Domino Servite School

Plagiarism Policy

1.   **Definition**

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.[1]

Teachers should be able to distinguish between accidental plagiarism (where the correct format for citing sources has not been used, where a learner has forgotten to cite one or two sources or where a learner does not have the required summarisation, etc. skills); and deliberate plagiarism (where a person is knowingly dishonest).

2.   **Teacher Responsibility**

It is the task of every teacher to help learners acquire the necessary skills needed in avoiding plagiarism. Refer to Addendum A for ideas on how to manage this.

3.   **Citation Requirements**

The following define the requirements for the learners in each phase.

Foundation Phase
a)   Use quotation marks when copying directly from a source.
b)   Include a section at the end of the project or task which cites the titles of books used or the URL's of web sites.
c)   Acknowledge any person who provided help or information.

Intermediate Phase
a)   Use quotation marks when copying directly from a source.
b)   Include a bibliography at the end of the project or task which lists the titles of all books and their authors, as well as the URL of any web site and the name of the author (if known).
c)   The sources of all pictures used must be cited in the same way.
d)   Acknowledge any person who provided help or information, specifying the type of help received.

Senior Phase
a)   Use quotation marks when copying directly from a source.
b)   Include a bibliography at the end of the project or task which lists the following information for every book used: title, author, publisher, date of publication (in alphabetical order).
For a web site: URL, author(if known), date of access.
c)   The sources of all pictures used must be cited in the same way, but this is done underneath each picture used.
d)   Acknowledge any person who provided help or information, specifying the type of help received.

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[1] Taken from **Defining and Avoiding Plagiarism: The WPA Statement on Best Practices**. www.wpacouncil.org

FET Phase

a)   All the requirements for the Senior Phase apply.

b)   The Harvard method of citation will be used.

The following from en.wikipedia.org/wiki/Harvard_referencing explains this method: **Author-date referencing** — also known as **Harvard referencing** or **parenthetical referencing** — is a citation system used for writing and organizing the citation of source material. Under the author-date referencing system, a brief citation to a source is given in parentheses within the text of an article, and full citations collected in alphabetical order by author's last name under a "references," "bibliography," or "works cited" heading at the end. The in-text citation is placed in parentheses after the sentence or part thereof that the citation supports, and includes the author's name, year of publication, and a page number where appropriate (Smith 2005, p. 1) or (Smith 2005:1). A full citation is given in the references section:
Smith, John. *Playing nicely together.* San Francisco: Wikimedia Foundation, 2008.

It is the responsibility of every subject teacher to make sure that the learners know how to use this method.

c)   Learners should be taught how to make use of footnotes in referencing sources.

4.   **Disciplinary Action**

The Domino Servite Code of Conduct states that a scale of 30 – 80 order marks can be given for "cheating during tests/exams/assessment activities". Deliberate plagiarism is cheating.

If a teacher has established that plagiarism has in fact taken place, s/he should submit a report of the incident, together with the proof of plagiarism, to the DSS Assessment Irregularity Committee, who will decide on the appropriate disciplinary action.

Addendum A

The following is taken from the Council of Writing Program Administrators Statement of Best Practices on how to avoid plagiarism. The full text can be found at www.wpacouncil.org

Possible Causes of Plagiarism

Understanding why students plagiarise can help teachers consider how to reduce the opportunities for plagiarism in their classrooms.

- *Students may fear failure or fear taking risks in their own work.*
- *Students may have poor time-management skills or they may plan poorly for the time and effort required for research-based writing, and believe they have no choice but to plagiarise.*
- *Students may view the course, the assignment, the conventions of academic documentation, or the consequences of cheating as unimportant.*
- *Teachers may present students with assignments so generic or unparticularised that students may believe they are justified in looking for canned responses.*
- *Instructors and institutions may fail to report cheating when it does occur, or may not enforce appropriate penalties.*

Students are not guilty of plagiarism when they try in good faith to acknowledge others' work but fail to do so accurately or fully. …

- *Students may not know how to integrate the ideas of others and document the sources of those ideas appropriately in their texts.*
- *Students will make mistakes when they learn how to integrate others' words or ideas into their own work because error is a natural part of learning.*
- *Students may not know how to take careful and fully documented notes during their research.*

What are our Shared Responsibilities?

Faculty need to design contexts and assignments for learning that encourage students not simply to recycle information but to investigate and analyse its sources. This includes:

- *Building support for researched writing* [giving research templates, empty bibliography forms, etc.]*;*
- *Stating in writing their policies and expectations for documenting sources and avoiding plagiarism;*
- *Teaching the students the conventions for citing documents and acknowledging sources in their field, and allowing students to practice these skills;*
- *Avoiding the use of recycled or formulaic assignments that may invite stock or plagiarised responses;*
- *Engaging students in the process of writing, which produces materials such as notes, drafts, and revisions that are difficult to plagiarise;*

Improve the Design and Sequence of Assignments

- *Design assignments that require students to explore a subject in depth. …*
- *Develop schedules for students that both allow them time to explore and support them as they work toward defined topics. …*
- *Support each step of the research process. Students often have little experience planning and conducting research. Using planning guides, in-class activities … instructors should … provide support at each stage – from invention to drafting, through revision and polishing.*

The article **The New Plagiarism: Seven Antidotes to Prevent Highway Robbery in an Electronic Age** also provides some insight into avoiding plagiarism.
It can be found at http://www.fno.org/may98/cov98may.html