

CULTIVATING RESPECT FOR INTELLECTUAL PROPERTY IN THE ENGLISH CLASS

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Introduction

- Easy access to information via Internet has led to explosion of plagiarism in high school and university assignments
- Online information seen as available for taking
- Lack of understanding of nature of intellectual property and need to respect rights of authors



At UPR-Rio Piedras, in 2002 survey carried out with 761 undergrads by Medina Díaz & Verdejo Carrión (2005), 60-75% admitted to having plagiarized or cheated at some time.

As a result, clear policy regarding academic dishonesty spelled out in 2009 in *Reglamento General de Estudiante* and pamphlet by Comité de Propiedad Intelectual.

Nevertheless, message about plagiarism is not being received or taken seriously.



This demonstration presents concrete ways to explain to students:

- what plagiarism is,
- why it is unethical and illegal, and
- how to avoid falling into practice.

Participants will receive:

- packet of activities to use in class
- list of readings to further enhance appreciation of issues involved in combating plagiarism.

What is Plagiarism?

The Merriam-Webster Online Dictionary defines *plagiarize* as:

to steal and pass off (the ideas or words of another) as one's own; to commit literary theft; to use (another's production) without crediting the source; to present as new and original an idea or product derived from an existing source (<http://www.merriam-webster.com/dictionary/plagiarize>).

Hafernik, Messerschmitt & Vandrick (2002) define plagiarism as:

...copying passages from a source without use of quotation marks and citation; paraphrasing without use of citation; presenting ideas as original when they are taken from another source; or even handing in a paper which has been wholly written by someone else. (p. 43)



Plagiāre in old Latin meant to take someone against their will. In ancient Roman times, a free individual was sometimes kidnapped and used as a slave. (*Diccionario Real Academia Española*, 2011).

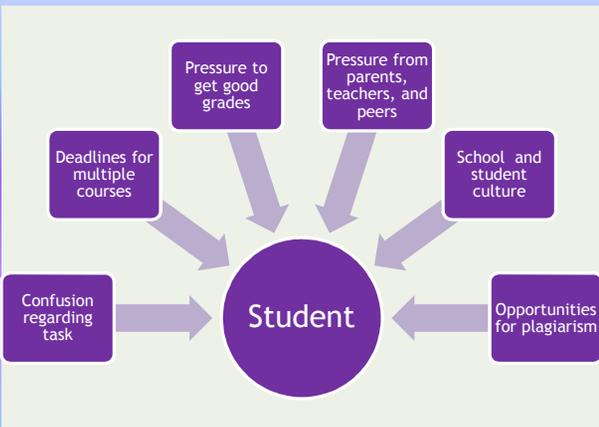
Copying, summarizing, or paraphrasing someone else's words or ideas and presenting them as if they were one's own property is like enslaving the author or kidnapping his work. It is a form of economic and moral exploitation.



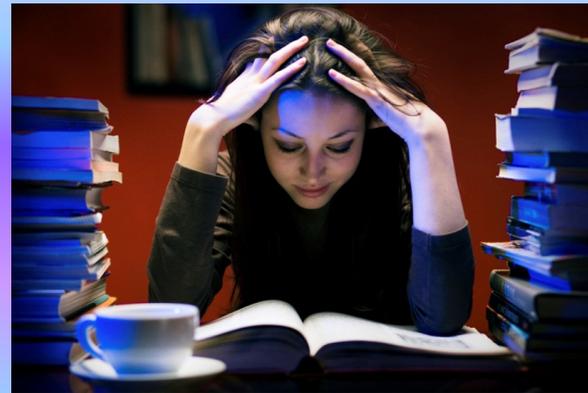
Why Does it Occur?

Plagiarism generally occurs because:

- we're under pressure to meet deadlines;
- it seems like easiest way to fulfill course or work requirements;
- we think we can get away with it; or
- we don't consider the possibility of being punished.



Factors that motivate plagiarism
(Adapted from Gilmore, 2009. p. 40)



Source of attitudes
(Timpane, 2004):



- Tradition of honesty in public communication has disappeared.
- Leaders no longer write own reports and speeches.
- Ghost-written novels and autobiographies are everywhere.
- Writing and creating are seen as difficult obstacles instead of opportunities for intellectual growth.

Political Ghost-writing

Ghost-written Novels

- Internet facilitates violation of author's rights due to quantity of information and ease of copying.

- Illusion of anonymity gives users false bravery.
- Content was created by another person who deserves to receive credit for accomplishment.

- “Internet culture” exists in which there are no controls in world-wide, mass free-for-all. (Gilmore, 2009, p. 31)



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- Many people believe free material is not protected.
 - Lines between “fair use” and “illegal use” of documents, music, and films are blurred.

Concept of “Intellectual Property”

- Writers, composers, and artists are intellectual workers.
- Work is product of imagination and mental effort exerted over extended periods of time.



“...plagiarists don’t “steal” words, but they do steal the rewards that attach to the public recognition of authorship, which are credit, prestige, and authority.” (Senders, 2008, p. 196.)



Legal Protections



Copyright acknowledges that authors have moral and legal right to be recognized as creators of their works.

To violate these rights is dishonest and illegal and cannot be tolerated in academic or professional life. (Stern, 2009)



Copyright Protection:



- Article 1, §8 of the U.S. Constitution (http://www.usconstitution.net/xconst_A1Sec8.html)
- Copyright Act of 1976 (101 U.S.C. §101 ss. <http://www.copyright.gov/>).
- Digital Millennium Copyright Act of 1998 (17 U.S.C. §1201ss.) (http://w2.eff.org/IP/DMCA/hr2281_dmca_law_19981020_pl105-304.html).

Furthermore, 1988 Intellectual Property Law of Puerto Rico recognizes right to authorship and integrity of creative works (<http://www.lexjuris.com/lexlex/lexprint.htm>).



Plagiarism as Robbery



- If a jeweler fashions a diamond ring, and someone takes it, it's unquestionably robbery.
- If an author writes something, and someone uses it without permission, it's also robbery.
- Maintaining that plagiarism is not a big deal is a big mistake.

Effects Of Plagiarism



Plagiarism:



- denies author's intellectual property.
- destroys trust or "implicit contract" (Roig Puig, 2009) between author and reader.
- inflates grades and rewards dishonesty.
- devalues research and the art of composition.
- demoralizes honest writers or creators.



"Dear Mr. Trent: Since you only *pretended* to write this paper, I only *pretended* to grade it!"

Source:

<http://www.pyrczak.com/antiplagiarism/images/Trent48.gif>

Students should be made aware that much as plagiarism has increased due to technology, ways of detecting plagiarism have also multiplied.

Risk of being discovered is great, and consequences may damage one's academic and professional future (Maldonado-Rivera, 2009).



Habit of plagiarizing in higher education and professional life can lead to very severe consequences:

- expulsion or suspension from school
- failure in course
- reduction of rank
- job lay-off
- loss of degrees and honors
- loss of external funds or accounts

(Roig Puig, 2009)

Detecting Plagiarism



Dupli Checker

Free Online Plagiarism Detection Tool

Plagiarism reflects lack of respect toward professor and students who made effort to complete task without entering into academic dishonesty.

Some professors feel personally betrayed.

There will always be doubt with respect to work of plagiarizing students.



Discouraging Plagiarism

There are various ways in which instructors can discourage plagiarism:

1. Provide list of topics for research papers and change topics every semester.



2. Specify bibliographic requirements for paper (e.g., 3 printed books, 2 printed journal articles, 5 Internet sources, etc.)



3. Break down papers into process phases (e.g., topic, preliminary bibliography, outline, rough draft, final draft).



4. Require annotated bibliography before students write papers.

For good tips on how to prepare annotated bibliography, send students to:

<http://olinuris.library.cornell.edu/ref/research/skill28.htm>



5. Assign oral reports based on content of papers (Suárez & Martin, 2001)



Showing students tools that exist to catch them when they plagiarize can help:

- students be sure that they haven't fallen into plagiarism
- professors check students' originality and integrity. (Parry, 2011)

Resources for identifying plagiarism:

Turnitin (free trial) <http://www.turnitin.com>

Eve 2 (\$29.99) <http://www.canexus.com>

Plagium (free) <http://www.plagium.com>

Copyscape (free) <http://www.copyscape.com>

Article Checker (free) <http://www.articlechecker.com>

Duplichecker (free) <http://www.duplichecker.com>

Plagiarism Detect (free) <http://plagiarismdetect.com>



A useful site is The Plagiarism Resource Site.

<http://plagiarism.bloomfieldmedia.com/z-wordpress/>.

Another that's worth visiting is the Indiana University website.

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>



“Unintentional” Plagiarism

- Teach students to take careful notes when they read, jotting down sources and pages religiously (Stern, 2009, pp. 58-59).
- It's easy to get confused and think ideas are their own.
- Good tutorial about how to identify plagiarism can be found at: <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

Citing Sources



- Many students don't know how to cite sources properly.
- Need to cite sources when they paraphrase, summarize, or directly quote someone else's work or ideas.
- Gives author due credit for his/her labor. (Eduteka, 2002)



- Academic research is based on findings of previous research.
- Need to attribute sources at every moment.
- Using synonyms or new syntax does not eliminate responsibility for citing original author.
- Direct quotes must be put in quotation marks, and author and work must be identified (Barrett, 2002).

- Most popular citation formats are Modern Language Association (MLA) and American Psychological Association (APA).
- MLA format → favored in literature, history, philosophy.
- APA format → favored in education, social sciences, and linguistics.



Bibliographic Citations

□ MLA:

Lampe, Gregory P. *Frederick Douglass: Freedom's Voice, 1818-1845*. East Lansing, MI: Michigan State UP, 1998.

□ APA:

Lampe, G. P. (1998). *Frederick Douglass: Freedom's voice, 1818-1845*. East Lansing, MI: Michigan State University Press.

In-text Citations

- **MLA:** “Douglass used a conversational, natural delivery style, logically arranged and carefully reasoned his speeches, and appealed with great effect to the emotions of his listeners” (Lampe 13).
- **APA:** “Douglass used a conversational, natural delivery style, logically arranged and carefully reasoned his speeches, and appealed with great effect to the emotions of his listeners” (Lampe, 1998, p. 13).

- Other popular formats are: Chicago, Turabian, Associated Press, etc. Many journals and newspapers have their own formats.
- Students need to learn that various formats exist and that they should utilize one consistently.
- Vital to include all information needed to locate source and credit author.



Teaching about Citation Formats

- MLA Bibliographic citation guide
<http://www.lib.uconn.edu/research/guides/mla.pdf>
- Research and Documentation Online
<http://bcs.bedfordstmartins.com/resdoc5e/list-of-style-manuals.htm>
- Purdue OWL: MLA Formatting and Style Guide
<http://owl.english.purdue.edu/owl/resource/747/01/>
- Purdue OWL: APA Formatting and Style Guide
<http://owl.english.purdue.edu/owl/resource/560/01/>
- Ref Works <http://refworks.uconn.edu/>

Relevance to ESL Class

Cultivating respect for intellectual property and teaching students how to credit authors for creative labor fits perfectly within purview of teaching English as a Second Language.



- Many times ESL students come from cultures that value collaboration and sharing.
- Cultural values may be based upon faithful repetition or imitation of traditional forms.
- May see nothing wrong with copying (Hafernik, Messerschmitt & Vandrick, 2002)



When we teach language, we also have to teach customs and beliefs of people who speak that language.

To write academic English means learning customs and beliefs of academic speech community.



Compare it to exploring new planets.

Survival requires adaptation to norms of beings who live there.



To function in the world of Academia, one must comply with all norms and expectations for scholarly behavior.



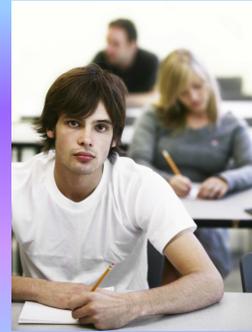
Significant numbers of students will someday find themselves doing graduate studies.



Better to learn about plagiarism in our classes now than to encounter problems later on in academic careers when stakes are higher.

Conclusion

- Plagiarism is a serious offense with serious consequences.
- Need to help students cultivate proper respect for intellectual property.
- Need to teach them to cite sources they use for data, figures, theories, or ideas that are not common knowledge or are not original.



- Need to make it clear to students that plagiarism robs self-esteem and opportunity to learn something new.
- Also need to explain and enforce our institution's plagiarism policy so students take it seriously.

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