

# APA Style workshop #1

## ACADEMIC HONESTY

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# APA (American Psychological Association) Style

The guidelines for APA style requires an entire manual. There are sections on:

One part of the APA style: The rules and guidelines for citations and references that allow us to give credit to the original thinker and writer.

# What is academic honesty?

- Discuss with one or two others, your definition of academic honesty.

# What is academic dishonesty?

- On the cards at your table, write examples of academic dishonesty (one example per card).
- Then share your cards with 2-3 others. Group the cards in stacks to come up with some similar ideas about the types of academic dishonesty.

# Academic Dishonesty

- Cheating on exam
- Allowing another person to copy from your exam
- Selling or buying exams
- Ghosting: taking an exam for someone else
- Giving or selling your paper to someone.
- Making up research data
- Using someone else's data as your own
- Plagiarism

# Why do we value academic honesty?

Seeking the *truth* is what our academic work is all about. We

- Read and discuss
- Write and publish
- Search libraries, cyberspace, museums, and archeological sites
- Ask questions and make hypotheses
- Conduct experiments

**Because we want to find the *truth***

And, also, we value academic  
honesty

*Because our spiritual, religious and  
cultural values =*

- *Do not lie.*
- *Do not steal.*
- *Do not cheat.*

# Ultimately, dishonesty (or lies) in academic work

- Will harm students
- Will harm the reputation of this institution
- Will harm society
- And, long term it harms you.

# One form of academic dishonesty is *plagiarism*

- ***Plagiarism*** – comes from the Latin word *plagarius*, “kidnapper” (The American Heritage® Dictionary of the English Language: 4th Edition, 2000)
- ***Plagiarism*** is a form of lying:

**Claim:** “The words and ideas I am presenting in this speech or this paper are my own original ideas and words.”

**Reality:** These ideas or words were borrowed from other scholars and I have not given them credit.

# *Plagiarism* may be intentional or unintentional

- It may come from a desire to get a reward without meriting that award.
- It may arise from desperation to turn in something!
- It may come from not realizing what constitutes plagiarism.
- It may result from cultural traditions where “intellectual property rights” is an alien concept.

(see *The Little Book of Plagiarism*, Leeds Metropolitan University)

# What is plagiarism?

- Plagiarism is the use of another person's ideas or expressions in your writing without giving proper credit to the source. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else. This can include paraphrasing, copying someone else's writing word for word, or using ideas that are not your own without proper citation. (Regulations for Master's Degree program, RUPP, 2008,p.18)

# Some common forms of *plagiarism* include

- Submitting a previously written assignment from another class without getting permission from the instructor.
- Submitting an assignment that was written for you by someone else
- Copying word for word from a print or electronic source
- Paraphrasing or summarizing ideas without crediting the source
- Using ideas or words of others from unpublished sources, without giving credit.

# Some common excuses for *plagiarism*

- I cited the book/article in the bibliography.
- The sources that I used said it so much better than I could.
- I used my own words.
- This is common knowledge.

(*The Little Book of Plagiarism*, Leeds Metropolitan University and “Plagiarism” from The Writing Center, University of North Carolina, Chapel Hill )

# What is common knowledge?

- “Did I know this information before I took this course?” If not, where did it come from?
- “Did this information/idea come from my own brain?” If not, where did it come from?

**If it's not common knowledge, then cite a source for this information.**

(“Plagiarism” from The Writing Center, University of North Carolina, Chapel Hill )

# Practice Using Borrowed Material

**Read the paragraph on the next slide or the handout. Assume that you are writing a research paper on Alzheimer's Disease and wish to include a paragraph on the problems faced by caregivers to Alzheimer's patients.**

**Source of paragraph: American Geriatrics Society (AGS) Foundation for Health in Aging (FHA). (2002). The Alzheimer's caregiver. Accessed February 16, 2012.  
[http://www.healthinaging.org/public\\_education/alz\\_caregiver.php](http://www.healthinaging.org/public_education/alz_caregiver.php)**

*Using the source below, write a short paragraph about the problems that caregivers have in caring for patients with Alzheimer's disease.*

The burden of caring for a person with Alzheimer's disease is well known. As the patient's condition progresses, caregivers often find themselves cut off from their friends and regular social activities. Studies show that the average caregiver with a full-time job will miss over three weeks of work a year, and that up to 1/5 quit their jobs altogether. Caregiving has even been tied to an increase in depression, compromised immune responses, and a greater use of medication and psychotropic drugs. Few caregivers are prepared for this impact.

Which of the following examples represent plagiarism from the original source?

Read the following examples carefully and make your judgment about whether the writer has plagiarized from the original source or not.

## Example #1

Alzheimer's disease can have a devastating effect on caregivers. Caregivers often find themselves cut off from their friends and regular social activities. The average caregiver with a full-time job will miss over three weeks of work a year, and up to 1/5 quit their jobs altogether. Caregivers may end up relying on drugs to cope with their situation. Few caregivers are prepared for this impact.

# Source & quotations are unacknowledged :

purple = word for word copy and pasting

Alzheimer's disease can have a devastating effect on caregivers. Caregivers often find themselves cut off from their friends and regular social activities. The average caregiver with a full-time job will miss over three weeks of work a year, and up to 1/5 quit their jobs altogether. Caregivers may end up relying on drugs to cope with their situation. Few caregivers are prepared for this impact.

[original]      The burden of caring for a person with Alzheimer's disease is well known. As the patient's condition progresses, caregivers often find themselves cut off from their friends and regular social activities. Studies show that the average caregiver with a full-time job will miss over three weeks of work a year, and that up to 1/5 quit their jobs altogether. Caregiving has even been tied to an increase in depression, compromised immune responses, and a greater use of medication and psychotropic drugs. Few caregivers are prepared for this impact.

## Example #2

Alzheimer's disease can have a devastating effect on caregivers. The American Geriatric Society notes that caregivers often find themselves cut off from their friends and regular social activities. The average caregiver with a full-time job will miss over three weeks of work a year, and up to 1/5 quit their jobs altogether. Caregivers may end up relying on drugs to cope with their situation. Few caregivers are prepared for this impact.

# Author Identified but Quotations are still

## Unacknowledged:

Alzheimer's disease can have a devastating effect on caregivers.

**The American Geriatric Society** notes that caregivers often find themselves cut off from their friends and regular social activities.

The average caregiver with a full-time job will miss over three weeks of work a year, and that up to 1/5 quit their jobs altogether.

Caregivers may end up relying on drugs to cope with their situation. Few caregivers are prepared for this impact.

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## Example #3

Alzheimer's disease can have a devastating effect on caregivers. Caregivers many times find themselves severed from their friends and usual social activities. The normal caregiver who has a full-time job will be absent from work three weeks out of a year, and up to 1/5 will quit their jobs altogether. Caregivers may end up relying on drugs to cope with their situation. Not many caregivers are ready for this impact.

# Inadequate paraphrasing/ unacknowledged source

purple = direct copying    aqua = using an interchangeable word

**Alzheimer's disease can have a devastating effect on caregivers. Caregivers many times find themselves severed from their friends and usual social activities. The normal caregiver who has a full-time job will be absent from work three weeks out of a year, and up to 1/5 will quit their jobs altogether. Caregivers may end up relying on drugs to cope with their situation. Not many caregivers are ready for this impact.**

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## Example #4

Alzheimer's disease can have a devastating effect on caregivers. Caregiving disrupts social and work lives: caregivers have no time to spend with friends, may frequently be absent from work, and may eventually become unemployed. Caregivers may end up relying on drugs to cope with their situation. Not many caregivers are able to foresee these effects on their lives.

## Source is not Acknowledged even though the Paraphrase is Better

Alzheimer's disease can have a devastating effect on caregivers. **Caregiving disrupts social and work lives: caregivers have no time to spend with friends, may frequently be absent from work, and may eventually become unemployed. Caregivers may end up relying on drugs to cope with their situation. Not many caregivers are able to foresee these effects on their lives.**

(original) The burden of caring for a person with Alzheimer's disease is well known. As the patient's condition progresses, caregivers often find themselves cut off from their friends and regular social activities. Studies show that the average caregiver with a full-time job will miss over three weeks of work a year, and that up to 1/5 quit their jobs altogether. Caregiving has even been tied to an increase in depression, compromised immune responses, and a greater use of medication and psychotropic drugs. Few caregivers are prepared for this impact.

## Example #5

Alzheimer's disease can have a devastating effect on caregivers. According to the American Geriatric Society, caregiving disrupts social and work lives: caregivers have no time to spend with friends, may frequently be absent from work, and may eventually become unemployed. Caregivers may end up relying on drugs to cope with their situation. "Few caregivers are prepared for this impact," says AGS (2002,12).

# SUCCESS!

Alzheimer's disease can have a devastating effect on caregivers. **According to the American Geriatric Society (AGS), caregiving disrupts social and work lives: caregivers have no time to spend with friends, may frequently be absent from work, and may eventually become unemployed. Caregivers may end up relying on drugs to cope with their situation. "Few caregivers are prepared for this impact," says AGS (2002,12).**

(original) The burden of caring for a person with Alzheimer's disease is well known. As the patient's condition progresses, caregivers often find themselves cut off from their friends and regular social activities. Studies show that the average caregiver with a full-time job will miss over three weeks of work a year, and that up to 1/5 quit their jobs altogether. Caregiving has even been tied to an increase in depression, compromised immune responses, and a greater use of medication and psychotropic drugs. Few caregivers are prepared for this impact.

# How to avoid plagiarism

- Spend time gaining an understanding of the vocabulary and ideas of the research paper. Most research articles must be read at least two times.
- Make notes from an article without writing word for word.
- Paraphrase. Summarize in your own words but still give credit to source.
- Become a better writer and a better thinker. Discuss the differences and similarities of other authors' opinions, but also do your own thinking. Write about your views.

# How to avoid plagiarism (cont.)

- Use quotes sparingly but when you do, put quotation marks “ ” around the exact words you copied. If quote is longer than 2 lines, use an indented paragraph. Cite author’s last name, year and page number.(Coufal, 2014, 7)
- Use citations for ideas you have paraphrased.  
(author’s last name, year)
- Make sure the authors you cite are in the Reference section at end of your paper.

# Tips for detecting plagiarism by others

- Are references listed at end of paper?
- Are sources are cited in the text?
- Does language appear “too good”? Does language in paper match in-class writing assignments?
- Question the student about the concepts and vocabulary in the writing.
- Talk with the student about scholars/sources that they might have consulted.
- Type a technical-sounding phrase into Google<sup>®</sup> using “quotation marks”. Or use plagiarism detection software like Viper or TurnItIn.

# Now you try paraphrasing

The source for the abstract that appears on the next slide:

Cliggett, L. & Wyssmann, B. ( 2009 ). Crimes against the future: Zambian teachers' alternative income generation and the undermining of education. *Africa Today*, 55, 25-44.

By the way, notice the format for this article. It is written in correct APA format. What do you notice about the order of presentation?

## Abstract of Cliggett & Wyssmann article

Throughout the continent of Africa, employment in the formal sector has been a much coveted position, offering what people hope will be livelihood security. However with pressures from international financial institutions and current economic upheaval, formal sector wages are increasingly insufficient to support individuals and families. This article presents preliminary data from an ethnographic study of teachers' livelihoods documenting the range of diversification strategies that teachers use to supplement their incomes. The authors argue that such diversification, while necessary in the current economic climate of Zambia, undermines teachers' ability to carry out their primary jobs and ultimately undermines the country's educational base. International financial institutions' creation of economic structures that force teachers to diversify their income generation in effect constitutes crimes against the future.

# Share examples of your paraphrases

# The real test of academic honesty

- Can you say this:

*I certify that this is my own work. The work has not, in whole or in part, been presented elsewhere for assessment. Where material has been used from other sources, it has been properly acknowledged. If this statement is untrue, I acknowledge that I will have committed an offense of plagiarism.*

(from *The Little Book of Plagiarism*, Leeds Metropolitan University, p. 2)