Oct 11th, 9:45 AM - 11:00 AM

Accentuate the Positive, Eliminate the Punitive! - Re-Thinking Plagiarism in Information Literacy Instruction

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“Accentuate the Positive, Eliminate the Punitive!: Re-Thinking Plagiarism in Information Literacy Instruction”

Christina Chester-Fangman, Research & Instruction Coordinator/FYE Librarian
Gina Garber, Digital Services Coordinator
Elaine Berg, Access Services Coordinator
Austin Peay State University
All about the Peay

Austin Peay State University Governors [That Guy]

• Four-year public, master’s level university offering over 56 majors and 63 different concentrations.

Student population of approx. 10,000

• first-generation
• low-income
• non-traditional

• Near the Ft. Campbell army base, so we have a satellite campus on post serving military students
Background

“Plagiarism: The Crime of Intellectual Kidnapping Online Tutorial” by Edith Crowe and Pamela Jackson of San Jose State University

• Web-based tutorial and accompanying quiz
• In place almost a decade with few revisions
• Outdated graphics
• Excellent overall content
  • detailed definitions of terms
  • information about style guides
  • direct quotations and paraphrasing
• A little too much emphasis on the punitive
KICKED OUT!!!!
A New Approach: The “LILT” Treatment
(No, Not the Home Perm 😊)

RASI (Revitalization for Academic Success Initiative) Internal Grant

• Piloted in FYE Course, APSU 1000
• 6 Web-based TILT / SearchPath tutorials became 6 brief YouTube videos customized for APSU
• Video links and quizzes embedded in D2L CMS
• Success!
Elements for Success

Basic info on plagiarism (definition and prevention; when and what to cite)

+ “Academic (Dis)Honesty” PPT customized for APSU

+ Useful information on the research process for students

+ Personal responsibility emphasized in understanding why students cheat and how they can do the right thing

= “Plagiarism: Making the Right Choices”
Academic Misconduct: Our Campus Environment

• Tennessee Board of Regents System-wide rule on Academic/Classroom Misconduct (August 30, 2011)
• APSU and due process
• APSU Student Code of Conduct
• APSU Policy on Student Academic Misconduct
Consequences of Plagiarism at APSU

- A grade of “F” on the work submitted
- A grade of “F” for the class
- A reprimand
- Probation
- Suspension
- Expulsion
Collaborative Campus-wide Effort

• Chair of the Faculty Handbook Committee collaborated with Dean of Students to write the language of the Student Academic Misconduct policy

• Student Academic Misconduct policy vetted through the Faculty Handbook & Policy Committee and Faculty Senate

• New efforts from Academic Affairs and Student Affairs to prevent academic dishonesty
Collaborative Campus Initiatives

- Academic Integrity Week
- Academic Integrity Guide
- APSU 1000 FYE Course
- Plagiarism Tutorial
Comparison by Academic Year (2009-2014)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Plagiarism</th>
<th>Other Academic Misconduct</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>26</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>2010-2011</td>
<td>27</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>2011-2012</td>
<td>26</td>
<td>5</td>
<td>31</td>
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<tr>
<td>2012-2013</td>
<td>113</td>
<td>48</td>
<td>161</td>
</tr>
<tr>
<td>2013-2014</td>
<td>99</td>
<td>17</td>
<td>116</td>
</tr>
</tbody>
</table>

Greg Singleton, Dean of Students
Comparison by Academic Year (2009-2014)

Four Year Comparison by Academic Year

Plagiarism
Other Academic Misconduct
Totals

Greg Singleton, Dean of Students
# Violations by School/College (2013-2014)

**2013-2014 Violations by School/College**

<table>
<thead>
<tr>
<th>College</th>
<th># of Violations</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts &amp; Letters</td>
<td>70</td>
</tr>
<tr>
<td>College of Science &amp; Mathematics</td>
<td>19</td>
</tr>
<tr>
<td>College of Behavioral &amp; Health Sciences</td>
<td>12</td>
</tr>
<tr>
<td>School of Technology &amp; Public Management</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>116</strong></td>
</tr>
</tbody>
</table>

Compiled from APSU Office of Student Affairs data, July 2014

Greg Singleton, Dean of Students
Violations by School/College (2013-2014)

Compiled from APSU Office of Student Affairs data, July 2014

- College of Arts and Letters: 70 violations
- College of Behavioral and Health Sciences: 12 violations
- College of Science and Mathematics: 19 violations
- School of Technology and Public Management: 15 violations

Greg Singleton, Dean of Students
The Project: Technology (Pre-Production)

- Adobe Creative Suite 6 - $600
- Educators Monthly Plan - $20

Warning!
This is not a *Breaking Bad* flashback!

The Heizenberg Effect, https://theheizenbergeffect.wordpress.com
The Project: Scripting (Pre-Production)

PLAGIARISM TUTORIAL OUTLINE

SYNOPSIS:
POV is a student who is in trouble for plagiarizing and imagines going back in time to learn more and make the right choice.

APSU campus; student is waiting in Dean Singleton’s Office, holding a paper with a big red “F” on it. “Plagiarism?! I am so busted. What did I do wrong? I wish I had paid more attention. I wish I had known! I wish I could GO BACK!”

REWIND – VIDEO OF THE STUDENT WALKING OUT OF UC AND INTO LIBRARY

“Friendly Voice” (Sean the Librarian)

Research is a process. It takes time. It involves choosing a topic, devising a question or thesis, collecting research, identifying resources, synthesizing your research, and expressing your findings. Whenever you refer to the work of others in your assignments, you must indicate that you consulted those sources and make it easy for your readers to find them for three important reasons:
- So they can verify your interpretation of the sources
- So they can use the sources in their own work
- So you can avoid academic dishonesty by giving credit to the original author.
The Project: Audio “Static” (Production)

• Narration and Recording
  • Was that a “P” sound or a small explosion?
  • Breathing sounds
The Project: Audio “Static” (Production)

- Pop Filter
- Adobe Creative Suite 6 Audition
The Project: Editing (Post Production)

Three Important Reasons

1. So readers can verify your interpretation of the sources.

2. So readers can use the sources in their own work.

3. So you can avoid academic dishonesty by giving credit to the original author.
Click on the link below:

PLAGIARISM: Making the Right Choices
Which of the following is considered plagiarism?

A. Changing a few words in a sentence without crediting the source.
B. Copying a unique phrase without giving the original author credit.
C. Piecing together ideas from more than one source without citing the original sources.
D. All of the above are plagiarism.
E. None of the above is plagiarism.
Which of the following is considered plagiarism?

A. Changing a few words in a sentence without crediting the source.
B. Copying a unique phrase without giving the original author credit.
C. Piecing together ideas from more than one source without citing the original sources.
D. All of the above are plagiarism.
E. None of the above is plagiarism.
When is it acceptable to copy various forms of multimedia such as charts, graphs, photographs, video clips, and audio files?

A. When they are found in your textbook for a class.
B. When they are on the Internet.
C. When they illustrate a point in your paper.
D. Only if you cite the original source.
When is it acceptable to copy various forms of multimedia such as charts, graphs, photographs, video clips, and audio files?

A. When they are found in your textbook for a class.
B. When they are on the Internet.
C. When they illustrate a point in your paper.
D. Only if you cite the original source.
Which of the following is NOT part of a citation?

A. Author's last name.
B. Title of the article or book.
C. Title of the journal.
D. Page numbers.
E. Author's date of birth.
Which of the following is NOT part of a citation?

A. Author's last name.
B. Title of the article or book.
C. Title of the journal.
D. Page numbers.
E. Author's date of birth.
FYE in D2L
## FYE in D2L: Quiz Option

### Quiz List

<table>
<thead>
<tr>
<th>Current Quizzes</th>
<th>Attempts</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSU 1000 Syllabus Quiz</td>
<td>1* / unlimited</td>
</tr>
<tr>
<td>Quiz 1: (LILT) Starting Smart Video Fall 2014</td>
<td>1* / unlimited</td>
</tr>
<tr>
<td>Quiz 2: (LILT) Choosing a Topic Video Fall 2014</td>
<td>1* / unlimited</td>
</tr>
<tr>
<td>Quiz 3: (LILT) Using Austin Video Fall 2014</td>
<td>0  / unlimited</td>
</tr>
<tr>
<td>Quiz 4: (LILT) Finding Articles Video Fall 2014</td>
<td>0  / unlimited</td>
</tr>
<tr>
<td>Quiz 5: (LILT) Using the Web Video Fall 2014</td>
<td>0  / unlimited</td>
</tr>
<tr>
<td>Quiz 6: (LILT) Citing Sources Video Fall 2014</td>
<td>0  / unlimited</td>
</tr>
<tr>
<td>Quiz: Plagiarism - Making the Right Choices Video Fall 2014</td>
<td>0  / unlimited</td>
</tr>
</tbody>
</table>
FYE in D2L: Quiz Class Stats

Class Statistics
- Class Average: 93.5%
- Score Distribution:

Number of Questions (%)

Question Statistics
- Question 1: 95.83% (48 attempts)
- Question 2: 93.75% (48 attempts)
- Question 3: 72.92% (48 attempts)
- Question 4: 89.58% (48 attempts)
- Question 5: 50% (48 attempts)
- Question 6: 93.75% (48 attempts)
- Question 7: 87.5% (48 attempts)
- Question 8: 89.58% (48 attempts)
- Question 9: 64.58% (48 attempts)
- Question 10: 85.42% (48 attempts)
FYE in D2L: Quiz Question Details

Number of Responses: 47

**Question 6**
Difficulty: 1  Average Grade: 0.94 / 1 (93.75 %)
Under certain circumstances, it is acceptable to buy or borrow a paper and turn it in as your own.

- True: 2 (4.26 %)
- False: 45 (95.74 %)

Number of Responses: 47

**Question 7**
Difficulty: 1  Average Grade: 0.88 / 1 (87.5 %)
Which of the following does NOT need to be cited?

- Common knowledge that many people already know: 42 (89.36 %)
- A website from which you got an idea for your paper: 1 (2.13 %)
- A quote from your favorite TV show that you used in your paper: 1 (2.13 %)
- An entry from a subject encyclopedia that you paraphrased: 3 (6.38 %)
How We Use It: FYE Course

Piloted in Spring 2014, APSU 1000, 22 Sections

• Pre-loaded in D2L
• Instructors loved it!
  • “How did you do this? Can I do this? Such important content, but the fun video clip, everything being in D2L, this is perfect for my online students!”
  • “I love the new plagiarism tutorial – and particularly your student worker / wannabelibrarian! I believe he’s found his calling!”
  • “It is fun, but cheesy!”
• Good quiz scores = Average 89% = High B!
How We Use It: Other Courses
How We Use It: Student View
How We Use It: Instructor View
How We Use It: Academic Integrity Week
Future Plans

• Technical improvements
  • Upgrade software
  • Professional camera equipment
  • Green screen

• Continuing collaboration
  • Reviewing statistics
  • Custom videos by discipline

• Assessment opportunities
Thank you!
Questions?