

Academic Integrity: Responsible Use of Source Material

NDSU Center for Writers

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What is academic integrity?

According to Dr. Lars R. Jones,

“The idea of academic integrity embodies nothing less than a set of ethical principles to which all members of academia bind themselves” *

*Source: Lars R. Jones. *Academic Integrity & Academic Dishonesty: A Handbook About Cheating & Plagiarism*. Rev. ed. 2011. <http://www.fit.edu/current/documents/plagiarism.pdf>

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What is academic integrity?

Dr. Lars R. Jones:

“Individuals have a duty to follow the rules and norms of academia as well as a duty to insure their peers also follow such rules and norms. . . ”*

*Source: Lars R. Jones. *Academic Integrity & Academic Dishonesty: A Handbook About Cheating & Plagiarism*. Rev. ed. 2011. <http://www.fit.edu/current/documents/plagiarism.pdf>

What is academic integrity?

Dr. Lars R. Jones:

“ . . . academic culture in the United States is rooted in many of the core values of a free and open society. . . ”*

***Source: Lars R. Jones. *Academic Integrity & Academic Dishonesty: A Handbook About Cheating & Plagiarism*. Rev. ed. 2011. <http://www.fit.edu/current/documents/plagiarism.pdf>**

What is academic integrity?

Dr. Lars R. Jones:

“ . . . core values of a free and open society:

- freedom of speech and other forms of personal expression,**
- freedom of conscience,**
- an atmosphere of mutual trust, transparency, honesty, originality, fairness, and equity.”***

*Source: Lars R. Jones. *Academic Integrity & Academic Dishonesty: A Handbook About Cheating & Plagiarism*. Rev. ed. 2011. <http://www.fit.edu/current/documents/plagiarism.pdf>

What is academic integrity?

Dr. Lars R. Jones:

“As a capitalist society, we also value intellectual and real property rights.”*

*Source: Lars R. Jones. *Academic Integrity & Academic Dishonesty: A Handbook About Cheating & Plagiarism*. Rev. ed. 2011. <http://www.fit.edu/current/documents/plagiarism.pdf>

3 Principles of Academic Integrity

Dr. Charles Lipson:

- 1. “When you say you did the work yourself, you actually did it.”***

***Source:** Lipson, Charles. *Doing Honest Work in College*. Chicago: U of Chicago P, 2004, p.3.

3 Principles of Academic Integrity

Dr. Charles Lipson:

- 2. “When you rely on someone else’s work, you cite it. When you use their words, you quote them openly and accurately, and you cite them, too.” ***

***Source: Lipson, Charles. *Doing Honest Work in College*. Chicago: U of Chicago P, 2004, p.3.**



3 Principles of Academic Integrity

Dr. Charles Lipson:

- 3. “When you present research materials, you present them fairly and truthfully. That’s true whether the research involves data, documents, or the writings of other scholars.”***

***Source: Lipson, Charles. *Doing Honest Work in College*. Chicago: U of Chicago P, 2004, p.3.**

NDSU Code of Academic Responsibility and Conduct

“The academic community is operated on the basis of honesty, integrity, and fair play. This trust is violated when students engage in academic misconduct, either inadvertently or deliberately.” *

***Source: *NDSU Policy Manual*, Section 335, <http://www.ndsu.nodak.edu/policy/335.htm>**

NDSU Code of Academic Responsibility and Conduct

“Academic misconduct (intentional or otherwise) includes but is not limited to the following:

- Plagiarizing, i.e., submitting work that is, in part or in whole, not entirely one’s own, without attributing such portions to their correct sources.”***

*Source: *NDSU Policy Manual*, Section 335, <http://www.ndsu.nodak.edu/policy/335.htm>

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Penalties

“Instructional staff members have the prerogative of determining the penalty for academic misconduct. . .

Penalties may be varied with the gravity of the offense and the circumstances of the particular case.” *

***Source: *NDSU Policy Manual*, Section 335, <http://www.ndsu.nodak.edu/policy/335.htm>**

Penalties

“Penalties may include, but are not limited to, failure for a particular assignment, test, or course.”*

*Source: *NDSU Policy Manual*, Section 335, <http://www.ndsu.nodak.edu/policy/335.htm>

Penalties

“If an instructional staff member imposes a penalty, the student may not drop the course in question without the permission of the instructional staff member.”

***Source: *NDSU Policy Manual*, Section 335, <http://www.ndsu.nodak.edu/policy/335.htm>**

Two Types of Plagiarism

1. **Intentional**—Deliberately turning in an entire paper or portions of a paper (i.e., patchwriting) that you have not written with the intent to deceive the instructor.
 - Hiring someone to write your paper for you;
 - Buying a paper off the Internet;
 - Copying and pasting an entire source or portions of one source to submit as original work;
 - Copying and pasting portions of many sources to submit as original work (also called *patchwriting*).
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Two Types of Plagiarism

2. **Unintentional**—Accidentally or unknowingly failing to meet standards of academic integrity:
- Forgetting to acknowledge the author/source with in-text citations
 - Forgetting to include quotation marks when copying exact words
 - Failing to paraphrase or summarize completely (i.e., using the exact words and/or sentence structure from the source.
 - Poor writing skills (patchwriting)
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Patchwriting

- **Joining large blocks of text together in a composition without any contribution from the writer of the paper—almost all of the document comes from sources.**
- **Similar to patchwork quilting—sewing large fabric blocks together to make a blanket.**



Patchwriting

Forms of patchwriting may be done purposely to deceive or may be a result of poor writing skills:

- **Writers copy and paste paragraphs or larger blocks of text into a document so that almost all of the document comes from sources.**

Patchwriting

Forms of patchwriting:

- **Writers slightly alter the words and sentences to make them look like original writing or paraphrases.**

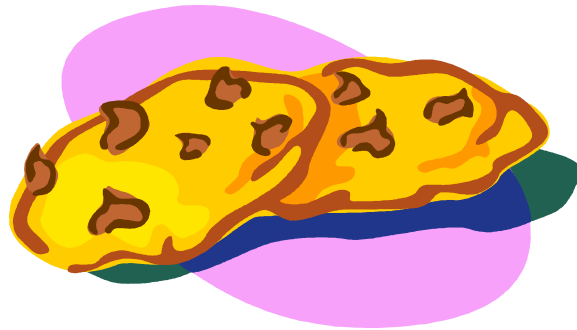
Patchwriting

Forms of patchwriting:

- **Writers cite sources but fail to work with the material by paraphrasing the ideas or creating their own organizational structure with clear claims, transitions, and explanations.**

Alternative Metaphor

**Envision an academic paper as a
*chocolate chip cookie.***



Alternative Metaphor

- The “dough” contains the writer’s own ideas—thesis, subpoints, explanations, discussion, transitions.
- The “chocolate chips” are small pieces of source material within the dough—clearly delineated quotations, summaries, and paraphrases

**All types of plagiarism
are serious—
intentional or unintentional.**

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**Learn to correctly document sources  
to maintain your academic integrity.**

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# Avoiding Plagiarism

**Learn to incorporate source information responsibly:**

- **Begin your writing process early to allow ample time for revision**



# Avoiding Plagiarism

**Learn to incorporate source information responsibly:**

- **Seek help from the Center for Writers**

**<http://www.ndsu.edu/cfwriters/>**

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# Avoiding Plagiarism

**Learn to incorporate source information responsibly:**

- **Take careful notes from sources**
  - **author/date/title/page/URL**
  - **identify exact quotations with quotation marks immediately**
  - **summarize and paraphrase carefully**

# Avoiding Plagiarism

**Learn to incorporate source information responsibly:**

- **Avoid patchwriting by stating your own ideas and using sources to support or illustrate your points**

# Avoiding Plagiarism

**Learn to incorporate source information responsibly:**

- **Identify source material immediately as you write**
  - **Quote**
  - **Paraphrase**
  - **Summarize**

# Identify Sources Clearly

- Follow the style manual in your field to identify sources either at the beginning of the information, in the middle, or at the end of the idea:

Smith found that . . . <sup>1</sup> [Chicago]

Most recently, Smith (2015) found that . . . [APA]

One study indicates . . . (Smith 45). [MLA]

# Integrate Smoothly

- **Explain the material before you include the source material:**

**In his controversial book, *The Naked Ape*, Morris (1967, p. 211) concludes that the survival of the human species depends on an increasing awareness of our biological heritage: “We must somehow . . .” \***

**\*Source: McMillan, Victoria E. 2006. Writing papers in the biological sciences. 4<sup>th</sup> ed. Bedford/St. Martins, Boston, p. 29.**

# Quoting

- Use direct quotations sparingly (if allowed in your field)
- Follow a style guide (MLA, APA, etc.) to identify the author and source:  
Smith (1981, p. 255) defines *schizophrenia* as “*a mental disease . . .*” \*

# Quoting

- **Do not forget to put quotation marks around the text**
- **Indicate added phrases in brackets [ ] and omitted text with ellipses:**

**One participant stated that she “felt uncomfortable . . . answering because it [question 5] brought back terrible memories.”**

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# Paraphrasing & Summarizing

- Read a source until you understand the main point;
- Close the source;
- Write what you have learned in  
*new words*  
and  
*new sentence structure*

# Paraphrasing & Summarizing

- Totally rephrase the information by using new words and new sentence structure
    - Do not simply insert a few synonyms
    - Language fluency is required (extensive vocabulary, knowledge of word connotations, etc.)
    - Consult native speaker when unsure (e.g., Center for Writers)
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# Paraphrasing & Summarizing

- Use transitional words and phrases
- state your own point
- integrate the source by identifying the author and presenting the data in your own words:

However, subsequent studies contradicted the first findings. For example, Smith and Jones (2000) determined that mice were more susceptible than humans to the new strain. Their study examined...

# Example

**Original excerpt from article:**

**A very virulent isolate of *Aleternatrai mali*, the incitant of apple blotch, was found to produce two major host-specific toxins (HSTs) and five minor ones in liquid culture. The minor toxins were less active than the major ones, but were still specifically toxic to the plants which are susceptible to the pathogen. (Komoto et al., 1976, p. 141)\***

**\*Source: McMillan, Victoria E. 2006. Writing papers in the biological sciences. 4<sup>th</sup> ed. Bedford/St. Martins, Boston, p. 29.**

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# Unacceptable Paraphrase

Failure to paraphrase accurately:

Komoto et al. (1976, p. 141) found that a very virulent isolate of *Aleternatrai mali*, the incitant of apple blotch disease, produced two main host-specific toxins, as well as five minor ones in liquid culture. Although the minor toxins were less active than the major ones, they were still specifically toxic to the susceptible plants.\*

\*Source: McMillan, Victoria E. 2006. Writing papers in the biological sciences. 4<sup>th</sup> ed. Bedford/St. Martins, Boston, p. 29.

# Responsible Paraphrase

**An accurate paraphrase totally restructures the sentence and emphasizes the important details:**

**In their investigation of apple blotch, Kohmoto et al. (1976, p. 141) found that seven equally deadly host-specific toxins (HSTs) of varying activity levels were created by *Aleternatrai mali*.\***

**\*Source: McMillan, Victoria E. 2006. Writing papers in the biological sciences. 4<sup>th</sup> ed. Bedford/St. Martins, Boston, p. 29.**

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# Remember

**Before you write:**

- **start researching immediately**
  - **record author/source information in your notes**
  - **include quotation marks or completely paraphrase/summarize the material in your notes**
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# Remember

**As you write:**

- **Integrate ALL sources accurately and completely according to the style manual in your field**
  - **Include in-text citations immediately and double-check them**
  - **Create a reference page**
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# Writing Support

## **Undergraduate Center for Writers**

- **Location:** Room No. 16, lowest level of NDSU Library
  - **Telephone:** 701-231-7927
  - **Email:** [ndsu.cfw@ndsu.edu](mailto:ndsu.cfw@ndsu.edu)
  - **Website:** <http://www.ndsu.edu/cfwriters/>
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??? Questions ???

