Teaching Practices Colloquium – 2018

Academic Integrity and Inclusion: Are we Applying Standards Equitably?

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"Current detection schemes tend to be inherently biased against the poor, the not very bright and the overseas students”

Jude Carroll
Culture and Integrity

Academic values vary with culture. While the values of academic integrity may be understood similarly, the practices are often very different.
International Student Orientation – January 2018

Citation Rules in Canada

- I have a good understanding: 39
- Help! I don’t know the rules!: 95
- I know a bit: 60

194 respondents
# Complicating Plagiarism

## Culture
- "Ownership" of ideas
- Knowledge as common heritage
- Common knowledge may be locally defined and understood
- Different rhetorical Traditions

## Education
- Emphasis on testing as assessment tool
- Lack of writing instruction
- Academic writing as a new form of discourse
- Imitation as learning

## Language
- Levels of fluency
- Navigating intertextuality while acquiring language
- Patchwriting as developmental stage
- Differentiating between stock phrases and copying
Levelling the playing field…for all students

1. Avoid surprises: make your expectations clear

e.g., in the course outline

NOTE:

Thompson Rivers University students have an obligation to fulfill the responsibilities of their particular roles as members of an academic community. They are expected to be honest and forthright in their endeavours. Academic integrity is both highly valued and expected. Please refer to http://www.tru.ca/__shared/assets/ed05-05657.pdf for the university policy on academic integrity. The Biology Department’s guidelines on Plagiarism can be found on the Moodle page for this course.
1. Avoid surprises: make your expectations clear
e.g., in an assignment checklist

(From Biology 4141)

Assessment Checklist

• I have answered the question to the best of my abilities.
• For each of my paragraphs, I have included the following: a topic sentence that makes a point, claim, or observation; evidence that illustrates or supports the point; and an explanation of how the paragraph directly answers the question.
• My topic sentences relate to each other and support the purpose of the answer.
• I have followed formatting requirements.
• I have used correct, concise language.
• I have clearly connected different ideas.
• **I have guarded against plagiarizing any of my sources.**
• I have edited my answer for its readability.
• I have checked my spelling and grammar.
2. Provide resources

e.g. directions to departmental or faculty—or your own—resources

Department of Biological Sciences, Thompson Rivers University 1995, updated 2006.

PLAGIARISM

What it is and How to Avoid it
(Or: DO NOT Cut and Paste from the Internet or anywhere else!!!)

Adapted, by Nancy Flood, with permission, from Plagiarism: What it is, and How to Avoid it, prepared for UBC students by Drs. C. H. Gordon, Peter Simmons and Graeme Wynn.

INTRODUCTION

The bottom line here is that, like cheating on exams, plagiarism is a serious academic offence. The UCC calendar notes that the penalty for various forms of academic dishonesty, including plagiarism, is “a failing grade (F) for [the] course. Repeat offences may lead to “suspension from TRU by the President.” (see TRU Calendar under “Academic Honesty” for more details; also see the TRU website at http://www.tru.ca/policy/educ/ed-05-0.html). Although plagiarism is defined in the calendar as "the inclusion of someone else’s words, ideas or data as one’s own work," many students may wonder exactly what this means. This handout is an attempt to provide students with clear descriptions of those situations that “cross the line” into plagiarism, and some tips for avoiding plagiarism.

WHAT IS PLAGIARISM?
2. Provide resources

e.g. directions to TRU policy and resources
Academic Integrity

Appropriate academic conduct requires that you complete your assignments independently, honestly, and without misrepresentation or plagiarism. Typically, plagiarism occurs in three forms: when a writer uses someone’s exact words or ideas as if they were her/his own, paraphrases someone’s ideas without acknowledgment or identifying the source, or simply does not include the proper citations.

Be sure to cite all sources of direct quotations and borrowed ideas. If you do not, you could fail your assignments and, potentially, the course.

Each assignment is viewed individually for academic integrity. Please be aware, should you choose to submit multiple assignments at the same time and if an academic integrity violation is discovered in more than one of those assignments, that each assignment submission will be viewed as a separate offence and sanctions will be applied accordingly.

Note

Citing facts, statistics, or other illustrative materials deemed to be common knowledge is not considered to be plagiarism.

It is your responsibility to ensure that you are fully familiar with the “Forms of Academic Dishonesty” section of the TRU Student Academic Integrity policy available at http://www.tru.ca/__shared/assets/ed05-05657.pdf.

The TRU Library also provides valuable resources to help you understand and avoid plagiarism on its webpage “Plagiarism: What Is It and How to Avoid It” available at http://libguides.tru.ca/c.php?g=193931.
3. Take time to talk/teach about academic integrity!

And model it yourself.....

What are public domain images?
- Free to use but you still must cite the image

What isn’t in public domain?
- Most digital images are protected by copyright.
- Don’t think that if the registration symbol is missing that it is free to use.

“Used with permission from Microsoft”
4. Take the time and make the effort to report

The process is easier than you might think...

https://www.tru.ca/__shared/assets/Case_Report_Form_Feb_201612311.pdf

And flexible too...

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**Instructor Recommendations for sanction in this case:**

Can be one or more of the following:

- Reprimand without grade repercussions – Letter to student provides warning of consequences of further offences. (NOTE: The incident is registered in the Academic Integrity Committee database as a violation).
- “0” given for assignment/exam.
- “F” given for course grade (Typically not for a first offence, see note above.)

If a case of **plagiarism**:

- successful completion of a Becoming a Successful Student: Workshop on avoiding academic integrity violations (see Library Website for details)
- successful completion of STSS 1070 – Performing to Academic Standards (**ESL students must have passed ESAL 0450 as a minimum requirement**)
- Other (to be defined by instructor)__________________________

When contacting the student to arrange a meeting to discuss this alleged violation, please ensure the student is advised of the following (please check when completed)
EVIDENCE: What to include?

Make as strong a case as you can; this might mean including:

• A description of the violation

• Course Outline or Assignment where integrity rules are explained

• A timeline of communication with the student, and/or copies of any email exchanges

• Copies of earlier assignments (especially if the allegation is that the current assignment “doesn’t sound like the student’s writing”)

• The student’s assignment, with plagiarism identified

• Copies of the original document that was plagiarized
Overall

Clear evidence is required to help build the case, and is the basis of all AIC decisions.

- Be clear & organized in presenting evidence

- Provide a written explanation if needed; include email communications, assignment instructions, etc. if they’ll help strengthen your case.

- Keep in mind AIC membership comes from all across campus; help us interpret what’s obvious to you within your discipline
Our role as Professors

The Office Meeting

1) Keep an open mind
2) Setting up the meeting
3) Teachable moment
4) Flexibility of sanctions
5) The student’s signature

Professor Albert Einstein during a lecture in Vienna, 1921
Photo: Ferdinand Schmutzer [Public domain], via Wikimedia Commons

Toni Morrison, Princeton Professor Emerita, speaking in 2008
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