Focused on the future of learning.

PREVENTING PLAGIARISM

Assignment and Course Design to Prevent Plagiarism

http://talknerdy2me.org/wp-content/uploads/2012/09/plagiarism.gif

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Focused on the future of learning
Agenda

• Introduction
  – Types of Plagiarism: Quick Overview
  – Switching the perspective: from Academic Misconduct to Academic Integrity

• Strategies to Prevent Plagiarism: Successful Practices
  – Define and discuss what plagiarism is
  – Open-Ended Assignments
  – Open Approval Process for Projects and Assignments
  – Annotated Bibliography
  – Break Down & Sequence Assignments
  – Shift from Summative to Formative Assessment
  – Research Journals
  – Introduce Information Literacy Skills into the Curriculum
  – Open & Public Assignments Submission

• Examples

• Questions & Discussion
This presentation follows up previous discussions...

- "On the Same Page"
  Dr. James Lang's Keynote address at the Academic Integrity Symposium on October 17th, 2014 at MacEwan Centre for the Advancement of Faculty Excellence
  https://www.youtube.com/watch?v=HQo8ihfFwzM&feature=youtu.be

- Academic Integrity (part 1)
  This session revisits and builds on spring 2014 sessions on academic misconduct and cross-disciplinary strategies for limiting plagiarism. It was an opportunity to reflect and discuss multiple ways to facilitate and reinforce academic integrity in the context of our university.
  https://connect.athabascau.ca/p8oadu86rr9/

- Roundtable on Academic Integrity (part 2)
  The roundtable will provide an opportunity to share and reflect on lessons learned at the MacEwan event. The goal was to discuss multiple ways to facilitate and reinforce academic integrity issues within the context of AU with a view on the design of policies and online teaching and learning practices.
  https://connect.athabascau.ca/p1k0884rm8i/

- AU Student Academic Misconduct Policy
  http://calendar.athabascau.ca/undergrad/current/page11_02_new.php#plagiarism
Why Student Plagiarize?

- Students may fear failure or fear taking risks in their own work.
- Students may have poor time-management skills.
- Students may plan poorly for the time and effort required for research and believe they have no choice but to plagiarize.
- Students may view the course, the assignment, the conventions of academic documentation, or the consequences of cheating as unimportant.
- Students may not know how to integrate the ideas of others and document the sources of those ideas appropriately in their texts.
- Students might make mistakes as they learn how to integrate others’ words or ideas into their own work.
- Students may not know how to take careful and fully documented notes during their research.
- Instructors may assume that students have already learned appropriate academic conventions of research and documentation.
- Instructors may not support students as they attempt to learn how to research and document sources.
- Etc.

If students plagiarize, they are not learning.

http://wpacouncil.org/positions/WPAplagiarism.pdf
### Shifting the perspective:

"How do we stop students from cheating?" to "How do we ensure students are learning?"

<table>
<thead>
<tr>
<th>From Academic Misconduct</th>
<th>To Academic Integrity</th>
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<tbody>
<tr>
<td>Detecting</td>
<td>Preventing</td>
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<td>Copying and memorizing</td>
<td>Critical Thinking</td>
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<td>Cheating &amp; Plagiarizing</td>
<td>Researching &amp; Learning</td>
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<td>Frustration</td>
<td>Engagement &amp; Motivation</td>
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<td>Deceiving</td>
<td>Contributing</td>
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<td>Misrepresenting</td>
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<td>Disciplining</td>
<td>Orienting &amp; Guiding</td>
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<td>Summative Assessment</td>
<td>Formative Assessment</td>
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<td>Penalizing</td>
<td>Providing constructive feedback</td>
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<td>Time-consuming</td>
<td>Time-saving</td>
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<td>Negative Records &amp; Expulsion</td>
<td>Life-Long Learning</td>
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<tr>
<td>Grades reduction</td>
<td>Grades Increase (likely)</td>
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</tbody>
</table>

- This may represent a more **negative** teaching-learning experience
- This may represent a more **positive** learning experience

"Academic misconduct is a longstanding problem, one that unfortunately has not simply disappeared with the advent of the twenty-first century. Much has been written about the integrity of undergraduate academic work, but little has changed —higher education still responds to reports of student cheating by institutionalizing methods to prevent, police, and punish, and academic misconduct continues to exist in colleges and universities." (Gallant, Tricia Bertram, 2008)
Shifting the perspective:

“How do we stop students from cheating?” to "How do we ensure students are learning?"

Course Design Strategies to prevent plagiarism.

“Academic misconduct is a longstanding problem, one that unfortunately has not simply disappeared with the advent of the twenty-first century. Much has been written about the integrity of undergraduate academic work, but little has changed —higher education still responds to reports of student cheating by institutionalizing methods to prevent, police, and punish, and academic misconduct continues to exist in colleges and universities.” (Gallant, Tricia Bertram, 2008)
Define and discuss what plagiarism is

- Make students aware of the AU Student Academic Misconduct Policy
- Remind students about the seriously penalties if they incur in plagiarism
- Identify the underlying implications of plagiarism.
- Remind students that the goal of research is generating new knowledge
- Remind students that plagiarism devalue not only institutions but also students
- Include in your syllabus a policy for using sources, and discuss it in your course
- Explain the consequences of both plagiarism and the misuse or inaccurate citation of sources.
**Open-Ended Assignments**

- Encourage and guide students to engage in their own (critical) thinking when selecting their own research topic

- Allow students to define specific questions about their research/projects/assignments so that they become engaged in learning new ideas and begin to own their research

- When students’ outcomes are expected to be different from one another this diminishes the chances for cheating or collusion.

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**Course Map**

<table>
<thead>
<tr>
<th>Steps for Filling out the course map unit by unit</th>
<th>1</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Learning Unit</strong></td>
<td>Learning Outcomes</td>
<td>Content &lt;Topics&gt;</td>
<td>Learning Materials (articles, books, etc.)</td>
<td>Learning activities &lt;Learning strategies&gt;</td>
<td>Evaluation Formative and Summative Assessment</td>
<td>Weeks / time</td>
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- Assignments
- Examinations

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Open-Ended Assignments - Athabasca University
Introduce an approval process that is transparent and public
• Gives tutors the opportunity to get familiarized with students’ work style early in the course
• Students discuss with tutors their plans for their assignments/projects well in advance
• Students discuss in advance sources of information, content, purposes, etc.
• Helps students to clarify directions and minimize confusion and frustration which may limit the temptation to incur in academic misconduct

(Open) Approval Process for Projects and Assignments

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</table>
**Thesis Statement: Defining the Project/Assignment**

- Ask students to write a thesis statement early in the course
- Students have to write an abstract for the final project/assignment including the thesis statement
- This encourages students to start working early in the course
- Students may need to review the whole study guide and course learning materials to integrate their thesis
- Tutors will start having access to students’ work evidence

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**Thesis Statement: Defining the Project/Assignment**

My thesis explores the effect of the sustainably designed environment on the healing process. The goal is to explore the use of a building's interior and the surrounding environment to positively affect a child's psychological and physical needs. If successful, the sick child and his or her family will feel a positive connection with their interior surroundings and the landscape. Thus, the quality of life will be elevated and therefore healing will take place more effectively.

The project will be a pediatric oncology and homeopathic retreat. Specifically, the goal is to explore ways of using a building's interior and its connection to the exterior environment through the senses to have a positive impact on the effectiveness of the healing process of children with terminal illnesses. Hospital design today has evolved to focus more on the technological advances in treatment of disease rather than the emotional and spiritual needs of the patient. This exploration will provide a solution where a child with cancer may benefit physically from traditional treatment alongside the effects of an emotionally and spiritually positive healing experience.
Annotated Bibliography

- Have students compile and turn in working bibliographies early in the course
- Ask students to document all sources they will use for their research
- Ask students to discuss and justify the selection of all materials they will use for their projects
- Ask students to discuss how selected books/articles/etc. fit in their work
- The analysis produced by students engage them in critical thinking and work that can be later included in the final product
Research Journals

- Ask students to maintain a research log where they report periodically their research findings.
- Ask students to report on databases and indexes searched, search dates, keywords and subjects used, and a summary of search results.
- Ask students to report document sources of all materials during the research process.

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Athabasca University
Break Down & Sequence Assignments

- Breaking down assignments into elements of the research process provide tutors with evidence of students’ original work.
- Sequenced assignments can significantly reduce the opportunity for plagiarism.
- It has the potential to engage students in reflection and to take greater ownership of their learning (Hodgson, Paula; Pang, Marco, 2012).
- Assignments that build upon one another encourage students to revise and rethink their previous work.
- Students develop increasingly disciplinary skills through a sequence of assignments that all fit together to produce a larger end product.
- Guarantees progression and continued effort on assignments.
- Allow students to see progress and purpose in their work (engagement/motivation).
- They encourage students to stay on track in the course.

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Centre for Teaching Excellence, University of Waterloo
https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/sequencing-assignments
• Formative assessment lets tutors coach students in research practices more closely.
• Provides instructors with an accurate representation of student work and gains in terms of knowledge and skills throughout the course (Vonderwell, Selma; Boboc, Marius, 2013).
• Encourages students to work consistently over a semester (Swan, 2004).
• Can foster student engagement, improved achievement and enhance motivation to learn (Crisp & Ward, 2008).
• May help to move the focus away from achieving grades and onto learning processes, in order to increase self efficacy (Shepard, Lorrie A., 2005).
• Formative assessments that are related to a final project tend to have a positive impact on summative assessments, (Taras, 2008).
• Allow students to develop a sense of judgment of how effective they are as learners through reflection on the regular feedback that they receive (Miller, Imrie, and Cox 1998, 32).
Introduce Information Literacy Skills into the Curriculum

- Introduce student-centered modules in your course that address ILSs students struggling with
- ILSs modules are research-oriented and model the skills students need in university studies
- ILSs modules are strategically linked to requirements and work needed to complete course assignments
- ILSs modules could engage students on conducting research, developing critical thinking, reading critically and writing effectively
- ILSs modules assist and prepare students on producing their assignments
- Help students to enhance their performance in assignments and evaluations
- Intended to put in practice ILSs in a creative process of exploration that leads students to meet the research goals

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Understanding your assignment: Writing a Thesis Statement
Searching Tools and Search Strategies
Identifying Scholarly Articles (Peer Reviewed)
From Critical Reading to Critical Writing
Annotated bibliography
Academic Integrity: Avoiding Plagiarism
Writing the Research Paper
**Open & Public Assignments Submission**

- Students tend to stick to the rules when they know their work will be read by a wider audience (their peers)
- Students’ performance tend to be higher when they know their peers will have access to their work

![Course Map](image)

<table>
<thead>
<tr>
<th>Learning Unit</th>
<th>Learning Outcomes</th>
<th>Content Topics</th>
<th>Learning Materials (articles, books, etc.)</th>
<th>Learning activities (lectures, assignments, strategies)</th>
<th>Evaluation Formative and Summative Assessment</th>
<th>Steps for Filling out the course map unit by unit</th>
<th>Weeks, time</th>
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Understanding your assignment: Writing a Thesis Statement

- Searching Tools and Search Strategies
- Identifying Scholarly Articles (Peer Reviewed)
- From Critical Reading to Critical Writing
- Annotated bibliography
- Academic Integrity: Avoiding Plagiarism
- Writing the Research Paper
Assignment Design:
- The way assignments are designed foster a close and continue student-tutor interaction
- Open-ended Assignments: Each assignment is expected to be different from one another
- There is an approval process for each assignment
- Assignments are sequenced and build upon one another
- Tutors supervise students’ work closely throughout the course
- Tutors become very familiar with students’ work
- In the final assignment students integrate the work developed throughout the course
- Assignments submission is open and public
<table>
<thead>
<tr>
<th>Learning Units (Course Content)</th>
<th>Assignments</th>
<th>Information Literacy Skills Students need for assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Introduction to Course</strong></td>
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<tr>
<td><strong>2 Ancient Greece</strong></td>
<td><strong>Assignment 1: Review of a Scholarly Article</strong></td>
<td><strong>Skills Module 1: Library Research Skills</strong></td>
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<tr>
<td></td>
<td>- Select from one of 3 scholarly articles about Early Middle Ages</td>
<td>- Identifying scholarly writings: books and articles</td>
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<td></td>
<td>- Critically read the essay</td>
<td>- Searching AU’s online library catalog</td>
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<td>- Write a report analyzing and appraising the article following detailed instructions</td>
<td>- Searching AU’s online journal databases</td>
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<td>- Use library search tools to find at least 3 more writings by the article’s author</td>
<td>- Research exercises</td>
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<tr>
<td><strong>3 Ancient Rome</strong></td>
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<td><strong>Quiz 1: Library Research</strong></td>
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<td><strong>4 Post-Roman Europe</strong></td>
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<td><strong>Skills Module 2: Reading Scholarly articles</strong></td>
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<tr>
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<td>- Critically reading a scholarly essay</td>
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<td>- Recognizing a scholarly essay</td>
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<td>- Following a historical argument in a scholarly essay</td>
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<td>- Appraising essays</td>
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<td>- Prepares for Assignment 1 and 3</td>
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<td><strong>5 Early Middle Ages</strong></td>
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<td><strong>6 High Middle Ages</strong></td>
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<td><strong>7 Middle Ages II</strong></td>
<td><strong>Assignment 2: Essay Plan and Proposed Bibliography</strong></td>
<td><strong>Skills Module 3: Chicago-Style Documentation</strong></td>
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<tr>
<td></td>
<td>- Chose from among the assigned research paper topics</td>
<td>- Reason for documentation</td>
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<td>- Write a 1 page essay proposal</td>
<td>- When to cite</td>
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<td>- Attach a bibliography of 6 or more scholarly books or articles</td>
<td>- Using the Chicago-Style</td>
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<td>- Indicate how the items were found</td>
<td>- Documentation exercises</td>
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<tr>
<td><strong>8 Late Middle Ages</strong></td>
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<td><strong>Quiz 2: Documentation Quiz</strong></td>
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<td><strong>Skills Module 4: Organizing a History Essay</strong></td>
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<td>- Purpose of essay assignments</td>
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<td>- Features of essays</td>
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<td>- History Essay Elements</td>
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<td>(No quiz: prepare for Research Assignment 3 and final Exam)</td>
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<td><strong>9 Renaissance and Reformation</strong></td>
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<td><strong>10 States and Capitalism</strong></td>
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<td><strong>Skills Module 5: Using Evidence in a History Essay</strong></td>
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<td>- When and how to summarize, paraphrase, and quote</td>
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<td><strong>11 Wars of Religion</strong></td>
<td><strong>Assignment 3: A research essay in response the student’s choice of topics from a list of assigned questions.</strong></td>
<td><strong>Quiz 3: Using Evidence</strong></td>
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<td>- Must use at least 4 scholarly books and/or articles</td>
<td>- Prepares for Assignment 3 (Research Essay)</td>
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<td>- Must use Chicago-Style documentation</td>
<td><strong>Skills Module 6: Academic Integrity: Avoiding Plagiarism</strong></td>
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<td>- Must conform to History essay norms</td>
<td>- Avoiding Plagiarism</td>
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<td>- Must avoid plagiarism</td>
<td>- Common Questions about Plagiarism</td>
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<td><strong>12 Absolutism and the Limits of Early Modernity</strong></td>
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<td>- Detecting Plagiarism</td>
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<td>- Mastering the Techniques for Giving Fair Credit</td>
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<td><strong>Quiz 4: Academic integrity</strong></td>
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<td>- Prepares for Assignment 3 (Research Essay)</td>
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Did I Plagiarize?

The Types and Severity of Plagiarism Violations

Did you steal, copy, or purchase another’s entire document and take full credit for it being your own?

Yes No

Did you reuse large portions of a work of your own for another purpose or publication and not cite yourself?

Yes No

Did you paraphrase multiple sources and stitch them together, making them sound like your own?

Yes No

Did you copy large portions (entire paragraphs and sections) of another’s work and not give full credit?

Yes No

Did you paraphrase a source that doesn’t exist or did you make up what the source actually said?

Yes No

Did you cherry-pick a few terms and phrases to change but keep the rest of the text and ideas from another’s work relatively unchanged without giving credit?

Yes No

Did you cite a source that doesn’t exist or did you make up what the source actually said?

Yes No

Did you interpret or cite a source out of context?

Yes No

Did you quote or re-use an entire work of your own for another purpose or publication and not cite yourself?

Yes No

Identity Theft

Copycat

Cherry-pick

Nitosis

Recycle

Remix

Ghost Citation

Half-n-half

Warp

Mosaic

Reflection

Miscue

Half-hearted

Insanely

Extremely

Terribly

Immensely

Profundly

Hugely

Remarkably

Very, Very

Very

Quite

Notably

Somewhat

Mildly

Plagiarism Severity Meter: How Serious Is the Violation?

Did you mostly cite everything correctly but got a bit sloppy on some and failed to note small things like page numbers or publishers?

Yes No

Did you make a mistake in your citation? Wrong words, wrong author, or something similar?

Yes No

Did you cite everything correctly but your work still clearly reflects another’s?

Yes No

Did you cite everything correctly but your work still clearly reflects another’s?

Yes No

Did you give credit to ALL original authors for any text you directly quoted?

Yes No

Did you give credit to ALL original authors for any ideas you summarized or paraphrased, even if you completely changed the wording?

Yes No

Did you give credit to ALL original artists for any images or graphics you used or referred to?

Yes No

Are you CONFIDENT that you didn’t distort or misinterpret an author’s or artist’s original meaning when you cited them?

Yes No

Are you CONFIDENT that the organization and style of your work is your own creation and that you didn’t mimic the style or layout of someone else?

Yes No

Are you CONFIDENT that you didn’t distort or misinterpret an author’s or artist’s original meaning when you cited them?

Yes No

Did you submit a proper and recognized citation method so did you include enough citation information that a reader could locate the original work on their own?

Yes No

No! If you’re confident that what you have written and/or designed is entirely original—in concept, style, structure, design, and everything else—then you have not plagiarized. Or, if you have used another’s ideas, labor, and/or created an entirely new and unique piece, then you are also not a plagiarist. Plagiarism means you have recognized any and all intellectual property by others that has influenced your thoughts, writings, and designs and that you have made every effort to cite them according to conventional citation practices.

References: http://www.plagiarism.org/plagiarism-definition.html

http://talknerdy2me.org/wp-content/uploads/2012/09/plagiarism.gif
Preventing Plagiarism

Assignment and Course Design to Prevent Plagiarism

Thanks for your Attention

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Poll

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