

## **Louth & Meath ETB**

# **Plagiarism Policy**

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## LMETB Plagiarism Policy

### 1. What constitutes plagiarism?

Louth & Meath ETB defines plagiarism as follows: it is the deliberate act of taking and using another person's work as your own. It includes failure to insert references which acknowledges another person's work, reproducing the work of others, even with small changes, without permission. This also includes material which can be taken from books, journals, articles, TV programmes, the Internet, class notes, copying another learner's work, with or without his/her consent, and so on.

It also includes self-plagiarism, i.e. submitting own work for more than one assessment. Exceptions to this may apply in situations where those assignments are integrated with another module and the one piece of work is submitted. This must be done with the clear indication on the assignment brief that this is the case.

Plagiarism is also considered to have occurred where there is collusion in submitted work, i.e. where a group of people collaborate or collude to present an assessment or a substantial part thereof, and when the examiner required evidence of individual research and outcomes. The Harvard method of referencing is the recommended format for all sources.

### 2. Procedure for submitting assessments

- A. Tutors in ALL modules are required in every instance to explain plagiarism in detail when discussing projects and assignments. It is good practice to recommend the Harvard method of referencing in every instance.
- B. Assessment documentation – portfolios must include a signed copy of LMETB's Declaration on Plagiarism. Failure to do so will render the submission invalid. Learners who do not include this Declaration will be required to resubmit their work again including a signed copy of the Declaration on Plagiarism form. Portfolio materials will not be marked until these conditions have been complied with.

### 3. Reporting cases of alleged plagiarism

If the tutor to whom the assignment is submitted is satisfied that there has been an incident of plagiarism he/she must report the matter in writing to their relevant programme co-ordinator. The report must include:

- A. The relevant texts (assignments, essays, code, diagrams, video, audio, web pages, etc.), including a web link for Internet sources.
- B. A brief textual analysis, for example, substantial portions of identical text from the assessments of two different students, or from an academic work and the student's

assessment. The analysis must also contain examples of absent/misleading referencing if present.

- C. An estimate of the proportion of the text that the tutor has demonstrated to be plagiarised.

Any alleged plagiarism offence may be referred directly to the relevant programme co-ordinator.

Actions:

- A. In a case of a first alleged plagiarism offence an interview may be set up with the learner and the relevant tutor to allow the learner/s concerned to discuss the alleged plagiarism.
- B. In the case of a second plagiarism offence i.e. where a learner has already been sanctioned, his/her case will be immediately referred to the Academic Monitoring Panel. If the allegation of plagiarism is not upheld by this panel, then all records of the alleged instance are erased.
- C. All communication with the learner will be recorded and copies retained by all relevant parties.

#### **4. Learner interview process**

At interview, the general concept of plagiarism and the defects of the text in question should be explained. Learners must be given ample opportunity to explain the similarity in the texts and to outline any extenuating circumstances.

#### **5. Sanctions**

Following the interview the local penalties available are:

- If the allegation is upheld, sanctions may include any or all of the sanctions listed below:
  - a zero mark for the assignment and/or a requirement to repeat the assignment within 5 working days.
  - a zero mark for the overall Continuous Assessment component and/or a requirement to repeat the assignment within a limit set by the relevant tutor in conjunction with the centre co-ordinator.
  - a zero mark for the module and the requirement to repeat the module when it is next available within the centre.

The full implication of the penalty must be clarified to the student including any implication for progression and/or award.

- A record of sanction will be retained within the student record. Notification of sanction will be sent to the Quality Assurance officer and noted in the internal verification process. Where the allegation of plagiarism is upheld at local level, a note this effect will be added to the centrally-held learner record to ensure that should a second event occur of this nature, even if with a different service within LMETB, the first incident will be evident.
- In the event of the interviewing panel (composed of at least of the relevant tutor involved and/or the relevant co-ordinator) finding that the range of available local sanctions are not

sufficient with regards to the extent of the alleged plagiarism, the matter will be referred to the Academic Monitoring Panel and record of action kept at centre level.

## **6. Outcome and right to appeal**

Learners should be informed of the decision promptly both orally and in writing and should be informed at this stage that they have the right to appeal the sanction imposed by the centre by appealing to the Academic Monitoring Panel.

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## LMETB Declaration on Plagiarism

### Assignment Submission Form

**Assignments submitted without the completed form will not be accepted.**

<b>Name:</b>
<b>Module Title:</b>
<b>Module Code:</b>
<b>Course Code:</b>
<b>Assignment Title:</b>
<b>Submission Date:</b>

I declare that this material, which I now submit for assessment, is entirely my own work and has not been taken from the work of others, save and to the extent that such work has been cited and acknowledged within the text of my work. I understand that plagiarism, collusion, and copying is a grave and serious offence in LMETB, and I accept the penalties that may be imposed should I engage in plagiarism, collusion, or copying.

I have read and understood the referencing procedures set out in the module documentation.

I have identified and included the source of all facts, ideas, opinions, viewpoints of others in the assignment references. Direct quotations from books, journal articles, internet sources, module text, or any other source whatsoever are acknowledged and the source cited are identified in the assignment references.

This assignment, or any part of it, has not been previously submitted by me or any other person for assessment on this or any other course of study.

I have read and understood the referencing guidelines in my learner pack and/or recommended in the assignment guidelines.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 7. Summary of LMETB Plagiarism Guidelines

### LMETB Definition of Improper Usage:

- ✗ Copying and pasting text from on-line media
- ✗ Transcribing text directly from any printed material
- ✗ Simply modifying text from any of the above sources. For example, replacing a few select words with one's own does not constitute original work
- ✗ Using photographs, video or audio without permission or acknowledgment
- ✗ Using another student's work and claiming it as your own
- ✗ Purchasing papers from commercial sources
- ✗ Translation from one language to another
- ✗ Using an assignment that you wrote for another course or purpose without getting permission from the tutor, or without a clear indication that the assignment is being integrated with another module, is self-plagiarism
- ✗ Copying material from another learner's work during the course of an examination

## 8. Harvard Referencing

### How do I use the Harvard method of referencing?

The Harvard method of referencing is also known as the author-date method. You should include the author's surname and date of publication within your essay wherever you present the ideas of another person. For example:

NALA (2007) includes in their definition of literacy, the technical skills of listening, speaking, reading writing, numeracy and ICT skills as well as broader economic, social and personal dimensions.

You also need to create a reference list at the end of your essay and include full bibliographic references of your sources in this list. For example:

National Adult Literacy Agency (NALA) (2007), '*Strategic Plan 2007-2010*', Dublin, NALA

### A report

Record author(s) surname(s) and initial(s), date of publication, title of report, report number, place of publication and publisher. Also, if possible, mention details of availability - reports can be difficult to track down.

Gustafsson, H. (1990) *Building materials identified as sources for indoor air pollution*. Report SP-RAPP-1990:25. Boras, Sweden: Kem. Anal., Statens Provingsanst. (Available NTIS, order no. PB91-135202).

### **Internet/WWW address**

Record author(s) surname(s) and initial(s), date of publication if known, title of paper, and the URL (Universal Resource Locator) together with the date the page was viewed. NB: the URL needs to be copied precisely, including capitals and lower case.

Hodsdon, B. (1996) *A Different Kind of Cinema: The Silent Years*. National Library of Australia. at URL: <http://www.cinemia.net/NLA/csilent.html> (viewed 28/6/98).

## **9. Paraphrasing**

When you paraphrase another author's writing you rewrite their argument using your own words, phrasing and interpreting it in your own way. Academic writing often requires you to explain other people's ideas and arguments. Only in the process of putting these ideas into your own words, making them your own, will you really come to understand them. That is the main reason why as a student you will often be told to write using your own words. The more you can express an argument in your own language, the more you will understand it. Another reason to ensure you use your own words is to avoid the possibility of plagiarism.

### **How to paraphrase**

- ✓ change the vocabulary
- ✓ reorganise the structure of the argument
- ✓ cite the author directly, for example
- ✓ As you study and write your notes, don't copy chunks of text directly out of the book, instead always write your study notes in your own words (but note which book or article your notes were drawn from).

### **Pick a paraphrase**

Read through this extract from Jamie Oliver's book, and decide which of the two following paraphrases is better

#### **The extract**

##### *Salads*

One of the things I've noticed in Italy is how the quality of their salads can vary from one place to the next. Half of the time you'll probably get given rubbishy unwashed iceberg lettuce, with a little tray of condiments so you can dress your own salad, and the other half of the time their salads can be pure genius - above and beyond those of any other country in the world. In general, this is down to their ability to turn boring old carrot, celery, fennel bulb and pepper into a delicious salad just by cutting them into thin slices that are delicate and crunchy. The Italians are very clever people. Even unexpected things, like Jerusalem and globe artichokes, asparagus, baby courgettes, even butternut squash, are really palatable in a salad when finely sliced. But probably the most impressive thing is their use of stale bread - something you may not think of as a good salad ingredient!

*[An extract from Jamie Oliver's book, Jamie's Italy]*

#### **The paraphrases**

Here are two different attempts at paraphrasing the extract. Both aim to reduce Jamie Oliver's argument to its essentials, but one does this rather more successfully than the other. Read through the two versions, and pick the one you think is the more successful attempt.

##### *Paraphrase A*

Although the quality of salads presented in Italy is variable, when they do it right, Italians can make some of the best salads in the world (Oliver, 2005, p.152). Jamie Oliver argues that they have a certain panache when it comes to their use of vegetables, taking vegetables that might otherwise be considered mundane and turning them into a successful salad merely by the way in which they are chopped. In fact, they are so good at making salads that they can even make a success of stale bread.

##### *Paraphrase B*

In Italy the quality of salads varies. Sometimes they are unwashed and you have to dress your own salad. Other times the salads are wonderful: much better than salads of other countries. This is because the Italians know how to transform boring things like carrot, celery, fennel and pepper into interesting salad by cutting them finely. Thin slices make things like artichokes, asparagus, courgettes and squash work well in salads. They even use stale bread in salads.

*Taken from the Open University Good Study guide (2005)*

## Comments on each paraphrase

### Paraphrase A

This version is by far the most successful for the following reasons.

- It uses substantially different language from that used in the original.
- Although the structure of the argument is similar, the structure of individual sentences has been changed.
- Jamie Oliver is credited as the originator of the argument so it's quite clear that these are his ideas and not the authors.
- It focuses on the key argument (the way in which vegetables are chopped).
- It then conveys this argument in a fluent and effective manner.

### Paraphrase B

- This version was less successful:
- Many of the words and phrases and a lot of the sentence structure are the same.
- Each step in the structure of the argument is repeated.
- It generally feels as if the authors are simply parroting the original and haven't fully understood the argument.
- There is little attempt to extract a core idea or argument from the original text and this suggests that the authors haven't really made the material their own or shaped it to address the assignment question.

*Taken from the Open University Good Study guide (2005)*

*Maybe a link to an online guide to Harvard Referencing might be useful also.*

## Paraphrasing- Writing in your own words

Read the following extract taken from: Weatherford, J (1988), 'The history of Chocolate' at <http://www.xocoatl.org/history.htm>

If you were asked to write a short paragraph in your essay on the history of chocolate how would you summarise or paraphrase the main ideas below without plagiarising or copying directly from the extract?

### The History of Chocolate

The people who first utilized Cacao were the inhabitants of what is now Venezuela in northwestern South America, where the tree is native. I strongly suspect that they *created* Cacao as we know it, just as the Inca *created* the potato using their rather advanced genetic technology. (Most high production food plants, certainly including Potatoes, Squash, Maize (corn) and Bananas, were engineered over many generations by the natives of their respective areas to produce large and plentiful fruit.) The Olmec Civilization (3500 to 2500 years ago) consumed the beverage and it was used to fortify soldiers during marches and in battle.

Cacao was clearly highly valued by these people and they spread it northward through trade with their neighbours. It was probably the Maya, over 1500 years ago, who brought Cacao to Yucatan in what is now Mexico. Maya urns were often decorated with images of Cacao Pods. The Aztecs who got Cacao from the Maya, used Cacao in a number of ways, one common way was as a bitter spice in food (such as today's Molé sauce). The common people often used Cacao as a spice, and possibly also as a base for pasta or bread.

The most well known way that Cacao was used (and the way that made the deepest impression on the European conquerors) was as a drink. The beans were toasted, ground up, put in hot water and often a bit of maize, vanilla or chillies were added to create the beverage of the Emperor. The water had to be extremely hot for the mixture to work, and from that came the phrase, still used in Mexico, *Like Water for Chocolate* to mean as hot as anything you can imagine. It seems likely that consumption of this drink was limited to nobility, priesthood, and ritual occasions. (Mixtecs and Oaxaca used it in marriage rites of nobles and deities.) While the Maya drank Chocolate hot, the Aztecs seem to have often taken it cold. The term 'food of the gods', (the origin of the genus name Theobroma) is not Aztec, nor Maya, it was coined by a European in the 17th century!

It is well known that Cacao Seeds were valued so highly throughout Mesoamerica that they were used for centuries as currency.

The Aztecs called the drink, and apparently the bean as well, *Xocoatl*. From this word comes the pan-European word Chocolate. The word Cacao comes from comes from the Mayan word for the plant was "Cacau". Because of a spelling error, probably by English traders long ago, these beans became known as Cocoa beans.