SSBR Anti-Plagiarism Policy

Definition of Plagiarism

"The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist, the student or scholar who leads readers to believe that what they are reading is the original work of the writer it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of 'borrowing' and of the procedures for correct identification of materials other than those gained through independent research and reflection. "The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so admirably expresses one's opinion that one is tempted to make it personal property. Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit--but more the result, perhaps, of laziness than of bad intent--is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, an abbreviated (and often skilfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has

been the basis for the recapitulation." (The two paragraphs above are from H. Martin and R. Ohmann, The Logic and Rhetoric of Exposition, Revised Edition. Copyright 1963, Holt, Rinehart & Winston.)

Plagiarism in University

The following article is taken from the Students' Handbook of Harvard University, Cambridge, Mass, USA. It deals with Plagiarism in as clear a manner as I have found anywhere and from any university. The text has not been edited except where reference was made to page numbers that don't correspond to this document. The text is in its original American English. "Plagiarism is passing off a source's information, ideas, or words as your own by omitting to cite them, an act of lying, cheating, and stealing. Plagiarus means kidnapper, in Latin, because in antiquity plagiarii were pirates who sometimes stole children: when you plagiarize, as several commentators have observed, you steal the brainchild of another. But since you also claim that it's your own brainchild, and use it to get credit for work you haven't really done, you also lie and cheat. You cheat your source of fair recognition for his or her efforts, and you cheat the students who have completed the same assignment without plagiarizing. "Incidents of plagiarism vary in seriousness and in circumstance. Occasionally, a student is truly confused about the rules of acknowledgement, or obliviously incorporates a few vivid phrases from a source. And occasionally, at the other end of the scale, a student calmly plagiarizes a whole paper because he or she simply doesn't care about a course, or is unwilling to give it any time. Most often, however, the plagiarist has started out with good intentions but hasn't left enough time to do the reading and thinking that the assignment requires, has become desperate, and just wants the whole thing done with. At this point, in one common scenario, the student gets careless while taking notes on a source or incorporating notes into a draft, so the source' s words and ideas blur into those of the student, who has neither the time nor the inclination to resist the blurring. In another scenario, the student simply panics and plagiarizes from a secondary source or from another student, copying from the source directly or slightly rephrasing, hoping to get away with it just this one time. "Plagiarism can occur on any kind of assignment, from a two-page problem set or response paper to a 20-page research paper. More common than wholesale copying, especially in longer papers, is piecemeal or mosaic plagiarism, in which a student mixes words or ideas of a source (unacknowledged) in with his or her own words and ideas, or mixes together uncited words and ideas from several sources into a pastiche, or mixes together properly cited uses of a source with uncited uses. But at any point in any paper, plagiarism usually takes one of these forms: "(a) An uncited idea: In the first paragraph, the fact that the Latin root of the word "plagiarism" is plagiarus or kidnapper is knowledge

commonly available in dictionaries, so it doesn't need citing. The move from this fact to plagiarism as stealing a brainchild is a distinctive idea, and (unless it's your own idea) it does need citing. And if, having read that paragraph on the preceding page, you write in an essay of your own about plagiarism in that "etymologically, plagiarizing involves taking the brain-child of another" and that "plagiarism involves the dastardly trio of lying, cheating, and stealing," you plagiarize an idea in both cases, if you don't cite this booklet, even though your language differs from that of your source. "(b) An uncited structure or organizing strategy: If, having read the second paragraph of this article, you break down your own analysis of plagiarism into (a) patch plagiarizing out of ignorance of the rules or obliviousness, (b) wholesale plagiarizing out of indifference or laziness, and (c) plagiarizing in a time-panic, and then you say that those who plagiarize in a time-panic do so either by (1) careless notetaking or (2) deliberate copying, you are plagiarizing a distinctive intellectual structure or way of proceeding with a topic, even though the language of your own discussion differs from that of the booklet. "(c) Uncited information or data from a source: If, in your essay on plagiarism, you observe that Harvard College acted on 25 cases of academic dishonesty in 1993-94, and you don't cite this booklet or the User's Guide to the Administrative Board, you are plagiarizing information. Commonly plagiarized kinds of information include details of a topic's historical background or accounts (in secondary sources) of previous work done on the topic. "(d) A verbatim phrase or passage that isn't quoted: If, in your essay on plagiarism, after reading the second paragraph of this article, you observe that "at a certain point in the writing process the student has neither the time nor the inclination to resist the blurring of his source's words into his own" but don't use quotation marks at least for the words in the middle of the sentence, you are plagiarizing even if you do cite the booklet. You may fix on certain words in a source as more striking or apt than those around them, but this is all the more reason to give credit for the words by quoting.

Avoid All-But Quoting

"If your own sentences follow the source so closely in idea and sentence structure that the result is really closer to quotation than to paraphrase (as in the hypothetical sentence in [d] above), you are plagiarizing, even if you have cited the source. You may not simply alter a few words of your source, even of an abstract you read for a literature review. You need to recast your summary into your own words and sentence structure or quote directly."

Other Ways of Misusing Sources

The Students' Handbook then discusses a number of other ways that sources are misused – these are also considered to be plagiarism or unfair practice and students should be aware that these are treated equally seriously at UIBS.

"(a) Misrepresenting Evidence: When you have an idea or interpretation that you wish to be true, especially when the assignment is due in a few days or hours, you may be tempted to fudge your evidence to make it seem true. You may be tempted, for example, to ignore evidence that you know doesn't fit your interpretation, in which case you are simply betraying your own intelligence. But you may also be tempted into more serious misuses: quoting a source out of context or in misleading excerpts, so it seems to say what you want; or claiming that a source says something it doesn't; or, even more seriously, altering or fabricating a source or some data. Since these misuses violate the basic principle of academic inquiry (valid reasoning based on true evidence), and may suggest an inclination to commit similar errors in later life, serious abuses will result in serious action by the course, department, or Administrative Board. "(b) Improper Collaboration: This occurs when two students submit more or less identical written work for an assignment on which they have worked together. Collaborative discussion and brainstorming is a vital activity of professional scholars, especially in the sciences; but these scholars not only acknowledge in each completed article the contribution of other discussants, but write the article on their own, or else submit a single article under two or more names. When you are asked to collaborate on a project but required to submit separate papers, you must write up your paper on your own, acknowledging the extent of your collaboration in a note. "You and your partner should not compose the report or exam answer as you sit together, but only take notes. If you divide up aspects of the assignment (assuming the instructor permits this) you should not write up your aspect for your partner but bring your notes to your meeting. And you should discuss each other's notes not just photocopy them. Finally, beware of letting your partner read over your finished report at the last minute in a panic, especially if you have put in most of the work on the project; you may be tempting your partner to plagiarize. Professional scholars do ask one another to read drafts; but in these cases. only one paper is being produced, not two. If you're unsure about your instructor's policy on collaboration, ask." "(c) Dual Submission: Harvard's policy on this matter is spelled out in the Handbook for Students: "It is the expectation of every course that all work submitted to it will have been done solely for that course. If the same or similar work is submitted to any other course, the prior written permission of the instructor must be

obtained. I f the same or similar work is submitted to more than one course during the same term, the prior written permission of all instructors involved must be obtained. "Don't take it upon yourself to decide, without consulting your instructor, that work you plan to submit for a course, though in many places identical to work you turned in for another course, is "different enough" by virtue of small changes you have made, or an added section, or an altered introduction or conclusion. And don't, when you are running late and need to submit a paper, simply submit a version of the paper you submitted for another course. (Be aware that, should your instructors give you permission for dual submission, they will likely require from you a longer paper than they require of other students in the course.)"

Although United International Business Schools has not "spelled out" its policy on this in writing, students can assume that the same would also apply in UIBS. "(d) Abetting Plagiarism: You are also guilty of misusing sources if you knowingly help another student plagiarize, whether by letting the student copy your own paper, or by selling the student a paper of yours or somebody else's, or by writing a paper or part of a paper for the student: as, for example, when in the course of "editing" a paper for another student you go beyond correcting mechanical errors and begin redrafting significant amounts of the paper. (If another student asks you for help with a paper, try whenever possible to phrase your comments as questions that will draw out the student's own ideas.)"

Plagiarism Checker Tab

To detect plagiarism cases in a more efficient manner, SSBR has contracted the services of one of the most famous anti-plagiarism software used in the academic world URKUND which is available for use to all SSBR's faculty and administration. This software allows to precisely detect plagiarism, indicating the sources of copied text, graphs, paraphrasing – copying work but rewriting it, comparing works of two or more students. It is considered that the work has been plagiarized if **the share of the copied text exceeds 20%**, however, assignments with the rate of 20% or more with clearly copied parts should be assessed individually in each case. The students accused of plagiarism should be presented a detailed report provided by the software

URKUND is a Plagiarism control system:

- Plagiarism control system checks the submitted texts against the local database or previously submitted text in the team, as well to sources in the Internet giving back a similarity index through percentage that tells us how much of this text has been found in other sources
- Remember that report only shows the similarity between texts it doesn't distinguish the difference between approved and unapproved quotations
- The system is **unable recognize photos, tables and other media elements** and these are removed before the analyses is done. Therefore, the report does not include similarity in any of those elements

After students submit their assignments, you will have to click on the **Plagiarism Checker tab** and send their assignments to the Urkund plagiarism checker. After Urkund analyses the assignments, it will state the percentage of the work that was copied from other sources, and it will also give you a report showing which parts were copied and the documents or websites from which the student took the information. It is very easy to send the assignments to Urkund; you only need to select the files that you want to analyse (you can select them all at once) and click on "Send to Urkund".
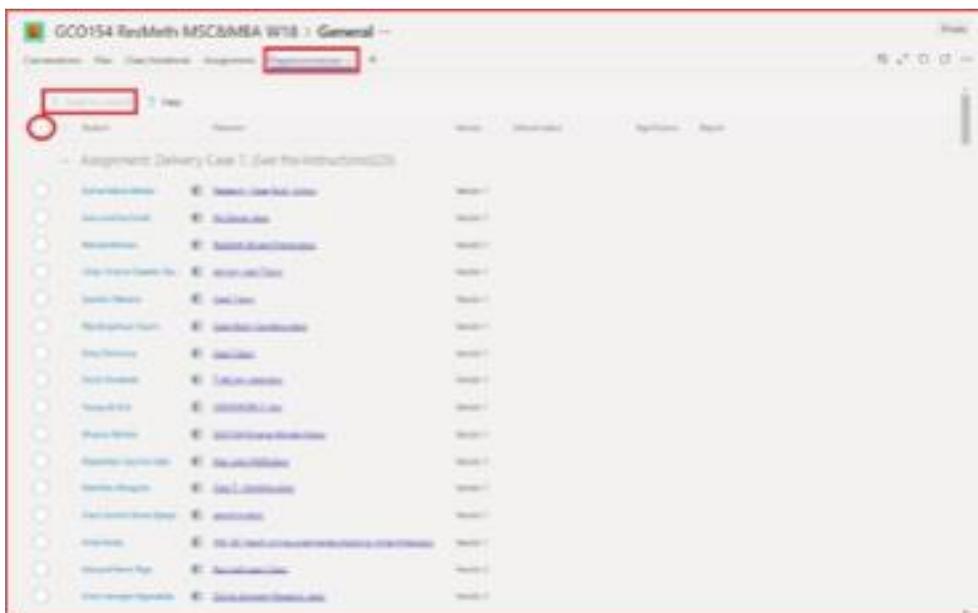
2.1. Plagiarism Reports

Once URKUND finishes analysing you will see 3 new fields on the right side of the of the screen: URKUND Status, Significance, and Report.

URKUND Status:

- Notacceptable – the system is unable to recognize document format, photos, tables and other media elements
- Analysed – check the result

Significance:

It is considered that the work has been plagiarized if the share of the copied text exceeds 20%, however, works with the rate of 20% or more with clearly copied parts should be assessed individually in each case. The students accused of plagiarism will be presented a detailed report provided by the software.

- *Significance 0 – 20*: no plagiarism
- *Significance 21 – 100*: plagiarism

Report:

The report is divided into 3 parts. The top left part displays the information about the submission of the work: date, sender and receiver, significance level of plagiarism. The upper right part of the screen shows the sources which the software was comparing. If you scroll down, you will see the sources which are not listed. These are the sources that are not included in the report but contain similar keywords as the original text. You can click to expand them. The next part are the highlights. Clicking on the highlights shows the highlights in the report, you click on it and this takes you to the student's side. The highlight can be activated by clicking on the right or by clicking "activate". Clicking on the highlight takes you to the bottom part of the screen which is separated into 2 columns: the student side and the comparison report (these are the detected plagiarized sources).

The report can be downloaded in a PDF format or shared with the student.

NOTE: *If Urkund detects that an assignment has 20% or more of its content copied from another source, the professor should evaluate the document carefully and make a final decision whether there was a significant portion of plagiarism or not.*