

# Academic Integrity

*Teaching & Learning Centre*

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Find out what constitutes plagiarism and collusion, and how you might avoid committing plagiarism. Practise citing and referencing in the three main styles: APA, MLA, and Chicago Manual/Turabian, then test your knowledge with the online quizzes.

**Note:** Students from schools or programmes that do not use **APA, MLA, Chicago/Turabian, or Harvard styles** should check with their instructors regarding the guidelines to follow.

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# 1. Course Introduction

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## **Introduction**

In 2016, First Lady of the United States Melania Trump was accused of **plagiarism**, as a portion of her Republican National Convention speech was found to resemble Michelle Obama's Democratic National Convention speech from 2008.

Consider the following:

- On what basis would we say that something has been plagiarised?
- Why does it matter?

This recent example raises issues of honesty, responsibility, credibility, and ownership in a professional context - we will revisit this example in the section [Avoiding Plagiarism: Citing and Referencing](#).

For now, we turn to similar issues in an **academic context**, specifically in relation to the submission of assignments and reports at SUSS.

## **Resource Description**

This resource introduces you to the importance of upholding academic integrity. It explains what plagiarism and other forms of academic dishonesty entail, and how to avoid committing them. You will also receive various tips and exercises on how to give appropriate credit to the ideas and findings of others in your own work.

## **Learning Outcomes**

This resource will teach you how to

- Explain the importance of academic integrity.
- Define and identify instances of plagiarism, self-plagiarism, and collusion.
- Describe the scope of plagiarism and the penalties for committing plagiarism at SUSS.
- Paraphrase, summarise, cite, and reference appropriately to avoid committing plagiarism.
- Effectively interpret Turnitin reports to avoid committing plagiarism.

## **Resource Outlines**

The following topics will be covered in this online resource.

- Academic Integrity
- Plagiarism, Collusion, and Copying
- SUSS's Expectations and Penalties
- Avoiding Plagiarism: Paraphrasing and Summarising
- Avoiding Plagiarism: Citing and Referencing (Citation styles: APA, MLA, Chicago/Turabian, Harvard)
- Avoiding Plagiarism: Turnitin Reports
- Guidance on Responsible Use of Generating AI Tools in Assignments
- Concluding Notes

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## 2. *Academic Integrity*

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Academic integrity is a moral code that encompasses values such as honesty, responsibility, and respect in all academic pursuits. It is a fundamental component of every student's learning experience - to uphold academic integrity is to be truthful and accurate in one's work, as well as to acknowledge the intellectual property of others.

### **Upholding Academic Integrity**

Any work submitted must be representative of the individual's own effort, knowledge, and understanding of the subject matter. Ideas and information taken from other sources (e.g. books, journal articles, websites, etc.) must be given appropriate credit.

Academic integrity is the responsibility of the individual.

### **Importance of Academic Integrity**

Academic integrity is important for building trust in the academic community, and it affects the reputation and credibility of both the university and the individual. Learning is most valuable when it is done in an honest and fair way.

For more details, refer to the University of Maryland Global Campus's (UMGC) [interactive tutorial on academic integrity](#) (Module 1).

### **Violations of Academic Integrity**

This course focuses on three ways in which academic integrity may be violated, otherwise known as academic dishonesty:

- Plagiarism
- Collusion
- Copying

These will be explained in greater detail in the section [Plagiarism, Collusion, and Copying](#).

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## 3. Introduction to Plagiarism, Collusion, and Copying

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### Definitions

Do you know the definitions of the following terms?

- **Copying:** The inclusion of large amounts of material from another source to form one's own work
- **Plagiarism:** The representing of words or ideas of others as one's own without proper acknowledgement
- **Collusion:** Cooperation between multiple persons to create work that is passed off as the efforts of an individual

### Plagiarism

*Recap: What is Plagiarism?*

- The representing of words or ideas of others as one's own without proper acknowledgement.
- Includes **self-plagiarism**, the submission of a marked assignment or part of a marked assignment previously submitted for another course or for the same course in a previous semester, without obtaining permission from the instructor of the current course.

### *Test Your Understanding*

Refer to Scenarios A and B below. Do they constitute **self-plagiarism**?

**Scenario A:** Alan is retaking a module, and realises that his TMA answers from the previous semester are relevant to the new TMA question. He alters the date on his old TMA and submits it for the module he is retaking.

**Scenario B:** Bing includes in her current TMA several paragraphs she wrote for a TMA submitted the previous semester, as the two TMAs cover similar topics.

**Answer:** Yes, both Scenario A and B constitutes self-plagiarism.

### *Example of Plagiarism*

- Submission of another person's work.
- Copying substantial chunks of text with only several words changed.

- Cobbling together of ideas from different sources to form the majority of one's own work.
- Failure to acknowledge sources or providing incorrect information about sources.

For more details, visit [www.plagiarism.org](http://www.plagiarism.org).

## **Collusion**

### *Recap: What is Collusion?*

- Cooperation between multiple persons to create work that is passed off as the efforts of an individual.
- Discussing interpretations of TMA questions is allowed, but the writing of assignments must be done by the individual.
- The sharing of notes or assignment drafts between students is discouraged, as it could lead to instances of collusion.
  - For example, students who share notes may (intentionally or unintentionally) use the same phrases/sentences in their assignments - Turnitin will be able to detect these similarities, and students involved may be penalised for committing collusion.

### *Example of Collusion*

- Submission of part of or a whole assignment/report that has been jointly written by multiple students.
- Submission of an assignment/report that has been modified slightly from an assignment/report jointly written by multiple students.

## **Copying**

### *Recap: What is Copying?*

- The inclusion of large amounts of material from another source to form one's own work.
- Simply acknowledging the source does not excuse the act of copying.

### *Examples of Copying*

- Cutting and pasting of chunks of text/material from other sources, with or without acknowledgement.

## Why Does It Matter?

### *Plagiarism*

Plagiarism is a form of lying and/or stealing as it involves (intentionally or unintentionally) passing someone else's ideas or findings off as your own.

### *Collusion*

Collusion is a form of cheating as it involves working with others on an assignment/report that is meant to be done by the individual.

### *Copying*

Copying is a misuse of the ideas or findings of others as it involves using substantial amounts of others' work to form one's own argument or point.

### *Recap of Terms*

**Plagiarism:** The representing of words or ideas of others as one's own without proper acknowledgement; includes self-plagiarism.

**Collusion:** Cooperation between multiple persons to create work that is passed off as the efforts of an individual.

**Copying:** The inclusion of large amounts of material from another source to form one's own work.

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## 4. About SUSS's Expectations and Penalties

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### **Academic Dishonesty at SUSS**

Integrity is one of SUSS's core values, and upholding academic integrity is a key component of the SUSS Honour Code.

SUSS takes academic dishonesty very seriously, and offences will result in **plagiarism penalties**. These penalties apply to students found to have committed plagiarism, collusion, or copying. Any student found to have committed academic dishonesty will be assumed to have done so intentionally or knowingly.

### **Plagiarism Penalties at SUSS**

**First offence:** Warning letter, with or without reduction of grade

**Second offence:** Zero for TMA (no refund of course fees)

**Third offence:** Expulsion from the course for the semester (no refund of course fees)

**Fourth offence:** Expulsion from the programme (no refund of course fees)

Offences are **cumulative**, i.e. all offences committed throughout the student's course of study at SUSS will be taken into account. This applies to multiple offences committed within the same semester. If a student commits plagiarism in two different courses within a semester, it will be considered as two offences.

Additional details pertaining to SUSS's plagiarism policies can be found in the **Student Handbook**.

### **Examples of Plagiarism**

Below are some examples of plagiarism commonly committed at SUSS that should be avoided:

- Using a choice phrase or sentence, word-for-word, from a text without acknowledgement.
- Using images, tables, diagrams, or figures from online or offline sources without acknowledgement.
- Using information or ideas from the notes or essays of another student.

- Using information from your own notes that contain direct quotations, without acknowledgement.

For more examples, refer to the [Student Handbook](#).

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## 5. *Avoiding Plagiarism: Paraphrasing and Summarising*

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### **Reasons for Academic Dishonesty**

Before learning more about various practices for avoiding plagiarism, it is important to understand how and why plagiarism is committed at SUSS. This is so that the appropriate steps can be taken to learn from other students' mistakes and avoid committing acts of academic dishonesty for the same reasons.

#### Reason 1: Insufficient Time

Many students who commit plagiarism, collusion, or copying explain that they were rushing to meet the TMA deadline and wanted to avoid a mark deduction for a late submission.

Due to having insufficient time to reflect on the questions, they looked online for 'answers' and ended up taking material from various sources without presenting it in their own words, and/or without acknowledgement.

#### Counter-strategy: Having good time management

As time (or lack thereof) is the most common reason for committing academic dishonesty, managing one's time effectively is key to avoiding such offences.

- Give yourself enough time to understand the TMA question, formulate a response, research the topic, and write the assignment.
- Have sufficient time to cite and reference appropriately, as well as generate and view your Turnitin report(s) before the deadline.

#### Reason 2: Not aware of what constitutes plagiarism, collusion, and copying

Some students also claim that they were not aware that they had committed these offences.

#### Counter-strategy: Build awareness of plagiarism, collusion, and copying

Once you know exactly what constitutes plagiarism, you can take the necessary steps to avoid it.

In addition to having good time management, there are three key practices to observe and cultivate to avoid committing plagiarism:

1. Summarising and paraphrasing appropriately.
2. Citing and referencing appropriately.
3. Checking Turnitin reports.

Various strategies to address these common reasons for committing plagiarism will be elaborated on in the rest of this section, as well as in [Avoiding Plagiarism: Citing and Referencing](#) and [Avoiding Plagiarism: Turnitin Reports](#).

## Paraphrasing and Summarising

**Paraphrasing:** Rephrasing while retaining the original meaning and amount of information as the source.

**Summarising:** Highlighting only key information or information common to multiple sources.

### Paraphrasing

#### *Recap: What is Paraphrasing?*

Paraphrasing entails incorporating the ideas or findings of others into your own work by presenting them in relation to your own argument.

It may be done effectively by:

- Using different words AND different sentence structure from the original source
- Acknowledging the source with appropriate citation style

#### *Example of Paraphrasing*

Imagine you would like to incorporate the following information into your assignment:

Linguistic determinism is the idea that language defines human thought, and people cannot conceive of things outside of their language. Nowadays, few linguists subscribe to such an extreme view.

How would you paraphrase this?

Example 1 -

**Unacceptable paraphrasing:** copying phrases from original paragraph

Original paragraph	Paraphrased paragraph
Linguistic determinism is the idea that language defines human thought, and people cannot conceive of things outside of their language. Nowadays, few linguists subscribe to such an extreme view.	Linguistic determinism states that language defines human thought, hence people have no access to things outside of their language. Such an extreme view is rejected by many linguistics today.

Example 2 -

**Unacceptable paraphrasing:** changing several words in the original paragraph

Original paragraph	Paraphrased paragraph
Linguistic determinism is the <b>idea</b> that language <b>defines</b> human thought, and people cannot <b>conceive of</b> things outside of their language. <b>Nowadays</b> , few linguists <b>subscribe to</b> such an extreme view.	Linguistic determinism is the <b>notion</b> that language <b>determines</b> human thought, and people cannot <b>imagine</b> things outside of their language. <b>Today</b> , few linguists <b>believe in</b> such an extreme view.

Example 3 -

**Acceptable paraphrasing**

Original paragraph	Paraphrased paragraph
Linguistic determinism is the idea that language defines human thought, and people cannot conceive of things outside of their language. Nowadays, few linguists subscribe to such an extreme view.	Linguistic determinism, or the view that human thought and perception is dependent on the language one speaks, is considered outdated by many modern linguists.

### *Some Tips on Paraphrasing*

It is sometimes difficult to think of ways to paraphrase sentences immediately after reading them, especially if the original is already clear.

Try doing something unrelated for several minutes before coming back to attempt paraphrasing without referring to the original source. Alternatively, try explaining the information to somebody who has not read the original source. This will help you to put the information into your own words.

# Summarising

## *Recap: What is Summarising?*

Summarising involves selectively presenting relevant portions of larger amounts of information in one's own words, and may involve presenting key information or information that is common to multiple sources. Summarising is also often used hand-in-hand with paraphrasing.

## *An Example of Summarising*

Source A	Source B	Source C
Chocolate contains high levels of sugar. Eating large amounts of chocolate is unhealthy.	Cocoa is rich in antioxidants. These protects cells in the body from damage.	Dark chocolate contains minerals such as iron, potassium, and magnesium.

### **Acceptable Summary:**

Although chocolate is high in sugar, it contains ingredients that bring about various health benefits. Thus, it should be consumed in moderation.

# Quotation Marks

## *When should quotation marks be used?*

- When using the exact words from a source.
- For phrases containing five or more consecutive words from a source.
- For unique expressions or ideas that are difficult to paraphrase.
- All direct quotes should have the appropriate citations and page numbers.

## *Quotation marks*

- are not a 'cure-all' that allows large chunks of text from other sources to be incorporated into one's own work (see: [Copying](#)).
- should be used sparingly, as they are not used often in academic and scientific writing.
- should be avoided for information or ideas that can easily be paraphrased or summarised.

## *Example of Unnecessary Use of Quotation Marks*

In the table below, we will see in the first example how the use of quotation marks is unnecessary, and how it would be better to paraphrase or summarise the paragraph instead.

	Example	Comments
<b>Unnecessary use of quotation marks</b>	The Great Emu War was “a military campaign in West Australia in 1932”. The birds were hunted as “growing numbers of emus were threatening crops”. However, the campaign “ended largely in failure”.	Excessive quoting does not show that you have understood the source material. Quoted phrases that are not unique or specialised should instead be paraphrased or summarised.
<b>Paraphrase/ summarise instead</b>	The Great Emu War of 1932 was an unsuccessful attempt by the military to combat the uncontrolled emu population in West Australia.	This demonstrates a better understanding of the source material, as the information has been presented in a form relevant to one’s discussion.

## Quoting or Copying?

What is the difference between **quoting** and **copying**?

**Quoting:** When relatively small amounts of information are incorporated into one’s work to demonstrate the original owner’s ideas and support or further one’s own argument.

**Copying:** Occurs when large amounts of text from another source are used in place of one’s own argument; it is considered copying even if the original source is acknowledged.

## Let’s Practice – Summarising

*Summarise the following paragraph:*

With digital media, people are more interconnected than ever before. Although some view social media as addictive, others cherish the opportunity to build relationships with others online.

### *Sample Incorrect Answer*

With the advent of digital media, people are more interconnected than ever before. Although some deem social media addictive and are not in favour of it, others cherish the opportunity to build relationships online.

### *Sample Correct Answer*

Digital media has given rise to greater interconnectivity than in the past. While social media may be viewed as addictive, it can also be a valuable means of forging online relationships.

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## 6. *Avoiding Plagiarism: Citing and Referencing*

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### **What is Citing and Referencing?**

Citing and referencing gives proper credit to the owner of ideas and findings, as well as allows the reader to locate and follow-up on information.

**Citing:** Acknowledging a source in the body of an essay/report.

**Referencing:** Acknowledging sources in a reference list (bibliography) at the end of an essay/ report.

All ideas, concepts, or findings from published and unpublished sources must be given appropriate acknowledgement in one's work.

- **Published sources** include books, articles, websites, magazines, plays, etc.
- **Unpublished sources** include unpublished manuscripts, dissertations, conference papers, verbal communication during interviews, etc.

### *Forms of Citations and References*

**In-text Citations:** Citations placed within brackets in the body of the text. All in-text citations should appear in the bibliography.

**Footnotes:** Citations in the form of notes at the bottom of a page.

**Bibliography:** Also known as a reference list, a bibliography is a more detailed list of sources at the end of an essay/report. All in-text citations should appear in the bibliography.

### **Citation Styles**

Citation styles provide different systems for acknowledging the work of others.

The three main citation styles used at SUSS are:

- 1) [American Psychological Association \(APA\)](#)
- 2) [Modern Language Association \(MLA\)](#)
- 3) [Chicago Manual of Style \(CMOS\)](#)

Other citation styles used at SUSS include:

- Academy Publishing Style
- Harvard System of Referencing

*Note: Students using the Harvard System of Referencing should check with their instructors regarding the preferred guidelines to follow.*

Guidelines provided in this resource cover the **APA, MLA, and Chicago/ Turabian styles**.

The citation style to be used in assignments depends on the department/ course requirements; students should consult their instructors.

*Note: Students from schools or programmes that do not use APA, MLA, or Chicago/ Turabian styles should also check with their instructors regarding the citation guidelines to follow.*

## **In-text citations**

When using in-text citations, the following should be included:

- the author,
- year of publication (APA/ Chicago), and
- page number (for APA, this applies to direct quotations).

The table below show some examples of how the various styles (APA, MLA, and Chicago / Turabian) differ from each other.

APA Example	MLA Example	Chicago/ Turabian, Author-Date citations
Numerous scholars have discussed both positive and negative influences of rap music (Garofalo, 1994; Grant, 1996; Lawson, 2003; Shusterman, 2003). Thompson (2005) identifies violent and sexist themes as “hip-hop’s most notorious problems” (p. 123)...	Numerous scholars have discussed the positive and negative influences of rap music (Garofalo 275; Grant 24; Lawson 434; Shusterman 427). Thompson identifies violent and sexist themes as “hip-hop’s most notorious problems” (123)...	Numerous scholars have discussed both positive and negative influences of rap music (Garofalo 1994, 275; Grant 1996, 24; Lawson 2003, 434; Shusterman 2003, 427). Thompson (2005) identifies violent and sexist themes as “hip-hop’s most notorious problems” (123)...

# Referencing

A bibliography, also known as a reference list, is an alphabetical list of all sources used, and is placed at the end of an essay/ report. In addition to acknowledging the source used, each listed reference contains information about the source that allows interested readers to locate them for further reading.

Each listed reference for books, book chapters, and journal articles (**APA, MLA, Chicago/ Turabian, Harvard styles**) should contain:

- 1) Author's name
- 2) Title of the work
- 3) Title of the book/ journal
- 4) Page numbers
- 5) Year of publication
- 6) Name of the publisher (for books)
- 7) Volume and issue (for journal articles)
- 8) DOI (for journal articles)

## *Referencing Tips*

Pay attention to the following common sources of incorrect referencing:

- **Order of first and last name:** Should it be **Doe, John** or **John Doe**?
- **Spelling out of first name:** Should it be **Doe, John** or **Doe, J.**?
- **Use of upper or lower case in titles:** Should it be **Title of work** or **Title of Work**?
- **Use of italics in titles:** Should it be **Title of Work** or *Title of Work*?

**Answer:** *It depends on the citation style used.*

## *Referencing Examples - APA, MLA, Chicago (Author-Date Citations)*

### APA

<b>Book</b>	Sarama, J., & Clements, D. H. (2009). <i>Early childhood mathematics education research: Learning trajectories for young children</i> . New York: Routledge.
<b>Book chapter</b>	Cartwright, T. J., & Smith, S. L. (2017). Tackling science instruction through "science talks" and service learning. In K. L. Heider (Ed.), <i>Service learning as pedagogy in early childhood education</i> (pp. 179-191). Switzerland: Springer.
<b>Journal article</b>	Kieffer, M. J. (2010). Socioeconomic status, English proficiency, and late-emerging reading difficulties. <i>Educational Researcher</i> , 39(6), 484-486. doi:10.3102/0013189X10378400

## MLA

<b>Book</b>	Sarama, Julie, and Douglas H. Clements. <i>Early Childhood Mathematics Education Research: Learning Trajectories for Young Children</i> . Routledge, 2009.
<b>Book chapter</b>	Cartwright, Tina J., and Suzanne L. Smith. "Tackling Science Instruction Through "Science Talks" and Service Learning." <i>Service Learning as Pedagogy in Early Childhood Education</i> , edited by Kelly L. Heider, Springer, 2017, pp. 179-91.
<b>Journal article</b>	Kieffer, Michael J. "Socioeconomic Status, English Proficiency, and Late-Emerging Reading Difficulties." <i>Educational Researcher</i> , vol. 39, no. 6, 2010, pp. 484-86. SAGE Journals, doi:10.3102/0013189X10378400.

## Chicago (Author-Date Citation)

<b>Book</b>	Sarama, Julie, and Douglas H. Clements. 2009. <i>Early Childhood Mathematics Education Research: Learning Trajectories for Young Children</i> . New York: Routledge.
<b>Book chapter</b>	Cartwright, Tina J., and Suzanne L. Smith. 2017. "Tackling Science Instruction Through "Science Talks" and Service Learning." In <i>Service Learning as Pedagogy in Early Childhood Education</i> , edited by Kelly L. Heider, 179-91. Switzerland: Springer.
<b>Journal article</b>	Kieffer, Michael J. 2010. "Socioeconomic Status, English Proficiency, and Late-Emerging Reading Difficulties." <i>Educational Researcher</i> 39, no. 6 (August): 484-86. <a href="https://dx.doi.org/10.3102/0013189X10378400">https://dx.doi.org/10.3102/0013189X10378400</a> .

## Let's Practice – Citing and Referencing

Write a reference for the following journal article in the citation style used in your discipline:

<b>Article title</b>	Gut or Game? The Influence of Moral Intuitions on Decisions in Video Games
<b>Authors</b>	Sven Joeckel, Nicholas David Bowman, Leyla Dogruel
<b>Year published</b>	2012 (November)
<b>Publisher</b>	Taylor & Francis Online
<b>Journal</b>	Media Psychology
<b>Volume no.</b>	15
<b>Issue no.</b>	4
<b>Page no.</b>	460-485
<b>DOI</b>	10.1080/15213269.2012.727218

## Sample Answers

<b>APA</b>	Joeckel, S., Bowman, N. D., & Dogruel, L. (2012). Gut or game? The influence of moral intuitions on decisions in video games. <i>Media Psychology</i> , 15(4), 460-485. doi:10.1080/15213269.2012.727218
<b>MLA</b>	Joeckel, Sven, Nicholas D. Bowman, and Leyla Dogruel. "Gut or Game? The Influence of Moral Intuitions on Decisions in Video Games." <i>Media Psychology</i> , vol. 15, no. 4, 2012, pp. 460-85. <i>Taylor &amp; Francis Online</i> , doi:10.1080/15213269.2012.727218.
<b>Chicago/ Turabian</b>	Joeckel, Sven, Nicholas D. Bowman, and Leyla Dogruel. 2012. "Gut or Game? The Influence of Moral Intuitions on Decisions in Video Games." <i>Media Psychology</i> 15, no. 4 (November): 460-85. <a href="https://doi.org/10.1080/15213269.2012.727218">https://doi.org/10.1080/15213269.2012.727218</a> .

## **Let's Practice- Citing and Referencing (2)**

Let's revisit Melania Trump's 2016 speech that was accused of plagiarism. The following excerpts are the passages from Melania Trump and Michelle Obama's speeches that were said to be similar.

### *Michelle Obama's Speech*

And Barack and I were raised with so many of the same values: that you work hard for what you want in life; that your word is your bond and you do what you say you're going to do; that you treat people with dignity and respect, even if you don't know them, and even if you don't agree with them.

And Barack and I set out to build lives guided by these values, and to pass them on to the next generation. Because we want our children — and all children in this nation — to know that the only limit to the height of your achievements is the reach of your dreams and your willingness to work for them.

### *Melania Trump's Speech*

From a young age, my parents impressed on me the values that you work hard for what you want in life, that your word is your bond and you do what you say and keep your promise, that you treat people with respect.

They taught and showed me values and morals in their daily lives. That is a lesson that I continue to pass along to our son. And we need to pass those lessons on to the many generations to follow. Because we want our children in this nation to know that the only limit to your achievements is the strength of your dreams and your willingness to work for them.

Based on what we have learnt in this online resource so far:

- Has plagiarism been committed?
- How can you tell?

### Sample Answer

According to what we have learnt, Melania Trump's speech constitutes plagiarism.

- Sentences borrowed with a few words changed
- Identical phrases of more than 5 words, e.g. "that you work hard for what you want in life, that your word is your bond and you do what you say"
- No credit given to original source

Michelle Obama's Speech	Melania Trump's Speech
And Barack and I were raised with so many of the same values: that you work hard for what you want in life; that your word is your bond and you do what you say you're going to do; that you treat people with dignity and respect, even if you don't know them, and even if you don't agree with them.	From a young age, my parents impressed on me the values that you work hard for what you want in life, that your word is your bond and you do what you say and keep your promise, that you treat people with respect.
And Barack and I set out to build lives guided by these values, and to pass them on to the next generation. Because we want our children — and all children in this nation — to know that the only limit to the height of your achievements is the reach of your dreams and your willingness to work for them.	They taught and showed me values and morals in their daily lives. That is a lesson that I continue to pass along to our son. And we need to pass those lessons on to the many generations to follow. Because we want our children in this nation to know that the only limit to your achievements is the strength of your dreams and your willingness to work for them.

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## 7. Avoiding Plagiarism: Turnitin Reports

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### **Turnitin Similarity Report**

[Turnitin Similarity Reports](#) can be generated and viewed upon the submission of an assignment to help avoid committing plagiarism.

The **similarity index** indicates the total percentage of matching words that the submitted work shares with other existing sources - this allows you to check your assignment for instances of plagiarism, make the appropriate amendments, and resubmit it before the deadline.

You are encouraged to submit your assignment to Turnitin early to give you sufficient time to generate and view your Turnitin report, make the necessary amendments, and resubmit it. You can (re)submit your assignment and generate Turnitin reports as many times as you want before the deadline.

### **Similarity Index**

The similarity index takes into account all matching words, including those that have been properly cited and those that have not.

- Thus, a high similarity index does not necessarily mean plagiarism was committed.
- Similarly, a low similarity index does not necessarily mean plagiarism was not committed.

What is considered “high” and “low”?

- It depends; you should examine the specific highlighted areas of your submission to check whether they contain instances of plagiarism.

### **Acceptable vs Unacceptable Matches**

Matches that are acceptable:

- Bibliography
- TMA questions
- Quotations that have been properly cited
- Experimental or statistical data that have been properly cited or are part of the Appendix

- "Bits and pieces" of text

Matches that are unacceptable:

- Chunks of text taken from a source word-for-word with or without citations
- Chunks of text with several words changed
- Similarities with another student's submission, including those submitted in previous semesters

## Acceptable Matches in Turnitin Reports

Let's take a look at some examples of Acceptable matches in Turnitin Reports.

*Note: Due to the different Turnitin versions available, the examples below might show a different Turnitin interface from what you are used to. Do focus on the highlighted points instead.*

### 1. Acceptable Match: Bibliography

Matches from the bibliography are acceptable, however, it may result in a higher similarity index. The bibliography can be excluded from the report by clicking on the *Filter and Settings* icon, and checking the *Exclude Bibliography* option.

The image displays two side-by-side screenshots of the Turnitin report interface to illustrate the impact of excluding the bibliography.

**Left Screenshot (Initial Report):**

- Similarity Index:** 50%
- Similarity by Source:** Internet Sources: 45%, Publications: 20%, Student Papers: 43%
- Filter and Settings:** A red arrow points to the 'Exclude Bibliography' option, which is currently unchecked.
- Matches:** A list of matches is shown, including several from the bibliography (e.g., 'Cyrankowski, J. M., Frank, E., Young, E. & Shear, M. K. (2000). Adolescent Onset of the Gender Difference in Lifetime Rates of Major Depression...').

**Right Screenshot (After Excluding Bibliography):**

- Similarity Index:** 22%
- Similarity by Source:** Internet Sources: 13%, Publications: 4%, Student Papers: 16%
- Filter and Settings:** The 'Exclude Bibliography' option is now checked.
- Matches:** The matches list is significantly shorter, focusing on the main text of the student's paper (e.g., 'Depression is a state of low mood and aversion to activity...').

Excluding the bibliography from the report may reduce the similarity index significantly.

## 2. Acceptable Match: TMA Questions

turnitin Originality Report TMA01

Similarity Index: 58%

Similarity by Source: Internet Sources: 7%, Publications: 0%, Student Papers: 58%

Document Viewer

exclude quoted exclude bibliography exclude small matches

mode: show highest matches together

Question 1 a) Describe, in your own words, what a 'lexicon' is. Write in not more than 30 words. (5 marks) A lexicon is usually a collection of word meanings belonging to the same language. It holds the meaning of the words and other variants of that particular language.

b) What is a lexical decision task? Write in not more than 30 words. (5 marks) A lexical decision task is a psychology experiment that investigates the semantic memory and the organization of lexicon. It is done by measuring how quickly people organize stimuli as words and nonwords.

c) Explain 'lexical priming' with an appropriate example. Write in not more than 100 words. (10 marks) Lexical priming

- 19% match (student papers from 02/17/10) Submitted to Webster University
- 7% match (student papers from 08/08/10) Class PSY305\_JUL10\_T01:Cognitive Psychology: Exploring the Mind Assignment TMA01 Paper ID: 144633277
- 3% match (student papers from 08/10/10) Class PSY305\_JUL10\_T01:Cognitive Psychology: Exploring the Mind Assignment TMA01 Paper ID: 144852114
- 3% match (student papers from 03/02/08) Submitted to Sim University
- 3% match (student papers from 08/10/10) Class PSY305\_JUL10\_T01:Cognitive Psychology: Exploring the Mind Assignment TMA01 Paper ID: 144639350

TMA questions are acceptable matches.

## 3. Acceptable Match: Quotations

turnitin Originality Report

The matching section turns out to be quotations (in 'green' below) which is referenced (although the page no. is missing here). This is acceptable.

Similarity Index: 25%

Similarity by Source: Internet Sources: 12%, Publications: 9%, Student Papers: 20%

Document Viewer

exclude quoted exclude bibliography exclude small matches

mode: show highest matches together

PSY203 Abnormal Psychology TMA02 Date Due: Wednesday, 11:59pm, 1 st Sep

2010 Name: Muhammad Ash'ari Bin Ismail Student PI: Z1011742

According to Barlow and Durand (2009), "...women are twice as likely to have mood disorders as men (Kessler 2006)..." Discuss possible reasons that contribute to women's higher risk of suffering from depression. Introduction Depression is

sometimes known as the common cold of mental health. Unlike the common cold,

which will

go away within a week without treatment.

mental health will last longer and

- 4% match (Internet) <http://frd.yahooapis.com>
- 2% match (student papers from 09/01/10) Class PSY203\_JUL10\_T03:ABNORMAL PSYCHOLOGY Assignment TMA02 Paper ID: 146881353
- 2% match (student papers from 11/01/09) Submitted to International College
- 2% match (Internet from 10/26/09) <http://etds.ncl.edu.tw>
- 2% match (student papers from 09/01/10) Class PSY203\_JUL10\_T02:ABNORMAL PSYCHOLOGY Assignment TMA02 Paper ID: 146870906
- 1% match (student papers from 06/05/06) Submitted to Union College
- 1% match (publications) "Men and depression.", Harvard Mental

Quotations that have been properly cited are acceptable matches.

#### 4. Acceptable Match: Data

Experimental or statistical data that have been properly cited or are part of the Appendix are acceptable matches.

**turnitin** Originality Report

The matching sections are statistical results (e.g. SPSS output) generated from the same dataset provided for the assignment. This is acceptable.

Document Viewer

exclude quoted exclude bibliography exclude small matches

mode: show highest matches together

Similarity Index		Similarity by Source	
62%		Internet Sources:	27%
<a href="#">What's this?</a>		Publications:	0%
		Student Papers:	58%

1 23% match (student papers from 09/07/10)  
Class PSY305\_JUL10\_T01:Cognitive Psychology:  
Exploring the Mind  
Assignment TMA02  
Paper ID: [147512773](#)

2 4% match (Internet from 4/29/09)  
<http://psych.athabascau.ca>

3 4% match (student papers from 09/07/10)  
Class PSY305\_JUL10\_T01:Cognitive Psychology:  
Exploring the Mind  
Assignment TMA02  
Paper ID: [147356297](#)

4 3% match (student papers from 09/03/10)  
Class PSY305\_JUL10\_T01:Cognitive Psychology:  
Exploring the Mind  
Assignment TMA02  
Paper ID: [146473449](#)

Multivariate Tests b Effect Value F Hypothesis df Error df Sig. 1  
Rotation Pillai's Trace .327 25.238 a Wilks' Lambda .673 25.238  
a Hotelling's Trace .485 25.238 a Roy's Largest Root .485 25.238 a  
Rotation \* Gender Pillai's Trace .002 .130 a Wilks' Lambda .998 .130 a  
Hotelling's Trace .003 .130 a Roy's Largest Root .003 .130 a 1.000  
52.000 .000 1.000 52.000 .000 1.000 52.000 .000 1.000  
52.000 .000 1.000 52.000 .720 1.000 52.000 .720 1.000  
52.000 .720 1.000 52.000 .720 a. Exact statistic b. Design: Intercept  
+ Gender Within Subjects Design: Rotation dimension1 Rotation  
Measure: MEASURE\_1 Mauchly's Test of Sphericity b Within Subjects  
Effect Epsilon a Mauchly's W Approx. Chi-Square df Sig. Greenhouse-  
Geisser Huynh-Feldt Lower-bound 1.000 .000 0 . 1.000 1.000 1.000  
Tests the null hypothesis that the error covariance matrix of the  
orthonormalized transformed dependent variables is proportional to an  
identity matrix. a. May be used to adjust the degrees of freedom for the  
averaged tests of significance. Corrected tests are displayed in the  
Tests of Within-Subjects Effects table. b. Design: Intercept + Gender  
Within Subjects Design: Rotation dimension2 dimension2 dimension2  
Measure: MEASURE\_1 Source Tests of Within-Subjects Effects Type III

#### 5. Acceptable Match: "Bits and Pieces" of Text

**turnitin** Originality Report

The matching sections are made up of bits and pieces of text, here and there. This is acceptable.

Document Viewer

exclude quoted exclude bibliography exclude small matches

mode: show highest matches together

Similarity Index		Similarity by Source	
46%		Internet Sources:	27%
<a href="#">What's this?</a>		Publications:	1%
		Student Papers:	46%

1 9% match (Internet from 2/28/03)  
<http://www.oceangynob.com>

2 5% match (Internet from 6/12/10)  
<http://helpguide.org>

3 4% match (student papers from 08/12/10)  
[Submitted to Sim University](#)

4 3% match (student papers from 09/02/10)  
Class PSY203\_JUL10\_T02:ABNORMAL PSYCHOLOGY  
Assignment TMA02  
Paper ID: [146944625](#)

5 3% match (student papers from 08/02/10)  
[Submitted to Baker College](#)

6 2% match (Internet from 1/27/04)  
<http://aarogya.com>

7 2% match (student papers from 09/01/10)  
Class PSY203\_JUL10\_T02:ABNORMAL PSYCHOLOGY  
Assignment TMA02

in woman" (Franklin, 2010). For women, the stage of puberty, although  
a biological process, also has psychological effects. Before adolescence,  
**the rate of depression between boys and girls** are almost similar. **But** 1  
during adolescence, there is a rise in  
**have experienced major depressive episodes as males"** (Franklin, 2010). This 13  
could be due to the fact that as adolescence, their  
**roles and expectations change dramatically. Many** 29  
females at this stage are self conscious of their image and may develop  
body dissatisfaction. Their body image correlates to their self esteem,  
**and low self esteem is linked to depression.** 22  
\*Studies also

# Unacceptable Matches in Turnitin Reports

Let's take a look at some examples of Unacceptable matches in Turnitin Reports.

*Note: Due to the different Turnitin versions available, the examples below might show a different Turnitin interface from what you are used to. Do focus on the highlighted points instead.*

## 1. Unacceptable Match: Plagiarism

Chunks of text taken from a source word-for-word without citations are unacceptable matches - this is considered **plagiarism**.

turnitin Originality Report

Document Viewer

Plagiarism: Chunks of text were copied word-for-word without citing the source.

Similarity Index: 78%

Similarity by Source: Internet Sources: 77%, Publications: 0%, Student Papers: 52%

exclude quoted | exclude bibliography | exclude small matches

mode: show highest matches together

1 19% match (Internet from 5/20/09) <http://articles.directory.net>

2 12% match (Internet from 6/13/09) <http://articles.directory.com>

3 10% match (Internet from 11/18/09) <http://articles.directory.net>

4 10% match (Internet from 6/8/09) <http://www.123helpme.com>

5 9% match (Internet from 5/27/10) <http://www.cliffsnotes.com>

6 6% match (Internet from 11/13/09) <http://www.cliffsnotes.com>

7 4% match (Internet from 6/8/10) <http://articles.directory.net>

8 4% match (Internet from 4/17/10) <http://www.cliffsnotes.com>

Mark Rosenweig and David Krech conducted an experiment to demonstrate the importance of enriched environments during development. They compared rats raised alone to those that were allowed to use a playground in the company of other rats. Those in the solitary environment developed a thinner cortex with fewer glial cells, cells that support and nourish the brain's neurons. Other studies have demonstrated that stimulation provided by touch or massage benefits both premature babies and infant rats, a fact that

many pregnant women believe in

providing an enriched environment for a developing organism. Infants are born with a surprising number of unlearned (innate) reflexes,

such as Moro reflex, sucking reflex and grasping reflex.

At the age of 3 months, most infants can recognize their mothers or fathers.

Chunks of text with several words changed are also unacceptable matches - this is considered **plagiarism**.

turnitin Originality Report

Document Viewer

Plagiarism: Large chunk of text (in green) is copied word-for-word. This is not acceptable.

Similarity Index: 51%

Similarity by Source: Internet Sources: 35%, Publications: 3%, Student Papers: 49%

exclude quoted | exclude bibliography | exclude small matches

mode: show highest matches together

1 10% match (Internet) <http://www.findarticles.com>

2 5% match (Internet from 9/21/10) <http://psychology.about.com>

3 5% match (Internet) <http://sk2k.bizland.com>

4 5% match (Internet from 7/8/09) <http://www.juliecohenmft.com>

However, until today, we are unable to clearly resolve this old argument.

Philosophers such as Plato and Descartes suggested that certain things are inborn, or that they simply occur naturally regardless of environmental influences. On contrary, other well-known thinkers such as John Locke believed in what is known as tabula rasa, which suggests that the mind begins as a blank slate. According to the notion, we are who we are and all our knowledge are determined by our experience.

## 2. Unacceptable Match: Copying

Chunks of text taken from a source word-for-word with citations are still unacceptable matches - this is considered **copying**.

turnitin Originality Report

Document Viewer

Copied text in 'red' are referenced, however, copying word-for-word is not acceptable.

Similarity Index: 52%

Similarity by Source: Internet Sources: 13%, Publications: 22%, Student Papers: 35%

1 18% match (publications) Simon, Robin W. Lively, Kathryn, "Sex, anger and depression.(Report)", Social Forces, June 2010 Issue

2 4% match (student papers from 08/30/10) Submitted to Sim University

3 3% match (student papers from 03/31/07) Submitted to Middlesex Community College

4 2% match (Internet from 2/26/10) http://www.2articles.com

5 2% match (student papers from 11/29/05) Submitted to Muskegon Community College

6 2% match (student papers from 11/28/07) Submitted to Bryant College

7 2% match (student papers from 04/16/09) Submitted to Richard Stockton College of New Jersey

studies find that women tend to have a stronger and longer emotional response to affective imagery than men (Bradley et al. 2001; Schwartz et al. 1980). Furthermore, neuroendocrinological research finds that women will display a more robust and longer lasting increase in certain bio-chemicals following exposure to stress than men (McCarthy & Konkle 2005).

Neurotransmitter substances, like norepinephrine, dopamine,

serotonin, cross excitatory and inhibitory neuronal synapses are taken up by specific receptors. A dysfunction in transmission across the synapses, whether a function of the transmitter substances, the mechanisms of synaptic activity, or the uptake of the neurotransmitters, may lead to mood

dysregulation. Researches from

medical and psychiatric studies have also discovered a sex difference in the synthesis and utilization of neurotransmitters such as serotonin-bio-chemicals that regulate anger and depression (Heninger 1997). This

## 3. Unacceptable Match: Collusion

Matches with other students' submissions, in the current or previous semesters, are unacceptable - this is considered **collusion**.

turnitin Originality Report

Document Viewer

Attempts at 'paraphrasing the text is evident – see the 'paraphrased' words in 'grey' among the copied 'red' text.

Similarity Index: 44%

Similarity by Source: Internet Sources: 1%, Publications: 0%, Student Papers: 44%

1 43% match (student papers from 10/19/10) Class PSY351\_JUL10\_T04:ACCULTURATN PSY CULTURAL DIVERSITY Assignment TMA03 Paper ID: 154099072

2 1% match (Internet from 11/13/09) http://www.victoria.ac.nz

Identifies the student whose work shows a high match rate.

a) In the Social Identity Theory (SIT), there are principally 3 social processes of assessing a person's sense of belonging in a society. In the first process called Social Categorization,

a person, typically from the ingroup, will have the tendency to be of a better power from another group. For example, when we look at a situation in our local context,

the rapid growth of foreign talents all over here encouraged Singaporeans to be imposed to have a firm hold of being a true born Singaporean themselves, citing to be the main tenants of this country against the foreign talents who are here just to earn and

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## 8. *Guidance on Responsible Use of Generative AI Tools in Assignment*

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As you have learnt in the preceding section, the University is committed to upholding academic integrity, and any work submitted must be representative of the individual's own effort, knowledge, and understanding of the subject matter.

Ideas and information taken from other sources, including those derived from the use of Generative AI tools such as ChatGPT, must be appropriately attributed.

While there are benefits to the use of Generative AI tools such as ChatGPT, please bear in mind that inappropriate use of the tool can inhibit your learning process – for instance, you may miss out on opportunities to develop critical thinking skills if you become over-reliant on ChatGPT to provide you with answers.

*Note: Generative AI tools may produce inaccurate or inappropriate information.*

***As a student, you are responsible for all submissions, including situations where the use of generative AI tools is explicitly permitted as part of assessment. It is your responsibility to check and validate the content generated by AI tools that you cite. Note that to be able to validate the content for accuracy, you need to first acquire competence in the topic.***

### **Examples of Possible Uses of Generative AI Tools**

Below are examples of possible uses of Generative AI tools during your assignment preparation process:

- To brainstorm ideas; or
- To obtain feedback to improve your assignment; or
- To summarise main ideas of the journal articles that you consult for purposes of the assignment.

The above list is not exhaustive. Please check with your instructor, who may have specific requirements for your course.

### *Inappropriate Use of Generative AI Tools*

Below is an example of one way that Generative AI tools are used inappropriately, and would **violate SUSS's principles of Academic Integrity**:

- Using ChatGPT to write your assignments without attribution.

# Reminder on Student Handbook Clauses

You are reminded that the following clauses within the Student Handbook continue to be applicable to situations where generative AI tools are used in assessment submissions:

## Clause 2A.1

Located in:

- Undergraduate Student Handbook page 66; or
- Graduate Student Handbook page 53; or
- Law Student Handbook page 58.

### 2A. Viva Voce

2A.1 If, in the course of marking a student's assignment or any examinable component for a course (**Submitted Work**), the marker reasonably believes that the Submitted Work may not have been entirely the student's own but is unable to find direct evidence to substantiate this suspicion, the University may determine that a viva voce may be held to determine the authorship of the Submitted Work.

2A.2 The viva voce shall be held with the objective of giving the student the opportunity to demonstrate that the Submitted Work is entirely his/her own and shall be for the purpose of confirming that the student:

2A.2.1 undertook the reading and research himself/herself;

2A.2.2 undertook all the preparatory work themselves;

2A.2.3 understands what they have written; and

2A.2.4 wrote the Submitted Work himself/herself.

2A.3 You may refer to the FAQs for viva voce [here](#).

## Clause 3.2

Located in

- Undergraduate Student Handbook page 21; or
- Graduate Student Handbook page 12; or
- Law Student Handbook page 16.

### 3.2 Reports, assignments and essays

Written assignments form part of your course workload. Plagiarism is prohibited and you are to ensure that all your sources are correctly referenced.

*Note: A viva voce is an in-person oral examination that can be requested and required by the University on any past assignment(s) submitted.*

# Examples of Responsible Uses of

## Generative AI Tools

All ideas that are not original must be acknowledged, including ideas from generative AI tools.

As with acceptable academic practice, attribution is expected if students use AI to generate responses as part of assessment submissions. Attribution includes the following:

1. Appropriate and discipline-specific citation, **and**
2. A table detailing the name of the AI tool used, the approach to using the tool (e.g., what prompts were used), the full output provided by the tool, and which part of the output was adapted for the assignment.

### *How to Cite Generative AI Tools (e.g., ChatGPT) as a Source*

Citation authorities are developing official guidelines on how to cite, quote, and use ChatGPT and other generative AI tools. Guidelines are still evolving, so checking for the most recent recommendations is advisable.

For more information, you may refer to the following Citation Guides:

1. [Citation Guides by SUSS's Library](#)
2. [Citation Guides by The University of Queensland Australia's Library](#)

### *Example of Appropriate and discipline – specific citations*

#### **APA:**

In-text citation:

Author of AI model, Year of the version used

Example:

**Parenthetical citation:** (OpenAI, 2023)

**Narrative citation:** OpenAI (2023)

#### **Reference list**

Author of AI Model. (Year of version used). *Name of tool* (Version of tool) [Large language model]. URL

Example:

OpenAI. (2023). *ChatGPT* (Jul 20 version) [Large language model].  
<https://chat.openai.com/chat>

## MLA:

### Format:

"Description of chat" prompt. *Name of AI tool*, version of AI tool, Company, Date of chat, URL.

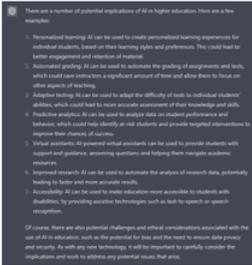
### Example:

"Summarize the book *How to Study Effectively*" prompt. *ChatGPT*, 20 Jul. version, OpenAI, 31 Jul. 2023, chat.openai.com/chat.

### In-Text Citation Example:

("Summarize the book")

### Example of Table

SN	Purpose of Generative AI tool	Prompt	Full output	Output used in assignment
1.	<i>e.g., to brainstorm ideas about the implications of AI in higher education</i>	<i>e.g., What are some implications of AI in higher education</i>	<i>e.g.,</i> 	<i>e.g., I used all the ideas (all 7 points) to draft my assignment.</i>

Example of a table detailing the name of the AI tool used, the approach to using the tool (e.g., what prompts were used), the full output provided by the tool, and which part of the output was adapted for the assignment.

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## 9. Summary

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### **Concluding Notes**

Academic integrity is foundation of academia and promotes values such as honesty, responsibility, and respect for the work of others. Plagiarism, collusion, and copying are violations of academic integrity for which strict penalties will be imposed at SUSS. With good time management and an awareness of what plagiarism entails, you can avoid committing plagiarism.

### **Summary**

In this online resource, you have learnt that:

- As a student, you are responsible for upholding academic integrity to ensure the quality and value of your learning.
- SUSS takes a serious view of plagiarism, and strict penalties for such offences are enforced.
- Mastering the appropriate ways of paraphrasing, summarising, citing, and referencing will help you to avoid committing plagiarism.
- You are encouraged to submit your assignments early so that you will have sufficient time to examine your Turnitin Similarity Report.

### **Useful Links**

Resources:

- [SUSS Student Handbook](#)
- [Plagiarism.org](#)
- [Turnitin](#)

Other University's resources for academic honesty and plagiarism:

- [Massachusetts Institute of Technology](#)
- [University of Oxford](#)
- [University of Queensland](#)