"Students’ opportunities to practice citation and the performance of honesty are closed down when their improper citation is read as a sign of dishonesty, rather than as a sign of an authentic beginner engaged in the work of acquiring a new discourse.” (Elander, et al., 2010)

**SUPPORTING ACADEMIC INTTEGRITY**

**What is Plagiarism?**

**Definition:** 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.

*Defining and Avoiding Plagiarism: The WPA Statement on Best Practices*


**Why do students misuse sources?**

The WPA statement makes a sharp distinction between plagiarism and the misuse of sources by novice writers. As educators, we should not fail to distinguish between intentional acts of deception and careless or inadequate citation.

- Students may not know how to integrate ideas of others and document sources of those ideas
- Students may not know how to take careful and fully documented notes during research
- Different definitions of plagiarism in other writing situations/classes
- Assumption that students already have already learned academic writing conventions
- Students from other cultures may not be familiar with the conventions governing attribution and plagiarism in American colleges and universities
- Copying as acceptable practice for writers in certain contexts (organizational documents, templates, forms)

**Why do students plagiarize?**

While there is no excuse for plagiarism, understanding the reasons why can help prevent it. The WPA statement provides these explanations:

- Students may fear failure or fear taking risks in their own work.
• Students may have poor time-management skills or they may plan poorly for the time and effort required for research-based writing, 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.
• Teachers may present students with assignments so generic or unparticularized that students may believe they are justified in looking for canned responses.
• Instructors and institutions may fail to report cheating when it does occur, or may not enforce appropriate penalties.

Resources

COD Library Academic Honesty Guide
http://cod.libguides.com/academichonesty

COD Library Plagiarism & Writing with Sources tutorial
https://cod.libguides.com/plagiarism/tutorial

Bibliography


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