ACADEMIC INTEGRITY AND PROPER USE OF SOURCES:
BEST PRACTICES FOR STUDENTS

FULL SAIL UNIVERSITY

AVOIDING PLAGIARISM AND MISUSE OF SOURCES

In order to understand and avoid plagiarism, students should be familiar with the definition and causes of plagiarism, personal responsibility when it comes to citing outside sources, and best practices for avoiding plagiarism.

The definition of plagiarism is highly nuanced and has evolved over time. Because of cultural and institutional differences, the concepts of plagiarism and misuse of sources are often misinterpreted. Students and instructors may have very different ideas of what actually constitutes plagiarism. This presentation offers a clear explanation of plagiarism and misuse of sources and provides suggestions and best practices for avoiding plagiarism and properly using and citing sources.

According to the Council of Writing Program Administrators (2003),

> In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. (p. 1)

This also applies to images, video, audio, computer software, video games, and other media. Students at Full Sail University often utilize and create media in the classroom and therefore should understand the gray areas surrounding plagiarism and misuse of sources.

TYPES OF ACADEMIC DISHONESTY

The following are situations that may involve a type of academic dishonesty:

- The assignment was late, so the student used the work of a friend (either in part or in its entirety).
- The student blatantly took work from an outside source without properly citing.
- The student turned in work from a previous course.

UNDERSTAND AND AVOID: What is plagiarism?

- The student made no attempt to cite appropriately.
- The paper was bought from a paper mill.

In some cases, students might not realize that their actions constitute academic dishonesty.

What are some examples of academic dishonesty?

THE GOAL OF RESEARCH

In addition to learning about a particular topic through research, writers also learn the process of research and documentation. Common sense dictates that the goal of research is to learn. In addition to the other consequences of plagiarism, when a writer plagiarizes, he or she misses an important opportunity to learn. "The goal of research is to engage, through writing, in a purposeful scholarly discussion of issues…" (WPAC, 2003, p. 4). A writer who plagiarizes is not engaged in this discussion.

MISUSE OF SOURCES

Is misuse of sources considered plagiarism? Misuse of sources occurs when a writer "…attempts (even if clumsily) to identify and credit his or her source, but misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources…" (WPAC, 2003, p. 1). Misuse of sources is not considered plagiarism. Students are not guilty of plagiarism when they try in good faith to acknowledge others' work but fail to do so accurately or fully (WPAC, 2003, p. 2).

Why do students misuse sources?

Below are some possible reasons why students might incorrectly cite sources:

- They never learned the process of research and documentation.
- They are not sure how to integrate the ideas of others into their writing.

- They do not know how to take careful notes while researching.
- They do not understand their current institution's rules regarding academic dishonesty and plagiarism.
- They make mistakes as they are learning how to properly cite sources.
- Students from other cultures may not be familiar with citation and documentation styles used in American universities.

WHY DO STUDENTS PLAGIARIZE?

| Poor time-management skills Fear of failure | They are overwhelmed by the documentation process | They think the assignment, course, or grade is trivial or unimportant | Instructors/ institutions may fail to report cheating or enforce penalties |

Why should writers credit sources?

Correct citation of sources benefits both writers and readers in the following ways:

- Readers are able to distinguish between the writer's ideas and information from outside sources.
- Writers demonstrate comprehension of the research and documentation processes.
- Writers show that they have surveyed current ideas about a specific topic or field.
- Writers are able to support and develop their argument.
- Readers are directed to further reading on the topics discussed in the paper.

How does a writer credit sources?

Full Sail University uses the American Psychological Association (APA) style because it is the accepted citation style for business and it accommodates the wide range of disciplines studied.

APA BASICS

Below are the basic APA components:

- Specific formatting (fonts, margins, spacing)
- Title page
- In-text citations
- Reference list
- Abstract or headings (writers may be asked to include these depending upon the assignment)

What needs to be cited?

- Paraphrases
- Summaries
- Quotes
- Images, video, audio, video-game elements, and other media

What does not need to be cited?

- Common knowledge
- Ideas available in a variety of sources
- A student's own findings from preliminary research
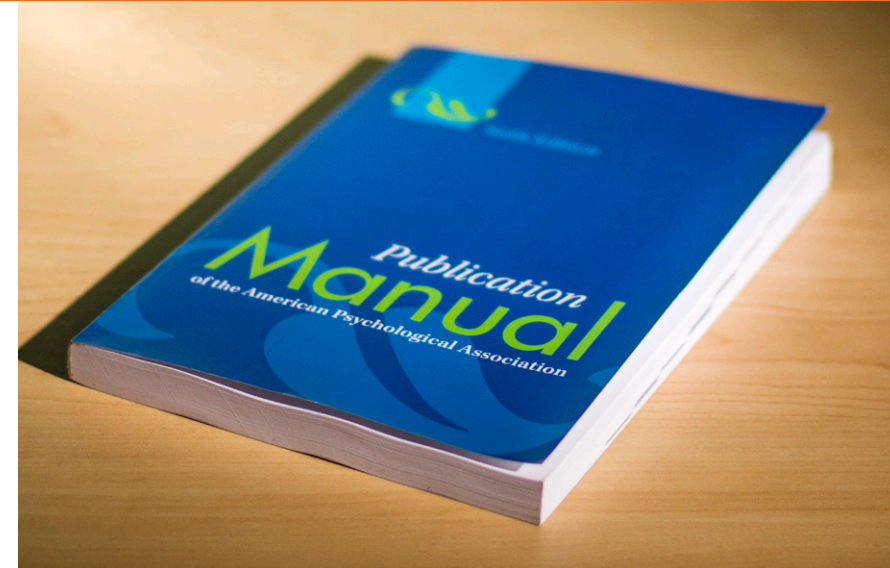
APA Resources

Students should use resources to help them cite sources correctly instead of trying to memorize rules. Many resources are available; below are several that are recommended:

- Current edition of the APA style manual: *Publication Manual of the American Psychological Association* (available at the Full Sail Library)
- APA style online: *http://www.apastyle.org/index.aspx*
- APA Style Blog: *http://blog.apastyle.org/*
- Writing Center blog: *https://orgsync.com/50931/custom_pages/7531*
- OWL Purdue APA Formatting and Style Guide: *http://owl.english.purdue.edu/owl/resource/560/01/*

Students who need further assistance can make an appointment with the Writing Center by emailing writingcenter@fullsail.com or calling 407.679.0100 ext. 2340.

APA Style Tips

- Become familiar with the basic elements of an APA paper.
- Use the APA style manual as a reference.
- Refer to online APA resources.
- Pay attention to the instructor's APA requirements for assignments.
- Check to see that formatting, in-text citations, and reference-list entries follow the examples that appear in the manual.
- When in doubt about a documentation issue, ask the course instructor.

PARAPHRASING AND SUMMARIZING

When students paraphrase and/or summarize information from outside sources, they may or may not cite their source(s) or may do so incorrectly. Paraphrasing and summarizing can be confusing concepts in terms of citation. The following are examples of a paraphrase and a summary of original text.

ORIGINAL:

Raised amid a barrage of information, they are able to juggle a conversation on Instant Messenger, a Web-surfing session, and an iTunes playlist while reading *Twelfth Night* for homework. Whether or not they are absorbing the fine points of the play is a matter of debate.

PARAPHRASED:

Carlson (2005) points out that students have developed multitasking skills due to the flood of content current technology allows. Educators have differing opinions on how these distractions affect a student's ability to engage in assigned course work.

SUMMARIZED:

Carlson (2005) discusses the learning habits of students who have grown up in the age of the Internet.

Note that the paraphrased version offers the author's understanding of the information. The summarized version offers a condensed version of the quotation. Both versions require in-text citations. Some students might incorrectly assume that because they have summarized or put the information into their own words (either in part or in its entirety), they do not have to provide an in-text citation. Here is an example of paraphrased text that is not properly cited:

Example Needing Improvement

Original:

Raised amid a barrage of information, they are able to juggle a conversation on Instant Messenger, a Web-surfing session, and an iTunes playlist while reading *Twelfth Night* for homework. Whether or not they are absorbing the fine points of the play is a matter of debate.

Paraphrased with uncited quotation:

Carlson (2005) points out that because students have developed multitasking skills, they are able to juggle a conversation on Instant Messenger, a Web-surfing session, and an iTunes playlist while reading *Twelfth Night* for homework. Educators wonder if these distractions limit a student's ability to engage in assigned course work.

The section that states "they are able to juggle a conversation on Instant Messenger, a Web-surfing session, and an iTunes playlist while reading *Twelfth Night* for homework" is a direct quotation from the original passage and needs to be placed in quotation marks and cited with the author's last name, year of publication, and page or paragraph number. If this is done, the rest of the paraphrase does not need to be cited separately.

QUOTATIONS

Quotations can also present an area of confusion for students because they must be formatted correctly. The first example shows original text and the straightforward quotation of this text.

ORIGINAL:

Raised amid a barrage of information, they are able to juggle a conversation on Instant Messenger, a Web-surfing session, and an iTunes playlist while reading *Twelfth Night* for homework. Whether or not they are absorbing the fine points of the play is a matter of debate.

STRAIGHTFORWARD QUOTATION:

"Raised amid a barrage of information, they are able to juggle a conversation on Instant Messenger, a Web-surfing session, and an iTunes playlist while reading *Twelfth Night* for homework. Whether or not they are absorbing the fine points of the play is a matter of debate" (Carlson, 2005, p. 1).

The period moves to the end, after the in-text citation. Note, however, that if this quotation appeared in a student presentation or paper, readers would need to know the context of the quote, including who Carlson is and who "they" refers to in the first sentence.

The formatting gets a bit tricky when there is a quotation within a quotation, as in the following example.

ORIGINAL:

"What we're really losing is the sense of why kids need an education," Mr. Prensky says. "The things that have traditionally been done—you know, reflection and thinking and all that stuff—are in some ways too slow for the future. ... Is there a way to do those things faster?"

QUOTATION WITHIN A QUOTATION:

"'What we're really losing is the sense of why kids need an education,' Mr. Prensky says. 'The things that have traditionally been done—you know, reflection and thinking and all that stuff—are in some ways too slow for the future. ... Is there a way to do those things faster?'" (Carlson, 2005, p. 1).

Note that for a quotation within a quotation, single quotation marks go around what was quoted in the original text, and double quotation marks surround the portion that the student is taking out of the original (where the student is quoting).

The following is an example of an incorrectly cited quotation within a quotation:

> **ORIGINAL:**
>
> "What we're really losing is the sense of why kids need an education," Mr. Prensky says. "The things that have traditionally been done—you know, reflection and thinking and all that stuff—are in some ways too slow for the future. ... Is there a way to do those things faster?"

> **QUOTED INCORRECTLY:**
>
> "What we're really losing is the sense of why kids need an education," Mr. Prensky says. "The things that have traditionally been done—you know, reflection and thinking and all that stuff—are in some ways too slow for the future. ... Is there a way to do those things faster?" (Carlson)

Misplacing or forgetting the period at the end and failing to use single quotation marks are very common mistakes. The citation is also incomplete, missing the year and page number. The student made an effort to cite the source but did so incorrectly.

CITING IMAGES AND OTHER MEDIA

All media (online images, works of art, recorded music, and film) should be cited. The preferred citation style for media depends on the media's intended use. If a piece of media is being referred to or discussed in a paper, then it should be cited using APA format with appropriate in-text citations and a reference-list entry. If the media is being reproduced in a presentation or project, such as a *Keynote*, *PowerPoint*, or PDF document, then the rules for citing visual media apply.

All images on the Internet are subject to copyright laws, so it is important to only select images that are licensed for reuse. Students can use images with *Creative Commons* licenses; however, in the business world, only commercial images can be used. More information about *Creative Commons* licensing is available at http://creativecommons.org/licenses/. Note that *Google* images are usually not licensed for reuse and therefore are not good choices. The *Flickr* search engine, *CompFight* (http://compfight.com/), is a good place to search for images because the site allows searches by license. In addition, the Full Sail University Library offers online image databases for student use. The *AP Images* and *Oxford Art* databases can be accessed from the Library's online database link on the Connect home page at https://orgsync.com/50450/custom_pages/7206. The following examples explain the proper way to cite media in both an APA paper and a visual presentation.

http://www.flickr.com/photos/52496403@N00/3761987346/

Figure 1

Example: Image from an Electronic Source Discussed in an APA Paper

Look at Figure 1. How would this image be cited?

When referring to this image in a paper, the following formats for the in-text citation and reference-list entry should be used:

> **IN-TEXT CITATION:**
>
> (Artist Last Name, Year)
> (Cantos, 2009)

> **REFERENCE-LIST ENTRY:**
>
> Artist Last Name, First Initial. (Year). Title of artwork [format]. Retrieved from URL
>
> Cantos, L. (2009). *Nikon FM2, 50mm f/1.2* [photograph]. Retrieved from http://www.flickr.com/photos/52496403@N00/3761987346/

As shown in the previous example, the chosen image (Figure 1) is licensed for commercial reuse. The URL for the image is included on the page. On the last page of this presentation, there is a list of images taken from outside sources (only one image was taken from an outside source).

Steps to Citing an Online Image Used in a Presentation

When using an image in a visual presentation, the following steps should be taken:

1 Determine that the image is licensed for reuse.

2 Make the URL of the image visible on each individual slide.

3 Create a *Word* document or slide that lists all image citations in order of appearance and include it at the end of the presentation.

PLAGIARISM CASE STUDIES

Plagiarism and misuse of sources can occur in any discipline in terms of writing, music, graphic design, and even computer code. Plagiarism can include taking work from an outside source, a previous course or assignment, or another student. The next few pages provide multidisciplinary examples of plagiarism and examples of misuse of sources. Take a look at each example, decide if it is plagiarism or misuse of sources, and determine why it is. How could the student have avoided plagiarism or properly cited sources in each of these examples?

Screenplay

Consider the film *500 Days of Summer* and review the screenplay at this site: *http://fsplagiarism.wikispaces.com/500+Days+of+Summer*.

WHY IS IT PLAGIARISM?

The first scene of the screenplay matches the style of the first few pages of the screenplay for *500 Days of Summer*. The use of numbers in a large font to signify different days, a style unique to this screenplay, has also been copied.

Blog

Review the article "Actress Sues IMDB for Invasion of Privacy" at *http://fsstudent.wordpress.com/2011/10/19/actress-sues-imdb-for-invasion-of-privacy/*.

WHY IS IT PLAGIARISM?

This blog uses hyperlinks to "cite" information, which is not correct APA format. This is a misuse of sources, but if these issues have been addressed previously, it would be considered plagiarism, in which case the instructor might pursue a plagiarism investigation.

Print Advertising

Look at the two ads and notice the similarities.

WHY IS IT PLAGIARISM?

In the second ad, the template and picture were copied. While the text, logo, and coloring are different in both of these ads, the same template and picture were used for both. This represents what a student might take from another student's work or perhaps a reuse of the student's own work that was turned in for a previous class.

Recorded Advertising

Listen to each of these ads.

Original Ad: ▶   Copied Ad: ▶

WHY IS IT PLAGIARISM?

Notice that these ads, supposedly created by different students, include the same voice content but have different music. This is an example of copying from another student.

Programming Code

The assignment was to write a program that prompts the player for his or her name and then prints that name in reverse. Take a look at each student's coding below.

STUDENT ONE'S CODING:

```
// Ask the player for their name.
Int const Size = 99;
Char name[Size];
Cout << "What is your name, "
        << " buddy? ";
Cin.getline(name, 99, '\n');

// Show the name backwards.
Auto length = strlen(&name[0]);
For (int I = –length; I >= 0; I = I - 1)
        Cout << name[I];
```

STUDENT TWO'S CODING:

```
Char who[99];
Cout << "Who are you pal? ";
Cin.getline(&who[0], 99, '\n');
Auto num = strlen(who);
For (int I = num – 1; I >= 0; –I)
{
        Cout << who[I];
}
```

WHY IS IT PLAGIARISM?

Here, a person well versed in code would know that both of these codes will give the same result, but one is derived from the other. Someone in the industry would be able to tell that some form of plagiarism, probably copying from another student, took place.

Music

The first measure in Figure 2 was given to the students. The students were told to continue, using their own ideas, while staying within the same key and time signatures. The second line shows an example of the assignment done correctly. In the bottom example, the student simply repeated the first measure that was given to students as a prompt.

Figure 2

WHY IS IT MISUSE OF SOURCES?

It is possible that the students did not understand how to do the assignment or what was expected.

PREVENTING PLAGIARISM

Both students and instructors can take steps to prevent plagiarism instead of having to deal with its consequences. By adhering to a set of best practices and employing online tools, students and instructors can work together to avoid instances of plagiarism.

Online Tools

Turnitin (www.turnitin.com) is a teaching tool used by both instructors and students. Students can use *PeerMark* to interact with each other in peer review and catch issues by proofreading each other's work. *Turnitin* also encourages students to check their own work for originality, grammar, and style issues by using *OriginalityCheck* and *GradeMark*.

If the instructor has assigned peer review using *Turnitin*, *PeerMark* allows students to read, review, and score or mark one or many papers submitted by their classmates. Instructors who use *GradeMark* can comment on and grade papers online. Students are able to access the marked version of the paper and view comments and/or requested changes.

OriginalityCheck compares student papers against a database of texts to check for originality. Students can then verify the originality of their work and make corrections or add citations when needed.

Students should note that it is important to use *Turnitin* tools carefully. At this time, the grammar check is not completely accurate (only about 50 percent). The inaccuracies include finding unnecessary grammatical issues, such as fragments that may not be fragments, and not finding others, such as incorrect spellings of homophones. Also, be aware that *Turnitin* may catch citation errors that are examples of misuse of sources rather than attempts at plagiarism.

Student Best Practices

Students can eschew plagiarism and improper citation by following these best practices:

- Analyze and assemble relevant sources.
- Learn the appropriate format for citation/documentation within their specific discipline.
- Cite appropriately when using ideas from outside sources.
- Follow instructor and institution guidelines when it comes to plagiarism and academic dishonesty.
- Address questions regarding documentation procedure to the course instructor.
- Utilize the tools and resources available such as the APA manual, APA online resources, and *Turnitin.com*.
- Do not rely on citation machines/websites, as they are not always accurate. Writers must enter the correct information into the appropriate spaces or the citation will not be correct. If writers use this type of citation, they should still double-check their work against the examples in the APA manual.
- Be cautious of database-generated citations (*EBSCO*, etc.). They may not follow all of the formatting requirements of APA. Always double-check the citation against the examples in the APA manual.
- If unsure of how to cite a source, look it up.
- Always look for specific examples from the APA manual or an APA online resource when in doubt.

FULL SAIL PLAGIARISM POLICY

The following text is taken from the Full Sail University Student Manual (2012):

Our students are expected to have integrity at all times here at Full Sail. Obtaining credit for work that is not a student's own is academic dishonesty, discredits the integrity of Full Sail as a whole, and will not be tolerated.

What is academic dishonesty?

Academic dishonesty can be cheating on tests, projects, papers, and homework. This includes, but is not limited to plagiarism, misrepresentation, and unauthorized (uncited) use or possession of material. This also includes any student who shares his or her work with the intention of helping another student to cheat. Collaboration is not allowed, and this student is subject to the same penalties as the person who plagiarized.

What are the consequences of academic dishonesty?

For first time offenders, academic dishonesty will result in non-acceptance of work submitted and a failing grade for the course. Depending on the circumstances, disciplinary action will range from Conduct Probation to dismissal from the program, with the determination made by the Program Director and Director of Advising. Second-time offenders of this policy will be subject to immediate suspension with a dismissal hearing. (pp. 17–18)

IMAGES USED UNDER CREATIVE COMMONS IN ORDER OF APPEARANCE

Cantos, L. (2009). *Nikon FM2, 50mm f/1.2* [photograph]. Retrieved from http://www.flickr.com/photos/52496403@N00/3761987346/

Remember the image that was used from an outside source in the Citing Images and Other Media section as an example of how to cite images in a visual presentation? The entry above shows how to list images at the end of a visual presentation. A *Word* document with a list of the images used in order of appearance would also be acceptable. If other images from outside sources had been used in this presentation, they would be listed here as well.

REFERENCES

Council of Writing Program Administrators (WPAC). (2003). Defining and avoiding plagiarism: the WPA statement on best practices. Retrieved May 2012 from http://wpacouncil.org/positions/WPAplagiarism.pdf

Full Sail University. (2012). Student manual. Retrieved October 2012 from https://orgsync.com/50930/files/245275/download