

# ACHIEVING AND MAINTAINING ACADEMIC INTEGRITY



## What is plagiarism?

Plagiarism means presenting the work of another person as one's own without appropriate acknowledgement. This may refer to the originality of the work or the acknowledgement of work, as explained below.

## What is collusion?

Tertiary Education Quality and Standards Agency [TEQSA] (2020) defines collusion as:

Collusion involves engaging in illegitimate cooperation with one or more other students in the completion of assessable work. Cooperation is not legitimate (or appropriate) if it unfairly advantages a student or group of students over others. It can include working with a friend or group of friends to write an essay or report that is meant to be an individual piece of work. It can also include sharing quiz or test questions and answers with other students, as well as written assignments like reports and essays. Students should also never share their work with others as there is a risk the person you share it with could upload it to an illegal commercial cheating service or circulate it to others. (p. 10)

## Is it ok if I share an assignment with another student?

You may have good intentions when sharing a paper, however, it can be considered collusion and could result in academic misconduct. When you email or upload a paper to share with others you lose control of your work. It is your responsibility to protect your work to avoid others plagiarising or uploading your paper to third-party websites.

TEQSA (2020) states, "Students should also never share their work with others as there is a risk the person you share it with could upload it to an illegal commercial cheating service or circulate it to others" (p. 10).

It should be noted, under the new Australian laws, anyone who provides contract cheating services, paid or unpaid, could be subject to fines.

Australian Government TEQSA. (2021). Defining academic integrity. <https://www.teqsa.gov.au/defining-academic-integrity>

## A family member or friend has offered to help with my essay. Is this ok?

In general, it is ok to for someone else to identify errors or areas to improve in a paper however, they cannot edit or rewrite your work. See the table below for proofreading guidelines.

## Proofreading

### What you can / can't do when proofreading a paper:

Do	Don't
<ul style="list-style-type: none"> <li>Identify spelling, grammar and punctuation issues. This could include highlighting long and confusing parts of text</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite sentences</li> <li>Add or alter content, including ideas and arguments</li> <li>Translate text</li> </ul>
<ul style="list-style-type: none"> <li>Identify formatting and layout errors including referencing, tables, diagrams and charts</li> </ul>	<ul style="list-style-type: none"> <li>Edit references, tables or formatting. Check/correct calculations, facts or labels</li> </ul>
<ul style="list-style-type: none"> <li>Use comments / highlighting to identify errors</li> </ul>	<ul style="list-style-type: none"> <li>Use track changes to make changes or rewrite text</li> </ul>

### Further proofreading support:

**SLS resources:** Editing and proofreading.

**Smarthinking:** Free assignment feedback service.

**Grammarly:** Online spelling, grammar & revision tool.

## Academic Integrity

### My Educator alleges I have committed academic misconduct. What should I do?

If you are alleged to have breached academic integrity, you should treat this matter seriously. You should read the ACAP Academic Integrity policy and the Misconduct Policy to understand your responsibilities and how academic misconduct cases are managed by the college. It is important to communicate with your Educator and seek their advice on the action you must take after being told you have breached academic integrity.

Adapted from: Tertiary Education Quality and Standards Agency. (2021). Behaviours that undermine academic integrity. Australian Government, TEQSA. <https://www.teqsa.gov.au/what-academic-integrity>

## I'm struggling with my assessment. How can I get help?

Speak to your Educator or Unit Coordinator as soon as possible to discuss your options for submitting the assessment. Reach out to Student Learning Support (SLS) to seek assistance with academic writing and referencing. Do not leave asking for help to the last minute. The sooner you ask for help the faster you will get back on track to submit your assessment.

Forms of plagiarism	Explanation
<b>Originality of work</b>	
Too closely paraphrasing sentences, paragraphs or ideas, e.g. copying sentences and substituting words with similar meaning.	When paraphrasing from a source, the meaning of the sentence or paragraph should be expressed in your own words without copying either the words or the structure of the sentence/paragraph.
Submitting your own previously submitted or assessed work without permission or acknowledgement.	This is known as self-plagiarism. Once you have submitted academic work for assessment or credit, it is considered dishonest to then submit the same work for further credit elsewhere.
Submitting work which has been produced by someone else and claiming authorship for it, including: <ul style="list-style-type: none"> <li>• reproducing all or parts of another student's work (including students who have previously completed the same unit)</li> <li>• allowing another person to do the work for you</li> <li>• contracting another person to do the work for you or purchasing work from another source.</li> </ul>	It is dishonest to ask, arrange for or pay someone to do work for you that you will later claim or present as your own. This applies to the use or purchase of material from websites or anyone offering academic writing services.  <b>Note:</b> Sharing test/exam answers, questions or other forms of assessable work can be considered collusion.
Allowing or contracting another person to edit and substantially change your work.	If you ask someone to edit or proofread your work, make sure that person only highlights or indicates where there are problems rather than fixing the problem or changing the text or work for you.
<b>Acknowledgement of work</b>	
Copying/using words, sentences or paragraphs which are the work of other persons without due acknowledgement. This includes copying from: <ul style="list-style-type: none"> <li>• published works e.g. books, articles, theses or reports</li> <li>• unpublished works, e.g. assignments, personal communications (including e-mails), and raw data</li> </ul>	Copying others' work and including it in an assignment requires that you correctly indicate that the work is not yours. This demonstrates respect for other authors/creators, who publish/present their work trusting that others will respect its authorship/ownership.

- seminar and conference papers
- teaching material, including lecture notes
- web site content, material published on or sourced from the internet.
- creative work, e.g. music, photographs, images, video

Adapted from: Curtin University. (2015). *Student guidelines for avoiding plagiarism*.  
<http://academicintegrity.curtin.edu.au/global/studentbook.cfm>

## What can I do to avoid plagiarism in my work?

### 1. Take good notes

When taking notes, avoid copying straight from a source unless you intend to quote that source directly. Instead, read the material carefully, then put the text aside, take some time to think about what you've read, and then write down the main ideas in your own words. Once you've done that, you can use your notes to create a first draft. If you write directly from a source into a draft, it can increase the chance that you will unintentionally plagiarise. During the note taking stage, make sure you record information about the source and/or keep a copy of it so that you can reference it properly later on. For more information on notetaking, see <http://sls.navitas-professional.edu.au/note-taking-2>

### 2. Paraphrase and summarise well

Paraphrasing is when you express ideas and information from your sources in your own way, using your own words. Although you are borrowing ideas, it is essential that your writing is as original as possible. Just changing a few words here or there or rearranging words or sentences is not paraphrasing; this is plagiarism. To paraphrase, you need to use a combination of the following strategies:

- use synonyms or antonyms
- vary the sentence structure
- change the order of information
- change long sentences into short ones (and vice versa)
- highlight the view of the author using reporting verbs

A good way to approach paraphrasing is as follows:

1. Read the text and make notes of the key points (see point 1 above). Avoid writing down whole sentences.
2. Put the text away and using your notes as a guide, explain the information in your own words in full sentences.

3. Compare your paraphrase with the original text. You should have covered the main ideas, but not explained them in the same words.
4. Add in the reference. Even though you are not borrowing any language, you will still need to cite the source to indicate that you are borrowing ideas.

Paraphrasing is usually easier to do when you are speaking, so you could try recording yourself explaining something and then listen and write down what you said.

For more information on paraphrasing, see:

<http://sls.navitas-professional.edu.au/paraphrasing-and-summarising>

### **3. Reference accurately**

In any assignment, you must give credit to the sources for the ideas you are using. Any time you summarise a concept or idea, paraphrase something into your own words, or give a direct quote, you must reference the source in-text and also provide a full reference in your reference list. This allows readers to refer back to the sources for themselves. You must give a reference whenever you draw on a source of information:

- as your inspiration (in general)
- as the source of a particular theory, argument or viewpoint
- for specific information, such as statistics, examples, or case studies
- for direct quotes
- for information that you have paraphrased

ACAP follows APA style of referencing, and more information can be found here:

<http://sls.navitas-professional.edu.au/referencing-and-academic-integrity>

### **4. Keep direct quotes to a minimum**

Relevant direct quotes (the author's exact words) can be used to help explain the points you are making, but an assignment should be written in your own words as much as possible. If you submit an assignment that contains many direct quotes, it makes it hard for the marker to see your understanding of the material. Direct quotes are usually appropriate when you want to give a precise definition of something to when an author has expressed something in a unique and powerful way. Direct quotes have particular formatting requirements so the reader can clearly see it is a quotation and not your own words. For more information, see:

<http://sls.navitas-professional.edu.au/how-reference-assignment-apa-style>

### **5. Use Turnitin to your advantage**

Turnitin is one of the tools used at ACAP to assist with the management of plagiarism. Turnitin compares student assignments with a range of sources including the internet, electronic journals, books and other student assignments which have been submitted previously through Turnitin. ACAP students are able to submit a draft assignment through Turnitin to receive a similarity score and are

then able to review and rework the assignment prior to final submission. Therefore, Turnitin should be seen as a formative and educative tool. To find out more about Turnitin at ACAP see:

<http://sls.navitas-professional.edu.au/avoiding-plagiarism-1>

### **What does good notetaking, paraphrasing, and referencing look like?**

A piece of work that has academic integrity means the student has followed the process of taking good notes, paraphrasing and summarising well, referencing accurately and keeping direct quotes to a minimum. Below is an example of how a student has done this.

#### **Phase 1: The student has selected and read several sources and taken notes in point form. They have also noted down the details of the source.**

##### Original information – Source 1

For most people, it is not easy to make an appointment and then go to see a counsellor. Although attitudes are starting to change, many people still hold the view that it is a sign of weakness if people need outside help in order to be able to cope with their problems.

##### Student's notes

- Making an appointment is difficult for many
- People still see it is a sign of weakness if people seek help, but views are changing
- Info for reference: Authors - Geldard, D. & Geldard, K. Year - 2012. Book title - Basic personal counselling: A training manual for counsellors. Publishing info - Pearson Education.

##### Original information – Source 2

Analysis of young people's narratives highlights: the complex process of negotiation and evaluation which they undertake to engage fully in school counselling; the careful management of stigmatisation concerns both through practical access arrangements and the language in which school counselling is framed.

##### Student's notes

- Interviewed young people who had successfully completed a course of counselling at school
- Found that students went through "a process of negotiation and evaluation" (p. 12) of whether to engage in school counselling, as there was some stigmatisation around it
- It is important to look for ways to reduce stigma so that students feel comfortable accessing help
- Info for reference: Author – Seamus Prior. Year – 2012. Journal article name - Young people's process of engagement in school counselling. Name of journal - Counselling and Psychotherapy Research, Vol. 12, Issue 3, pages 233-240.

**Phase 2: The student has paraphrased and summarised the information in their own words and referenced the information appropriately in their essay.**

**Student's essay**

<p>Arranging an appointment with a counsellor is difficult for many people. While views are changing, it is commonly thought that people should be able to cope with their issues without help, and that going to counselling shows a lack of strength to deal with problems (Geldard &amp; Geldard, 2012). Several studies have highlighted that this is particularly the case for young people. For example, Prior (2012) interviewed high school students who had completed a course of counselling at school and found they felt there was a stigmatisation around seeing the school counsellor. The students reported that they went through “a complex process of negotiation and evaluation” as to whether or not they should engage in school counselling (Prior, 2012, p. 12). This highlights the need to reduce the stigma associated with seeing a counsellor, so that people feel comfortable about seeking help.</p> <p style="text-align: center;">----- New Page -----</p> <p style="text-align: center;"><b>References</b></p> <p>Geldard, D. &amp; Geldard, K. (2012). <i>Basic personal counselling: A training manual for counsellors</i>. Pearson Education.</p> <p>Prior, S. (2012). Young people’s process of engagement in school counselling. <i>Counselling and Psychotherapy Research</i>, 12(3), 233-240. <a href="https://doi.org/10.1080/14733145.2012.660974">https://doi.org/10.1080/14733145.2012.660974</a></p>	<p>Source 1 (above) idea has been paraphrased well</p> <p>Paraphrased information is referenced according to APA style</p> <p>Student has added a sentence to show the link between the two sources using his or her own words</p> <p>Prior’s (2012) study has been summarised in the student’s own words</p> <p>Direct quote is put within quotation marks and referenced according to APA style</p> <p>Student has provided a comment on the ideas in this paragraph using his or her own words</p> <p>Sources mentioned in-text are referenced in full in the reference list according to APA style</p>
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### Activity 1: Paraphrasing strategies

Read the following sentence from an article published in 2000 by Barbara Jones and Erica Frydenberg. Then, try paraphrasing it following the steps below.

*Stress and anxiety for students is often associated with social factors such as loneliness, financial problems and limited time available for their family and friends.*

1. Think of synonyms for the following words

a. factors \_\_\_\_\_

b. associated \_\_\_\_\_

c. limited \_\_\_\_\_

2. Paraphrase the above extract in two different ways

a. It is problems such as

\_\_\_\_\_  
\_\_\_\_\_

b. Students can become anxious because of

\_\_\_\_\_  
\_\_\_\_\_

3. Highlight the view of the author with reporting verbs

suggest	argue	define	conclude	state
	maintain	found	show	report

Jones and Frydenberg (2000)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Activity 2: In-text referencing strategies

**1. Emphasising the information** - Put the reference at the end.

Long-term unemployment can have significant effects on a young person (Youssef, 2013).

**2. Emphasising the author** – Put the reference at the beginning.

Youssef (2013) argues that long-term unemployment can have significant effects on a young person.

**3. Emphasising both the information and the author** – Refer to the research generally, but only give the specific reference at the end of the sentence.

Research indicates that long-term unemployment can have significant effects on a young person (Youssef, 2013).

It has been found that long-term unemployment can have significant effects on a young person (Youssef, 2013).

Reference the sentence below from Dimka (2012) using the three different referencing techniques listed above: *There is a need to improve the physical wellbeing of people with mental health problems.*

Emphasising the information:

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Emphasising the author:

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Emphasising the information and the author:

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### Activity 3: In-text referencing a paraphrase

Highlight the definition of cognitive intelligence in the Kaplan and Sadock text, then highlight the same information in the student essay.

1. How are these two definitions the same?
2. How are they different?
3. What information has the student added to the definition to show that it comes from a source (in this case a book)?
4. How is this different from a quotation?

**From Kaplan, B. J., & Sadock, V. A. (2007). *Kaplan & Sadock's synopsis of psychiatry*. (10<sup>th</sup> ed.). Lippincott, Williams & Wilkins.**

#### INTELLIGENCE TESTING (p.178)

Intelligence can be defined as the ability to assimilate factual knowledge, to recall either recent or remote events, to reason logically, to translate the abstract to the literal and to deal meaningfully and accurately with problems deemed important in a particular setting. Intelligence varies tremendously from person to person.

#### **Part of a student essay on cognitive and emotional intelligence**

**Adapted from O'Halloran, T. (2011). *Organisational Behaviour: Cognitive and Emotional Intelligence*, ACAP Student Essay**

If emotional intelligence is the ability to tune into feelings and use them to function in life, cognitive intelligence is quite different. It is defined as a person's mental capacity for learning new things, remembering things that have occurred, thinking rationally, applying knowledge and solving problems (Kaplan & Sadock, 2007). The concept of cognitive intelligence therefore fits with traditional views of what intelligence is, namely the ability to think logically and learn factual knowledge.

#### Activity 4: In-text referencing a quotation

Put the exact definition (highlighted) from the article by Salovey and Mayer in the essay. What additional information has to go with the words you cut and pasted?

#### Part of a student essay on cognitive and emotional intelligence

Adapted from O'Halloran, T. (2011). Organisational Behaviour: Cognitive and Emotional Intelligence, ACAP Student Essay.

Emotional intelligence (EI) is different from cognitive intelligence in the sense that it is more feelings-based. It can be defined as \_\_\_\_\_

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\_\_\_\_\_ . A key component of emotional intelligence is that those with a higher level of emotional intelligence have a better understanding and awareness of their own...

Imagination, Cognition and Personality, Vol. 9(3) 185-211, 1989

## EMOTIONAL INTELLIGENCE

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### Abstract

This article presents a framework for emotional intelligence, a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life. We start by reviewing the debate about the adaptive versus maladaptive qualities of emotion. We then explore the literature on intelligence, and especially social intelligence, to examine the place of emotion in traditional intelligence conceptions. A framework for integrating the research on emotion-related skills is then described. Next, we review the components of emotional intelligence. To conclude the review, the role of emotional intelligence in mental health is discussed and avenues for further investigation are suggested.

We define emotional intelligence as the subset of social intelligence that involved **the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.** We posit that life tasks such as those described by Cantor and her colleagues and constructive thinking defined by Epstein (1984) are laden with affective information, that this affective information must be processed....

## Checklist to help you prevent plagiarism in your work

Plagiarism can be avoided by making sure you can tick all eight boxes on this checklist.

### Make sure you have:

- Paraphrased correctly and included a reference to clearly indicate the parts of your work that are drawn from another person's work.
- Used direct quotations sparingly.
- Provided a reference for every image, diagram or figure (unless you created it).
- Included a reference list of all work cited.
- Kept a copy of the original sources that you have referenced.
- NOT used copy and paste to take text from another source (unless it is a direct quote and you reference it).
- NOT used another student's work, or submitted someone's work as your own.
- NOT copied from a previous assignment submitted to this or any other unit.

Adapted from: Curtin University. (2015). *Checklist to help you prevent plagiarism in your work*. <https://academicintegrity.curtin.edu.au/global/checklist.cfm>

## ACAP Student Learning Support [SLS]

Developing your research, writing and referencing skills will make it easier to achieve and maintain academic integrity. For information and assistance developing these skills, check out the Student Learning Support website, or contact us to book an individual consultation with an advisor.

**Sydney:** [SLSSydney@acap.edu.au](mailto:SLSSydney@acap.edu.au)

**Melbourne/Adelaide:**

[SLSMelbourne@acap.edu.au](mailto:SLSMelbourne@acap.edu.au)

**Brisbane:** [SLSBrisbane@acap.edu.au](mailto:SLSBrisbane@acap.edu.au)

**Perth:** [SLSPerth@acap.edu.au](mailto:SLSPerth@acap.edu.au)

Student Learning Support also offer a range of webinars that relate to academic integrity including:

- Academic integrity and avoiding plagiarism
- Writing for success... What's Turnitin got to do with it?
- Paraphrase your way to the top
- Referencing starter pack (APA)
- Referencing online sources (APA)

Register for a webinar via the SLS website under the “Book a workshops or webinars” tab. You can also find short videos on the same topics under the “Webinar recording and materials” tab.

<http://sls.navitas-professional.edu.au/>