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Curbing plagiarism by teaching
text transformation skills to
first year students

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1. The external problem: Plagiarism

- Scare word: epidemic

- Definition of academic plagiarism

- Visibility of plagiarism

- Face the fear

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2. The internal problem: lack of writing skills

- Academic writing not a presupposed basic skill

- Gap between school and higher education

- Knowledge-telling to knowledge transforming

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3. Approach

Three-pronged approach:
- Institutional academic misconduct/ plagiarism policies
- Electronic detection systems
- Pro-active pedagogical approach: teaching academic writing

  - Tutor awareness training course

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4. Process involved in teaching transformation skills

- Reading skills

- Note-taking skills

- Transformational strategies

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5. Transformational strategies

- Summary
- Paraphrase
- Addition
- Deletion
- Ordering/programming/structuring
- Repetition
- Substitution
- Narration
- Questioning
- Problematising
- Argumentation/reasoning
- Cumulation
- Dialoguing

6. Model 1: Referencing

Language is the mirror of the mind, I think.

"Language is the mirror of the mind", says Chomsky. I agree, however …

7. Model 1: Strategies

- Reference

- Authority

- Argumentative space

- Voice

8. Model 2: Structuring and argumentation

Another difference among the world's seas and oceans is that the salinity varies in different climate zones [*difference*]. For example [*instancing*], the Baltic Sea in Northern Europe is only one-fourth as saline as the Read Sea in the Middle East [*comparison*]. There are two reasons for this [*ordering*]. First of all, in warm climate zones, water evaporates rapidly; therefore the concentration of salt is greater [*causality*]. Second, the surrounding land is dry and, consequently, does not contribute much fresh water to dilute the salty sea water [*causality*] (example taken from Oshima & Hogue 1988:44).

9. Model 2: Strategies

- Arguments of
  - Difference
  - Instancing
  - Comparison
  - Causality
- Ordering/programming

10. Model 3: Questioning and Argumentation

Does culture have parts, and if so, what are they? More specifically, how is culture distributed through space and time? There are two main ways of construing this question of culture: 1) human culture is distributed in cultures (whole cultures are the units); 2) human culture is distributed in trait complexes (trait complexes are units). With either, the initial impression is that the human culture is distributed in neat and tidy packages. Cultures sound like well-bounded entities, as do traits, but I argue these impressions are false and misleading. Neither cultures nor traits are well-bounded, well-defined units. Rather, they are distributionally unstable, and their identification as units involves arbitrary judgements. In short, Lowie (1936) was correct when he wrote, "there is only one cultural reality that is not artificial, to wit: the culture of all humanity at all periods and in all places". My conclusion is that culture is not really particulate. Thus, eventually we will need to develop nontypological, nondiscreet modes of describing cultural phenomena (adapted from Gatewood 2000:293-4).

11. Model 3: Strategies

- Yes-no question
- Investigative question
- Programming
- Specification
- Difference
- Problematising
- Negation
- Alternative argument
- Referencing
- Concluding argument
- Writer's voice and recommendation

12. Model 4: Strategies

- Ordering/structuring
- Selection
- Focus
- Problematising
- Voice

Thank you.