Scholarship in Conversation: Accidental Plagiarism

Presented by OSSC and OISE Library

Friday, September 11th, 2020
Presenters and Moderators

**PRESENTERS**

Lucy El Sherif, PhD Candidate, Department of Curriculum, Teaching & Learning, and OSSC Advisor

Emily Hector, Instruction and Public Services Librarian, OISE Library

Taban Kaviani, MEd, LLE student, Department of Curriculum, Teaching, and Learning

Leslie Stewart Rose, OSSC faculty advisor and faculty member in Curriculum, Teaching, and Learning

Jenaya Webb, Research and Public Services Librarian, OISE Library

**MODERATORS**

Nicole Ryan, Recruitment and Diverse Student Success, OSSC & Registrar’s Office

Nailisa Tanner, Collections and Outreach Librarian, OISE Library
Overview

• What is plagiarism?
• University of Toronto Academic Integrity
• Smart Strategies
• Style Guides – What are they and how do we use them?
• APA: Why we cite in academic writing
• Reference Software Management
What is Plagiarism?
• Presenting the work, ideas, or words of another as your own, even by accident (U of T, 2020)

• It is considered plagiarism to draw any idea or any language from someone else without adequately crediting that source in your paper. (Harvard University, 2015)
• Plagiarism also occurs when a student obtains an assignment from a friend and attempts to rewrite or “edit” the paper to reduce the amount of exact text matches. This is often detected by plagiarism detection software, or when similarities become evident during grading (U of T, 2020)
A common form of plagiarism manifests as incomplete paraphrasing or “tracing”, where a passage is copied from another source and a handful of words have been changed to synonyms but the structure and majority of text from the original passage remains intact (U of T, 2020)
What does it mean to act with academic integrity?
• The University of Toronto is committed to the free and open exchange of ideas, and to the values of independent inquiry.

• Academic integrity is fundamental to our university community’s intellectual life.

Source: https://www.academicintegrity.utoronto.ca/
Fundamentals of Academic Integrity

• Honest
• Trust
• Fairness
• Respect
• Responsibility
• Courage

(https://www.academicintegrity.utoronto.ca/)
BICS & CALP

Basic Interpersonal Communication Skills

Cognitive Academic Language Proficiency

What do I do as a new student?

• Read the article completely,
• Take some notes on the main ideas of the text,
• Compare the new version with the original,
• Ensure the credit is given appropriately,
• Make an appointment with writing center
Build Towards Final Paper Early On

1. Narrow down your topic of interest and read with a question in mind.
   i. Do you have a research interest? Read thinking about how what you are reading deepens your knowledge in that.
   ii. Do you not have a specific interest? Turn the title into a question and answer it in the end.

2. Pause and think about what you are reading.
   i. Reading academically is not like reading a novel! Slower and requires reflection. Think of it as a conversation with the author.

3. Make good annotations and reading notes.
   i. Annotations are like pebbles that help you find your way back home. They are where you do the heavy lifting of thinking early on in the semester.
Reading Notes are the Building Blocks of Your Term Papers

1. What is the main idea/argument/finding?
2. How do they demonstrate it?
3. What is the implication of this for my interest?
4. What do I think of it?
5. Quotes
6. Other interesting work to look up
Example of Reading Notes

Kahauni’s Enduring Indigeneity
“A Structure, Not an Event”: Settler Colonialism and Enduring Indigeneity

J. Kēhaulani Kauanui

ABSTRACT  J. Kēhaulani Kauanui discusses the distinctive shifts toward examining Patrick Wolfe’s theory of settler colonialism as ‘a structure, not an event’. Kauanui argues that a substantive engagement with settler colonialism also demands a deep rethinking of the associated concept of indigeneity—distinct from race, ethnicity, culture, and nation(ality)—along with the field of Native American and Indigenous Studies.

I begin this essay by unpacking what I mean by “enduring indigeneity” in my title and what that means to an understanding of settler colonialism. Here I use it in two senses: first, that indigeneity itself is enduring—that the operative logic of settler colonialism may be to “eliminate the native”, as the late English scholar Patrick Wolfe brilliantly theorized, but that indigenous peoples exist, resist, and persist; and second, that settler colonialism itself is a structure that endures indigeneity, as it holds out against it.

Wolfe’s essay “Settler Colonialism and the Elimination of the Native” is often cited as the principal work representing the concept and theory of the settler colonial analytic. And although Wolfe insisted on making it clear time and again that he did not create the field of settler colonial studies—that Native scholars did—within the field of American Studies (as just one example), he tends to be most frequently cited as if he had. Indeed, this one article of his (although not his first writing on the subject, nor the last) also seems to be the most cited, perhaps because it offers so much in one piece by distinguishing settler colonialism from genocide, contrasting settler colonialism from franchise colonialism, and through comparative work focused on Australia, Israel-Palestine, and the United States—showing how the logic of settler colonialism is premised on the elimination of...
Smart Strategies

Smart Strategies are designed to provide students and instructors with information, tips, and resources to help them promote and maintain academic integrity at the University of Toronto.
Smart Strategies

- Adding your own voice to a research assignment
- Asking questions about academic integrity
- Cell phones and mobile devices
- Citations, quoting and paraphrasing
- Classroom strategies: talking about academic integrity
- Course and assignment design
- Detecting plagiarism
- Formulating your research questions
- Group work
- Information literacy and academic integrity
- Invigilation
- Personal care and wellness
- Plagiarism detection software
- Recording lectures
- Students sharing academic work
- Taking notes
- Time management

Source: https://www.academicintegrity.utoronto.ca/smart-strategies/
Adding your own voice to a research assignment

As students read and made notes on resource materials, they should consider ways to add their own thoughts and ideas to their research papers:

- Compare/contrast multiple articles’ findings
- Explain a quotation
- Disagree with the article’s findings, and explain why
- Agree with the article, but with a difference
- Agree and disagree at the same time
- Find gaps in the existing research
- Find fault with methods
- Find fault with the assumptions
- Find fault with the conclusions

Several of these ideas are drawn from Graff, G., & Birkenstein, C. (2010). *They say / I say: The moves that matter in academic writing*, New York: W.W. Norton & Co. [http://goulib.ca/cat/7098068](http://goulib.ca/cat/7098068)

Source: [https://www.academicintegrity.utoronto.ca/smart-strategies/](https://www.academicintegrity.utoronto.ca/smart-strategies/)
Check in

Do you have any questions?
OISE LIBRARY
oise.library.utoronto.ca

- Emily Hector, Instruction & Public Services Librarian, OISE Library
- Jenaya Webb, Research & Public Services Librarian, OISE Library
Scholarship as Conversation

“Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations” (ACRL, 2016).

Includes:
• Citing the contributing work of others in your own work
• Seeing yourself as a contributor to scholarly discussion, not just a consumer of it
• Taking on responsibility for entering the conversation

Style Guides

• Why do we use them?
  • Communication
  • Consistency
  • Credibility
  • Conversation
Style Guides

• How do we use them?
  • No need to memorize – use them as reference
  • Know where to go, then follow an example
APA Citation has two steps:

In-text citation: Points reader towards the reference list.

In addition, coteaching has been shown to improve the quality of teaching, which resulted in an increase in student academic achievement, greater enjoyment of science, and the development of positive and sustainable teaching approaches for pre-service and in-service teachers (Martin, 2009).

Reference list: Informs the reader where to find a source that's been used.

Citation Workflow

1. Identify the resource type (article, book, website, etc.)
2. Find a (correct!) example of a citation in the APA Guide or on a site such as OWL Excelsior.
3. Locate the information you need to complete it.
4. Insert the components in the correct order and syntax.
Step 1: Identify the resource type.

Teacher development through coteaching outdoor science and environmental education across the elementary-middle school transition

Karen Kerr

To cite this article: Karen Kerr (2020) Teacher development through coteaching outdoor science and environmental education across the elementary-middle school transition, The Journal of Environmental Education, 51:1, 29-43, DOI: 10.1080/00958964.2019.1604482

To link to this article: https://doi.org/10.1080/00958964.2019.1604482
Step 2: Find an example citation (OWL Excelsior)

Online Journal Article

|-------------|-------------|

Journal Article with a DOI (Digital Object Identifier)

Elements: Author’s Last name, Author’s First and Middle initials, & Last names and initials of other authors, if any. (Year). Title of article. Title of Journal italicized, Volume number italicized(Issue number), Page numbers. DOI


https://doi.org/10.1037/027806133.24.2.225
Step 3: Locate the information you need.

Journal Article

**Teacher development through coteaching outdoor science and environmental education across the elementary-middle school transition**

by Karen Kerr

Content Type: Journal Article

Abstract
This study considers the benefits of coteaching in the context of the outdoors. It explores the use of coteaching in a professional development program and investigates all the cited outcome categories for teachers: cognitive, affective, coteaching, and professional development. Coteaching pairs coplanned, cotaught, and coevaluated “Shared Learning Days” in the outdoors. Eight teachers took part with 180 students in their last year of elementary school or their first year of (junior) high school. This article demonstrates how a model of professional development, with coteaching at its core, is beneficial for the development of teachers who are teaching “outside” their comfort zone (outdoors) and expected to focus on skills-based teaching and learning. In particular, the benefits of attitudinal change among the teachers involved is discussed.

Publication Title: The Journal of environmental education

Publisher: Taylor & Francis Inc

Date: 20200101

Volume: 51

Issue: 1
Step 4: Insert components in the correct order.

Author’s Last name, Author’s First and Middle initials, & Last names and initials of other authors, if any. (Year). Title of article. *Title of Journal italicized, Volume number italicized*(Issue number), Page numbers. DOI

If you want to practice later:
https://uoft.me/citation-practice
Using a Citation Manager

• Streamlines the process of saving & organizing sources and generating citations
• Many options: RefWorks, Zotero, Mendeley, EndNote, PaperPile...
• Table of comparison: https://guides.library.utoronto.ca/citationmanagement
• Similar functionalities, but differences in price point, storage, workflows, etc.
Getting Started with RefWorks

• RefWorks is free for U of T students, staff, and faculty
• Signing in through the OISE Library
  • Visit the OISE Library website: http://oise.library.utoronto.ca
  • Using the Library > RefWorks
• Support with RefWorks
  • RefWorks YouTube
  • Contact us! oise.library@utoronto.ca
RefWorks Demonstration
Online resources for citing

OWL Excelsior for APA Style: 
https://owl.excelsior.edu/

The APA Style Blog: 
https://apastyle.apa.org/blog

U of T Libraries Workshops Calendar: 
https://onesearch.library.utoronto.ca/digital-scholarship/workshop-calendar

The RefWorks tutorials: 
https://www.youtube.com/channel/UCzmTj_AGeY59VoNv-0SvcCg/featured

Citation management software guide: 
https://guides.library.utoronto.ca/citationmanagement
Contact Us!

Email: oise.library@utoronto.ca
Website: http://oise.library.utoronto.ca

Research support:
• AskChat with a Librarian
• Virtual drop-in reference hours
• Request a consultation with a librarian
Viewpoint of instructor

Professor Leslie Stewart Rose
How to book an appointment at the OSSC

https://www.oise.utoronto.ca/orss/ORSS_Ontario_Institute_for_Studies_in_Education.html OR perform a search for ORSS OSSC

Select “Book an Appointment”
Enter in your UTORID
WCONLINE Writing Centres

- To book, cancel, or view appointments at your home writing centre, please go to: OISE Student Success Centre (OSSC)

The software platform for scheduling writing centre appointments is WCONLINE. To provide you access to its calendar and maintaining your name and email address on WCONLINE. When you register, you may also be asked to provide data such year. All use of personal data will be consistent with Ontario's FIPPA guidelines. You may also review the University of Toronto Information and WCONLINE's terms of service.
If you are a first time user of this account as an OISE student, you must register for an account.
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To make an appointment, click on a white square below and then fill out the appointment form.

To modify or cancel an existing appointment, click on the appointment box below or select it from 'My Appointments' under the 'Welcome' menu.

To be notified of a newly available appointment, click on the 'WAITING LIST' link that appears at the bottom right of each day on the schedule.

**COLOR LEGEND**

- Open
- My Appts.
- Not Available
- Other Appts.

**ADMINISTRATIVE COLOR LEGEND**

- Placeholder
- Walk-in
- Online
MEET TUTOR ONLINE? ONLINE
If you choose an online appointment, log back in to this website approximately five to ten minutes before the start of your appointment. Then, open this appointment and click “Start or Join Online Consultation.”

START OR JOIN ONLINE CONSULTATION

Instructor

What would you like to work on today?
More Dissertation Writing!
QUESTIONS?
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Email: ossc.oise@utoronto.ca
Website/Book an appointment: https://www.oise.utoronto.ca/orss/OISE_Student_Success_Centre.html

OISE LIBRARY
Emily Hector, Instruction & Public Services Librarian
Jenaya Webb, Research & Public Services Librarian

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Thank You!