

## **Strategies for Encouraging Academic Integrity / Deterring Plagiarism\***

(\*Note: Inclusion does not necessarily imply recommendation!)

1. Turn in three possible openings for a paper.  
(From “Downloadable Term Papers: What's a Prof. to Do?” by Tom Rocklin at <http://www.uiowa.edu/%7Ecenteach/resources/ideas/term-paper-download.html>)
2. Go to a paper mill and dissect a paper on it in a discussion on how to write good papers.
3. Go to a paper mill to show your students that you know about paper mills.
4. Tell students that many term mill papers are themselves plagiarised, so even if they don't get caught for using a paper mill paper, they may still get caught for plagiarism.
5. Make it clear to students that material on the Internet is not in the public domain and needs to be cited the same way they cite books and articles. Show them how to do proper citations for online sources.
6. Discuss what plagiarism is so that students are aware and understand it.
7. Discuss why plagiarism is wrong.
8. Don't “angrily condemn” plagiarism because students might plagiarise just to rebel.  
(From “Anti-Plagiarism Strategies for Research Papers” by Robert Harris at <http://www.virtualsalt.com/antiplag.htm>)
9. Discuss what fair use is and how and why people use and cite sources.  
(From “Plagiarism and the Web” by Bruce Leland <http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm>)
10. Require students to use a course reading in their assignment.
11. Require students to relate their argument to a class discussion.
12. Require students to have certain numbers of certain sources in bibliography (3 articles, 2 books, 7 web sites, etc.).
13. Give topics that are very current or require a relation to current events (e.g. write a paper on proportional representation, and analyze the impact it would have had on recent elections in New Brunswick and Nova Scotia).
14. Allow students to write on topics that are interesting to them.
15. Require multiple drafts, outlines, or notes to be submitted throughout term.
16. Once their papers have been passed in, have students write a paragraph or so on the

process of writing the paper: where they had difficulties, sources that were particularly useful, something interesting they learned.

17. Have students submit their papers during office hours and ask them to give a brief summary of their paper orally and maybe answer a few follow-up questions.
18. Give students examples of plagiarised and non-plagiarised passages along with the original and ask them to determine whether they were plagiarised or not.
19. Have students submit an annotated bibliography.
20. Look for clues of plagiarism, including: mixed citation styles, unusual formatting, very old sources, mixed writing styles, blatant clues (URLs in headers/footers).  
(From “Anti-Plagiarism Strategies for Research Papers” by Robert Harris at <http://www.virtualsalt.com/antiplag.htm>)
21. Check bibliography and citations in paper to see if they match.
22. Teach students how to properly paraphrase and integrate paraphrases and direct quotations.
23. Have in-class writing assignments or other writing exercises so that you get to know students’ writing styles and will be better at detecting departures in large research papers.  
(From “Preventing Academic Dishonesty” by Barbara Gross Davis at <http://teaching.berkeley.edu/bgd/prevent.html>)
24. Have students hand in a photocopy (or print-out) of the first page of every source they used. (Uof A’s Plagiarism page:  
<http://www.library.ualberta.ca/guides/plagiarism/preventing/index.cfm>)
25. Reference sources used in your own lectures.  
(From Diane Crocker, Sociology at St. Mary’s University, presentation at Dalhousie teaching conference, May 2003)
26. Create a virtual course drop-box for students to send drafts and notes, and that the instructor doesn’t open unless there’s a problem.  
(From Jon Radue, Computer Science at Brock University, presentation at Dalhousie teaching conference, May 2003)
27. Publicize plagiarism cases and sanctions applied.