

G06 AVOIDING PLAGIARISM GUIDELINES

Overseer: PBC Dean of Studies
 Approval Authority: PBC Teaching & Learning Committee
 Review Schedule: 3 yearly Next Review Due: Oct 2018

Review Table			
Date	Review Type	Summary of Changes	Review person/group
	<ul style="list-style-type: none"> • Scheduled • Policy amendment • Admin update 		
07/01/11	Admin Update	Conversion from Policy Manual to new format.	Adam Niven
18/12/14	Scheduled	Copy of section from P18 removed and added as ref. to P18 only.	Adam Niven

P18 Academic Misconduct outlines PBC’s definitions, approach and penalties for plagiarism. PBC will not tolerate any form of plagiarism and it is important that students develop appropriate research skills to avoid plagiarism as penalties apply (see P18 Academic Misconduct). The following guideline provides suggestions for students to assist in avoiding plagiarism.

PBC Study Skills Unit

The PBC Study Skills unit is an excellent opportunity to receive guidance in a range of different study skills including skills related to researching which will assist in avoiding plagiarism.

Know the PBC reference conventions

Students need to know how to reference correctly to ensure that they do not inadvertently plagiarise. This includes knowing the different conventions for direct quotes and paraphrasing sources. Directions on how to reference are provided in G02 Referencing Conventions Guideline.

Researching instead of “quote” searching

In submitting assessment, students should be mindful that they are developing good research practices and skills. Quoting the work of others is more than just finding the “right words” and inserting them into a submission. Researching forms an important part of training for students and students are encouraged to develop these skills during their studies. By focussing on building good research practices and skills, students are less likely to be tempted to engage in plagiarism or inadvertently plagiarise as the source material plays a significant role in their submission.

Planning for completing assignments

Students should be carefully planning their time to ensure they can complete assignments by the due date. Often, extra pressure from poor planning may result in the temptation to plagiarise or in inadvertently plagiarising by submitting poorly referenced work due to pressing deadlines.

Diligence in Note Taking

When taking notes for research, students need to give due attention and diligence to ensure they have also noted the required source data to provide the appropriate reference for the material.

Understanding “common knowledge” and interpreted facts

“Common Knowledge” are facts that can be easily accessed from numerous sources and are likely to be known by people in the context of the fact:

e.g. Martin Luther King, Jr. was assassinated.

Such a fact could be considered as common knowledge and would not need to be referenced.

However, common knowledge that is interpreted by others does require the source:

e.g. Martin Luther King Jr. was assassinated for his extreme political views and because his activism was challenging the social norms.

In this case, students would need to indicate which sources have informed this interpretation of the events.

Using the Internet

The internet can provide a useful research tool, but students should be aware of the difference between what may be considered “common knowledge” and what constitutes the intellectual property of others. If not sure when quoting from the internet it is better to quote the source than not to. Generally, cutting and pasting from websites without referencing correctly constitutes plagiarism and should be avoided.

Care with “Cutting and Pasting”

If students are using electronic resources which they are “cutting and pasting” into their assignment, care needs to be taken to ensure that each cut and pasted section receives the appropriate referencing convention.

Keeping Track of Sources

Students need to be diligent in keeping track of the different sources which are informing their ideas within an assignment. Students are encouraged to make use of software which can collate source data.

Understanding the difference between “Primary” and “Secondary” sources.

Often sources will refer to other works as part of formulating the arguments and positions presented. Students are to reference in accordance with the source they have accessed. Therefore, if a student is quoting source “A” and source “A” refers to another author (source “B”) then unless the student accesses the primary source for that reference (i.e. the actual source “B”), it should be clear that the student has only accessed the work of source “B” via its citation in source “A”. In this case, it is important that the both sources are acknowledged. The work of source “B” needs to be acknowledged as such (i.e. it should not appear to be the work of source “A”), but it must also be clear that has been accessed in source “A”, the secondary source.

Diagrams, images, charts or figures

Unless created by the students all diagrams, images, charts and figures need to be referenced. If any of these are created by the student from data that is not the student’s intellectual property, these diagrams, images, charts or figures should reference the source that has informed them.

Unsubstantiated claims or facts

Whilst not falling under the category of plagiarism presenting “claims” or “facts” without substantiating them is a practice to be avoided. Facts or claims should be supported by research or experience:

e.g. *Unsubstantiated claim:* Teenagers don’t like authority structures.

Substantiated by experience: As a youth pastor, over the last five years a growing trend of negativity towards authority structures has been noted amongst the teenagers attending youth programs and events.

Substantiated by research: Teenagers respond negatively towards authority structures (Author date, Author Date, etc)

Checklist for assisting in preventing plagiarism:

1. All direct quotations have been placed in quotation marks (“”) and referenced correctly.
2. Paraphrased quotations have been identified with referencing which allows the reader to distinguish your work from that of the source quoted.
3. All material that has been “copy and pasted” has been referenced.
4. All interpreted facts (other than your own interpretation) have been referenced.

5. Any statements which are "common knowledge" have been verified as such and unsubstantiated claims have been avoided.
6. All diagrams, images, charts or figures have been referenced correctly.
7. You are able to locate the original source material you have used.
8. The work submitted is only your work unless referenced otherwise and is not the work of any other person – this includes the work of other students.
9. A comprehensive Reference List of all sources used in the submission is included with your submission and formatted correctly.