

Academic Integrity for Success

Presented by the Learning Commons in
partnership with York International

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Our Presenters & Agenda for Today

Meet Today's Presenters

ESL Open Learning Center (OLC)

Professor Jacqueline Ng, Director of ESL OLC
Martina Vassallo, Language Facilitator, ESL OLC

The Writing Department

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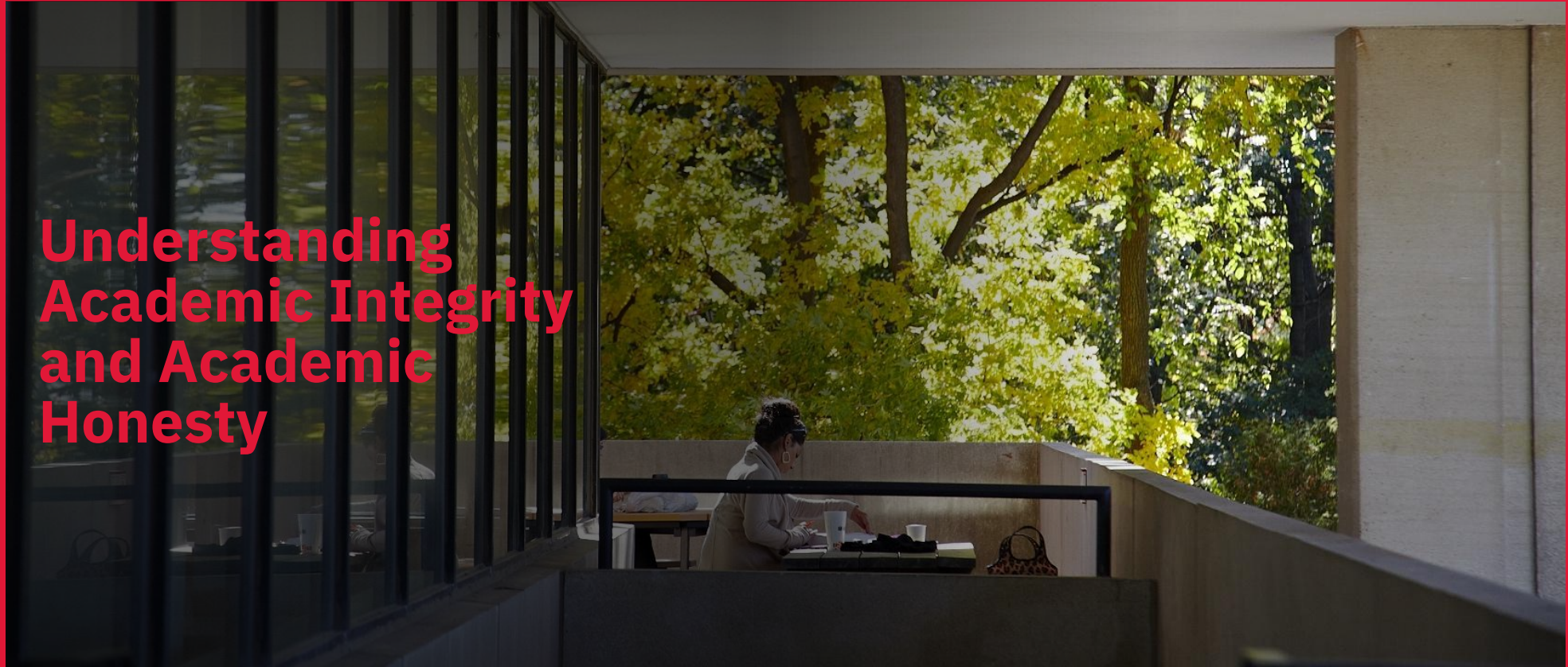
York University Libraries

Sophie Bury, Director of Learning Commons & Reference Services

By attending this workshop, you will learn:

- What academic integrity is and why it matters
- How to recognize different types of academic dishonesty and appreciate the consequences of not addressing them in a university context
- What strategies to use to incorporate academic integrity practices into your academic work
- How to effectively integrate source material into your papers to enrich argument and provide evidence
- When and how to paraphrase, quote, summarize and cite accredited sources in your papers
- How to cite accurately by using manuals, guides and tools available to you at York University

Understanding Academic Integrity and Academic Honesty



What does applying Academic Integrity look like?

- A.** Copying and pasting or only changing a few words is okay as long as the original author is sourced
- B.** Thinking about how I can restate, relate, and reinforce original ideas.
- C.** Always citing, quoting, paraphrasing, and/or summarizing original work when it is used.
- D.** Asking someone to help with my writing or do my writing for me because their ideas are original.

How can I avoid problems with Academic Integrity?

- A.** I should always start with my own opinions and then find outside ideas to turn my opinions into stronger arguments
- B.** I can spend more time to actually read and understand what I'm reading
- C.** Taking better notes is always a good and helpful start
- D.** I can use the resources that are available at York, handbooks, and website tools

What is Academic Integrity? Why is it important in academia?

- **Definition:** Intellectual honesty + Acknowledgement via proper conventions
- **Objective:** To ensure that fairness, originality, expertise and copyright of one's work can be respected and recognized in academia.



- **Importance:** Copying/ borrowing ideas from someone's work and using it as if they were your own without proper referencing is unethical and unacceptable.
- It is like an act of “stealing” someone's intellectual property.

- **Outcomes/Penalties:** Plagiarism: Academic crime → a “0” in the assignment of a failing grade in the course.



- **Question:** What if I do not know if I plagiarized or not?



Forms of Plagiarism & Academic Dishonesty

1. Copying directly from any text without providing a citation
2. Copying/ borrowing ideas from a text and changing few words in your paper
3. Citing someone's words with a citation but without "quotation marks", author's name, publication year, and/or exact page numbers
4. Hiring or getting someone to write your assignment or paper
5. Submitting your work or part of it more than once: i.e. Self-plagiarism
6. Making up information and creating fake citations

- Question: **How can I avoid plagiarism?**





Strategies for Engaging in Good Academic Integrity Practices

1. Track your research

- **Source material**

- List full bibliographic information for every source you use as you use it
- Keep all notes from that source together
- Track page references

- **Take notes on each source**

- Use your own words
 - Do not simply copy and paste text

- **Use a 3- stage note-taking process**

- What point is the author making? What does that mean?
- How does it relate to the topic? to other sources? to your position? to the course material?
- Why might that be important? How might it be useful in your discussion?

- **Identify gems**

- Highlight segments that really resonate/encapsulate/illustrate an idea in an elegant, efficient, meaningful way
 - Note the page reference

Note Taking Options

Example of Cornell Note-Taking Method	
This column is for comments related to the notes taken.	The right-hand column is for you to write your notes.
- Basic concept of physiology & basis of course	- Homeostasis is the Key to life
- Definition!	- "Homeostasis is the relatively stable nature and consistency of blood despite marked changes in the environment."
- Diagram pg. 30	- All body systems EXCEPT: Gonads
- Only diagrams in text and on slides will be on the quiz.	- Specialized organ systems move chemicals between organism and outside environment to maintain homeostasis - Get diagram.
- Quiz Oct. 5 th	- water, electrolytes, pH, nitrogenous compounds, oxygen, CO ₂ , temp, nutrients and tissue nutrient levels regulated
- Questions: Do we need to know what systems don't use the negative feedback?	- Homeostatic control relies on: constant monitoring, responding to changes in blood composition, and negative feedback loop
SUMMARY:	<div><div>Sensory System (monitor)</div><div>Control system (adjustment)</div><div>Negative Feedback Loop</div></div> <p>You can use this section to write a brief summary to encapsulate the main ideas.</p>
	- Homeostasis is very important for all physiological processes
	- Negative feedback loop helps maintain homeostasis

Lecture number and title: _____ Page x		
Column 1 - Headings and main points	Column 2 - Details and examples	Column 3 - Personal responses
Topic	Explanation	Details
Vocabulary	Definition	Use in a sentence
Questions	Book notes	Class discussion
Cause	Effect	Explanation
Term/Concept	In my own words	Picture
Male-dominated culture	Male outnumber female Career develop. differences	Check Smith (2012) Do they really affect woman

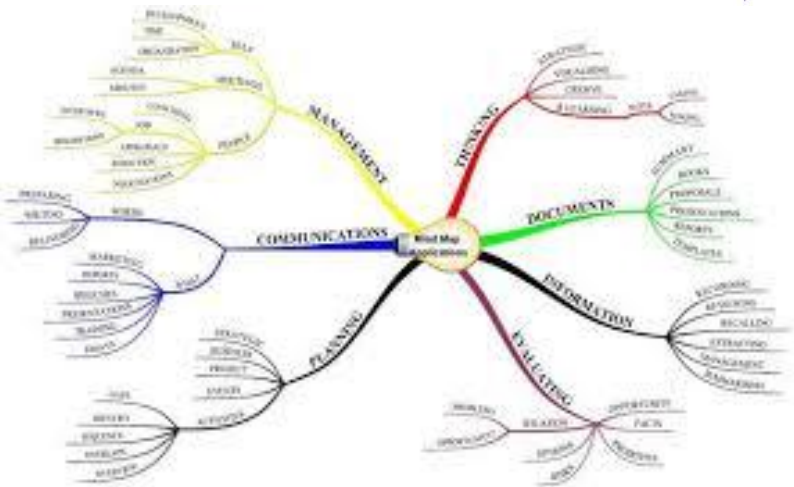
STRUCTURED ANALYSIS MODEL

NOTES (key points, theories, authors, dates, examples, models, concepts)	REMARKS (reflections, critiques, considerations)
Theory 1 with explanation Author and date - key point 1 - key argument 1 - detail - detail Example 1	Strengths 1, 2, 3 Limitation 1 Link to theory X about argument Y Link to previous module
Model 1 with explanation Author and date Uses 1, 2, 3 Details 1, 2	Could be more useful than theory X in situation Y Strengths 1, 2 Limitation 1
Theme 1 with explanation and history Contributing author 1 - key points Contributing author 2 - key points Important concept - element 1 - element 2 Example 1	Reflection - this has taught me... Contrasts with theory X Critique 1 Strength 1 Conclusion 1 Conclusion 2

Body Language and Oral Presentations Traditional Format

I. BODY LANGUAGE (conveys your state of mind)

- A. Movement
1. Strive for natural movement.
 2. Control distracting mannerisms. (pacing, pen-clicking).
 3. Develop natural style.
(a) Move forward to stress points.
(b) Step back and focus attention on screen.
(c) Never pass them around.
 4. Hold objects so audience can see them.
 5. Avoid excessive and uncontrolled movement.
- B. Facial Expressions
1. Smile.
 2. Appear relaxed and friendly.
- C. Gestures
1. Use natural gestures to emphasize what you're saying.
 2. Integrate and coordinate gestures with text.
 3. Examples
(a) number of fingers = number discussed.
(b) sizes, shapes - tall, short.
 4. Use gestures to help pace yourself.
 5. Use gestures based on audience size.
- D. Posture
1. Practice good posture.
 2. Don't prop up against wall or desk.
 3. Don't sit unless it's part of presentation.



2. Treat academic writing as a conversation

- **Academic writing is a conversation**

- A point of view without support is an opinion, not an argument
 - Our job is to show the reader how and why we came to our position by producing evidence from reliable sources to back up our claims
- Research helps us find out what scholars think
 - We begin by researching our topic, understanding related concepts and issues, finding out what scholars have to say
 - We enter the conversation with our analysis, interpretation + connections to form a position
- Citing others' work shows that we read it and that we acknowledge (thank them) for it
 - E.g. If someone copied your artwork and pretended they created it, you would be upset - as would these authors and the people you have “tricked”
- But if I cite other sources, where is my “voice”?
 - Your “voice” emerges through your response to what you cite
 - **What does the author mean?**
 - **What connections do you see to course concepts and to other scholars' ideas?**
 - **How does their view support or contrast with yours?**
 - **Why is this important?**

3. Follow a 4-stage citing process

- **Citing is a 4-Stage Process**

- Introduce the source material, capturing the authorial action
 - **X claims, argues, reminds us, emphasizes, reports, suggests, etc.**
- Restate the material in your own words to demonstrate your understanding
 - **In other words, X is saying; Basically, X believes; The main point X is making is...**
- Relate the material to your own and/or to other authors' position(s)
 - Disagree/Agree/Both
 - **X's findings contrast sharply with those of Y**
 - **X's theory of __ reveals the importance of considering ____**
 - **While X's view on __ contributes to our understanding of __, their emphasis on __ undermines the idea that ____**
- Reinforce significance - show why this material matters
 - **As a result, the way we consider ____ will have important implications for __ in terms of _____**

**** Remember to examine positions that contradict, not just support, your position**

Integrate source material - Match the Method to the Purpose

Method

A. Summary

B. Paraphrase

C. Quotation

Purpose

- 1.** To present the main idea of a particular segment of source material in your own words
- 2.** To provide an overview of a larger piece of text in your own word
- 3.** To present a particular expression/idea/thought in the author's own words

4. Integrate source material - Cite purposefully

- **Summarize**

- To provide an overview in your own words of a larger piece of text to provide context for a larger discussion to follow
 - E.g. In *A Game of Thrones*, George R. R. Martin tells the story of
 - Citation varies - **MLA** does not require in-text citation; **APA** does

- **Paraphrase**

- To present the main idea of a particular section/sentence/idea from source material in your own words to support, contradict or comment on your argument or evidence
 - E.g. During a critical confrontation between Ned Stark and Cersei Lannister in *A Game of Thrones*, Ned accuses Cersei of deceiving the king because of her obsession with power and her romantic love for her brother (**MLA** - Martin 156)/(**APA** - Martin, 1996).

- **Quote**

- To present a particular expression/idea/thought in the author's words to showcase its power or authority
 - E.g. When Cersei asserts “When you play the game of thrones, you win or you die” (**MLA** - Martin 488)/(**APA** - Martin, 1996, p. 488), she encapsulates the age-old, power-hungry mindset that destroys Ned and plunges the kingdom into war.

Power and the Denial of Femininity in *Game of Thrones* (excerpt)

Marques, Diana. "Power and the Denial of Femininity in *Game of Thrones*". *Canadian Review of American Studies* 49.1 (Spring 2019): 46-65

Statement of Purpose

..... In this article, I will answer the following questions. Why do women try to look and act like men in order to be accepted in conventionally male roles? And, above all, does the self-disavowal of feminine traits translate to power and authority, or are the female characters marginalized and mocked?

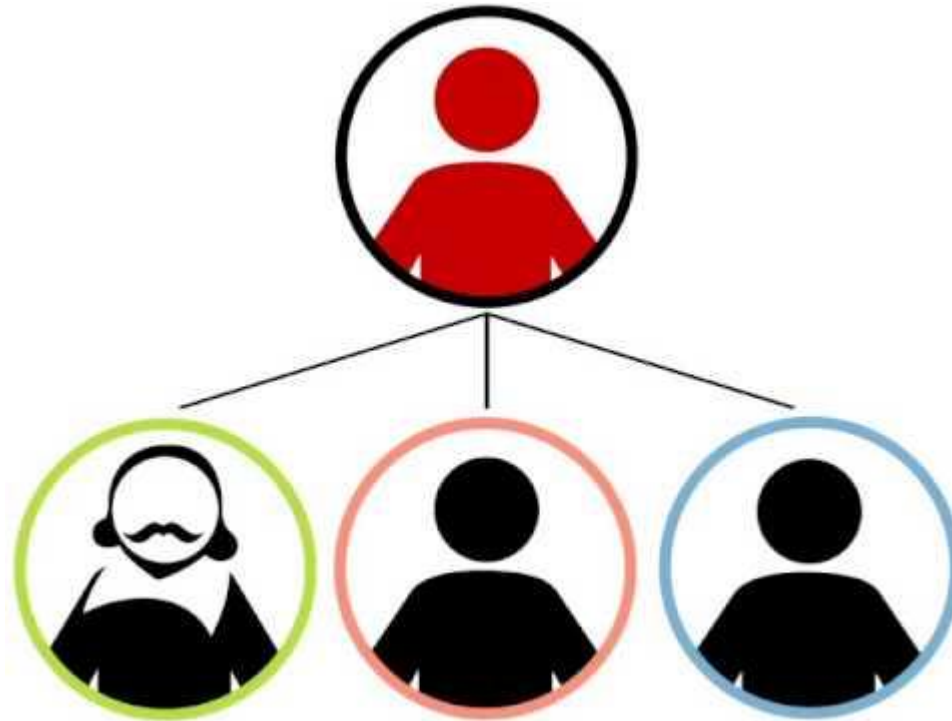
Identify the citation types (summary, paraphrase, quotation) and components (introduce, restate, relate, reinforce) :

Brienne is a female knight, and in that alone she disrupts the norm. She is tall, strong, and muscular; she is always being referred to as ugly; and she is very skilled with the sword. Every man sees her as a threat because she is playing a man's part and seems to be stronger than any of the men she encounters. She also displays all the chivalric features that a knight should live by: loyalty, courtesy, and bravery. Thus, Brienne is a woman with no traces of femininity, who deliberately chooses to deny those traces because of the way she looks, and that alone seems subversive. Consequently, Brienne denies her womanhood and is rarely in the company of other women. As noted by Shiloh Carroll, "Brienne has no worth as a woman because she is not beautiful, and therefore neither decorative nor a sexual object. She finds herself so unsuited to the realm of women that she enters the realm of men" ("You Ought" 255). This tendency of women to wield male power and reject their femininity as a way to assert and validate their presence in the world has been the tendency in medievalist fantasy works, according to Carroll. Therefore, women in fantasy have the need to deny their femininity in order to be taken seriously so that they can assume roles that are traditionally masculine.

Works Cited

- Carroll, Shiloh. “‘You Ought to Be in Skirts and Me in Mail’: Gender and History in George R.R. Martin’s *A Song of Ice and Fire*.” *George R.R. Martin’s “A Song of Ice and Fire” and the Medieval Literary Tradition*. Ed. Bartłomiej Błaszczewicz. Warsaw: Wydawnictwa Uniwersytetu Warszawskiego, 2015. 247–59.
- Martins, George R. R. *A Game of Thrones: Book One of a Song of Ice and Fire*. New York: Bantam Books, 2002. Print.

Citation: A Little More on the Why and How Pieces



Citation: A (Very) Brief Introduction. (Video) NCSU Libraries.

Great Starting Point: Library's Citing Your Work Guide

researchguides.library.yorku.ca/styleguides

Citing Your Work: Home

[Home](#)[APA](#)[MLA](#)[Chicago](#)[Other styles](#)[Zotero](#)[Mendeley](#)[Citing Government Publications](#)[Citing Data](#)[Citing Archival Material](#)[Annotated Bibliography](#)

Style guides for footnotes and bibliographies

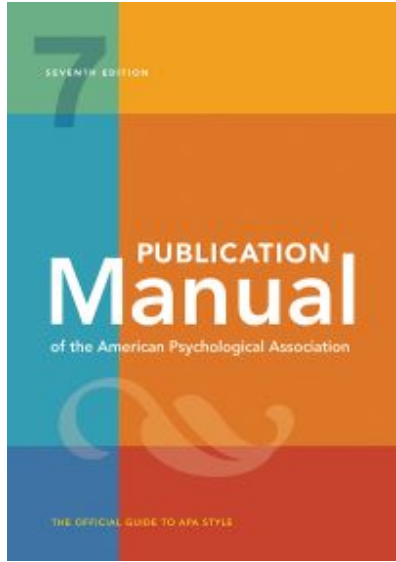
Proper citation is important for all scholarly work. Style guides, or style manuals, provide detailed information about how to use a particular citation style for various media formats. The above menu will take you to selections of citation style guides. The electronic guides *do not* include all the rules and formats of the citation style; the printed style guides have more rules and examples.

For a general introduction to [creating bibliographies](#) please consult the SPARK tutorial. The [SPARK tutorial](#) provides concise information on citing sources, citations and bibliographies, citation styles, citation management, annotated bibliographies, [tips for bibliographies](#), and a resource called "[What is common knowledge?](#)".

Related Subject Guides

- [Business Citation Guide](#)
by [Stephanie Quail](#)
Last Updated Sep 8, 2020
104 views this year
- [Legal Citation](#)
by [Sharon Wang](#)
Last Updated Dec 10, 2020
43 views this year

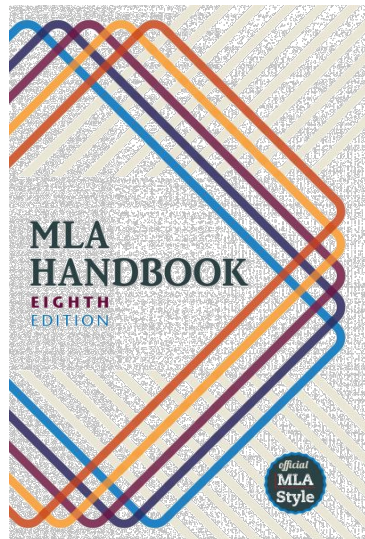
Style Manuals - Key Points to Keep in Mind



APA



Chicago



MLA

- Always use a specific style and apply it consistently
- Use a reliable online or print guide to the citation style
- York professors/instructors will often indicate which style to use in assignment instructions
 - If they don't specify a style, you can seek advice from the Libraries or the Writing Centre about a style that would be fitting to the discipline related to the course assignment
- Don't get anxious about remembering all the different style rules/punctuation details for each type of format, e.g. book, article, etc.
 - The main thing is to accurately apply what the style guide says you should do!
- APA, MLA and Chicago are citation styles you are very likely to experience at York

APA Style Guides

APA Citation Resources @ York

- [SPARK's APA Style Guide \(7th ed.\)](#)
- [Business Citation Guide: APA Examples](#)

Additional Resources

- [APA Style website \(7th ed.\)](#)
- [Purdue OWL: APA Formatting and Style Guide](#)
- [APA Citation Guide \(Seneca College Libraries\)](#)

Chicago and MLA Style Guides

Chicago Citation Resources @ York

- [Online version of Chicago Style](#)
- [SPARK's Chicago Style Guide](#)

Additional Resources

- [Purdue OWL's Chicago Style guide](#)

MLA Citation Resources @ York

- [SPARK's MLA Style Guide](#)

Additional Resources

- [Purdue OWL's MLA style guide](#)

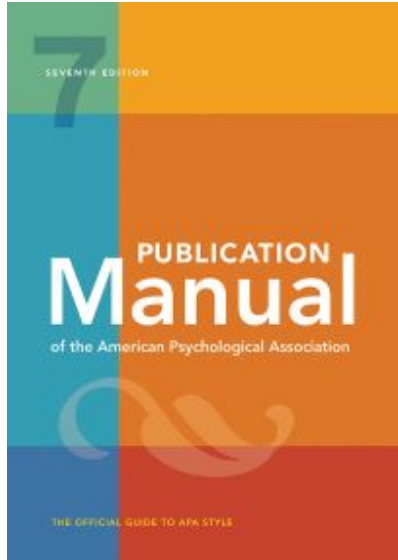
APA Citation - Example

APA (American Psychological Association) is a common citation style

- Used in the social sciences especially and very commonly requested by instructors at York
But remember the same idea applies with other styles like MLA - become familiar with the rules and apply them accurately, and you'll be fine!

APA is a Two-Part Process

- Part 1: Create **in-text citations** in the **body of the assignment (short-form of citation)**
- Part 2: Create **a References list** with **complete bibliographic information** at the **end of the assignment (long-form of citation)**



In-text Citations - APA

Use in-text citations when

- paraphrasing
- quoting directly from a source

In APA usually require:

- The author's last name
- Publication year
- Page number for quotations

Paraphrasing - APA

No need to have page number(s)
with paraphrasing

1. **Smith (2009)** illustrates how NAFTA has...
2. Research on NAFTA shows... **(Smith, 2009)**

Style One: Uses signal phrase or narrative style, author's name in body of sentence and year of publication in brackets

Style Two: Uses parenthetical style with no signal phrase, author and date of publication in brackets.

In-Text Citations

Short forms of your citations that appear in the body of your assignment

Quoting - APA

Page numbers where quote found
must be indicated with quoting

1. **Smith (2001)** discusses how “Quebec has a relatively generous body of labor law” **(p. 31)**
2. Quebec supports worker rights in a number of ways. In fact, “since the second half of the 1970s it has prohibited the use of replacement workers in strikes” **(Smith, 2001, p. 31)**

Style One: Uses signal phrase or narrative style; author’s name in body of sentence and year of publication in brackets after author name; page number appears after quotation

Style Two: Uses parenthetical style with no signal phrase; author and date of publication in brackets.

In-Text Citations

Short forms of your citations that appear in the body of your assignment

Activity

Access quiz at:
bit.ly/AIQuizYI



Paraphrasing & Quoting Quiz - Cite it
Right (APA as example)

Reference List - APA

- This is the list with full citations you put at the end of your assignment
- Put the references in alphabetical order; If citing multiple works by the same author, list chronologically
- Authors' names are last name, followed by first initial, e.g. Hodgkins, J.
- Title of journal article or book chapter is in plain text, all lowercase *except* first word, after a colon or for proper nouns
- Capitalize all major words in journal titles only
- Italicize titles of longer works (e.g. books, journals)

Example: Reference List - APA

- New page, at the end of your assignment
- Provides readers with the **complete bibliographic information** for your in-text references

**Hanging
Indent
(.5 inch or
1.27 cm)**

Crowley, M., Tope, D., Chamberlain, L. J., & Hodson, R. (2010, August). Neo-Taylorism at work: Occupational change in the post post-Fordist era. *Social Problems*, 57(3), 421-447.

doi: 10.1525/sp.2010.57.3.421

Smith, M. R. (2001). What have the FTA and the NAFTA done to the Canadian labor market? *Forum for Social Economics*, 30(2), 25-50. doi: 10.1007/BF02828501

**Organized
by
author's
last name**

References

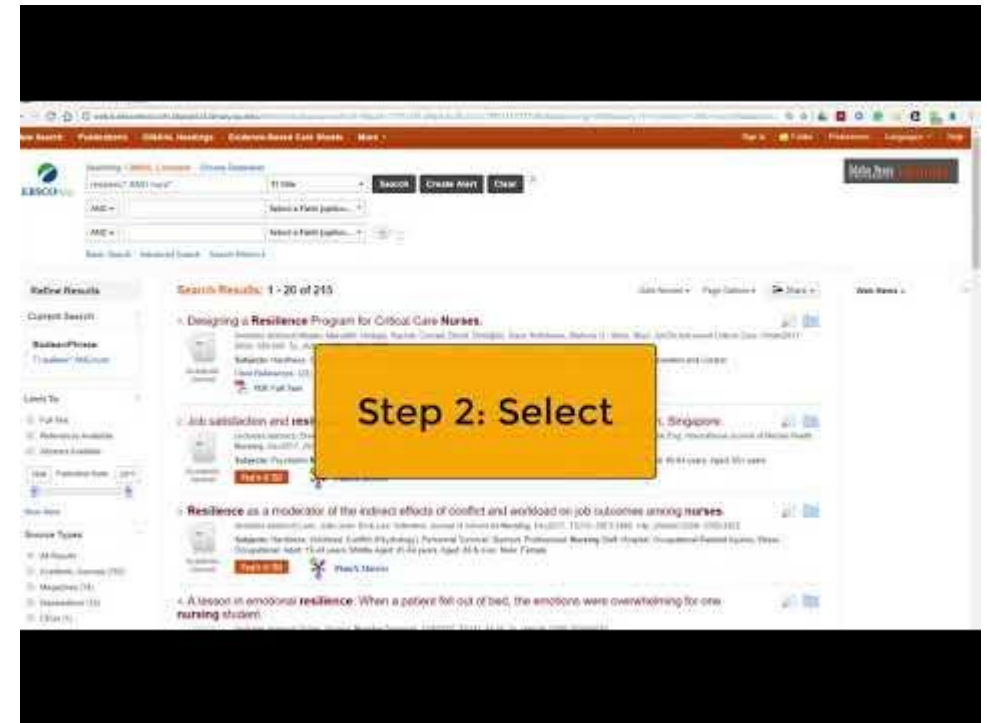
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no bold or
underline**

**Double
spaced**

Zotero Citation Manager

- Lets you keep track of what you are reading
- Free and easy to use
- Facilitates creation of in-text citations & bibliographies with a few clicks
- Always verify what Zotero generates against style guidelines!

Zotero - Quick Introduction Video



- Learn more with York Libraries' [Zotero guide](#)

**Workshop Wrap-Up
Discussion &
Reflection**



Let's get back to YOU...

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Let's get back to YOU...

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Questions & Answers



Workshop Slides and Other Links

Find our materials, including the slides, on York International's web site here:

<http://bit.ly/AIworkshopYILC>

Acknowledgements

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