

**WORKSHOP MANUAL**  
**Student Academic Conduct Officers**

**2009**

**Under revision**

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## **1. Workshop Objectives**

Through participation in the workshop Student Academic Conduct Officers and Heads of School will:

1. Have a shared understanding of the role of the student academic conduct officer
2. Practice using the criteria and applying specified penalties in simulated and actual cases of plagiarism, cheating and collusion.
3. Be able to explain the system to colleagues and students
4. Be aware of the support and tools available to SACOs in the execution of their role
5. Have developed strategies for implementing the system in their School
6. Be aware of their potential contribution to enhancing a culture of academic integrity within their Schools and the wider University

## 2. Issues

### Academic Integrity Scenario part 1

#### Is there a problem?

You are having a meeting with two of your colleagues about a first year course you are co-teaching next semester. It is a bit more than a week to the end of semester 1 and you want to sort out the first few weeks and the assessment details before the break. You decide to meet over a “decent” cup of coffee in Rrafters...

There are a group of students at the table next to yours and amidst the laughter you overhear the following conversation:

Student A: Can you believe this last assignment! – are you going to read all those references? I won't have time – with the exams looming and I've gotta work tonight.

Student B: I'll be lucky if I get through a couple. I don't know why they don't just give us the main ones instead of having to sift through everything.

Student A: AND we're supposed to look for two more articles in a journal database as well!

Student C: Well, they won't know how many you have read, anyway!

Student A: Yes they will, you dope! You are supposed to quote from each one so they know you have read it.

Student C: Well, our tutor said you had to put it all into your own words.

Student D: Why don't we cover our bases- we could each select a couple to read, note a couple of quotes, email them to each other and then we could use them how we like and write it up in our own words.

Student B: I don't get this writing it in your own words bit... I can never think of another way of saying the words.

Student A: Look, I'll help you if you like. As long as you help me with this stuff for the exam, you're much better at that than me.

Student B: Well, I say we do it.

Student C: I heard they have a new computer system that picks up any copying. I don't want any trouble.

Student D: Well, we're not copying and anyway, have you heard of anyone getting into trouble for copying assignments? I haven't, unless they were stupid enough to hand them in together. Even then, they just lost a few marks. Besides, I've heard that in some courses, you're told to work together on assignments – so it must be OK.

You notice your colleagues have grown quiet during this time. One raises her eyebrows at you as if to say, what do you make of that? The other one puts her head down and says, “Let's get on with this, I have got a pile you can't jump over on my desk.”

- How do you respond?
- Identify the issues raised in the scenario. List these.
- Discuss your experience and ideas re these issues.
- Add any other issues raised in your discussion

## **Academic Integrity Scenario part 2**

### **What can I do?**

Having spent some time discussing responses to the students' comments, you agree that it is important that students understand the conventions of your discipline with regard to using information from other sources and appropriate academic conduct.

Your colleague says: It is all very well knowing what should be done, but another matter knowing how to do it. I have enough trouble researching content for my classes. I don't feel confident about teaching students how to write assignments properly". The other adds, "Not to mention how on earth you teach someone to be honest!" The first responds, "Well, I told you my pile of assignments is a mile high, so I really don't think this is a priority right now. Nobody cares what you do as a tutor anyway, as long as the marking gets done."

They look at you and ask, "What do you think?"

**Which is the most appropriate penalty for the cases below?**

Assume that plagiarism has been confirmed.

In case 2, only consider punishment for Student B.

1. A final-year Nursing student submits a 3000 word essay that is 75% lifted from the Web without any in-text citation. The site she used is not listed in the bibliography. When interviewed, she says that this is what she has done for 3 years and no one else has said it was unacceptable.
2. Student A and Student B are studying Biology in Year 2 of a degree program. They submit a lab report that shows a 60% overlap with identical conclusions, the same spelling mistakes and a strange misreading of the original data in the methods section. Both vehemently deny copying. Student B arrived 3 months ago from Indonesia.
3. A mature-entry student (previous 12 years spent working as a chef) submits an essay with no in-text citations and highly-variable language use: some fluent and accurate; some choppy and grammatically incorrect. This happens in the beginning of the second term of year 1.

Choices of punishments: You could do one of the following:

1. Interview the student and explain the rules.
2. Interview the student, explain the rules; keep a record of everything done.
3. #2 + Require the student to resubmit the same piece of work for a capped mark.
4. #2 + Require the student to submit a new piece of work for a capped mark.
5. #2 + Award a mark appropriate to the work submitted, taking account of the fact that not all the work is that of the student.
6. #2 + Award no marks (0%) for the piece of work.
7. #2 + Award a "fail" grade for the unit or course which required the work
8. #2 + Award a lesser final award (e.g. a Dip HE instead of a BA).
9. #2 + Remove the student from the program.

Write the number of the penalty which, in your view, is most appropriate. We will collect a range of answers but you will not have to "own" or justify your decision.

## **Plagiarism: Where do you draw the line?**

Number 1 is plagiarism. Number 6 is not. Where do you draw the line?

*Note: for this exercise, a bibliography is defined as a list of books relevant to the piece of writing but not necessarily cited in the text; a reference list contains all the sources cited in the text.*

1. Copying a paragraph verbatim from a source without any acknowledgement.
2. Copying a paragraph and making small changes: e.g. replacing two verbs with different verbs, replacing an adjective with a synonym. Listing the original source in the list of references.
3. Constructing a paragraph by using sentences from the original but omitting one or two and putting one or two sentences in a different order. There is an in-text acknowledgement at the end [ (Jones, 1999) ] plus the original source is included in the reference list.
4. Composing a paragraph by taking short phrases of 10 to 15 words from a number of sources and putting them together, adding words of your own to make a coherent whole paragraph; including all the original sources in the reference list
5. Writing a paragraph based on something you have read with the points in a different order. The new version will also have changes in the amount of detail used and the examples cited; including an in-text acknowledgement e.g. (Jones, 1999) and listing the original source in the reference list
6. Quoting a paragraph by placing it in block format with the source cited in text & list of references.

Based on an exercise in *Academic Writing for Graduate Students* by Swales and Feak, University of Michigan, 1993

## Plagiarism – Where do you draw the line? - Solution

*Note: for this exercise, a bibliography is defined as a list of books relevant to the piece of writing but not necessarily cited in the text; a reference list contains all the sources cited in the text.*

1. Copying a paragraph verbatim from a source without any acknowledgement.  
***Clearly this is plagiarism as this is a quote from another source and there is no in-text citation or entry in the reference list.***
2. Copying a paragraph and making small changes – e.g. replacing two verbs with different verbs, replacing an adjective with a synonym. Listing the original source in the list of references.  
***This is plagiphrasing - quoting from another source (with very minor changes) with no in-text citation. Slightly changing another author's words is not considered appropriate paraphrasing.***
3. Constructing a paragraph by using sentences from the original but omitting one or two words and putting one or two sentences in a different order. There is an in-text acknowledgement at the end [(Jones, 1999)] plus the original source is included in the reference list.  
***This is again plagiphrasing, again basically quoting from another source (with very minor changes), with the page number missing from the citation. Slightly changing another author's words is not considered appropriate paraphrasing.***
4. Composing a paragraph by taking short phrases of 10 to 15 words from a number of sources and putting them together, adding words of your own to make a coherent whole paragraph; including all the original sources in the reference list.  
***This is quoting from a number of sources, with no in-text citation and is considered poor referencing which is still plagiarism***
5. Writing a paragraph based on something you have read that summarises the argument or points made. The new version has changes in the amount of detail used and the examples cited; including an in-text acknowledgement e.g. (Jones, 1999) and listing the original source in the reference list.  
***This is appropriate paraphrasing, with correct in-text citation and referencing.***
6. Quoting a paragraph by placing it in block format with the source cited in text and list of references.  
***This is appropriate quoting, with correct in-text citation and referencing. The in text source should show a page number.***

*Based on an exercise in Academic Writing for Graduate Students by Swales & Feak, University of Michigan, 1993.*

Solutions: Newcastle Graduate School of Business.

## **Collusion and plagiarism**

### **Exercise**

This is an individual assignment. Normally, students are encouraged to work with their colleagues, in order to learn from each other. For assessed coursework they need to be more careful about working together. Here are some situations in which questions of plagiarism or collusion may arise.

### **Where do you draw the line?**

#### **Situation 1:**

Student B has trouble with the code and finds some suitable code on the Internet or in a book. Student B copies it, makes a few adjustments, and gets it to work in this situation.

#### **Situation 2:**

Student B has trouble with a part of the code and asks student A for help. Student A shows his/her own code to student B to demonstrate how it has been done.

#### **Situation 3:**

Student B has trouble with a part of the code and asks student A for help. Student A types in some code for student B.

#### **Situation 4:**

Student B looks at student A's code without student A knowing, in order to see some code that may help them with their assignment.

#### **Situation 5:**

Student B has trouble with the code and consults a book or the Internet for similar code. On finding some, the student studies it to understand how the author has solved the problem. Using an improved understanding of programming, student B writes his/her own code to solve the assignment and acknowledges the assistance of the source by referencing it.

#### **Situation 6:**

Student B has trouble with the code and asks student A for help. Student A explains some of the programming principles that student B is having trouble with, possibly giving bits of code that would work in general situations.

## **Making judgments**

### **What is the most appropriate penalty?**

To provide explicit advice to students, the academic presented the following rulings for each example on the previous page.

1. This is plagiarism and student B will lose marks for the section (unless student B indicated in the assignment that this code has been used, in which case marks will be awarded for the parts the student has written).
2. This is collusion and both students will lose their marks for this section.
3. This is collusion and both students will lose their marks for this section.
4. This is plagiarism, and student B will lose marks for this section. But if both students have produced similar code and both deny copying, then both students could be penalized.
5. This is perfectly fine and a useful way to study programming.
6. This is perfectly fine and a useful process for both students.

### **3. Values**

**Example of School values document (NGSB)**

**Newcastle Graduate School of Business  
MISSION, VISION AND VALUES  
DISCUSSION PAPER  
Bill Purcell  
25<sup>th</sup> April 2004  
Confidential  
NGSB Internal use only**

Introduction:

The end of my first eight months at the NGSB has just passed by. During that time I believe we have made much progress, although there is still much to be done. We have also just passed our first major milestone- the NGSB Strategic Retreat and have enunciated an action plan on a wide variety of fronts to deliver a broad range of outcomes arising from the Strategic Review.

At the outset let me thank you all for your continuing and generous contributions and support. I have been encouraged and excited by:

- The insightfulness of my colleagues' observations as to the issues confronting us
- The degree of consensus that exists about what these issues- external and internal are
- The willingness of the majority of the staff to contemplate significant change on multiple fronts and,
- Their preparedness to help move the NGSB forward and position it in a way that it can respond to the numerous challenges confronting Graduate Business Schools in general and the NGSB in particular.

As a result we have been able to put into place a series of initiatives and processes that will enable us to position ourselves as a modern and competitive business school.

In my various discussions with individuals, at School and Advisory Board meetings and during the Retreat we have spent time probing the kind of future we would like for the NGSB. This typically had two consequences. Firstly, these discussions generated a desire for a well-articulated purpose for the School and secondly, provided useful insights into the value sets desired by colleagues. Indeed, I believe that clearly articulating our purpose and values will enable us to better understand the initiatives that we have already taken in our Strategic Action Plan. For this reason I have tried to draw on all of our discussions to focus in this paper on the mission and value set of our community.

I believe the mission statement is important for what it implies and says about who we are, how we view ourselves and what is important to us. Clearly our graduates enter a world characterised by technological convergence and hyper-competition, globalisation, discontinuous change and an increasing demand for entrepreneurship. This raises the question as to the competencies required to add value in such a context.

What follows is my first attempt to encapsulate our strategic purpose through the presentation of a mission statement. While I have tried to keep the actual mission, vision, and values statement succinct enough so that we remember it easily, I have also added a broader commentary to support and explain the various sections.

I hope this will form the basis of a broad consensus that we can develop and refine. I invite your comments for future iteration and discussion.

### Mission Statement:

*Our Vision: To be recognised as a top-five Business School nationally, a major player in management education in the Asia-Pacific region and a national centre of excellence specialising in small business and internationalisation.*

Our vision involves a determined approach at building distinctive capabilities within the NGSB that will be of particular value in both the Hunter region as well as the wider Asia-Pacific business community. Our vision also involves building core competencies that will distinguish our School and its programs from other Graduate Schools in Australia and enhance our profile both nationally and internationally. Our vision necessarily involves serving the wider interests of the communities in which we operate.

*Our Mission: Through excellence in scholarship and learning, enhance the skills of the men and women who undertake our programs to enable them to make a positive and enduring contribution to their organisations, professions and communities.*

We believe that the provision of high quality academic programs in our School necessarily involves the development of cutting-edge curricula and teaching informed by high quality research. Thus, we believe teaching and research to be inextricably linked. Our strategic goal is to gain a reputation for high quality teaching and learning through the development of cutting edge, innovative teaching and learning methods. We believe that we can achieve this by embracing both student-centred and reflective learning techniques and by focusing on 'hands-on', problem-based learning models which are already a feature of learning at the University of Newcastle. Our mission also involves a commitment and emphasis on life-long learning, a team-based learning approach and a mastery of information technology.

Our mission necessarily involves a determination to produce high quality research across the broad range of business and management fields that is international in scope. The effectiveness of this strategic goal will be measurable by the impact that our research has on advancing knowledge and by the quality and relevance of our publications.

We also aim to enhance our competitive advantages by further building our reputation as a responsive educational provider, by providing flexible and relevant training programs in both the academic and corporate training areas to meet specific industry and professional development needs. The development of our Executive and Corporate Programs division is indispensable to our achieving this mission.

A further strategic goal central to our mission is to establish and grow our alumni both in Australia and overseas. As our overseas operations develop and mature our alumni will be an important source of marketing, program feedback and recruiting support for the NGSB.

*Values: As a community we have a firm commitment and belief in academic integrity represented by the core values of Honesty, Trust, Respect, Fairness and Responsibility.*  
(The following section draws heavily on material published by the Centre for Academic Integrity)

Academic integrity provides the foundation for a vibrant academic life, for promoting scientific progress and for preparing students for responsible citizenship. An academic community flourishes when its members are committed to these five fundamental values. Integrity is built upon continuous conversations about how these values are, or are not, embodied in institutional life.

*Honesty* is the foundation of teaching, learning, research and service and the prerequisite for the full realisation of trust, respect, fairness and responsibility. As a School we uniformly deplore cheating, lying, fraud, theft and other dishonest behaviours that jeopardise the rights and welfare of our community.

*Trust* is the end result of consistent honesty and is promoted by setting clear guidelines and consistent standards. Trust enhances teamwork and collaboration and promotes confidence in sharing information and ideas without fear that our work will be stolen, our careers stunted or our reputation diminished. Trust is a prerequisite for collegiality.

*Fairness* is essential in the academic process and is articulated through equitable treatment. Both staff and students have a right to expect fair treatment, through clear expectations, predictability and a consistent and just response to dishonesty. It involves taking seriously the opinions of others, giving proper consideration to feedback, valuing others' ideas and aspirations and recognising each other as individuals.

*Responsibility* involves all stakeholders making a firm commitment to upholding the integrity of scholarship and research. Being responsible involves fairness and consideration on the one hand as well as fearless action against wrongdoing on the other.

*Respect* involves valuing oneself and others through considerate and temperate behaviour and effective communication. It involves listening to others' points of view, and providing constructive feedback. Being rude, demeaning or disruptive is the antithesis of respectful conduct.

These shared values are in turn articulated and supported by the following principles and behaviours, which are strongly endorsed by the School.

- *Teamwork and Cooperation* through mentoring, nurturing, collaboration and strategic partnerships.
- *Diversity* through an appreciation of and respect for, cultural, religious and other difference and through the promotion of international understanding and relationships.
- *Equity* through fair and consistent treatment of all stakeholders in every aspect of academic life.
- *Collegiality* by being inclusive, building and valuing community and practicing integrity and openness.
- *Transparency* through the application of consistency, openness and equality in all areas of academic life.
- *Excellence* through the promotion of high quality and performance and continuous improvement in research, teaching and administration.

**The Fundamental Values of Academic Integrity. The Center for Academic Integrity  
PDF The Centre for Academic Integrity October (1999)**

## **“Ten Principles of Academic Integrity” by Donald McCabe and Gary Pavela**

### **Ten Principles of Academic Integrity** *By Donald L. McCabe and Gary Pavela*

#### **Affirm the importance of academic integrity.**

Institutions of higher education are dedicated to the pursuit of truth. Faculty members need to affirm that the pursuit of truth is grounded in certain core values, including diligence, civility, and *honesty*.

#### **Foster a love of learning.**

A commitment to academic integrity is reenforced by high academic standards. Most students will thrive in an atmosphere where academic work is seen as challenging, relevant, useful, and fair.

#### **Treat students as ends in themselves.**

Faculty members should treat their students as ends in themselves--deserving individual attention and consideration. Students will generally reciprocate by respecting the best values of their teachers, including a commitment to academic integrity.

#### **Promote an environment of trust in the classroom.**

Most students are mature adults, and value an environment free of arbitrary rules and trivial assignments, where trust is earned, and given.

#### **Encourage student responsibility for academic integrity.**

With proper guidance, students can be given significant responsibility to help protect and promote the highest standards of academic integrity. Students want to work in communities where competition is fair, integrity is respected, and cheating is punished. They understand that one of the greatest inducements to engaging in academic dishonesty is the perception that academic dishonesty is rampant.

#### **Clarify expectations for students.**

Faculty members have primary responsibility for designing and cultivating the educational environment and experience. They must clarify their expectations in advance regarding honesty in academic work, including the nature and scope of student collaboration. Most students want such guidance, and welcome it in course syllabi, carefully reviewed by their teachers in class.

#### **Develop fair and relevant forms of assessment.**

Students expect their academic work to be fairly and fully assessed. Faculty members should use--and continuously revise--forms of assessment that require active and creative thought, and promote learning opportunities for students.

#### **Reduce opportunities to engage in academic dishonesty.**

Prevention is a critical line of defense against academic dishonesty. Students should not be tempted or induced to engage in acts of academic dishonesty by ambiguous policies, undefined or unrealistic standards for collaboration, inadequate classroom management, or poor examination security.

#### **Challenge academic dishonesty when it occurs.**

Students observe how faculty members behave, and what values they embrace. Faculty members who ignore or trivialize academic dishonesty send the message that the core values of academic life, and community life in general, are not worth any significant effort to enforce.

#### **Help define and support campus-wide academic integrity standards.**

Acts of academic dishonesty by individual students can occur across artificial divisions of departments and schools. Although faculty members should be the primacy role models for academic integrity, responsibility for defining, promoting, and protecting academic integrity must be a community-wide concern--not only to identify repeat offenders, and apply consistent due process procedures, but to affirm the shared values that make colleges and universities true communities.

<http://www.collegepubs.com/ref/10PrinAcaInteg.shtml>  
accessed 12 March 2008

**“Ten Updated Principles of Academic Integrity” by Donald McCabe and Gary Pavela**

**PDF**

#### **4. Policies (criteria and penalties)**

Policy Library Search <http://search.newcastle.edu.au/policy/>

- Student Academic Integrity Policy – Under Review
- Student Academic Integrity Procedure – Under Review
- Code of Ethical Academic Conduct - Policy – Under Review
- Student Discipline Rules – Under Review

## **5. Student Academic Conduct Officer (SACO) system**

### **Summary of the SACO system**

#### **Background to the Student Academic Conduct Officer System**

##### **How did the SACO system come about at the University of Newcastle?**

At its meeting on 13<sup>th</sup> February 2004, the University Council endorsed recommendations contained in a Management Action Plan (MAP) developed by Senior Management in response to the *St James Ethics Centre Enquiry into Plagiarism, Procedures and Management Controls*<sup>1</sup>. Interalia, the MAP recommended the establishment of Student Academic Conduct Officers (SACOs) in every School in the University along with the development of web-based training programs to assist staff and students in understanding the ethical behaviours required in an academic environment. A policy and procedures was established in July 2004 to introduce and explain the SACO system. This is known as the *Policy on Student Academic Integrity* and is supported by the *Procedures for Dealing with Student Academic Misconduct*.

##### **What is the background to the SACO system?**

The SACO system was developed at Oxford Brookes University in the UK. The rationale for the system is simply this: the policing of academic values in relation to collusion and plagiarism has become increasingly difficult for individual academics and so an institutional approach allowing for disciplinary differences encourages the reporting of plagiarism/collusion and provides consistent and common sense approaches to dealing academic misconduct by students. Early evaluations of the SACO system show that the system, combined with supporting educational tools such as special training programs and *Turnitin*, is a significant deterrent to academic misconduct by students as well as a promoter of improved teaching practices and academic values.

##### **How does the SACO system work?**

The SACO system is based on an individual academic from each school acting as the judge for student academic misconduct for undergraduate and postgraduate coursework students only. Lecturers/course coordinators refer cases of student academic misconduct such as collusion, plagiarism and fraud to the SACO who in turn makes judgements based on the extent and nature of the misconduct, the level of the student, the intent and the rules of the discipline. Depending on the judgement, the SACO allocates one of several possible punishments. If the case is particularly severe in the judgement of the SACO, it is referred to the Head of School for referral via the Pro Vice-Chancellor to the VC. The experience of Oxford Brookes is that the workload of a SACO is initially quite high but decreases as the SACO becomes more experienced and as the system becomes known and used by staff. There are also disciplinary differences in the workloads of SACOs, with some Schools traditionally having a greater degree of academic misconduct among students.

##### **What are the expected outcomes from the SACO system for a School?**

The SACO system and its supporting programs should make academic values more explicit through, firstly, educating staff and students about expected behaviours and secondly through deterring, detecting and dealing with academic misconduct in a transparent, fair and consistent manner. It should also stimulate discussion among

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<sup>1</sup> The Council, The University of Newcastle Academic Integrity  
<http://www.newcastle.edu.au/service/academic-integrity/>

academics on matters pertaining to their discipline and to teaching and learning, especially in the area of assessment practice.

### **SACO system and the lecturer/tutor**

SACOs provide teaching staff in a School with the support required to ensure transparency and consistency for both students and staff in determining key standards in academic literacy and ethics. Communication between the SACO members will also contribute to consistency across the University while taking into account discipline differences. Teaching staff are responsible for the learning of their students. Clarifying the requirements of assessments through effective teaching methods minimises the occurrence of academic misconduct through ignorance. However, when misconduct is suspected, there is now the SACO to support the desire to maintain academic standards. The key support resources for teaching staff and SACOs in working with students are the interactive website, *InfoSkills* ([www.newcastle.edu.au/library/tutorials/infoskills](http://www.newcastle.edu.au/library/tutorials/infoskills)) and the Learning Support program within the English Language & Foundation Studies Centre. An Academic Integrity website collecting resources for various initiatives in this area for both students and staff is at:  
[www.newcastle.edu.au/service/academic-integrity](http://www.newcastle.edu.au/service/academic-integrity)

### **Supports for SACOs**

SACOs undertake a training workshop before commencement. Regular SACO meetings and information exchanges are held to share issues and ideas and receive updates on information. A special website for SACOs (but which is open to all staff) is found at:

[www.newcastle.edu.au/service/saco](http://www.newcastle.edu.au/service/saco)

and there is a SACO mailing list reserved for SACO discussions at [SACO@newcastle.edu.au](mailto:SACO@newcastle.edu.au).

Websites and e-mail list [saco@newcastle.edu.au](mailto:saco@newcastle.edu.au)

- **The University of Newcastle's Academic Integrity website**

[www.newcastle.edu.au/service/academic-integrity](http://www.newcastle.edu.au/service/academic-integrity)

- **The Student Academic Conduct Officers' website**

The SACO website contains the most current version of the SACO workshop manual. It is also a repository for documents and resources created and shared by the SACOs

[www.newcastle.edu.au/service/teaching-learning/saco](http://www.newcastle.edu.au/service/teaching-learning/saco)

- **Student Academic Conduct Officer e-mail discussion list**

For communication between all SACOs. SACOs will be placed on this list when nominated by Heads of School for the position of this University discussion list.

[saco@newcastle.edu.au](mailto:saco@newcastle.edu.au)

- **Center for Academic Integrity (US)**

The University has joined this consortium and will be able to use the resources gathered by the group. Three people at the University have access to protected resource material supporting teaching and learning.

[www.academicintegrity.org/](http://www.academicintegrity.org/)

- **SACO Blackboard Course**

This is a course that you will be subscribed to. It is an area used privately by SACOs for discussion and sharing.

- **Plagiarism Advisory Service (UK)**

The JISC (The Joint Information Systems Committee owned by UK universities) has sponsored the *Plagiarism Advisory Service* operating from Northumbria University.

<http://www.jiscpas.ac.uk/>

- **The JISC PAS Discussion Mailing List** on plagiarism provides an international perspective on the issues. Join the list or search the archives

[www.jiscmail.ac.uk/lists/plagiarism.html](http://www.jiscmail.ac.uk/lists/plagiarism.html)

- All Student Academic Conduct Officers will receive a copy of:  
Jude Carroll (2002). *A Handbook for deterring plagiarism in higher education*,  
Oxford Brookes Univ, Oxford.

Copies are also at Auchmuty Library: 378.1958 CARR

## **SACO “course” on Blackboard**

### **blackboard.newcastle.edu.au**

As a SACO you will be enrolled into the Student Academic Conduct Officers Blackboard site.

This is a private space that enables SACOs to share resources and information. The discussion board allows for presentation of case scenarios which can help your decision-making. The advantage of using Blackboard is that the discussion will remain in Blackboard for new SACOs to learn from.

Access the Student Academic Conduct Officers Blackboard Course by accessing Blackboard using your UNI ID, and password.

The [saco@newcastle.edu.au](mailto:saco@newcastle.edu.au) e-mail list is also private to SACOs and can elicit fast responses from your SACO colleagues. If you post a message to the *Discussion Board* in Blackboard, you might also like to send a notice to your colleagues to log-on to the site to reply to your posting.

**5.4 SACO list** <http://www.newcastle.edu.au/service/academic-integrity/staff/saco-staff.html>

A list of SACOs can be downloaded from here  
<http://www.newcastle.edu.au/service/academic-integrity/staff/saco-staff.html>

## **6. Templates - Letters & Forms**

### **Examples of template letters used by Schools**



THE UNIVERSITY OF  
**NEWCASTLE**  
AUSTRALIA

XXXay XX XXXX 2008

Recipient  
Address 1  
Address 2  
Address 3

Dear <Mr> <Ms> *student name*,

I am writing to you in relation to my investigation of the allegation of (*name type of misconduct*) made against you in relation to (*name assignment/examination*) in (*course name and number*) in (*Semester/Trimester 1/2/3 year*).

Following our discussion together (and your correspondence to me) I am satisfied that although plagiarism has been found that it was not intentional and in your case due to poor referencing skills regarding internet referencing. Please make sure that you understand the proper referencing techniques for the internet. These can be found on the University's website at:

[www.newcastle.edu.au/service/academic-integrity/students/plagiarismstudents.html](http://www.newcastle.edu.au/service/academic-integrity/students/plagiarismstudents.html)

In this case I have decided not to penalize you for answers which were not plagiarised, but have awarded you no marks for questions or sections of questions which have been identified as not being referenced.

You may if you wish appeal this decision and request that the Vice-Chancellor refer the case to the Student Discipline Committee. The appeal procedure is outlined in the Student Discipline rules. These rules may be found at:

[www.newcastle.edu.au/policylibrary/000341.html](http://www.newcastle.edu.au/policylibrary/000341.html)

Yours sincerely,

**Name Surname**

Position

T +61 2 4921 0000

F +61 2 4921 0000

Name.Surname@newcastle.edu.au

XXXay XX XXXX 2008

Recipient  
Address 1  
Address 2  
Address 3

Dear <Mr> <Ms> *student name*,

I am writing to you concerning your alleged academic misconduct in relation to (*assignment/exam*) in the course (*course name and number*) in (*Semester/Trimester 1/2/3, year*). It is alleged that you (*describe misconduct*).

I would invite you to respond to this matter by meeting with me to discuss the matter once you have taken due time to consider the allegations and the evidence. You are welcome to invite a support person to attend the meeting with you. The support person may provide you with advice, but should not act as an advocate.

Should you require any assistance or support it is available through the Dean of Students (*contact*) and the Students Association (NUPSA/NUSA) and you should not hesitate to contact either or both of these bodies.

I am sending this letter to you by e-mail and also by normal post. I am appending to the copy sent post the University's *Policy on Student Academic Misconduct* and the material raised in the allegation for your information and consideration.

I am happy to speak with you at any time should you decide it to be in your interest. My contact details are below.

Yours sincerely,

**Name Surname**  
Position  
T +61 2 4921 0000  
F +61 2 4921 0000  
Name.Surname@newcastle.edu.au

XXXay XX XXXX 2008

Professor Nicholas Saunders  
Vice-Chancellor  
The University of Newcastle

Dear Professor Saunders,

Following advice from Governance & Policy Development *<or appropriate unit>*, I am referring a case of alleged student misconduct under clause *<insert clause>* of the Student Discipline rules in relation to *<insert text contained within clause>*.

The student concerned, Mr *<or Ms>* *<insert name>*, a student in the *<insert school name>* *<insert program>*, was *<insert allegation>* in the *<insert applicable item of assessment>* for subject *<insert course number & name>* held at *<insert location if examination>* on *<insert date>*.

I attach a copy of the *<insert applicable item of assessment>* and lecturer's report.

Yours sincerely,

**Name Surname**

Position

T +61 2 4921 0000

F +61 2 4921 0000

Name.Surname@newcastle.edu.au

cc: <PVC>  
<Deputy Head>  
<Lecturer>

<b>NGSB Referral of Case to Student Academic Conduct Officer</b>	
<b>Date</b>	
<b>Name of Lecturer</b>	
<b>Email of Lecturer</b>	
<b>Course Code</b>	
<b>Name of Course</b>	
<b>Location of Course</b>	
<b>Name of Student</b>	
<b>Student Number</b>	
<b>Student Email (found on Turnitin)</b>	
<b>Nature of Misconduct</b>	
<b>Nature of Evidence (Please attach or email to SACO)</b>	
<b>Recommendation of Lecturer</b>	
<b>OFFICE USE</b>	
Date received	
Date student contacted 1	
Date of second contact 2	
Date of response/ interview	
Date of resolution	

## **Student Academic Misconduct Register (SAMR)**

The Student Academic Misconduct Register is a central record of cases where students have been penalised for academic dishonesty. It is made up of two elements:

- information in the University's records management database (TRIM)
- the physical records of each case ([case records](#))

The SAMR contains confidential personal information and may only be accessed for the purpose set out in the [Procedures for Dealing with Student Academic Dishonesty](#). The SAMR is held and maintained by the [Records Management Office \(RMO\)](#).

Student Academic Conduct Officers (SACOs) who have a records system account (registered with the Records Management Office) may use this online form to check the SAMR. (The registration form may be obtained here: - [Word](#)).

SACOs may place a new case on the SAMR by completing and submitting a [Record of Decision Form](#).

Only Student Academic Conduct Officers (SACOs) may directly access the SAMR. However, students are also entitled to access information about themselves.

Before using the system, SACOs need to complete a [user registration form](#) (Word format) and return to the Records Management Office.

You must follow the procedure set out in the Academic Integrity Procedure. Once it has been confirmed that student academic dishonesty has occurred, you should check the SAMR for past offences before determining a penalty.

To check the SAMR, you need to fill in and submit [Request to Check SAMR Form](#).

Students seeking to access their own information should see [Privacy, the University and You](#) for more information.

All entries on the register are supported by [case records](#). You may access this documentation by [contacting the Records Management Office](#) if you need more detail to assess a student's past offences.

If a penalty has been imposed on a student, other than counselling or the requirement to resubmit without loss of marks, then the case must be placed on the register. If you make the decision to take remedial action or counselling only, then you may decide whether or not to place the student on the register.

A SACO places a case on the SAMR by completing a [Record of Decision form](#). The completed form is sent to the RMO in hardcopy with all of the related case records.

We recommend that the Record of Decision form should be completed for recordkeeping purposes whether or not the case is to be placed on the SAMR. You can find out more information at [Recordkeeping and Student Academic Dishonesty](#).

For more information about any aspect of the SAMR please contact the RMO on [records@newcastle.edu.au](mailto:records@newcastle.edu.au) or ext 15455.

**Record of Decision Form**

Under review

**SAMR Registration Form**

Under Review

## 7. Teaching and learning resources

### Blackboard academic skills for students course

#### Learning Support Program

#### Blackboard Academic Skills Site

The Learning Support Program has developed a new Blackboard site to assist in the development of academic skills.

It contains useful resource materials on skills such as Essay Writing, Critical Thinking and Referencing, among others.

Additional material will be added throughout the year.

Students or staff will need to **self-enrol** to access this site.

Self-enrolment involves the following steps:

1. Log-in normally to Blackboard using your ID and password.
2. Once you have logged in, click on the “**courses**” tab.  
This tab is located near the top left-hand corner of the Blackboard welcome page.
3. Then look for the “**course search**” box.  
This is also located towards the top left-hand corner of the screen.
4. Type in “**Academic Skills**” and press the “**GO**” button.
5. The search usually identifies two Academic Skills courses.
6. Choose the course named “**Learning Support Program: Academic Skills**”.
7. Click the “**enrol**” button on the bottom-right of the page (bottom right of page).
8. A new screen will open. Click on the “**submit**” button.
9. Congratulations—you are now enrolled in the “**Academic Skills**” site. Blackboard will take you to the “Announcements” page.
10. The resource material can be found in the “**Support Materials**” and the “**External Links**” folders.

As this is a new (and developing) initiative, we welcome any feedback that will help us further improve this service. If you have any feedback, or experience difficulties accessing the Blackboard site, please email Anthony Hoysted:  
Anthony.Hoysted@newcastle.edu.au

## **Turnitin – For Staff**

### **Centre for Teaching and Learning - Academic Support**

#### **About Turnitin - for Staff**

Turnitin is an effective learning tool that can help improve students' academic writing skills by allowing students to see errors in their work in terms of correct and incorrect citations. Turnitin gives students a chance to revise their work prior to final submission for assessment.

When students use Turnitin with advice from teachers, with support from the course manual; working through the InfoSkills modules; or attending sessions through the Learning Support Program they will engage in deeper learning and assist in avoiding [academic misconduct](#)<sup>7</sup> and plagiarism in particular.

Staff and students have access to an expert advisor, [Student Academic Conduct Officer \(SACO\)](#)<sup>8</sup>, on academic misconduct. The SACO is a specialist in the disciplines of the School, consults with all lecturers on assessment practice, and is aware of the conventions of the discipline and able to advise on what constitutes collusion, plagiarism or cheating in academic work. The SACO is the only person who can allocate penalties for academic misconduct which aims ensure consistency and transparency in the application of the policy.

Further information on using Turnitin is available from the University's Blackboard web site: [www.newcastle.edu.au/service/blackboard/staff/index.html](http://www.newcastle.edu.au/service/blackboard/staff/index.html)

#### **Getting Started**

Turnitin is available for use within Blackboard. It is recommended that you discuss options with a staff member in Academic Support.

[www.newcastle.edu.au/service/blackboard/staff/updateDocs/MANTurnWithinBB-06-01.pdf](http://www.newcastle.edu.au/service/blackboard/staff/updateDocs/MANTurnWithinBB-06-01.pdf)

#### **Support**

Support for the use of Turnitin is available from staff in Academic Support, Network for Innovation in Teaching and Learning and the University's Blackboard web site. For a full description of the support services and relevant contact details please see:

[www.newcastle.edu.au/service/blackboard/staff/index.html](http://www.newcastle.edu.au/service/blackboard/staff/index.html)

The support email address for Turnitin is [17000@newcastle.edu.au](mailto:17000@newcastle.edu.au)

#### **Training**

Academic Support staff will provide local training sessions for using Turnitin within Blackboard, Assessment designed for Academic and/or Support staff. These sessions will provide an overview of the system as well as information on use and support. Sessions will be advertised for 2006 on the Leadership and Development web site, at:

[www.newcastle.edu.au/service/staff-development/courses/teachingandlearning.html](http://www.newcastle.edu.au/service/staff-development/courses/teachingandlearning.html)

## Copyright and Turnitin

### Copyright and Turnitin use at the University of Newcastle

Ownership of copyright remains with the author of a document submitted to the Turnitin database, such as an essay, assignment or thesis.

The document cannot be retrieved by anyone other than the person who deposited the document into the database or the instructor of the class. The only information shown to people who have matched text with an existing assignment in the database is the name and email of the Instructor managing the "Class" that has been set up and the author and title of the paper/assignment. If there was no title added when the paper was submitted to the database, then the filename will become the title displayed. (Thus for privacy issues, a title should be added to the title field in Turnitin, or, the filename should not be a student number).

You do not give away your copyright to Turnitin when you submit a paper to the database (e.g. as happens when you assign your copyright to most academic journals). Rather, placing your work in the database is a means of protecting your work. You can request that a paper is removed if you keep the paper's ID number and the author's name and email it to [bb-admin@newcastle.edu.au](mailto:bb-admin@newcastle.edu.au)

#### Legal Opinion

The University of Newcastle has joined a consortium (CAVAL) based in Victoria for the purchase of Turnitin. Turnitin obtained legal opinion from an Australian company for the then 6 Victorian university members of CAVAL's Australian Turnitin consortium. The executive summary of the legal opinion is available at [www.newcastle.edu.au/services/turnitin/implementation.html](http://www.newcastle.edu.au/services/turnitin/implementation.html) .

The University has implemented these recommendations, namely:

- that students accept as a condition of enrolment that their assignments may be subject to electronic checking and if so, will reside in the database for future matching purposes.
- that the "assessment item cover sheet" contains the same warning providing a reinforcement to the student. Although we are advised that the condition of enrolment is the most important. Model assessment item coversheet: [www.newcastle.edu.au/policy/academic/general/assess\\_coversheet.html](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.html)

#### Supplementary legal advice has also been provided 17 May 2004 addressing:

- Lachlan Williams's comment in the Australian HE Supplement (31 March 2004) that "the definition of an adaptation under the Copyright Act 1968(Cth) points to a clear intellectual property infringement"; and
- Subscriber concerns about the commercial value Turnitin obtains from retaining a digital fingerprint of a student's work on the database for the purposes of future plagiarism detection activities.

#### Summary of Conclusions:

- "...it is highly unlikely that the ordinary activities undertaken by subscribers or Turnitin could constitute an "adaptation" for the purposes of the Act.
- It is also highly unlikely that subscribers to Turnitin could be exposed to any liability arising from the fact that Turnitin derives a commercial benefit from student work by retaining essays on their database subsequent to the plagiarism detection process. (Blake Dawson Waldron, *Caval Collaborative Solutions: Plagiarism Prevention Advice*, 20 April 2004)

Below is a decision from the US where hundreds of institutions are using Turnitin to help protect the academic integrity of their degrees.

“... the Company’s activity may be fairly characterized as ‘criticism’ as that term is used in the preamble of Section 107 of the *Copyright Act*. According to *Webster’s Dictionary* (2d Ed., 1996), criticism means ‘fault finding or censure’ or ‘the act of judging the merits of something.’ By this definition, the Company, by investigating the integrity of an author’s work, is engaged in a form of criticism: the Company is judging the merits of the author’s work. As a result, we conclude that the Company’s ‘criticism’ of written works constitutes the type of activity that the courts have traditionally characterized, and the legislature has recognized, as ‘fair use’ of copyrighted material. Our opinion is further supported by a closer look at whether the Company has sufficiently transformed the original author’s work. Certainly, the Company’s use involves a complete transformation of the raw material when the fingerprint is created. Further, the purpose of the Company’s fingerprint creation and analysis is to identify potential plagiarism, which has absolutely nothing to do with the purpose of the original work.”  
Foley & Lardner, *Legal Opinion*, 2003.

Please refer to the site for staff at [www.newcastle.edu.au/services/turnitin](http://www.newcastle.edu.au/services/turnitin) for more information. The full legal opinions are also available from the Records Management Office.

*Charmian Eckersley, Network for Innovation in Teaching & Learning Support, Education Services. Updated 27May 2004.*

## **InfoSkills**

InfoSkills is a self-paced outline tutorial designed to introduce University of Newcastle undergraduate students to a range of information and research skills. The five modules assist with finding, using, evaluating and managing information. The tutorial also identified the issues surrounding academic integrity, including plagiarism, and their significance at the University of Newcastle. Feedback opportunities such as quizzes and practice exercises are embedded within the tutorial enabling students to check their understanding of the concepts and information presented. InfoSkills also has a comprehensive site map to allow users to browse the contents of each module.

<http://www.newcastle.edu.au/service/library/tutorials/infoskills>

### **InfoSkills assists with:**

#### **Planning for Research:**

- Identifying key terms in your assignment.
- Constructing your research strategy.
- Identifying and considering your information sources.
- Selecting appropriate information resources.

#### **Finding Information:**

- Finding information effectively and efficiently.
- Locating books, journals articles and more using the Library catalogues and databases.
- Managing search results.

#### **Evaluating Information:**

- Considering the accuracy, timeliness, authority, reliability and validity of the information you find.
- Evaluating different types of publications.

#### **Writing and Plagiarism:**

- Avoiding academic dishonesty.
- Managing, recognising and acknowledging your sources.
- Writing a complete and accurate reference list / bibliography.

#### **Using Information Ethically:**

- Freedom of information.
- Copyright and fair-use.
- Intellectual property.
- Cultural awareness and inclusiveness.
- Considerations for information technology.

#### **Printing**

When printing from InfoSkills please select the landscape paper format for printing. Printing in 'portrait' format may not print the entire page content.

#### **Need More Help?**

Librarians at the Information Desk within the Library can provide further assistance for students to find, evaluate, manage and use information. You can also email your query to [reference@newcastle.edu.au](mailto:reference@newcastle.edu.au).

**University Library and Centre for Teaching and Learning,  
Academic Division**

## **Support for Academic Literacies**

### **The Learning Support Program**

The Learning Support Program offers University of Newcastle students free and confidential assistance in developing skills necessary to meet the University's guidelines on academic integrity. Student Academic Conduct Officers may refer students to the Learning Support Program at any time.

Students at any level of their degree can access the Learning Support Program – from beginning undergraduate students to those studying for research higher degrees.

Areas specific to academic integrity in which the Learning Support Program can help students include understanding plagiarism, correct referencing techniques, and paraphrase and summary writing.

Assistance is given to students in a number of ways. Courses and workshops in academic skills run during the first half of each semester. Students can also make an appointment for an individual or small group consultation with an academic skills adviser throughout the year. Academic staff can also contact the Learning Support Program to arrange a class or workshop for a specific group of students.

#### **Contact The Learning Support Program:**

Located: top floor of the McMullin Building (MC146)

Phone: 4921 6606

Email: Susan.Plucinski@newcastle.edu.au

Website, including course and workshop schedules:

<http://www.newcastle.edu.au/centre/elfsc/lsp/>

#### **Faculty Librarian Information Literacy**

Each Faculty has a designated librarian to assist with teaching, research and a range of library and IT questions. We suggest you get in touch with your Faculty Librarian as soon as you can and discuss your needs with them.

See:

[www.newcastle.edu.au/service/library/about/staffcontact.html#faclibs](http://www.newcastle.edu.au/service/library/about/staffcontact.html#faclibs)

#### **Training/Information Literacy**

For information on planned training sessions for you or your students, see:

[www.newcastle.edu.au/service/library/training/classes.html](http://www.newcastle.edu.au/service/library/training/classes.html)

Contact your Faculty Librarian for assistance integrating information literacy into your classes or curriculum, for personal assistance in using any of our resources, advice on resources for research.

## Information literacy self-assessment – answers

### Information Literacy Self Assessment

1. Mark an “X” in one of the first four blank columns depending on whether you agree or disagree with the statement.
2. In the 5<sup>th</sup> column refer the list of Core Information Literacy Standards and write the number(s) of each skill which the statement is assessing against.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Info. Literacy
1. I use an alerting service to keep up to date with research in my discipline.					
2. I know how to track who is citing my research.					
3. I know which database to use to identify high impact journals in my discipline.					
4. I use bibliographic management software (e.g. Endnote, Latex) to store and generate bibliographies for my research and teaching.					
5. I always reference quotes, ideas, images, etc. which I include in my lectures (overheads, slides, etc.)					
6. I am aware of the key scholarly research databases in my discipline which are available at Newcastle.					
7. I know how to use Boolean "and" and "or" to construct searches online and other advanced techniques.					
8. I am aware of the protocols for citing electronic resources in my discipline at the University.					
9. I can use any amount of information located on the World Wide Web without permission from the author.					
10. I am aware that there is a central database of digital resources to which I can request resources are added.					
11. I copy electronic articles into Blackboard for students.					
12. I inform my students of the key criteria to use when evaluating websites					
13. I am aware of the existence of a style guide which has been adopted by my discipline.					
14. In my course notes I provide examples of how to use the recommended style guide.					
15. Do you know what high quality and definitive online resource you might use to find meanings for plagiarism and collusion?					

## **Information Literacy**

### **CORE STANDARDS**

1. recognises the need for information and determines the nature and extent of the information needed
2. finds needed information effectively and efficiently
3. critically evaluates information and the information seeking process
4. manages information collected or generated
5. applies prior and new information to construct new concepts or create new understandings
6. uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information (Bundy, 2004)

Bundy, A. Ed. (2004) Australian and New Zealand Information Literacy Framework: principles, standards and practice. Australian and New Zealand Institute for Information Literacy (ANZIIL) and Council of Australian University Librarians (CAUL), p. 11.

## Self-Assessment - Discussion

1. *I use an alerting service to keep up to date with research in my discipline.*  
Alerting services are available for most scholarly journals or journal retrieval services such as ScienceDirect. Since most academic journals are only available in electronic format only, browsing the library shelves for current research can be a waste of time. Set up an "Alert" profile for your key journals so you don't lose touch. Guides and services are available at [www.newcastle.edu.au/library/guides/alerting/](http://www.newcastle.edu.au/library/guides/alerting/)

### **Standard 2 - The information literate person finds needed information effectively and efficiently**

#### **Learning outcome - keeps up to date with information sources, information technologies, information access tools and investigative methods**

2. *I know how to track who is citing my research.*  
The citation indexes are available via Web of Science which - contrary to its title - covers all the disciplines. While a difficult concept for first year students, in 3rd year most disciplines can introduce this tool to students for larger research projects.

### **Standard 2. The information literate person finds needed information effectively and efficiently**

#### **Learning outcome - selects the most appropriate methods or tools for finding information**

#### **Learning outcome - obtains information using appropriate methods**

3. *I know which database to use to identify high impact journals in my discipline.*  
The Journal Citation Reports are available in JCR Web and allow you to identify respected scholarly journals in disciplines (allowing for the US centric bias).

### **Standard 2. The information literate person finds needed information effectively and efficiently**

#### **Learning outcome - selects the most appropriate methods or tools for finding information**

#### **Learning outcome - obtains information using appropriate methods**

4. *I use bibliographic management software (e.g. Endnote, Latex) to store and generate bibliographies for my research and teaching.*  
Such software is a great time-saver for both teaching and research as it ends the effort of formatting citations accurately and ensures your reading lists a modeling the behaviour you wish your students to emulate. They will often copy off your reading list when preparing their bibliography.

### **Standard 4. The information literate person manages information collected or generated**

#### **Learning outcome - records information and its sources**

#### **Learning outcome - organises (orders/classifies/stores) information**

### **Standard 6. The information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal and social issues surrounding the use of information**

5. *I always reference quotes, ideas, images, etc. which I include in my lectures (overheads, slides, etc.)*  
Images, tables, etc. that are not yours must be referenced in full. Adding a full bibliography to any Powerpoint slides that are given in lectures or made available online is an opportunity to model behaviour for students.

### **Standard. 4. The information literate person manages information collected or generated**

#### **Learning outcome - records information and its sources**

6. *I am aware of the key scholarly research databases in my discipline which are available at Newcastle.*

If you are not sure what they are, take the time to review the Electronic Library of the University. If there are resources missing that you need then contact the Faculty Librarian.

**Standard 1. The information literate person recognises the need for information and determines the nature and extent of the information needed**  
**Learning outcome - understands the purpose, scope and appropriateness of a variety of information sources**

**Standard 2. The information literate person finds needed information effectively and efficiently**  
**Learning outcome - selects the most appropriate methods or tools for finding information**

7. *I know how to use Boolean "and" and "or" to construct searches online and other advanced techniques.*

You can save a lot of time if you know how to use advanced searching techniques which are unfortunately unique to every search engine. The concept of effective searching is however transferable to other resources once it has been mastered once.

**Standard 1. The information literate person recognises the need for information and determines the nature and extent of the information needed**  
**Learning outcome - defines and articulates the information needed**

**Standard 2. The information literate person finds needed information effectively and efficiently**  
**Learning outcome - constructs and implements effective search strategies**

8. *I am aware of the protocols for citing electronic resources in my discipline.*

You will have to check the style manual for this answer – it does vary according to the guide you commonly use for your discipline.

**Standard 4. The information literate person manages information collected or generated**

**Learning outcome - records information and its sources**

**Standard 6. The information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal and social issues surrounding the use of information**

9. *I can use any amount of information located on the World Wide Web without permission from the author.*

No, this is not the case. The 10% rule is the same for digital as well as other material. Furthermore if you “communicate” any material in electronic format that is not yours, you must display the 'required form of notice' Part VB of the Copyright Act (1968) with that material: [www.newcastle.edu.au/policy/copyright/copyright\\_notices.html](http://www.newcastle.edu.au/policy/copyright/copyright_notices.html)

**Standard 6. The information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal and social issues surrounding the use of information**

**Learning outcome - legally obtains, stores, and disseminates text, data, images or sounds**

10. *I am aware that there is a central database of digital resources which I can request additions to.*

All journal articles and other copyright material must be requested to be scanned into the Short Loans Online system. (Exceptions include articles in commercial databases for which the Library purchases a licence - you may link directly to the article in the database but not copy and place that digital copy in Blackboard). Control of all digital copying is essential to prevent breaches of copyright, as only one digitised copy is permissible at the University and this must be verifiable through the Short Loans Online system. Most online journal databases purchased by the Library allow you to link directly to articles under commercial licence agreements with the University. Submit your requests for inclusion of digitised material to Short Loans online

**Standard 6. The information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal and social issues surrounding the use of information**

**Learning outcome - legally obtains, stores, and disseminates text, data, images or sounds**

11. *I copy electronic articles into Blackboard for students.*

This is illegal under the Copyright Act and you will be found liable if someone else has an electronic copy of the same article in another course, or if you don't have the copyright form displayed with the article. The only way the University can ensure compliance as an institution with the Act is if everyone follows the processes at item 10 above. But of course you can link to full text articles that remain on the copyright owner's site.

**Standard 6. The information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal and social issues surrounding the use of information**

**Learning outcome - acknowledges cultural, ethical and socioeconomic issues related to access to, and use of, information**

12. *I inform my students of the key criteria to use when evaluating websites.*

Students tend to go "googling" for all their information and research needs but they do not have the expertise to evaluate the information on the web. There are some excellent guides on the web to evaluating websites, e.g [www.newcastle.edu.au/library/tutorials/infoskills/evaluating](http://www.newcastle.edu.au/library/tutorials/infoskills/evaluating). Some lecturers warn students away from Google until they are assured that students have the skills to retrieve peer-reviewed journal articles on a topic and require this as part of the assessment.

**Standard 3. The information literate person critically evaluates information and the information seeking process**

**Learning outcome - assesses the usefulness and relevance of the information obtained**

**Learning outcome - defines and applies criteria for evaluating information**

13. *I am aware of the existence of a style guide which has been adopted by my discipline.*

There are some excellent manuals and guides which have been prepared for students at the University. It is not always so easy to find out which are being used so ask around to find the best so you don't have to duplicate the effort. The InfoSkills module will eventually link to the best guides available for the disciplines and provide discipline examples: [www.newcastle.edu.au/library/tutorials/infoskills](http://www.newcastle.edu.au/library/tutorials/infoskills)

If there is no style guide that is currently used, then it is hoped that the discussion surrounding the introduction of the Student Academic Conduct Officer system will generate such a tool as it is a great time-saver when each lecturer/tutor is reinforcing each other's message to students rather than having to start from scratch with new documentation and method.

**Standard 4. The information literate person manages information collected or generated**

**Learning outcome - records information and its sources**

**Learning outcome - ... organises (orders/classifies/stores) information**

14. *In my course notes I provide examples of how to use the recommended style guide.*  
Another teaching and learning opportunity which will save you time when it comes to marking.

**Standard 4. The information literate person manages information collected or generated**

**Objective - records information and its sources**

**Learning outcome - ... organises (orders/classifies/stores) information**

15. *Do you know what high quality and definitive online resource you might use to find meanings for plagiarism and collusion?*  
You could try OED Online (Oxford English Dictionary).

## Values Framework for Review of Teaching Practice

		honesty	trust	fairness	respect	responsibility
<b>Structural</b>	<b>Does my course (outline) provide</b>					
	1. explicit instructions re appropriate use of information?					
	2. definitions and examples of acceptable and non- acceptable behaviour?					
	3. information on School and Institutional policy re academic conduct?					
	<b>Does the course administration use</b>					
	1. secure systems to collect, record and return coursework?					
	2. fair and transparent processes in the application of the procedures and policies covering assessment?					
<b>Intellectual / teaching practice</b>	<b>Informing students: Are students provided with</b>					
	1. relevant learning resources and support re academic literacy and information literacy?					
	2. expectations of the course / program re class work, assignments, exams and academic conduct generally?					
	3. opportunities to discuss and clarify expectations / information?					
	4. opportunities to learn the art of academic discourse?					
	5. the cultural, ethical, legal and social framework with respect to using data and information?					
	<b>Learning process: Are students</b>					
	1. encouraged to be responsible for their own learning?					
	2. given the opportunity to establish their own rules and criteria for the conduct of the learning processes?					
	3. given an opportunity to contribute to the determination of assessment requirements?					
	4. encouraged to be responsible to each other in the learning process?					
	5. encouraged to respect the ideas of others?					
	6. encouraged to evaluate information?					
	<b>Does the assessment</b>					
	1. challenge students to use the information / ideas ( e.g. in a new or different context)?					
	2. clearly delineate between individual and collaborative work?					
	3. evaluate process as well as product?					
	4. change from year to year?					
	5. provide feedback to guide further learning?					
	6. provide explicit criteria re expected performance?					
7. provide descriptors of standards of performance?						
8. require demonstration of information literacy skills?						

## **8. Reference Material – Provided Separately**

“Six things I did not know four years ago about dealing with plagiarism”. Jude Carroll

“Development of the Oxford Brookes model” [Academic Conduct Officers]

“Advantages/disadvantages of the ACO role” [at Oxford Brookes]. Jude Carroll

“Plagiarism: a good practice guide”. Jude Carroll & Jon Appleton. JISC.

“An exercise in designing in and designing out opportunities for plagiarism”. Jude Carroll

“Promoting academic integrity: a U.S/Canadian perspective”. Donald L. McCabe

“Constructing assignments to prevent plagiarism”. Robert Harris

“36 Strategies to minimize plagiarism”.