

Welcome! Thanks for being here.

We're Shane and Elaine; we'll let you figure out who's who.

Now, you might be wondering why we haven't said anything yet.

Unfortunately, it's not part of the 'creativity' of today.

Let's just say... *laryngitis* and oral presentations don't mix.

So you won't be hearing a lot from me
(Shane) today.

We had some ideas about how to deal
with it, but believe me, my interpretive
dance is not pretty.

Over to you, Elaine!

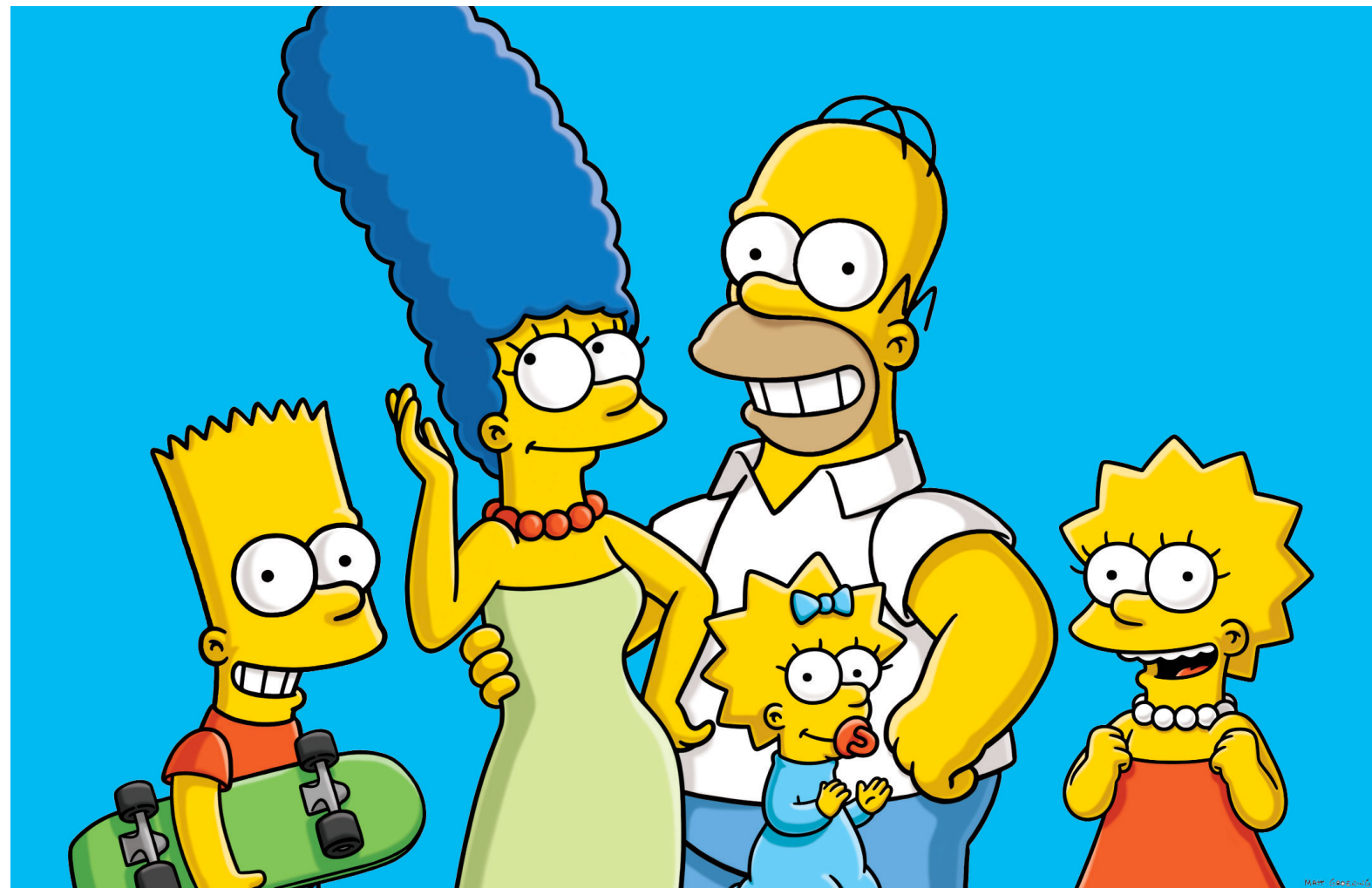
CAN ACADEMIC REFERENCING BE FUN (TO LEARN)?

Elaine Rodrigues & Shane Veness

WE THINK SO?

'THE SIMPSONS' — BEFORE

- What did Homer invent?
- What was the special ingredient?
- What did Moe call it?



The Simpsons, Season 3, Episode 10

'Flaming Moe's'

Scene: 5:50-7:40 approx.

'THE SIMPSONS' — AFTER

- What happened?
- What has Moe the bartender just done?
- Why is it wrong?
- How would you define cheating?
- How do people cheat in everyday life?
- How do people cheat at university?
- What could the results of cheating be?




IDENTIFYING VOICES

WHAT WOULD YOU SAY IF I TOLD YOU...

“I’m the best soccer player in the world.”

– Shane



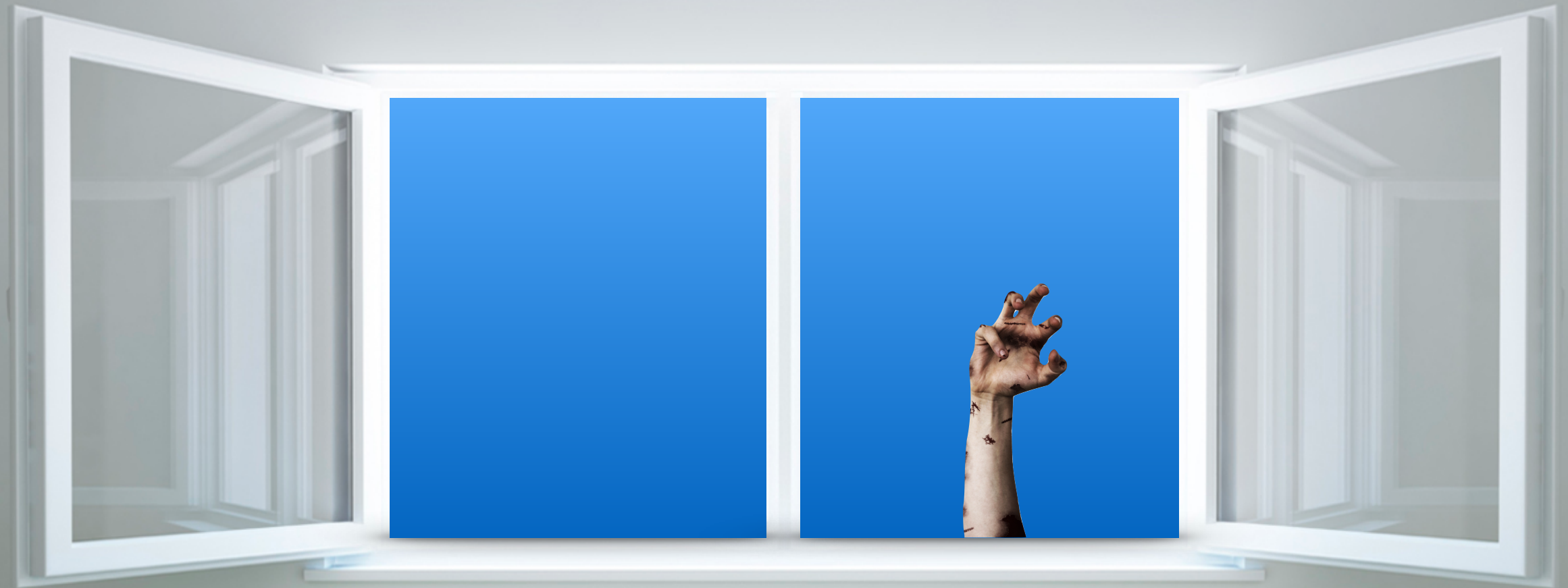
My son is the world's
best soccer player!

*Actually my mother

This guy's the best
soccer player ever!



PROVE YOUR CASE:
DETECTIVE WORK



You've just woken up. A friend comes rushing in to your bedroom.
"This is awful!" your friend cries. "It's a ZOMBIE apocalypse!".

What do you do?

A)



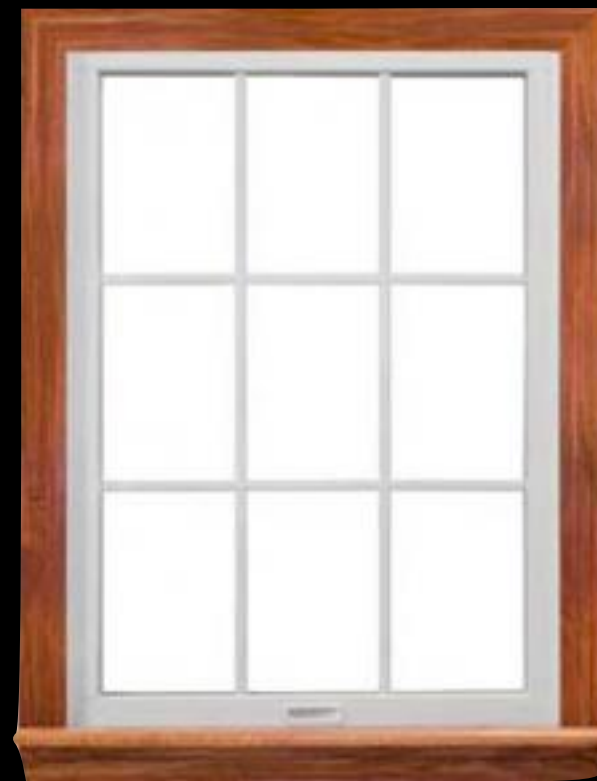
B)



C)



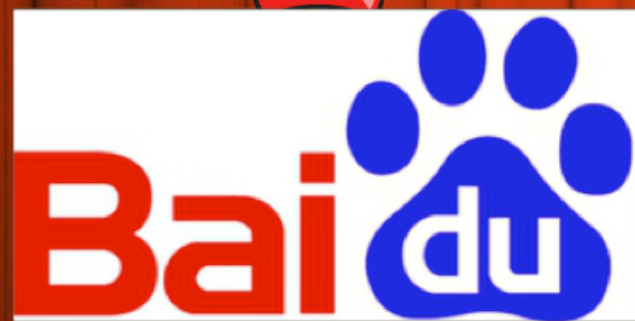
D)



The Sun is at the centre of the solar system.



The Sun is at the centre of the solar system.



The Sun is at the centre of the solar system.



MAKE YOUR CASE:
UNIVERSITY LIFE

FACE THE FACTS

Is THAT so?:

PROVING YOUR POINT

THE MECHANICS OF REFERENCING

Referencing Quiz:

OP- OP- OP- OPPA



HARVARD

STYLE!

REFERENCE LIST

- Department of Energy. (2015). Wind vision: continuing the success of wind energy. *Office of Energy Efficiency & Renewable Energy*. Retrieved from <http://energy.gov/eere/success-stories/articles/wind-vision-continuing-success-wind-energy>
- Martin, D. E., Rao, A., & Sloan, L. (2011). Ethnicity, Acculturation, and Plagiarism: A Criterion Study of Unethical Academic Conduct. *Human Organization*, 70(1), 88-96. Retrieved from <http://ssrn.com/abstract=1754577>
- Priess, B. (2014, 2 September). Schools turning to anti-plagiarism software to catch cheating students. *Sydney Morning Herald*. Retrieved from <http://www.smh.com.au/digital-life/digital-life-news/schools-turning-to-antiplagiarism-software-to-catch-cheating-students-20140902-10ayuv.html>
- United Nations. (n.d.). Renewable Energy. *Department of Economic and Social Affairs*. Retrieved from <http://www.un.org/esa/desa/climatechange/renewableenergy.html>

THANKS FOR COMING!

Referencing Quiz:

OP- OP- OP- OPPA



HARVARD

STYLE!

REFERENCE LIST

WHAT IS MISSING?

_____, JK 2010, *Harry Potter and the Philosopher's Stone*, Bloomsbury Books, London.

I'm a **what?**

You're a wizard,
Harry!



WHAT IS MISSING?

Purdy, J 2000, *For Common Things*, _____,
New York.

WHAT IS MISSING?

Smythe, Q, Allens, P & Swift, J 2011, 'Curiosity and the Childlike Mind', _____, vol. 4, no. 2, pp. 36-54.

WHAT IS MISSING?

Grant, US, Cleveland, G, Lincoln, A, Kennedy, JF, & Clinton, W 2013, *The Road to the Whitehouse*, The White Institute, _____,
<<http://www.thewhiteinstitute.com/articles/the-long-road.html>>.

WHAT IS MISSING?

Newton, I & Galileo, G 1701, *Falling Fruit and Solar Centres*, 3rd ed, Gutenberg Press, Mainz.

WHAT IS MISSING?

Strunk, W & White, EB 1918, 'Punctuation matters!',
Academic Referencing Journal, vol 7. no. 9,
pp. 10-14.

WHAT ARE MISSING?

Kambeck, G 2014 'Ferrets: Polecats of the East', in Veness SJ (ed.), *Mammalian Majesty: A Treatise on the Animals that Count* Van der Schlaap Press, Pretoria, pp. 7-67.

Do It Yourself (DIY)

Create a reference list entry for the source below:

Author name(s): Edwin D. Starr and James Brown

Year of publication: 1973

Title of article: War! What is it good for?

Title of journal: The Motown Chronicle

Volume number: 3

Issue number: 4

Pages: 99-109

GOOD GOD, Y'ALL!



IN-TEXT CITATIONS

Whoa, you're halfway there!



WHAT IS WRONG?

Oil is the most important resource upon which the world currently relies. Oil prices have historically reflected this importance, with the cost per barrel reaching a high of US\$192.87 in 2003 (Bush, G 2005).

WHAT IS WRONG?

Sydney is Australia's most expensive city. A recent report indicated that the average price of many everyday items, such as coffee, public transport, and movie tickets, could be as much as 25% more in cost than in other comparable cities (Eaglefeather, 2009).

WHAT IS WRONG?

It is true that space exploration can be dangerous and expensive. A recent study has shown that the total cost of sending a person to space is estimated to be US\$6.8 million. However, it is a valuable research opportunity that many governments appear to be ignoring, and needs to be pursued more vigorously (Armstrong 1969).

WHAT IS WRONG?

Being first is not always the most important thing. It has been shown that teaching children to co-operate, rather than compete, has wide-reaching benefits into adulthood (Aldrin 1969) including greater empathy for others and sense of community.

WHAT IS WRONG?

When studying a foreign language, students must learn not to translate between their native language and the target language. It has been shown that translation has a marked negative effect on language acquisition, and can slow down the process of fluency (Adams, Carter, Sinclair, Reid & Bluth 2009).

ANSWERS!

REFERENCE LIST

WHAT IS MISSING?

Author's name was missing!

Rowling, JK 2010, *Harry Potter and the Philosopher's Stone*, Bloomsbury Books, London.

WHAT IS MISSING?

Publisher's name was missing!

Purdy, J 2000, *For Common Things*, Random House, New York.

WHAT IS MISSING?

Journal title was missing!

Smythe, Q, Allens, P & Swift, J 2011, 'Curiosity and the Childlike Mind', *Paediatric Psychology Monthly*, vol. 4, no. 2, pp. 36-54.

WHAT IS MISSING?

Date viewed was missing!

Grant, US, Cleveland, G, Lincoln, A, Kennedy, JF, & Clinton, W 2013, *The Road to the Whitehouse*, The White Institute, viewed 4 March 2014, <<http://www.thewhiteinstitute.com/articles/the-long-road.html>>.

WHAT IS MISSING?

The ‘n’ from ‘edn’ was missing!

Newton, I & Galileo, G 1701, *Falling Fruit and Solar Centres*, 3rd edn, Gutenberg Press, Mainz.

WHAT IS MISSING?

The ' was missing!

Strunk, W & White, EB 1918, 'Punctuation matters!',
Academic Referencing Journal, vol 7. no. 9,
pp. 10-14.

WHAT ARE MISSING?

Two commas were missing!

Kambeck, G 2014, 'Ferrets: Polecats of the East', in Veness SJ (ed.), *Mammalian Majesty: A Treatise on the Animals that Count*, Van der Schlaap Press, Pretoria, pp. 7-67.

DIY

Starr, ED & Brown, J 1973, 'War! What is it good for?', *The Motown Chronicle*, vol. 3, no. 4, pp. 99-109.

IN-TEXT CITATIONS

WHAT IS WRONG?

Oil is the most important resource upon which the world currently relies. Oil prices have historically reflected this importance, with the cost per barrel reaching a high of US\$192.87 in 2003 (Bush 2005).

Only the author's family name is used!

WHAT IS WRONG?

Sydney is Australia's most expensive city. A recent report indicated that the average price of many everyday items, such as coffee, public transport, and movie tickets, could be as much as 25% more in cost than of other comparable cities (Eaglefeather 2009).

No comma between author's name and year!

WHAT IS WRONG?

It is true that space exploration can be dangerous and expensive. A recent study has shown that the total cost of sending a person to space is estimated to be US\$6.8 million (Armstrong 1969). However, it is a valuable research opportunity that many governments appear to be ignoring, and needs to be pursued more vigorously.

In-text citation must be connected to the specific idea or quote taken from the source!

WHAT IS WRONG?

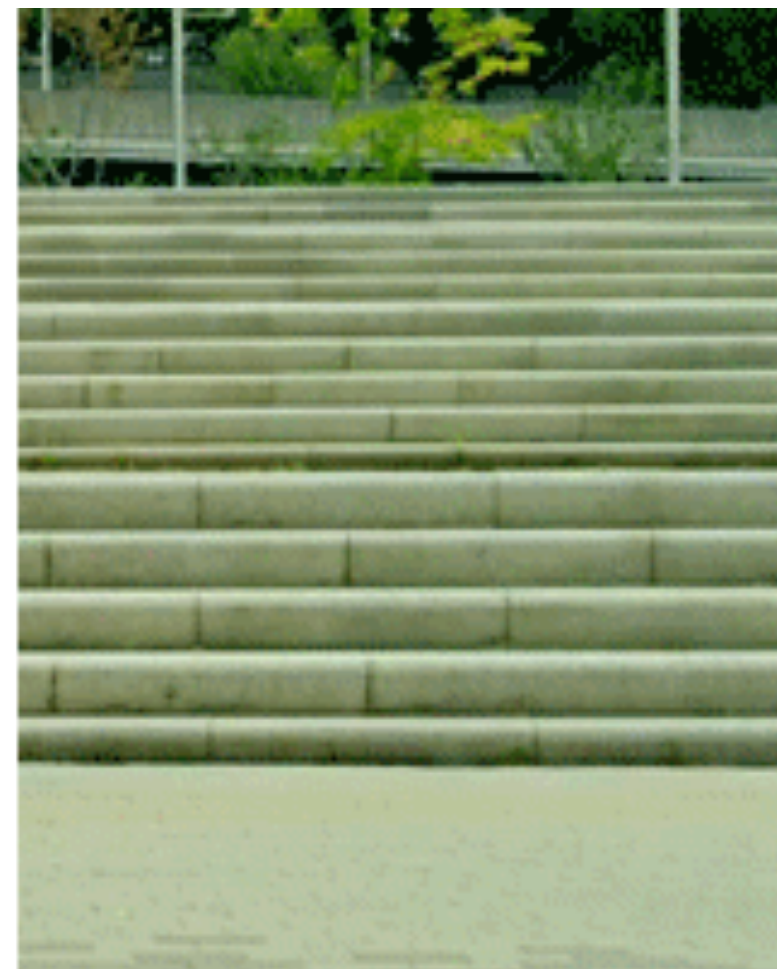
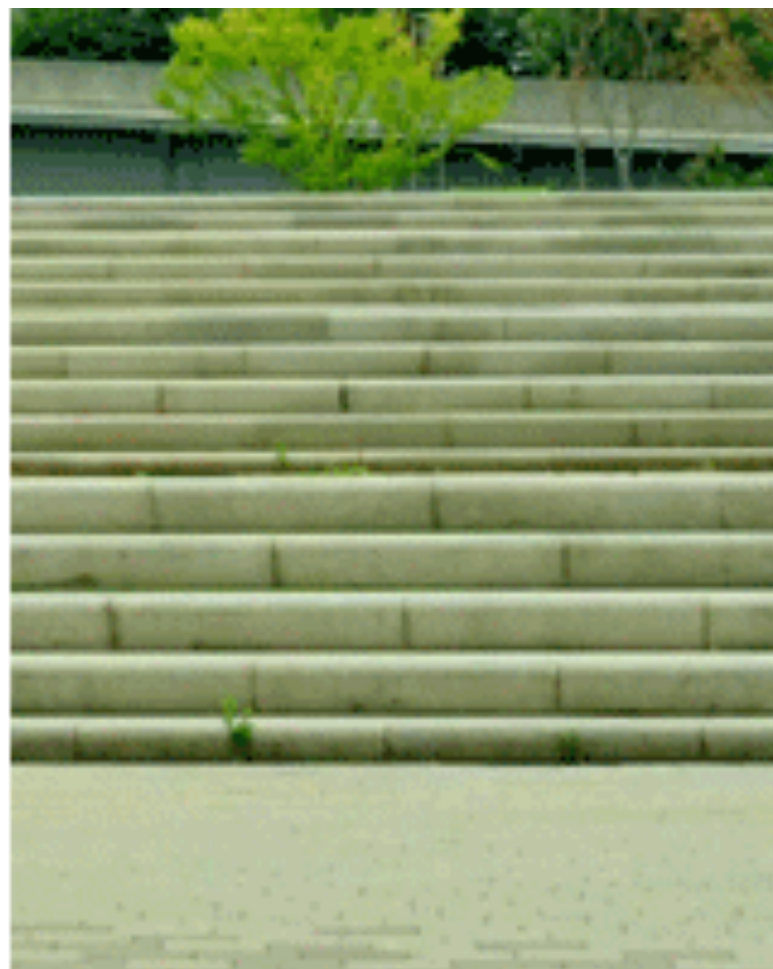
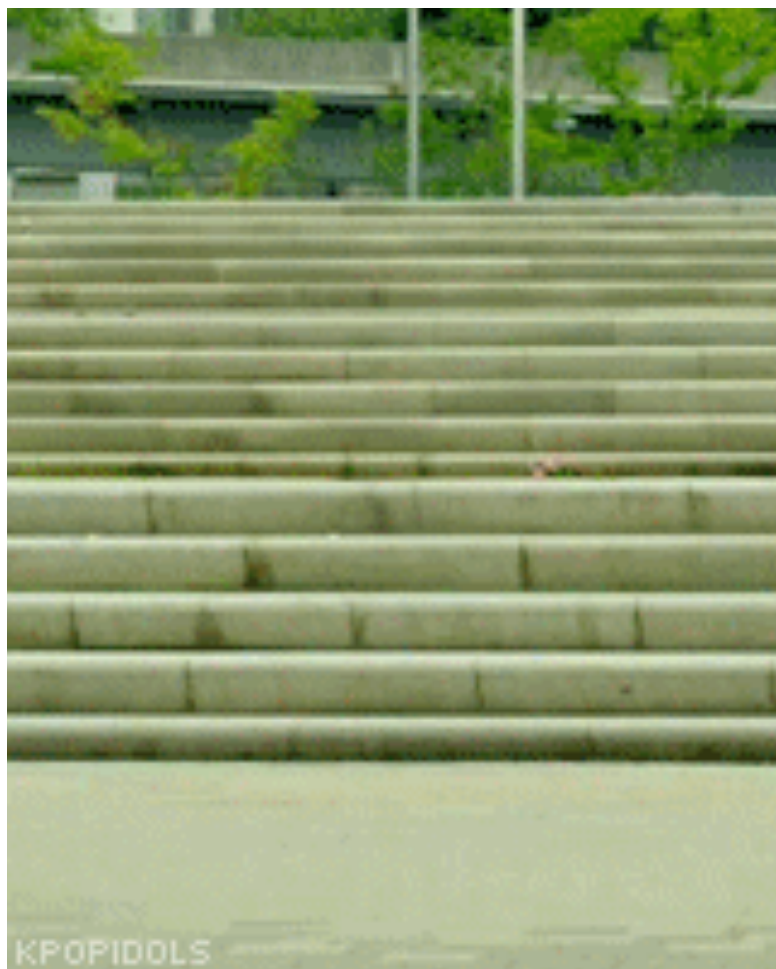
Being first is not always the most important thing. It has been shown that teaching children to co-operate, rather than compete, has wide-reaching benefits into adulthood including greater empathy for others and sense of community (Aldrin 1969).

**The in-text citation must reference
the entire idea used!**

WHAT IS WRONG?

When studying a foreign language, students must learn not to translate between their native language and the target language. It has been shown that translation has a marked negative effect on language acquisition, and can slow down the process of fluency (Adams et al. 2009).

4 or more authors? Use 'et al.' in the in-text citation! All the names go in the Reference List!



GOOD WORK!

PROVE YOUR CASE: DETECTIVE WORK



You are a detective. Your job is to solve crimes! The police are about to arrest a man, Mr Lars Enney, on suspicion of stealing a television from the house next-door while the owners were at work. You need to look at the evidence, and decide if he should be arrested.

Each police officer involved in the case has given a different reason for believing Mr Enney is guilty. Look at each officer's statement, and **rank them in order of the weakest to strongest evidence**.

Police Statements



A. CONSTABLE MAHONEY:

"An angry neighbour who doesn't like Mr Enney told me the suspect did it."



B. SENIOR CONSTABLE GIBBONS:

"I examined the crime scene, and found Mr Enney's fingerprints on the door handles and broken window."



C. SERGEANT RIGGS:

"Constable Mahoney told me Mr Enney did it."



D. CHIEF INSPECTOR CLOUSEAU:

"A security video recording from the night of the theft showed someone who looked like Mr Enney entering the house at the time of the robbery."



E. CHIEF FORENSIC OFFICER CAINE:

"Hair and DNA samples found at the crime scene match Mr Enney's."

Discuss your answers to the following questions with your group or partner:

1. Which evidence did you choose as the strongest? The weakest?
How did you make those decisions?
2. Should the police arrest Mr Enney? Why?
3. Why is it important that the police have the strongest evidence possible before arresting someone?
4. How would you feel if you were arrested on weak evidence? Or no evidence at all?

MAKE YOUR CASE: UNIVERSITY LIFE



You are no longer a detective. You are an undergraduate at a university in Sydney. Congratulations! Your job is now to write essays and give class presentations.

You need to write an essay about the benefits of renewable energy—solar, wind and hydroelectric power, for example. You've found a number of sources you could use, but first you need to decide which of these are good, strong evidence for your work, and which are not.

Sources of Information



WIKIPEDIA
The Free Encyclopedia

A. WIKIPEDIA — WIKIPEDIA.COM:

"Without renewable energy sources, the Earth will continue to warm and all living organisms will perish (*Citation needed*)."



B. UNITED NATIONS — UN.ORG:

"Solar, wind, and hydroelectric power help reduce poverty through improved energy access in underserved areas."



C. IELTSSESSAYS.COM:

"Solar power is best power, without it we'll all be die."
Author (and band score!) unknown



D. LINK TO ONLINE SEARCH — GOOGLE.COM:

https://www.google.com.au/search?q=renewable+energy&rlz=1C5CHFA_enAU562AU563&oq=renewable+energy&aqs=chrome..69i57j69i61j69i60.2086j0j7&sourceid=chrome&es_sm=119&ie=UTF-8



E. UNITED STATES DEPARTMENT OF ENERGY — ENERGY.GOV:

"Wind power is expected to offset the emission of more than 12.3 gigatonnes of greenhouse gases by 2050."

Discuss your answers to the following questions with your group or partner:

1. Which evidence did you choose as the strongest? The weakest?
How did you make those decisions?
2. Which sources would you include in your essay? Why?
3. Why is it important that we use the strongest evidence possible when writing academically?
4. How would you feel if you were expected to believe or accept another person's ideas on weak evidence? Or no evidence at all?

FACE THE FACTS

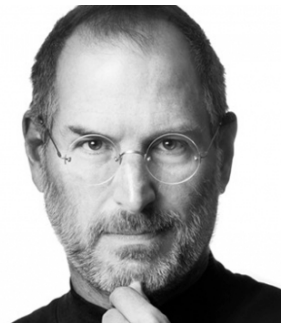
Look at each of the quotes or facts in the list below. Match each with the person or organisation you think is the most authoritative source for that information.



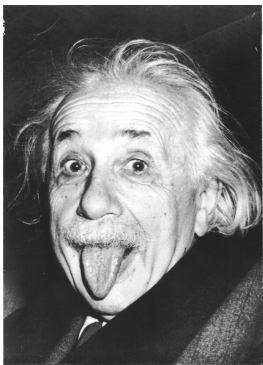
"The laws of physics are the same for all non-accelerating observers."



"Design is not just what it looks and feels like. Design is how it works."



"Gunshot wounds are the 12th leading cause of death in the United States and more than half of all suicides are committed with guns. There are virtually no reliable data on the number of nonfatal firearm injuries."



"What stands out in the 2013 results is the consistently strong performance of Harvard, Stanford, MIT and Princeton among the leading US universities. With only a couple of exceptions, these schools feature in the top five in every ranking."



"International education activity contributed \$16.3 billion in export income to the Australian economy in 2010-11."



Australian Government
Department of Education and Training



THE UNIVERSITY OF
SYDNEY

IS THAT SO?: PROVING YOUR POINT

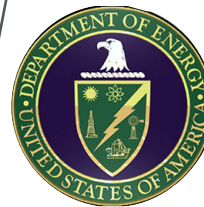
Some students have begun writing paragraphs for their essays. You can see what they have written in the left-hand column below. However, each paragraph is missing something very important: **evidence!** Help these students by finding the best evidence from the right-hand column, and inserting it into paragraph.

STUDENT'S REASON/ARGUMENT

EVIDENCE

1. Education services for international students account for a significant part of the Australian economy. Students coming to Australia for study purposes are a large source of revenue for the government. **[Evidence?]**

A. "Wind power is expected to offset the emission of more than 12.3 gigatonnes of greenhouse gases by 2050."



2. The private ownership of firearms must be banned. Individual access to high-powered weapons leads to injury and death. **[Evidence?]** This is a serious problem that needs urgent action.

B. "International education activity contributed \$16.3 billion in export income to the Australian economy in 2010–11."



Australian Government
Department of Education and Training

3. The use of renewable energy is an important step in protecting the planet from severe changes to climate. Renewable energy sources, such as solar and hydroelectric power, reduce the amount of harmful pollutants released into the atmosphere. **[Evidence?]**

C. "Gunshot wounds are the 12th leading cause of death in the United States and more than half of all suicides are committed with guns. There are virtually no reliable data on the number of nonfatal firearm injuries."

PUBLIC HEALTH
Reports

HUMAN ORGANISATION

Journal of the Society for Applied Anthropology

Vol. 70 No. 1. 2011

Ethnicity, acculturation, and plagiarism: A criterion study of unethical academic misconduct.

Authors: Martin, Daniel E; Rao, Asha; Sloan, Lloyd R

Culture and Plagiarism*

In Western cultures, the behaviors discussed in the previous section may be viewed as cheating, but may not in some other cultures. In a study by Chapman and Lupton (2004), university business students attending schools in their native lands were found to have significantly different perceptions of academic dishonesty, with United States students having a significantly (self-reported) greater likelihood of participating in some form of cheating.

One point of commonality across cultures was the similarity in individuals viewing themselves as being less likely to cheat compared to their fellow students (Chapman & Lupton, 2004). These findings are consistent with results from a sample of individual managers employed at companies in their home countries who were part-time or past attendees of post-graduate management programs (Jackson, 2001). Across all 10 national groups, sampled managers saw others as being less ethical than themselves (Jackson, 2001).

The issue of plagiarism also has received attention in Australia and New Zealand. Pickering and Hornby (2005) surveyed freshmen Chinese and New Zealand students regarding their perceptions of the seriousness of plagiarism across six different scenarios. Chinese students perceived four of the scenarios as significantly less problematic than the New Zealand students. In another study, Introna et al. (2003) found attitudinal differences between Chinese and British students. Chinese students were less prone to see writing a paper for another student as a "somewhat or very serious" offense. Chinese students were also less likely to perceive plagiarizing from the Internet as a "somewhat or very serious" offense. Importantly, Introna et al. (2003) introduced several other factors that contribute

to plagiarism behavior, specifically the financial pressure to succeed, a sense of alienation (see also Whitley, 1998), and perceptions of the moral significance of plagiarism. Marshall and Garry (2006) also found significant differences in understanding and participating in plagiarism between native English and non-native English speaking students in a New Zealand sample. The above studies reflect the need to perform criterion-related research to avoid the bias associated with self-evaluation.

***This passage has been taken from the following journal article. Please refer to the original for the full text and reference list.**

Daniel, E. M., Rao, A., & Lloyd, R. S. (2011). Ethnicity, acculturation, and plagiarism: A criterion study of unethical academic conduct. *Human Organization*, 70(1), 88-96. Retrieved from: <http://search.proquest.com/docview/857251217?accountid=13902>

References

- Chapman, K., & Lupton, R. (2004). Academic Dishonesty in a Global Educational Market: A Comparison of Hong Kong and American University Business Students. *The International Journal of Educational Management*, 18(6/7), 425 – 435.
- Introna, L., Hayes, N., Blair, L., & Wood, E. (2003). *Cultural Attitudes Towards Plagiarism*. Lancaster University. Retrieved September 12, 2007, from: <http://www.jiscpas.ac.uk>
- Jackson, T. (2001) Cultural Values and Management Ethics: A 10-Nation Study. *Human Relations*, 54(10), 1267 – 1302.
- Marshall, S., & Garry, M. (2006). NESB and ESB Students' Attitudes and Perceptions of Plagiarism, *International Journal for Educational Integrity*. Retrieved from: <http://www.jiscpas.ac.uk>
- Pickering, J., & Hornby, G. (2005). *Plagiarism and International Students: A Matter of Values Differences?* Retrieved September 12, 2007, from: <http://www.ie-nz.conVDocuments/Pickering%20and%20Hornby%20ISANA05.pdf>
- Whitley, B. (1998) Factors Associated With Cheating Among College Students: A review. *Research in Higher Education*, 39(3), 235 – 274.

The Sydney Morning Herald

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Schools turning to anti-plagiarism software to catch cheating students

Benjamin Preiss

Published: September 3, 2014 - 1:15PM

Victorian schools are increasingly using plagiarism detection software to help mark students' work and ensure assignments are not copied from the internet.

Fairfax Media has confirmed that at least 21 Victorian schools are now using the program Turnitin to detect plagiarism. *Australian Educator* magazine also recently reported that teachers at a South Australian school were using the software.

According to the Turnitin website, the program compares students' work with more than 45 billion web pages – both current and archived. It also compares the assignments with a database of more than 337 million student papers.

The program then provides a report on the percentage of "matched content" included in the students' work.

Mac.Robertson Girls' High School has been using Turnitin for at least two years.

Principal Toni Meath said the program encouraged students to consider the originality of their work, and that it was rare for them to be caught plagiarising.

Turnitin is widely used by Australian universities.

Dr Meath said the software helped prepare students for the rigours of university education.

"In this cut and paste age it's really important when girls are researching they understand those works belong to someone else," she said.

Dr Meath said Turnitin helped teachers to provide honest and accurate feedback to students.

"We have high ethical standards," she said. "Our young girls here have the potential to be brilliant writers. If we don't give them honest, accurate feedback they may not reach their potential."

In Australia the software is sold by Aldis Associates. The company's customer relations manager, Alana Firth, said independent schools were the biggest Turnitin users in the Victorian school sector.

She said almost 350 schools across Australia had bought a licence for the software, and she expected more Victorian schools to take up the program.

"The trend is definitely growing," she said.

Ms Firth said schools could use the program to teach students how to reference their sources properly, while universities predominantly used it as a plagiarism detection tool.

She said the program included an online grading function that allowed teachers to make detailed comments in writing and voice, which could be attached to students' papers. It also has a "peer review" component, in which students can mark their classmates' work anonymously.

Ms Firth said teachers had reported that the software saved them hours of work because they no longer had to find the source of copied material when they suspected a student had plagiarised.

"[Teachers] would spend hours trawling the internet themselves looking for the source of that sentence or paragraph," she said.

American broadcaster NPR has reported more than half of all higher education institutes in the US and about a quarter of all high schools use Turnitin.

Ms Firth said many TAFE institutes were also using the program.

For more education stories visit [facebook.com/theageeducation](https://www.facebook.com/theageeducation)

This story was found at: <http://www.smh.com.au/digital-life/digital-life-news/schools-turning-to-antiplagiarism-software-to-catch-cheating-students-20140902-10ayuv.html>

Schools turning to anti-plagiarism software to catch cheating students

Surveying

1. Where was the text found?
2. When was it published?
3. Who wrote it?
4. Why did they write it?
5. Who is it written for?

Reading for Specific Information

1. How many Victorian schools were using the program Turnitin at the beginning of September 2014?
2. What does Dr. Meath mean when she says “in this cut and paste age”?
3. Who sells Turnitin in Australia?
4. How does the way schools use the software differ from how universities use it?
5. Do students have to write their names when they peer-review classmates’ assignments submitted through Turnitin?

Identifying voices

1. How many people are there in the text?
2. Who is telling the story?
3. Who provided the answer to question number 4 in the previous section? How do you know that?
4. Why did the author include it that way?

Ethnicity, Acculturation, and Plagiarism: A Criterion Study of Unethical Academic Conduct

Surveying

1. Where was the text found?
2. When was it published?
3. Who wrote it?
4. Why did they write it?
5. Who is it written for?

Reading for Specific Information

1. Generally speaking, who did students think were more likely to cheat: themselves or other students?
2. What different countries and nationalities are mentioned in the text?
3. To which nationalities are Chinese students compared?
4. What three factors are believed to contribute to plagiarism behaviour?

Identifying Voices

1. How many people are there in the text?
2. Who is telling the story?
3. Who provided the answer to question number 4 in the previous section? How do you know that?
4. Why did the author include it that way?