisher, place of publication, date and page number.

Attempts Remaining: 0 *

Has the student enclosed all direct quotes in quotation marks? ·

- Yes
 No

Correct. This is the correct answer. The phrase "the student is aware of other thinkers' positions on the tonic" is a direct quotation and should be enclosed in quotation marks.

Feedback and additional questions emphasise the themes of the tutorial.



Model Answer

Plagiarism, Exercise 1

A more satisfactory acknowledgement of this source:

According to Harris, the practice of citation actually improves student essay writing since it demonstrates that that the student has researched, read and understood a range of writings on the topic. This use of sources shows "that the student is aware of other thinkers' positions." ¹

1. Robert A. Harris, *The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism* (Los Angeles: Pycszak publishing, 2001), 35-6

The model answer uses sources more successfully because:

1. There are quotation marks around the direct quote.
2. There is a citation to the Harris book that gives the exact location of this information - author, title, date, page number. The reader would have no difficulty in finding this quote.
3. The ideas that belong to Harris are clearly distinguished. The reference to Harris in the text makes it clear where Harris's ideas begin and the citation marks the end.

book that is given below. Then read the a source. Try to decide whether or not the work. The questions that follow the passages of plagiarism or not.

that whenever they cite writing. Citing a source, quoted, reveals that synthesized the sources shows that the sation," the world of other thinkers' ¹

Strategies for Preventing, Angeles: Pycszak

on actually improves ates that that the rstood a range of s shows that the positions on the topic.

Writing questions may help you to decide.

A model answer, which opens in a new window, provides a demonstration of a preferred way of acknowledging sources.

You only have one chance to answer the questions, so think about your answers carefully!

See if you can find the items that are listed on this reading list. 7 references are listed the following bibliography. Each reference is called a citation. The citations include the bibliographic information that is needed to identify and locate the item. Let's start with the most familiar reference type. Click on the citation *The Ties That Bind: A History of Sport at the University of Melbourne* by June Senyard to begin the questions.

The University of Melbourne: A Select Bibliography

Foley, Christopher A. "The University Transformed: a Study of the Early Development of the University of Melbourne." *Melbourne Studies in Education* 39, no.1 (1998): 43-59.

Janson, Susan. "Jessie Webb and the Predicament of the Female Historian." in *The Discovery of Australian History 1890-1939*, edited by Stuart Macintyre and Julian Thomas, 91-110. Melbourne: Melbourne University Press, 1995.

Selleck, R. J. W. *The Shop : The University of Melbourne 1850-1939*. Carlton, Vic.: Melbourne University Press, 2003

Senyard, June. *The Ties That Bind : A History of Sport at the University of Melbourne*. Petersham, NSW.: Walla Walla Press, 2004.

Stephen, Sarah. "A Quest for Collegiate Identity: Women in Ormond 1885 to 1910." In Stuart Macintyre. *Ormond College Centenary Essays*. Carlton: Melbourne University Press, 1984.

Wilkinson, Ian. "Frederick McCoy: First Science Professor at the University of Melbourne." *History of Education Review* 25, no.1 (1996): 54-70

Zainu'ddin, A. G. "The Admission of Women to the University of Melbourne, 1869-1903." *Melbourne Studies in Education* 14

In the Reading list module academics can insert their own specific reading lists to ensure that students are undertaking timely and authentic learning tasks.

Citation Demonstration

Here is a demonstration of the elements that are commonly given in a citation to a book:
Click on different parts of the citation to display the different elements.

DEMONSTRATION: *Citations*

Roll over the different elements of a citation to see
what's what.

Senyard, June. *The Ties That Bind : A History of Sport at the University of Melbourne*.
Petersham, NSW: Walla Walla Press, 2004.

An animation illustrates different parts of a citation. This can be customised for subject areas.