Overview

The Pfozheimer Center for Faculty Development hosted a Faculty Exchange Lunch on Tuesday February 24th in New York and on Thursday February 26th in Pleasantville. The theme was “Strategies for Preventing Plagiarism.” A total of 58 faculty attended the lunches hosted by Randi Priluck and Jim Stenerson in New York and Connie Knapp and Jim Stenerson in Pleasantville.

The Program

The purpose of the lunch was to “empower faculty who are faced with the growing problem of plagiarism in the classroom.” The faculty heard from Amy Martin, Director of the Writing Center, Beth Klinger of Dyson College and from library staff.

Amy Martin provided some facts and figures on the problem of plagiarism and cheating at both the high school and college levels.

Beth Klingner introduced the faculty to an Internet based system for detecting plagiarism called “Turn it In” (http://www.turnitin.com/) that is currently available to Dyson faculty.

The faculty then discussed the following questions:
1. What strategies do you use in assignment design, topic selection and classroom discussion to prevent plagiarism?
2. What is plagiarism and how do you identify it?
3. Do students understand what plagiarism is? How can it be explained?
4. Are some instances of plagiarism unintentional?

The discussion resulted in a number of ideas for preventing plagiarism including:

• Explain plagiarism to students and outline what is allowed and what is not allowed in writing papers in your field.
• Provide exercises that show students how to paraphrase correctly and how to cite sources. An example might be “electronic note taking” where the students “cut and paste” material and then make notes on the same sheet, so they can understand how to appropriately use material.
• Have students submit research projects in parts including a proposal, outline and final paper to track their work over time.
• Meet with students during office hours to discuss drafts. Pay attention to those early drafts, so that you can see if there is a major change in direction.
• Develop idiosyncratic assignments that are not used every semester.
• Require current information in papers and projects and use current events as the basis for assignments.
• Manage student topics rather than allow them to choose topics for papers that could be purchased.
• Ask students to develop a topic in-class and commit to that topic before they leave the room so that they are bound to turn in a paper that corresponds to that specific topic.
• Require annotated bibliographies from students on research projects.
• Provide students with sources that they must use in the creation of the paper or project rather than allow them to use sources that can be copied.
• Develop an integrity code for an individual class and ask students to sign the code at the beginning of the semester.
• Require that the students turn in all sources used in the creation of the paper or project.

Finally, the library staff presented information on Apollo, A Pace Online Library Literacy Orientation tutorial, available at http://www.pace.edu/library/pages/instruct/

Provided by the Teaching, Learning and Technology site:
Partnering with Students to Avoid “Cut and Paste” Plagiarism - http://tc.unl.edu/cansorge/ita/ita32.htm