

TURNITIN: PREVENTING PLAGIARISM IN ACADEMIC WRITING

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Plagiarism: Forms and Types
You Need to Know HOW TO PREVENT?

Referencing: Rules and Examples
You Need to Know HOW TO CITE?

Turnitin: Similarity and Originality
You Need to Know HOW TO ACCESS?



1 | **Plagiarism: Forms and Types** **How to Prevent?**

PLAGIARISM

- PLAGIARISM ONE OF NUMBER OF PRACTICES DEEMED BY UNIVERSITIES TO CONSTITUTE CHEATING OR LACK OF ACADEMIC INTEGRITY
- PLAGIARISM SPECIFICALLY IS A TERM USED TO DESCRIBE A PRACTICE THAT INVOLVES KNOWINGLY TAKING AND USING ANOTHER PERSON'S WORK AND CLAIMING IT, DIRECTLY OR INDIRECTLY, AS YOUR OWN.
- TO ACT OF TAKING ANY IDEA OR INTELLECTUAL PROPERTY EXPRESSED IN MATERIAL FORM, WRITING, DATA OR INVENTION OF ANOTHER PERSON CLAIMING THAT THE IDEA, WRITING DATA OR INVENTION OR THE RESULT OF ONE'S OWN FINDINGS OR INVENTION; OR
- AND ATTEMPT TO MAKE OUT OR THE ACT OF MAKING OUT, IN SUCH A WAY THAT ONE IS THE ORIGINAL SOURCE OR THE INVENTION WHICH HAS ACTUALLY BEEN TAKEN FROM SOME OTHER SOURCE.

MAIN FORMS OF PLAGIARISM

- COPYING ANOTHER PERSON'S WORK,
- PRESENTING ARGUMENTS THAT USE A BLEND OF YOUR OWN AND A SIGNIFICANT PERCENTAGE OF COPIED WORDS
- PARAPHRASING ANOTHER PERSON'S WORK, BUT NOT GIVING DUE ACKNOWLEDGEMENT TO THE ORIGINAL AUTHOR.
- A STAFF OR STUDENT PLAGIARISES WHEN HE
 - PUBLISHES, WITH HIMSELF AS THE AUTHOR OR CO-AUTHOR OR
 - FORCES ANOTHER PERSON TO INCLUDE HIS NAME OR
 - EXTRACT ACADEMIC DATA WHICH ARE THE RESULT OF RESEARCH UNDERTAKEN BY SOME OTHER PERSON OR
 - USES RESEARCH DATA OBTAINED THROUGH COLLABORATIVE WORK WITH SOME OTHER PERSON OR
 - TRANSCRIBES THE IDEAS OR INVENTION OF OTHERS KEPT IN WHATEVER FORM OR⁵
 - TRANSLATE THE WRITING OR INVENTION OF ANOTHER PERSON

**PROCEDURES TO BE
OBSERVED WHEN A
WRITING IS ALLEGED
TO HAVE BEEN
PLAGIARISED**

- UPON RECEIPT OF COMPLAINT OF PLAGIARISM IN A THESIS THE SECRETARIAT OF THE MEC/DEC SHALL POSTPONE TO THE COMMENCEMENT OF THE VIVA
- REPORTING TO THE DEAN OF THE CENTRE FOR STUDIES
- ESTABLISHING A COMMITTEE TO DETERMINE THE VALIDITY OF THE COMPLAINT
- SUBMITTING ITS RECOMMENDATION TO THE UNIVERSITY'S COMMITTEE FOR ACADEMIC INTEGRITY
- FINAL DECISION BY THE SENATE OF THE UNIVERSITY



**WHY DO STUDENTS
PLAGIARIZE?**

- BETTER GRADE
- LAZINESS
- EASY ACCESS
- NOT UNDERSTATING THE RULE
- HAPPENS UNCONSCIOUSLY

REASONS GIVEN BY STUDENTS

- STARTED TOO LATE
- COULDN'T DO THE COURSEWORK
- NOT THINKING WRONG
- HIGH MARKS
- NO NEED TO LEARN THE MATERIAL
- NO KEEP UP WITH THE WORK
- WANT TO GET AWAY WITH
- FELT THAT THE TUTOR DIDN'T CARE
- THINKING THAT PARAPHRASING WOULD BE DISRESPECTFUL

SOURCE DENNIS 2005

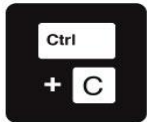
The slide features a white background with several realistic water droplets of various sizes scattered in the corners. A thin blue vertical line is positioned to the left of the main title text.

Tagging the 10 Types of Plagiarism



1. Clone

Submitting another's work, word-for-word, as one's own



2. CTRL-C

Contains significant portions of text from a single source without alterations



3. Find - Replace

Changing key words and phrases but retaining the essential content of the source



4. Remix

Paraphrases from multiple sources, made to fit together



5. Recycle

Borrows generously from the writer's previous work without citation



6. Hybrid

Combines perfectly cited sources with copied passages without citation



7. Mashup

Mixes copied material from multiple sources



8. 404 Error

Includes citations to non-existent or inaccurate information about sources



9. Aggregator

Includes proper citation to sources but the paper contains almost no original work



10. Re-tweet

Includes proper citation, but relies too closely on the text's original wording and/or structure



Clone

Submitting another's work, word-for-word, as one's own

Frequency



Problematic



Original

Unoriginal

A Natural Setting

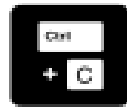
A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.



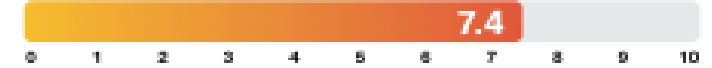
CTRL-C

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Frequency



Problematic



Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

The Beautiful Yosemite Valley

From the time of its first discovery by non-indigenous people in the mid-nineteenth century Yosemite Valley has held a special, even religious, possession on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. And Yosemite holds a special grip on the western mind, while perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.



Find - Replace

Changing key words and phrases but retaining the essential content of the source

Frequency



Problematic



Original

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

Unoriginal

A Beautiful Setting in Yosemite

Since its first discovery by non-native people in the mid-19th century Yosemite Valley has held a special, even sacred, hold on the American psyche because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mindset, perceptions about the Valley have evolved over time due to changing political movements, migration patterns and environmental issues as man has become more attuned to their relationship and impact on nature.



Remix

Paraphrases from multiple sources, made to fit together

Frequency



Problematic



Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

An Untouched View

A History of Settlement and Change in Yosemite Valley

The first non-natives to see Yosemite Valley were probably members of the mid-nineteenth century Joseph Walker Party, who crossed the Sierra Nevada from East to West. The first descriptions of Yosemite came almost 20 years later. From the start, the valley has been renowned for its natural beauty, and highly regarded as the centerpiece of Yosemite National Park, attracting visitors from around the world. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to their relationship and impact on nature.



Recycle

Borrows generously from the writer's previous work without citation

Frequency



Problematic



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A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

Ecology 201:

An Unnatural Expectation

The Impact of Exploration and Settlement in Yosemite Valley

From its first discovery by the Ahwahnechee in the mid-nineteenth century Yosemite Valley has held a unique, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time reflecting changing politics, human migration patterns and the rise of environmental concerns as man has become more attuned to his relationship and impact on nature.



Hybrid

Combines perfectly cited sources with copied passages without citation



Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. "Native Americans have lived in the Yosemite region for as long as 8,000 years. The first people that we have record of was a band of Native Americans that called the Valley "Ah-wah-nee" and themselves the Ahwahnechee."¹ While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

¹ "Yosemite Valley." Wikipedia. Wikipedia. 20 Apr. 2012. <http://en.wikipedia.org/wiki/Yosemite_Valley>



Mashup

Mixes copied material from multiple sources

Frequency



Problematic



Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century Yosemite Valley has held a special, even religious, hold on the American conscience. The work of Ayres gave easterners an appreciation for Yosemite Valley and started a movement to preserve it. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to their relationship and impact on nature. The 1849 California Gold Rush led to conflicts between miners and natives, and the volunteer Mariposa Battalion was formed by the state of California as a punitive expedition against natives in the Yosemite area.



404 Error

Includes citations to non-existent or inaccurate information about sources



Original

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

Unoriginal

Perceived Beauty: Man's Nature

Exploration and Settlement in Yosemite Valley

“Since its first discovery by the Joseph Walker Party in the mid-nineteenth century”¹ “Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all “special temples of Nature.”² “While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to their relationship and impact on nature.”³

¹ For an insightful discussion of Walker's expedition, including an extended description of their first sight of Yosemite Valley, see Walker's original piece in *The Golden Times*. May 5, 1833 : p. 4. Print.

² Bloom, H. "Aesthetics of the Found: The 'Nature' of the Natural." *Aesthetics and the Found*. November 2000 : 18-22. Print.

³ Huang et al. "Politics, Policy, and the Environment." *Nature and Society*. 25.3 (1997) : 127-53. Print.



Aggregator

Includes proper citation to sources but the paper contains almost no original work

Frequency

2.8

0 1 2 3 4 5 6 7 8 9 10

Problematic

2.9

0 1 2 3 4 5 6 7 8 9 10

Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*¹

Yosemite Valley was first sighted by non-Indians in 1833 by Joseph Rutherford Walker and his group of explorers.² Yosemite has a long and diverse cultural history that helped to shape the region, country, and even the world.³ While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to their relationship and impact on nature.⁴

¹ Harrick, C. "A Natural Setting." *Nature and its Discontents* 23.1 (1996) : 41-50. Print.

² "History of Yosemite," *Yosemitegold.com* Ace & Friends, n.d. Web. 24 Apr. 2012. <<http://www.yosemitegold.com/yosemite/history.html>>

³ "Yosemite National Park Cultural History," *Yosemitepark.com* DNC Parks and Resorts at Yosemite, Inc., n.d. Web. 24 Apr. 2012. <<http://www.yosemitepark.com/cultural-history.aspx>>

⁴ Harrick, C. "A Natural Setting," p. 41.



Re-tweet

Includes proper citation, but relies too closely on the text's original wording and/or structure

Frequency



Problematic



Original	Unoriginal
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A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

A History of Exploration and Settlement in Yosemite Valley

From its earliest discovery by non-indigenous people in the mid-nineteenth century Yosemite Valley has held a spiritual hold on the American conscience; its beauty is incomparable and has been held up as one of the grandest of all special temples of Nature. While Yosemite has a special grip on the western mind, impressions about the Valley have evolved over time, shaped by changing politics, migration patterns and environmental concerns as mankind has become more attuned to its relationship and impact on nature.¹

¹ Harick, C. "A Natural Setting." *Nature and its Discontents* 23.1 (1996) : 41-50. Print.

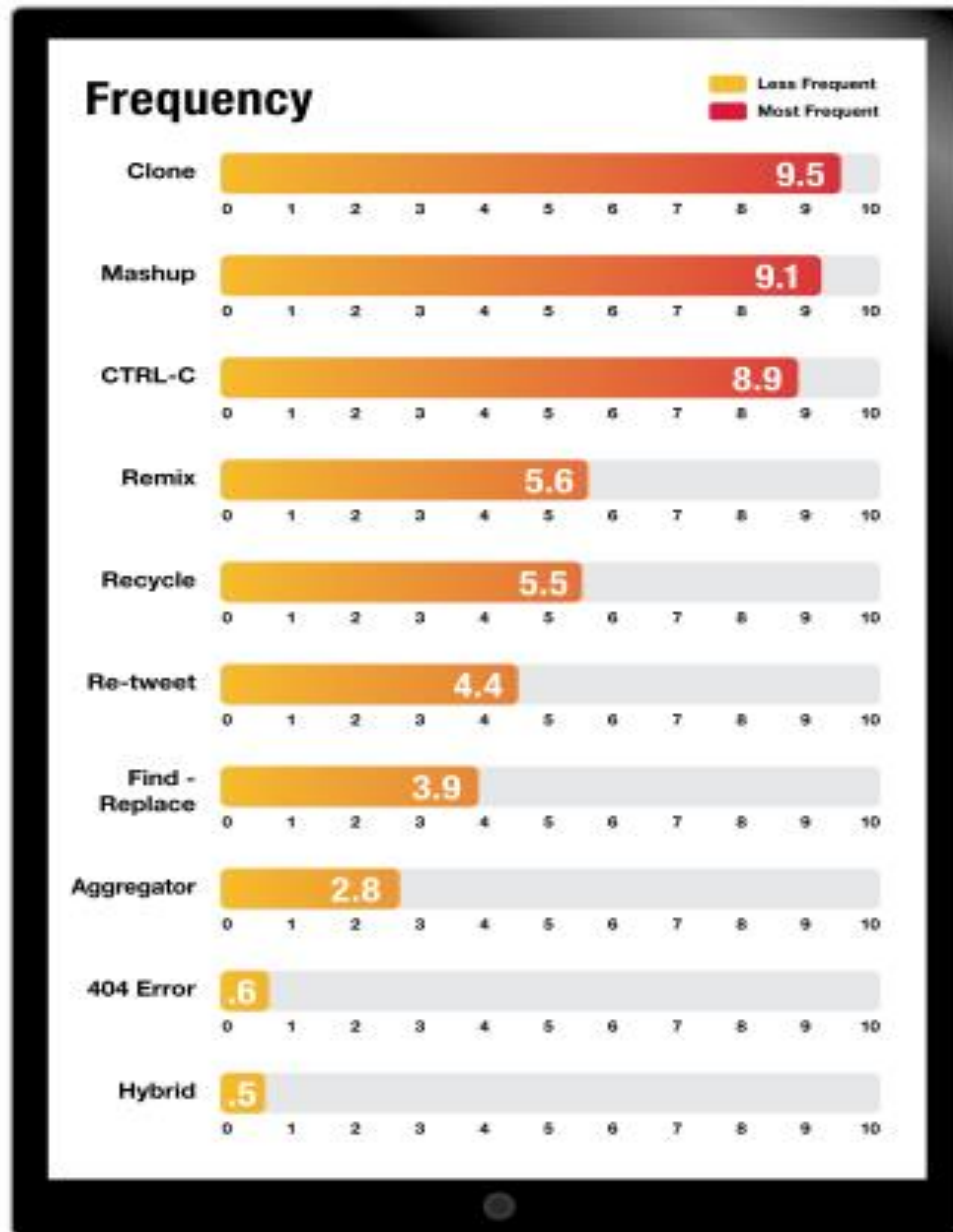


FIGURE 1 | Frequency Scores

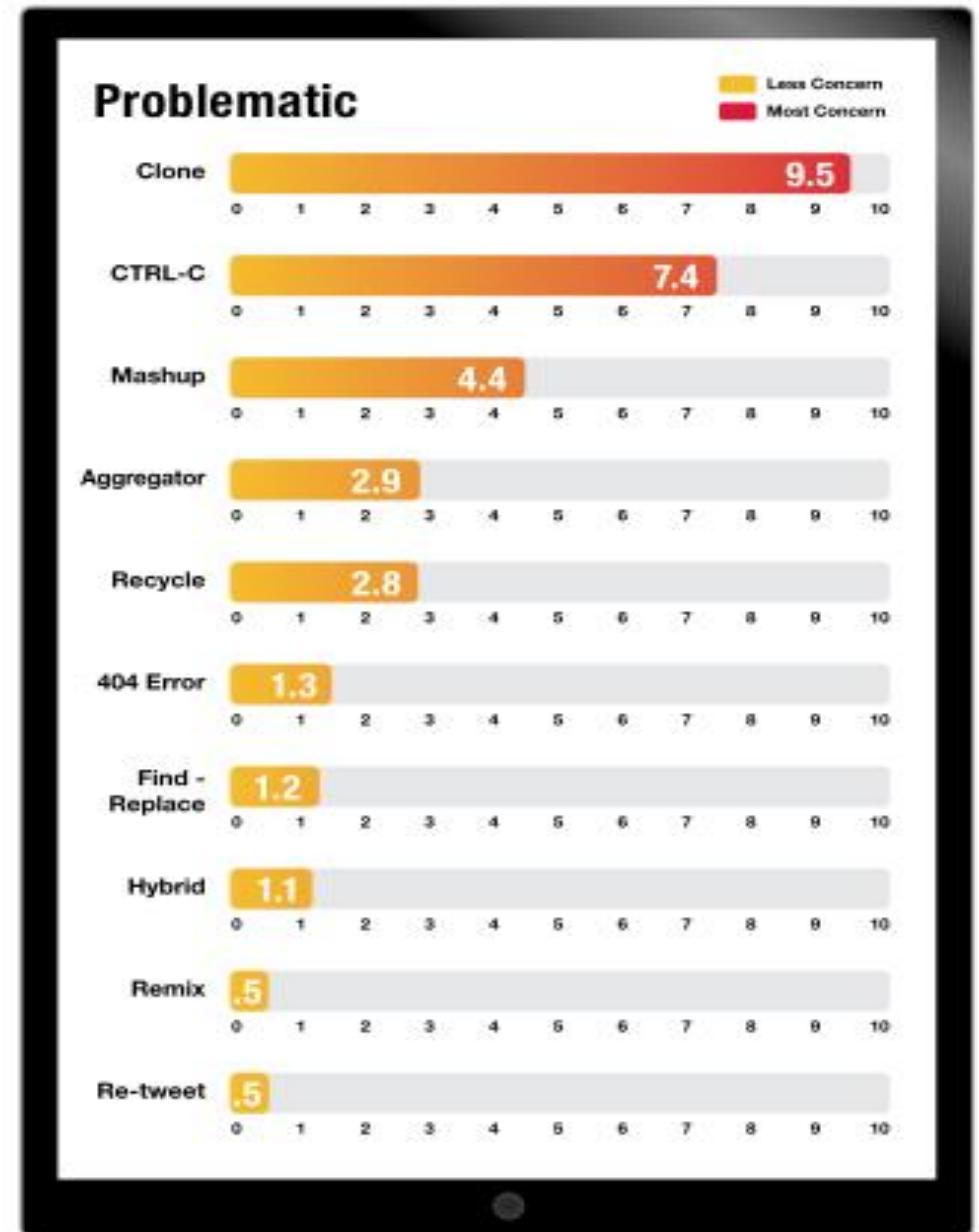


FIGURE 2 | Problematic Scores

MORE INFO

- VIEW INFOGRAPHIC:
<http://bit.ly/plagiarismspectrum>
- READ WHITE PAPER:
<http://bit.ly/plagiarismspectrumwp>
- PLAGIARISM.ORG: <http://www.plagiarism.org>

2 Referencing: Rules and Examples How to Cite?

DISCUSSION

THE *WHY* OF REFERENCING – THE ACADEMIC RATIONALE FOR ALL STYLES OF REFERENCING AND THE PRINCIPLES UNDERPINNING THE PRACTICE

THE *WHEN* OF REFERENCING – WHEN TO REFERENCE AND WHEN IT IS NOT NECESSARY

THE *HOW* OF REFERENCING. THE MAIN DIFFERENCES BETWEEN REFERENCING STYLES IN ACADEMIC WILL BE DESCRIBED, AND ILLUSTRATED WITH EXAMPLES OF THE TYPES OF SOURCES THAT YOU WILL UNDOUBTEDLY WANT TO REFER TO IN YOUR ASSIGNMENTS.



THE PRINCIPLES OF REFERENCING

THE PRINCIPLES OF INTELLECTUAL PROPERTY
PRINCIPLE OF ACCESS
PRINCIPLE OF ECONOMY
PRINCIPLE OF STANDARDIZATION
PRINCIPLE OF TRANSPARENCY

GOLDEN RULE OF REFERENCING

IS TO GIVE THE READER ENOUGH INFORMATION TO HELP THEM EASILY AND QUICKLY FIND THE SOURCE YOU HAVE CITED. IF THEY WANT TO LOOK AT YOUR SOURCE AND CHECK IT FOR THEMSELVES, COULD THEY FIND IT EASILY WITH THE INFORMATION YOU HAVE SUPPLIED?



**WHY THE
REFERENCING IS
IMPORTANT**

TRACING THE ORIGIN OF IDEAS
BUILDING A WEB OF IDEAS
FINDING YOUR OWN VOICE
VALIDITY OF ARGUMENTS
SPREADING KNOWLEDGE
AN APPRECIATION
INFLUENCES
MARKING CRITERIA
AVOID PLAGIARISM

CHART

stating your point of view early in the assignment and presenting a clear and consistent rationale to support it.



offering reliable evidence, or illustrative examples, to support your argument. this is evidence that you have read in reputable and authoritative texts, articles, newspapers, internet sites and so on.



showing where this evidence has come from: by citing your sources and listing all your sources in the reference or bibliography section at the end of your assignment




showing that you are aware of, and have considered, arguments that are counter to your own. You will need to summarize counter-arguments in a clear, accurate and undistorted way.



Being able to show why you have decided that the arguments you have chosen to advance are more convincing for you than others.

source: Colin (2007)



**FOUR MAIN SETS OF
QUESTIONS
CONCERNING
REFERENCES**

- RELEVANCE AND BIAS
- CURRENCY
- ACCURACY
- COVERAGE

**WHEN YOU DO NOT
NEED TO REFERENCE**

- PRESENTING HISTORICAL VIEWS
- OWN EXPERIENCE
- IN CONCLUSION WHILE YOU REPEAT IDEAS
- SUMMARIZING WHAT IS REGARDED AS COMMON KNOWLEDGE

HOW TO PREVENT PLAGIARISM

- APPLYING ANALYZING CRITICIZING OR QUOTING OTHER PEOPLE'S WORK IS PERFECTLY REASONABLE AND ACCEPTABLE PROVIDING YOU ALWAYS...
 - ATTEMPT TO **SUMMARIZE** OR RESTATE ANOTHER PERSON'S WORK, THEORIES OR IDEAS AND GIVE ACKNOWLEDGEMENT TO THAT PERSON. THIS IS USUALLY DONE BY CITING YOUR SOURCES AND PRESENTING A LIST OF REFERENCES
 - BY ALWAYS USING **QUOTATION MARKS** (OR INDENTING LENGTHY QUOTATIONS IN YOUR TEXT) TO DISTINGUISH BETWEEN THE ACTUAL WORDS OF THE WRITER AND YOUR OWN WORDS. ONCE AGAIN, YOU SHOULD CITE ALL SOURCES AND PRESENT FULL DETAILS OF THESE IN YOUR LIST OF REFERENCES.

- SUMMARIZING AND PARAPHRASING

- EXERCISE

Source: Colin Neville. (2007). *The Complete guide to referencing and avoiding plagiarism*, United Kingdom: Open university press.



Examples



**HOW TO RECOGNIZE
PLAGIARISM FOR
WORD-FOR-WORD?**

1. PLAGIARISM IN WORD FOR WORD

A WORD-FOR-WORD EXAMPLE OF PLAGIARISM IS ONE IN WHICH THE WRITER DIRECTLY QUOTES A PASSAGE OR PASSAGES FROM AN AUTHOR'S WORK WITHOUT THE USE OF PROPER QUOTATION MARKS

Original Source Material: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

Source: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Plagiarized Version	Correct Version
<p>In examining technology, we have to remember that computers are not the first technology people have had to deal with. The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.</p>	<p>In examining technology, we have to remember that computers are not the first technology people have had to deal with. Frick (1991) believes that "... the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language" (p. 10).</p> <p>References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>
<p>Explanation: This example of student written work is plagiarized. The student copied, word-for-word, text from the original source material. No credit was given to the author of the text and quotation marks were not used. Also, the student didn't provide a reference.</p>	<p>Explanation: Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that this passage is a word-for-word citation from the original document.</p>

EXAMPLE 1

Original Source Material: Constructivism is a movement that extends beyond the beliefs of the cognitivist. It considers the engagement of students in meaningful experiences as the essence of learning. The shift is from passive transfer of information to active problem solving. Constructivists emphasize that learners create their own interpretations of the world of information.

Source: Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). Instructional media and technologies for learning. Upper Saddle River, NJ: Prentice-Hall.

Plagiarized Version

Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists extends beyond the beliefs of the cognitivist.

References: Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). Instructional media and technologies for learning. Upper Saddle River, NJ: Prentice-Hall.

Correct Version

Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists "... extends beyond the beliefs of the cognitivist" (Heinich, Molenda, Russell, & Smaldino, 1999, p. 17).

References: Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). Instructional media and technologies for learning. Upper Saddle River, NJ: Prentice-Hall.

Explanation: This example of student written work is plagiarized. The student included a portion of the original author's work in a sentence without using quotation marks. Although the work was cited in the references, no credit was given to the original author in the text of the paper, and quotation marks were not used.

Explanation: Quotation marks are used to indicate that this passage is a word-for-word citation from the original document.

EXAMPLE 2

Original Source Material: The concept of systems is really quite simple. The basic idea is that a system has parts that fit together to make a whole; but where it gets complicated -- and interesting -- is how those parts are connected or related to each other.

Source: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Plagiarized Version

A system has parts that fit together to make a whole, but the important aspect of systems is how those parts are connected or related to each other (Frick, 1991).

References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Correct Version

Frick (1991) states that "... a system has parts that fit together to make a whole ..." but the important aspect of systems is "... how those parts are connected or related to each other" (p. 17).

References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.

EXAMPLE 3

Explanation: This example of student written work is plagiarized. Although the author is cited at the end of the paragraph, the student copied word-for-word from the original source material and did not use quotation marks.

Explanation: Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that the passages are word-for-word citations from the original document. The author is also listed in the references.

Original Source Material: Theories differ from philosophies and models of teaching. A philosophy is a value system, whereas a theory seeks to explain real-world events and can be certified through scientific investigation. Models of teaching are approaches to the management of some aspect of classroom instruction and they may not be independent of subject area, grade level, age of the student, or the setting for learning. A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings.

Source: Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Plagiarized Version	Correct Version
<p>Theories and philosophies are different from each other because theories seek to explain real-world events and can be certified through scientific investigation. Learning theories address the underlying psychological dynamics of events, so they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings.</p>	<p>Theories and philosophies are different from each other because, according to Gredler (2001) theories seek to explain real-world events and can be certified through scientific investigation... A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings. (pp. 12-13)</p> <p>References: Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.</p>
<p>Explanation: This example of student written work is plagiarized. The student used several passages from the original work and inserted them into original prose, however this is still an example of word-for-word plagiarism. No credit was given to the author in the text and quotation marks were not used, and also the work was not listed in the references.</p>	<p>Explanation: An indented block is used to indicate that this passage is a word-for-word quotation and the pages where it was taken from the original document. The original author of the content is cited at the end of the passage and in the reference section as well.</p>

EXAMPLE 4

Original Source Material: An important characteristic of instructional-design theories is that they are design oriented (or goal oriented). This makes them very different from what most people usually think of as theories. Theories can be thought of as dealing with cause-and-effect relationships or with flows of events in natural processes, keeping in mind that those effects or events are almost always probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect).

Source: Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory*, (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.

EXAMPLE 5

Plagiarized Version	Correct Version
<p>Whether they are probabilistic (i.e., the cause increases the chances of the stated effect occurring) or they are deterministic (i.e., the cause always results in the stated effect), we can think of theories as dealing with cause-and-effect relationships or with flows of natural processes.</p> <p>References: Reigeluth, C.M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), <i>Instructional-design theories and models volume II: A new paradigm of instructional theory</i>, (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.</p>	<p>Reigeluth (1999) states that we can think of theories "... as dealing with cause-and-effect relationships or with flows of events in natural processes," and goes on to say that they may be either "probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect)" (p. 7).</p> <p>References: Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), <i>Instructional-design theories and models volume II: A new paradigm of instructional theory</i>, (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.</p>
<p>Explanation: This example of student written work is plagiarized. The student re-organized the original material, and inserted portions of the material in different places within the new paper, but it is still word-for-word plagiarism. Although the work was cited in the references, no credit was given to the author of the text and quotation marks were not used.</p>	<p>Explanation: Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that the several passages are word-for-word citations from the original document. The author is also listed in the references.</p>



**HOW TO RECOGNIZE
PLAGIARISM FOR
PARAPHRASING?**

2. PLAGIARISM IN PARAPHRASING

PARAPHRASING IS A CONDENSED VERSION OF ANOTHER AUTHOR'S WORK,
OR PUTTING THE AUTHOR'S WORDS INTO YOUR OWN WORDS.

EXAMPLE 1

Original Source Material: Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behavior, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforcers can maintain their behavior.

Source: Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Plagiarized Version	Correct Version
<p data-bbox="435 591 1447 882">Inducing a response, providing for the transfer of stimulus control by gradually withdrawing prompts or cues, reinforcing subtle improvements in the behavior, and scheduling reinforcements so that natural reinforcers can maintain their behavior are the key ingredients identified both in teaching pigeons to play ping-pong and in developing complex skills in the classroom.</p> <p data-bbox="435 925 1429 1011">References: Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th ed.). Upper Saddle, NJ: Prentice-Hall.</p>	<p data-bbox="1470 591 2527 882">According to Gredler (2001), the same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained.</p> <p data-bbox="1470 925 2527 1011">References: Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th ed.). Upper Saddle River, NJ: Prentice-Hall.</p>
<p data-bbox="435 1190 1416 1339">Explanation: This example has been plagiarized. The student has only moved the original author's words around, inserting and deleting small portions as needed. The student has not used quotation marks for the portions that are still identical to the original, and has not credited the original author.</p>	<p data-bbox="1470 1190 2514 1296">Explanation: This example has been paraphrased and is not considered plagiarized. The author was cited at the end of the passage as well as in the bibliographic section. Since paraphrasing occurred, quotation marks are not used. Nothing was directly quoted.</p>

Original Source Material: During the last decade, there has been a shift from "instructivist" approaches towards "constructivist" approaches in the field of instructional design. Instructivist approaches reflect the belief that the role of knowledge is basically to represent the real world. Meaning is eventually determined by this real world and [is] thus external to the understander.

Source: Merriënboer, J. J. van. (1997). Training complex cognitive skills. Englewood Cliffs, NJ: Educational Technology Publications.

Plagiarized Version

Over the last ten years, there has been a marked change from "instructivist" points of view to "constructivist" points of view among instructional designers. Instructivist points of view hold the belief that the role of knowledge is fundamentally to represent the real world. In this view, meaning is determined by the real world and is therefore external to the learner.

References: Merriënboer, J. J. van. (1997). Training complex cognitive skills. Englewood Cliffs, NJ: Educational Technology Publications.

Explanation: This example has been plagiarized. The student has substituted synonyms for many words in the passage, but has not changed the structure of the text and has used another person's ideas without crediting that person for them.

Correct Version

Instructivists hold that the "real world," external to individuals, can be represented as knowledge and determines what will be understood by individuals. This view has been shifting to a constructivist view over the past decade (Merriënboer, 1997).

References: Merriënboer, J. J. van. (1997). Training complex cognitive skills. Englewood Cliffs, NJ: Educational Technology Publications.

Explanation: This example has been paraphrased and the original author has been credited for those ideas. The student has cited the source of the ideas appropriately, and included the source in the reference list

EXAMPLE 2

EXAMPLE 3

original Source Material:

Assess: determine the value of one or more properties of some entity.

Cognitive Assessment: the entity is a person's state of mind, and the property concerns what he or she does or does not know.

Since mental states cannot be directly observed, we need to plan stimulus situations and observe responses of persons (i.e., test them).

Plan stimulus situations:

- **Does the assessment match the learning objective? (See Mager book, Measuring Instructional Results.)**
- **Is it safe to infer from the behaviors observed, and in the context observed, that the learner does or does not have the cognitive property?**
 - **Is it possible that the learner could have this property and not be able to perform successfully?**
 - **Is it possible that the learner could not have this property and yet be able to perform successfully?**
 - **In other words, is the assessment valid in terms of its congruence with the property under consideration?**

Source: Frick, T.

(1997). Assessment. Bloomington, IN: Indiana University School of Education, unpublished lecture notes.

EXAMPLE 3

Plagiarized Version	Correct Version
<p>In order to do cognitive assessment, we need to create observable situations in which we can infer learning achievement. This is necessary since we cannot read people's minds directly. The observable situations need to be congruent with instructional objectives, such that valid inferences can be made concerning learning achievement.</p>	<p>Frick (1997) explains that in order to do cognitive assessment, we need to create observable situations in which we can infer learning achievement. This is necessary since we cannot read people's minds directly. The observable situations need to be congruent with instructional objectives, such that valid inferences can be made concerning learning achievement, according to Frick.</p> <p>References: Frick, T. (1997). Assessment. Bloomington, IN: Indiana University School of Education, unpublished lecture notes.</p>
<p>Explanation: This example has been plagiarized. Although the student has paraphrased correctly, no credit has been given to the original author of the ideas. Although the ideas were presented in lecture format and the student's own words are being used to express them, the student is still obligated to credit the original author for them.</p>	<p>Explanation: This example has been paraphrased and is not considered plagiarized. The student credits the original author at the beginning of the paraphrased passage and again at the end to indicate that the ideas continue to be drawn from this author's work. The original material in this case was from a presentation delivered in a guest lecture at Indiana University - the student may have worked from a reproduction of an overhead, as shown above, or from the notes taken during the presentation. In either case, the original author of the ideas must be credited.</p>

Original Source Material: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate - yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

Source: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.

EXAMPLE 4

Plagiarized Version

History has demonstrated that technology affects education profoundly. Considering the definition of technology broadly, one may say that prehistoric people used primitive technologies to teach skills to their young (Frick, 1991).

Explanation: This example has been plagiarized. Although the student has paraphrased the original material and included a citation for the original author, no reference is provided in the reference list.

Correct Version

History has demonstrated that technology affects education profoundly. Considering the definition of technology broadly, one may say that prehistoric people used primitive technologies to teach skills to their young (Frick, 1991).

References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Explanation: This example has been paraphrased and is not considered plagiarized. The student has cited the original author and included an appropriate entry in the reference list

Original Source Material: ... constructivist theory rests on the assumption that knowledge is constructed by learners as they attempt to make sense of their experiences. Learners, therefore, are not empty vessels waiting to be filled, but rather active organisms seeking meaning.

Instead, knowledge must develop and continue to change with the activity of the learner.

It seems clear from remarks of constructivist researchers that constructivist learning goals are best met through a variety of instructional conditions that differ from any proposed by theorists like Gagné.

Source: Driscoll, M. P. (2000). Psychology of learning for instruction (2nd ed.). Needham Heights, MA: Allyn & Bacon.

EXAMPLE 5

Plagiarized Version

The basic tenet of constructivism holds that learners themselves construct knowledge, rather than receive it from outside themselves. The instructional conditions for learning proposed by Gagne do not support the kind of learning assumed by the constructivists.

References: Driscoll, M. P. (2000). Psychology of learning for instruction (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Explanation: This example has been plagiarized. Although the student has paraphrased the original material and included a reference for the original author, the ideas are not attributed to the original author in the body of the paper.

Correct Version

The basic tenet of constructivism holds that learners themselves construct knowledge, rather than receive it from outside themselves. The instructional conditions for learning proposed by Gagne do not support the kind of learning assumed by the constructivists (Driscoll, 2000).

References: Driscoll, M. P. (2000). Psychology of learning for instruction (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Explanation: This example has been paraphrased and is not considered plagiarized. The student has cited the original author and included an appropriate entry in the reference list.

- <https://www.indiana.edu/~istd/example5paraphrasing.html> (Accessed June 16, 2011).
- ***Permission to disseminate this information for educational purposes is granted by the school of education, instructional systems technology, Indiana university.**

SOURCE

3 | **Turnitin: Similarity and Originality How to Access?**



Getting Started

For Students

- What is Turnitin?
- Accessing Turnitin
- Step 1: Creating a User Profile
- Step 2: Student Homepage
- Step 3: Class Portfolio
- Step 4: Submitting a Paper
- Step 5: Submitting a Paper Confirmation
- Step 6: Viewing an Originality Report
- Step 7: Viewing Instructor Feedback in GradeMark

- To access Turnitin, each user must create a unique user profile. The user profile consists of an e-mail address, user password, optional personal information, and a set of user preferences.

- There are two ways for a student to obtain a Turnitin user profile.
 1. Email from Turnitin (An instructor may add the student to the course, in which case the student would receive an e-mail with a temporary password and login instructions)

 2. **Class ID and Enrollement Password**

STEP 1: Creating a User Profile

Turnitin home page : <http://www.turnitin.com/>

1. Click on the **"Create Account"** link next to the Log In button.
- You will be directly linked to the **"Create User Profile"** page.

Note

- You can select your language from the drop down menu.

English

English

English (United Kingdom)

Čeština

Deutsch

Español

Français

Italiano

Nederlands

Polski

Português

Русский

Română

Tiếng Việt

Türkçe

简体中文

繁體中文

日本語

한국어

عربي

1

Create Account Log In

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Contact Sales

Learn More

The Goliath of the Sea

The majestic blue whale, the goliath of the sea, certainly stands alone within the animal kingdom for its adaptations beyond its massive size. At 30 metres (98 ft) in length and 190 tonnes (210 short tons) or more in weight, it is the largest existing animal and the heaviest that has ever existed. Despite their incomparable mass, aggressive hunting in the 1900s by whalers seeking whale oil drove them to the brink of extinction. But there are other reasons for why they are now so endangered.

The blue whale belongs to the Mysticeti suborder of cetaceans, also known as baleen whales, which means they have fringed plates of fingernail-like material, called baleen, attached to their upper jaws. Blue whales feed almost exclusively on krill, though they also take smaller numbers of copepods. An adult blue whale can eat up to 40 million krill in a day.

In 1864, the Norwegian Svend Foyn equipped a steamboat with harpoons specifically designed for catching large whales. This

Supporting over 15,000 institutions, 1.6 million instructors, and 26 million students.

STEP 1: Creating a User Profile

2. Click on the **"Student"** link.

Create a User Profile

Have You Ever Used Turnitin?

If you've used Turnitin before, you can use the same email and password to log in. You can keep all your papers and grades together, even if you're now in a different class or a different school!

Email address

Password (Login to Turnitin)

Forgot your password? [Click here.](#)

Create a New Account

Please select whether you will be using the service as an instructor or a student.

[Student](#)

[Instructor](#)

[Teaching assistant](#)

STEP 1: Creating a User Profile

3. Enter the **class ID** number and the **class enrollment password**.
 - You can get this information from your instructor.
4. Enter the **user first name, last name**, and a valid **e-mail address** to use as the login for Turnitin.
5. Create a user **password**. The user password must be between six and twelve characters long and contain at least one letter and one number. **Re-enter the password** to confirm it
6. Select a **secret question** from the dropdown menu. Enter the answer for the question. Remember and keep this information. The answer is case and space sensitive

Create a New Student Account

Class ID Information

All students must be enrolled in an active class. To enroll in a class, you must provide a class ID number and class enrollment password that you were given by your instructor.

Please note that the password and pincode are case-sensitive. If you are unsure of the information, or the information you are entering appears to be incorrect, please contact your instructor.

Class ID

Class enrollment password

User Information

Your first name

Your last name

Display names as

First name (Space) Last name (example: John Smith)

Last name (Space) First name (example: Smith John)

Last name(No space) First name (example: SmithJohn)

Email address

Password and Security

Please keep in mind that your password is case sensitive (for example, Pass123 and PASS123 would be different than pass123), must be 6-12 characters long, and contain at least one letter and one number (for added security).

Enter an email address and password you can easily remember. Please provide a valid email address and password for future reference.

Enter your password

Confirm your password

Next, please enter a secret question and answer combination. You will need to provide this combination if you ever forget your password and need to reset it.

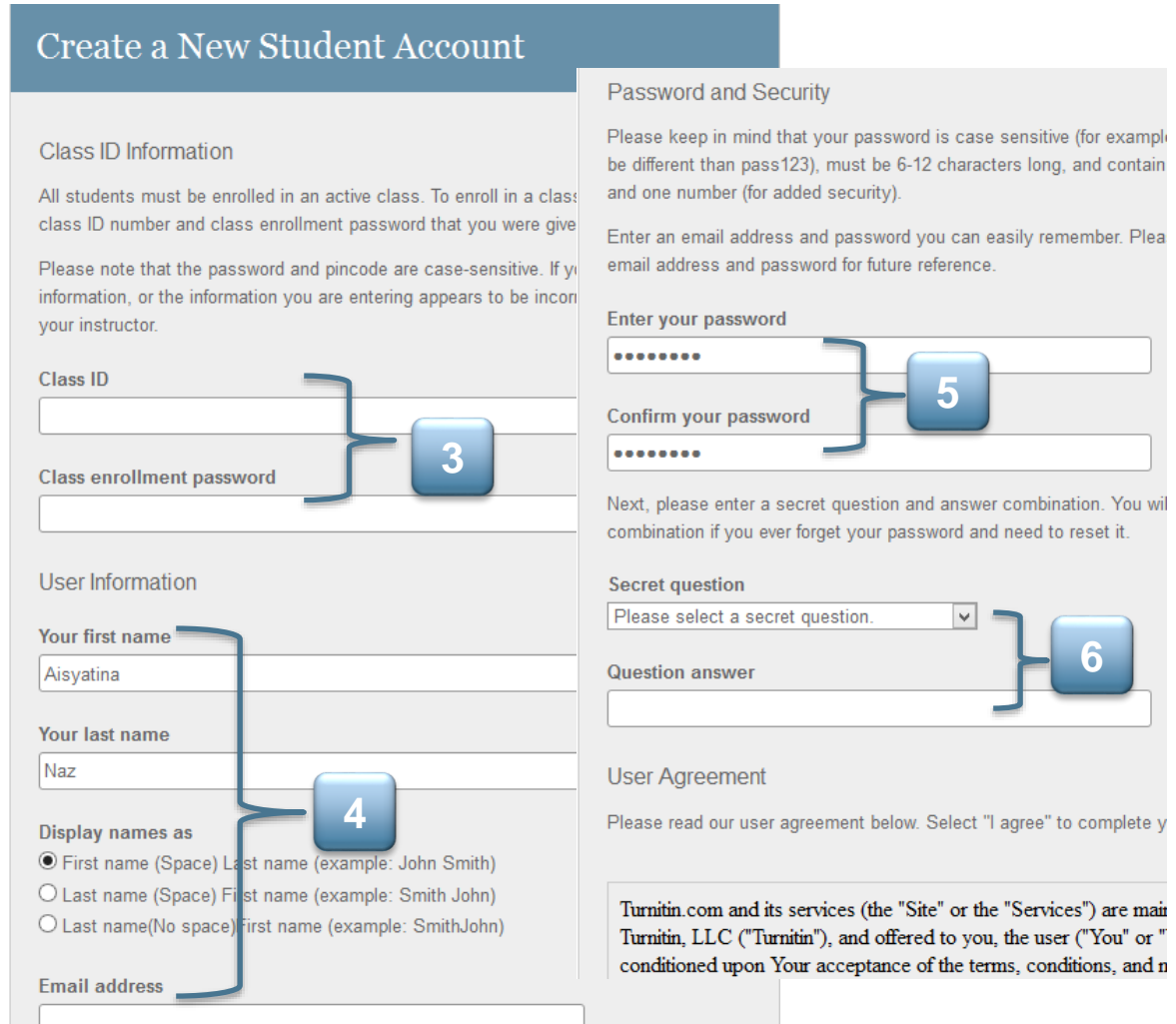
Secret question

Question answer

User Agreement

Please read our user agreement below. Select "I agree" to complete your registration.

Turnitin.com and its services (the "Site" or the "Services") are managed and operated by Turnitin, LLC ("Turnitin"), and offered to you, the user ("You" or "Your"), on a non-exclusive basis, and are conditioned upon Your acceptance of the terms, conditions, and notices of privacy policy.



STEP 1: Creating a User Profile

7. Review the user agreement. To continue using Turnitin, click on “**I Agree – Create Profile**”.
8. From the completed user profile creation page, click on “**Log in to Turnitin**”.

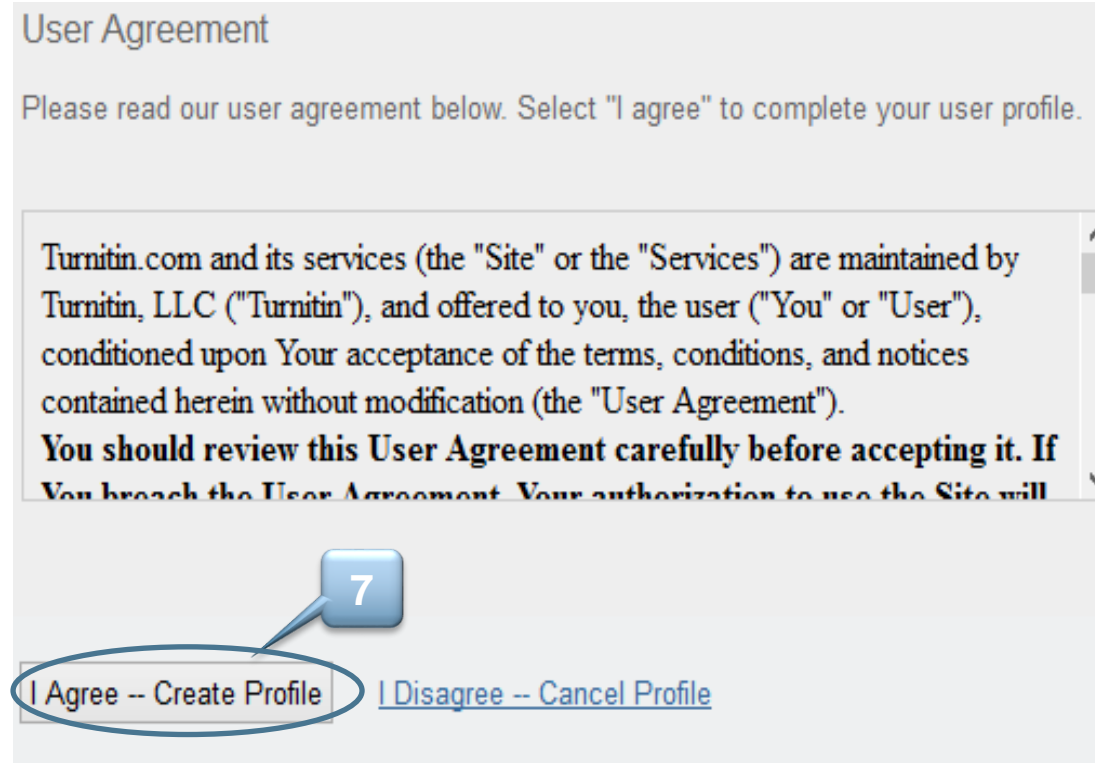
User Agreement

Please read our user agreement below. Select "I agree" to complete your user profile.

Turnitin.com and its services (the "Site" or the "Services") are maintained by Turnitin, LLC ("Turnitin"), and offered to you, the user ("You" or "User"), conditioned upon Your acceptance of the terms, conditions, and notices contained herein without modification (the "User Agreement").

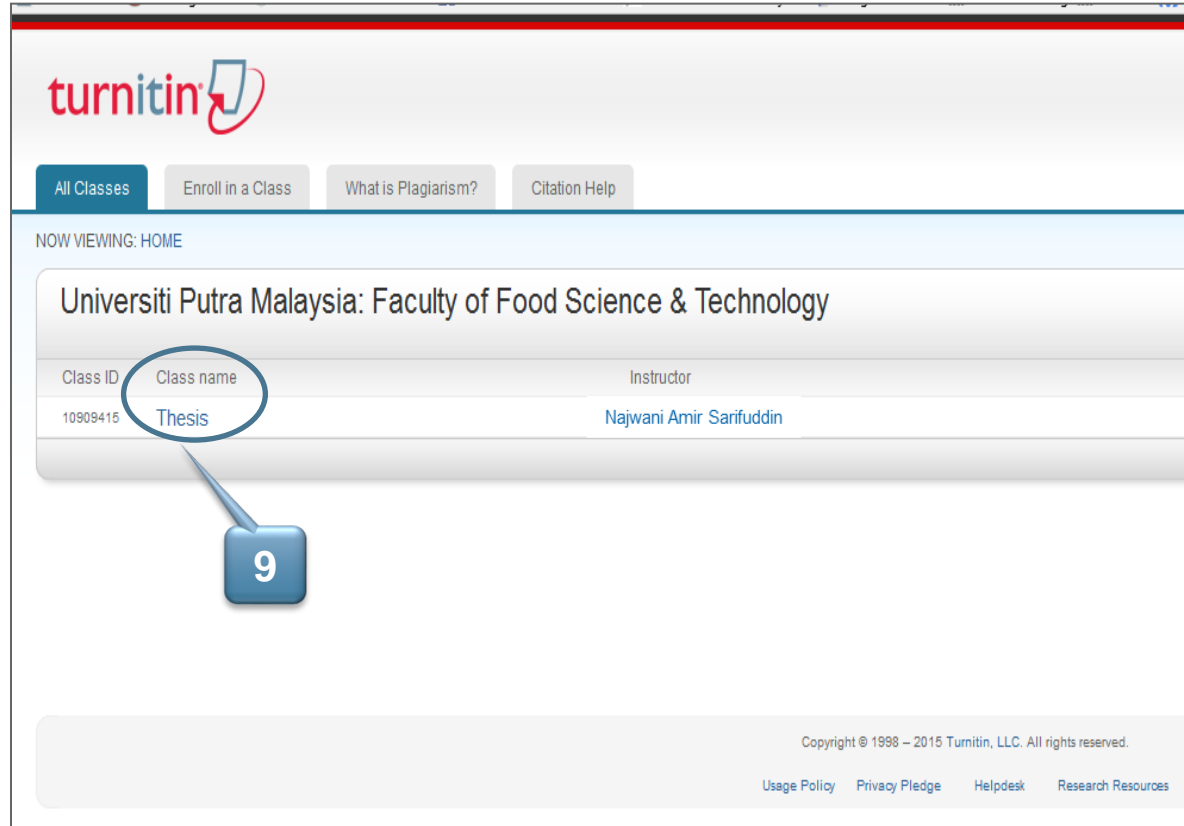
You should review this User Agreement carefully before accepting it. If You breach the User Agreement, Your authorization to use the Site will

[I Disagree -- Cancel Profile](#)



STEP 2: Student Homepage

9. Your class will be displayed on your Student Homepage. Click on the **name of your class** to open your class portfolio. (e.g. *Thesis*).



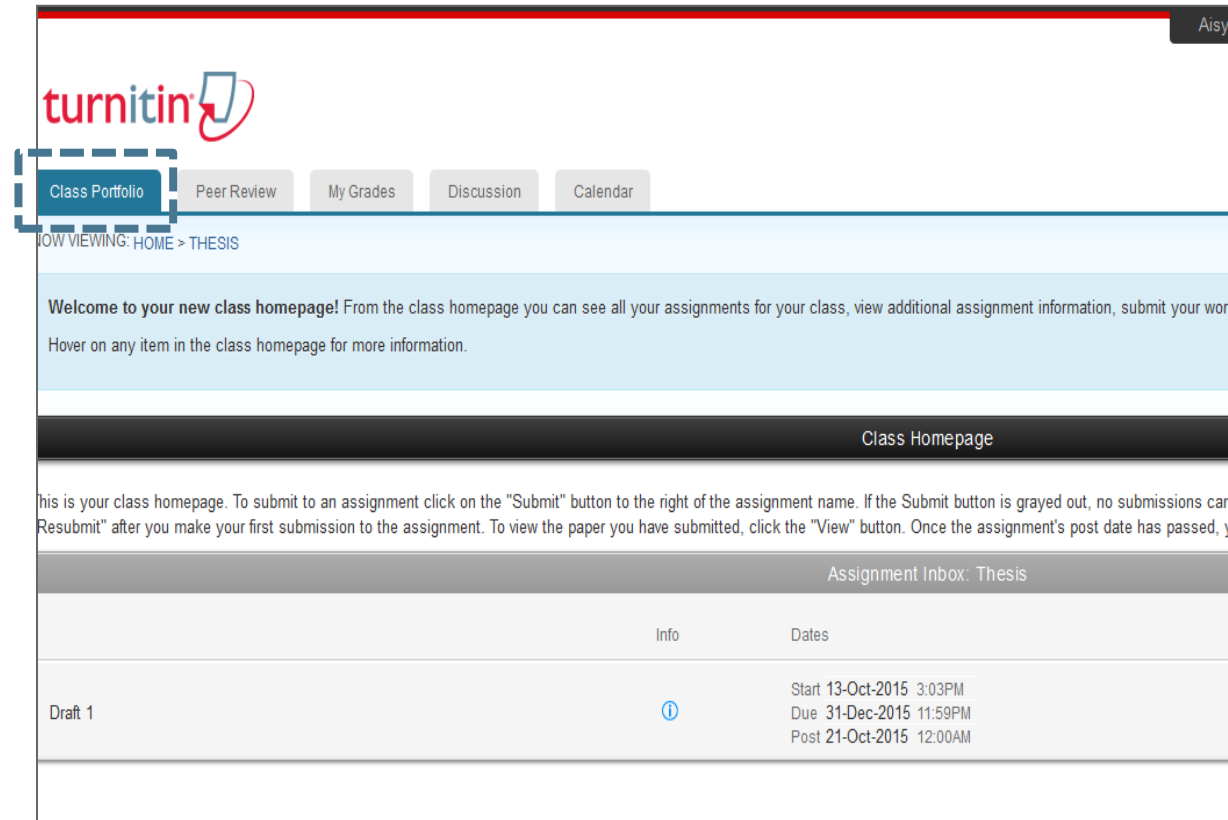
The screenshot shows the Turnitin Student Homepage. At the top, there is a navigation bar with the Turnitin logo and four buttons: "All Classes", "Enroll in a Class", "What is Plagiarism?", and "Citation Help". Below this, a light blue banner reads "NOW VIEWING: HOME". The main content area displays the university name "Universiti Putra Malaysia: Faculty of Food Science & Technology". Below the name is a table with three columns: "Class ID", "Class name", and "Instructor". The table contains one row with the following data:

Class ID	Class name	Instructor
10909415	Thesis	Najwani Amir Sarifuddin


The "Thesis" text in the "Class name" column is circled in blue, and a blue callout box with the number "9" points to it. At the bottom of the page, there is a footer with the copyright notice "Copyright © 1998 – 2015 Turnitin, LLC. All rights reserved." and four links: "Usage Policy", "Privacy Pledge", "Helpdesk", and "Research Resources".

STEP 3: Class Portfolio

- ✓ Your **Class Portfolio** shows the assignments your instructor has created and your submissions to the class.

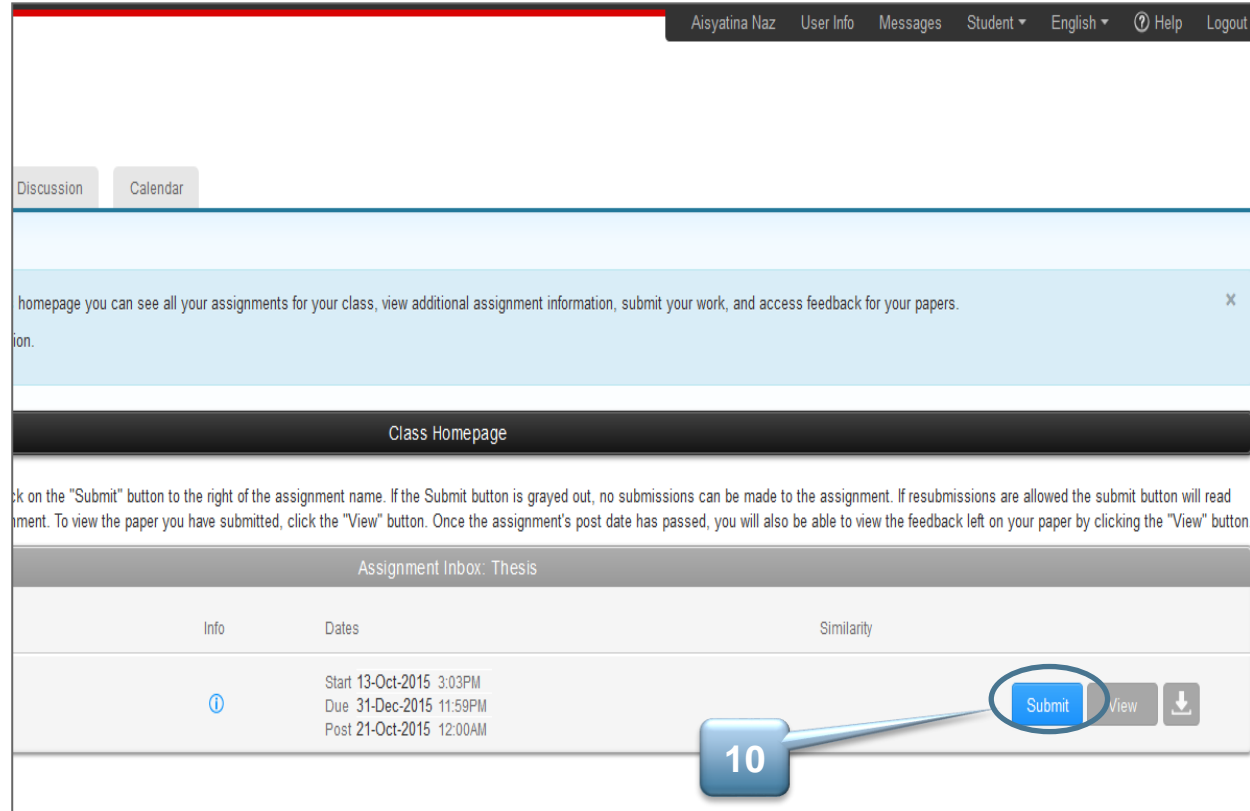


The screenshot shows the Turnitin interface for a class portfolio. At the top, the Turnitin logo is visible. Below it, a navigation bar contains several buttons: "Class Portfolio" (highlighted with a dashed blue box), "Peer Review", "My Grades", "Discussion", and "Calendar". Below the navigation bar, there is a breadcrumb trail: "NOW VIEWING: HOME > THESIS". A welcome message reads: "Welcome to your new class homepage! From the class homepage you can see all your assignments for your class, view additional assignment information, submit your work, and more. Hover on any item in the class homepage for more information." Below this, a section titled "Class Homepage" contains instructions: "This is your class homepage. To submit to an assignment click on the 'Submit' button to the right of the assignment name. If the Submit button is grayed out, no submissions can be made. Click 'Resubmit' after you make your first submission to the assignment. To view the paper you have submitted, click the 'View' button. Once the assignment's post date has passed, you can view your submission." Below the instructions, there is a table titled "Assignment Inbox: Thesis".



	Info	Dates
Draft 1		Start 13-Oct-2015 3:03PM Due 31-Dec-2015 11:59PM Post 21-Oct-2015 12:00AM

STEP 4: Submitting a Paper

10. To submit a paper, click on the **"Submit"** button next to the paper assignment. The paper submission page will be displayed.

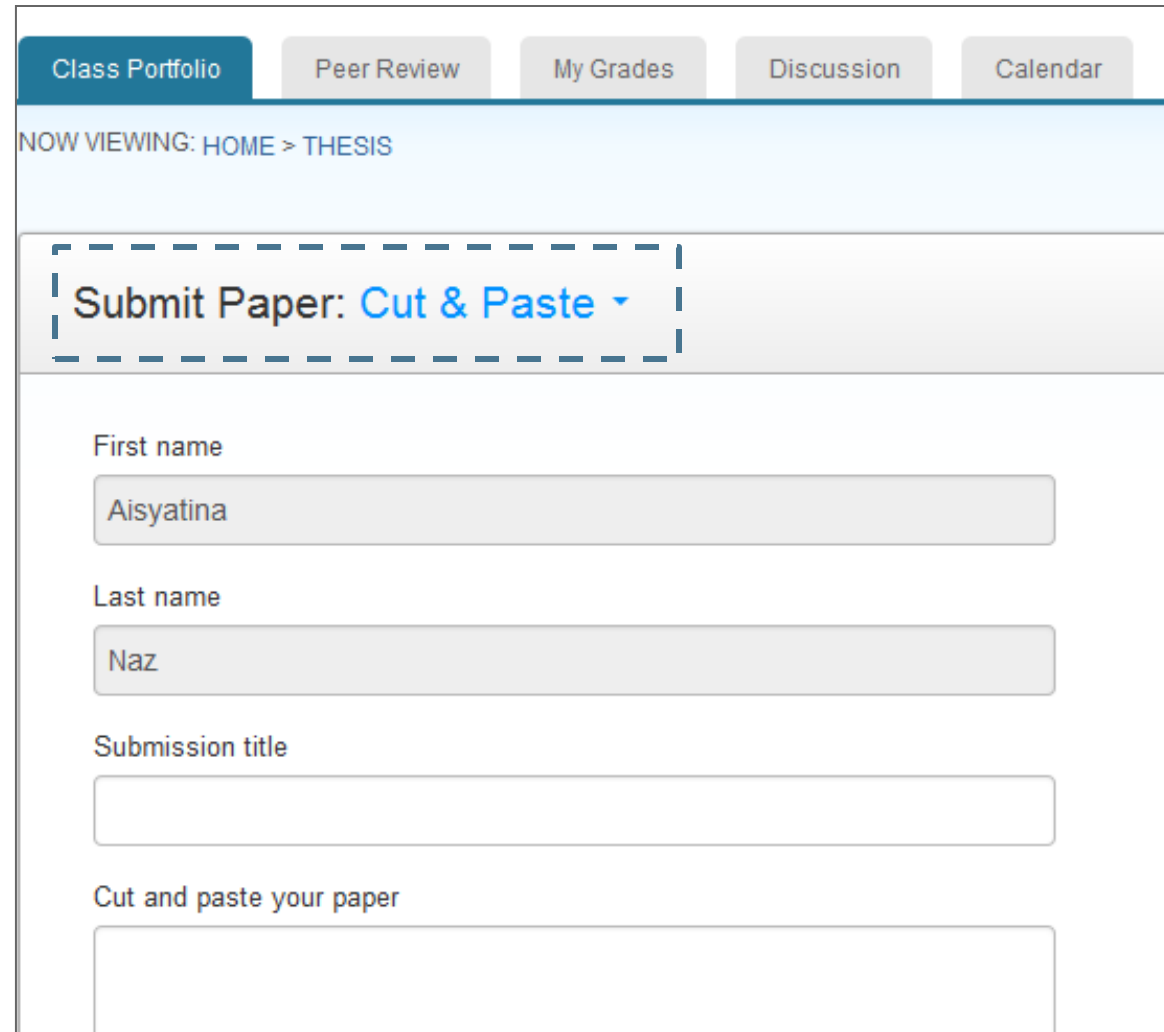


The screenshot shows the Turnitin user interface. At the top, there is a navigation bar with the user's name 'Aisyatina Naz' and links for 'User Info', 'Messages', 'Student', 'English', 'Help', and 'Logout'. Below this, there are tabs for 'Discussion' and 'Calendar'. A light blue banner contains the text: 'homepage you can see all your assignments for your class, view additional assignment information, submit your work, and access feedback for your papers.' Below the banner is a dark grey bar labeled 'Class Homepage'. The main content area is titled 'Assignment Inbox: Thesis' and contains a table with columns for 'Info', 'Dates', and 'Similarity'. The table has one row with the following data: 'Info' (an information icon), 'Dates' (Start 13-Oct-2015 3:03PM, Due 31-Dec-2015 11:59PM, Post 21-Oct-2015 12:00AM), and 'Similarity' (a 'Submit' button, a 'View' button, and a download icon). A blue callout box with the number '10' points to the 'Submit' button.

Info	Dates	Similarity
	Start 13-Oct-2015 3:03PM Due 31-Dec-2015 11:59PM Post 21-Oct-2015 12:00AM	Submit View 

STEP 4: Submitting a Paper

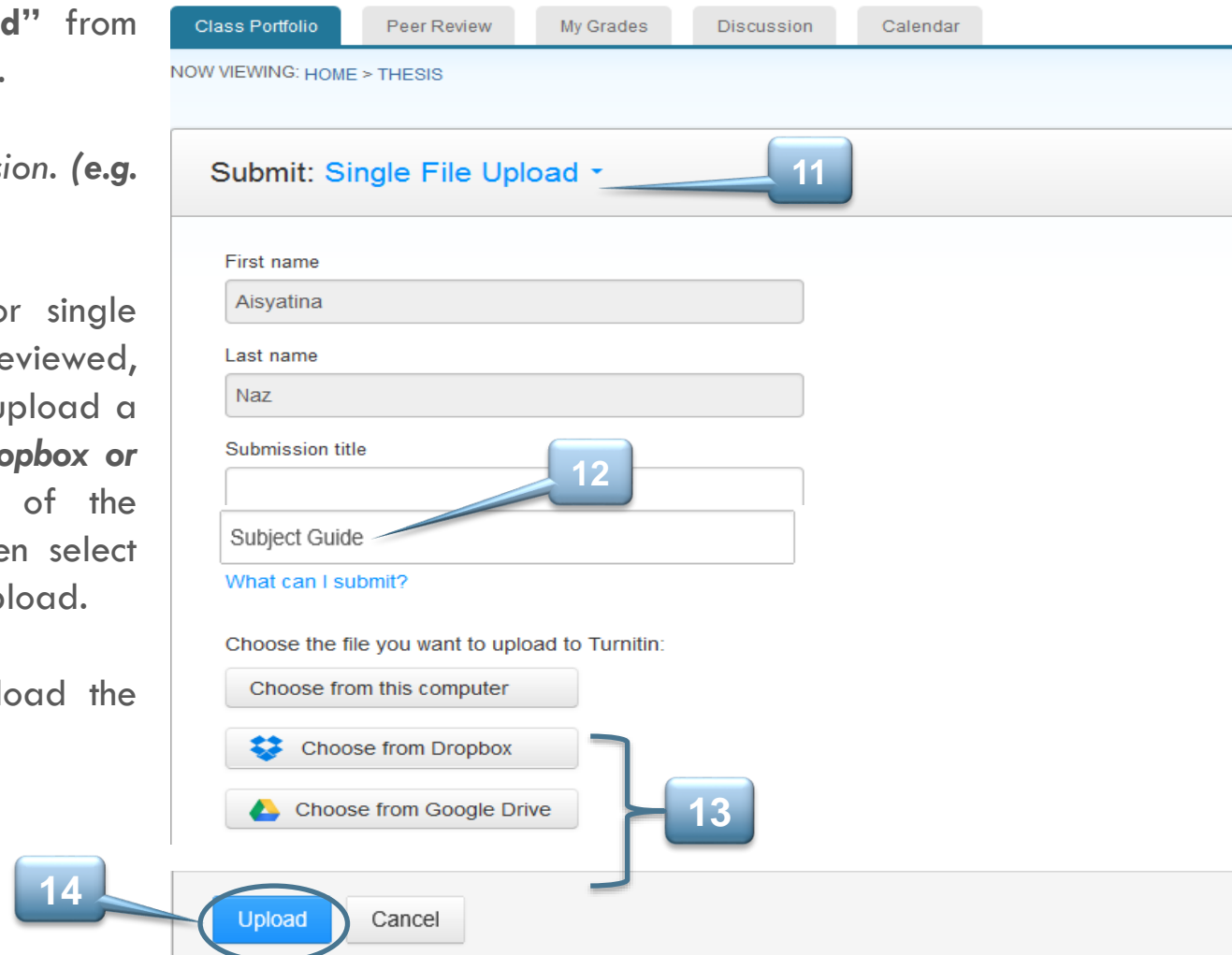
- Turnitin accepts submissions in these formats:
 - Microsoft Word™ (DOC and DOCX)
 - Corel WordPerfect®
 - HTML
 - Adobe PostScript®
 - Plain text (TXT)
 - Rich Text Format (RTF)
 - Portable Document Format (PDF)
 - Microsoft PowerPoint (PPT, PPTX, and PPS)
 - Hangul (HWP)
- If your paper is in a format that Turnitin does not accept, you can submit it by **“Cut & Paste”**.



The screenshot shows the Turnitin submission interface. At the top, there are navigation tabs: "Class Portfolio" (selected), "Peer Review", "My Grades", "Discussion", and "Calendar". Below the tabs, it says "NOW VIEWING: HOME > THESIS". A dashed blue box highlights the "Submit Paper: Cut & Paste" button. Below this, there are input fields for "First name" (Aisyatina), "Last name" (Naz), and "Submission title". At the bottom, there is a large text area labeled "Cut and paste your paper".

STEP 4: Submitting a Paper

11. Select “**single file upload**” from the Submit: pull down menu.
12. Enter a title for the *submission*. (e.g. **Subject Guide**).
13. Once the requirements for single file upload have been reviewed, students have a choice to upload a file from the **Computer, Dropbox or Google Drive**. Click one of the submission buttons and then select the file you would like to upload.
14. Click on “**Upload**” to upload the file.



The screenshot shows the Turnitin submission interface. At the top, there are navigation tabs: Class Portfolio, Peer Review, My Grades, Discussion, and Calendar. Below these is a breadcrumb trail: NOW VIEWING: HOME > THESIS. The main content area has a 'Submit:' dropdown menu set to 'Single File Upload', with callout 11 pointing to it. Below the dropdown are input fields for 'First name' (Aisyatina), 'Last name' (Naz), and 'Submission title' (Subject Guide), with callout 12 pointing to the title field. A link 'What can I submit?' is visible below the title field. Underneath, there are three buttons for file selection: 'Choose from this computer', 'Choose from Dropbox', and 'Choose from Google Drive', with callout 13 pointing to the latter two. At the bottom, there are 'Upload' and 'Cancel' buttons, with callout 14 pointing to the 'Upload' button.

STEP 5: Submitting a Paper Confirmation

- The paper you chose to submit will be in the preview. Look over all the information and make sure that it is correct.

15. Click the “**Confirm**” button to upload the file to the assignment.

Submit: Single File Upload

Please confirm that this is the file you would like to submit...

Author:
Aisyatina Naz

Assignment title:
Draft 1

Submission title:
Subject Guide

File name:
SUBJECT GUIDE (Thesis writing) update 2julai.docx

File size:
49.7K

Page count:
9

Word count:
1122

Character count:
7943

Preview

« Page 1 »

SUBJECT GUIDE - THESIS AND DISSERTATION WRITING

This guide has been designed to provide an overview of resources available for Thesis and Dissertation Writing.

1) Find Books

Search Vico Q740 in the books available at Library. Although most of our collection is in electronic format, an increasing number of titles are also available in a printed format.

Subject Guide Resources

The following resources are found in the general Library of Congress subject guide website. These resources are provided primarily as a reference tool. The full text of the guide is available to be searched by subject and call number ranges, and full complete text is available.

- U51-4138 Research writing
- U51225 Educational research
- U5244 Thesis writing
- U51400 Academic writing
- U51408 Report writing
- Q179-Q190.55 Research methodology

- How to write your own: defending a thesis or dissertation on **LB2986 .R433**
- Getting a PhD: an online plan to help manage your research, your studies and your project **LB2389 .P414**
- Using peer review to improve your writing: including your potential as a research student **L180284 .R433**
- Your research thesis **DL13349 V01 2004**
- The handbook of PhD research **LB2385 .R433**
- How to write a master's thesis **LB2285 .D552 2014**

15

Confirm Cancel

STEP 5: Submitting a Paper Confirmation

- After you have confirmed your submission, a digital receipt will be shown. A copy of the receipt will be e-mailed to you.

12. To return to your portfolio and view your submission, click the "Return to assignment list" button.

Congratulations - your submission is complete! This is your digital receipt. You can print a copy of this receipt from within the Document Viewer.

Author:
Aisyatina Naz

Assignment title:
Draft 1

Submission title:
Subject Guide

File name:
SUBJECT GUIDE (Thesis writing) update 2julai.docx

File size:
49.7K

Page count:
9

Word count:
1122

Character count:
7943

Submission date:
15-Oct-2015 14:47 MYT

Submission ID:
585147659

Return to assignment list

« Page 1 »

SUBJECT GUIDE - THESIS AND DISSERTATION WRITING

This guide has been designed to provide an overview of resources available for Thesis and Dissertation Writing.

1) Final Results

Search Vias O'AC to find books available at Library. Although most of our collection is digital, certain key readings (numbered below) are also available in a printed format.

Subject Guide Summary

This subject guide lists books in the general library of Engineering, Science and Technology. These numbers are provided for your reference. The full title is provided as a guide to help you find the correct subject and the number range, and not a comprehensive list.

- 504-478 Research writing
- U2122 Educational research
- U2124 Thesis writing
- U2140 Academic writing
- U2141 Report writing
- U2142 Research methodology

- Print to search your own, including a library manual numbered U22096-9933
- Ordering a PhD or MPhil plan to help manage your research, your subject list and your project U22100-9934
- Enquiry and reference assistance - including your preferred journal search U22094-9935
- Your research guide: **U22100-9931-9932**
- The University's guide of PhD research: **U22100-9933**
- Print to view a manual on U22094-9932-9934

STEP 6: Viewing an Originality Report

13. To view your Originality Report, click at the percentage (%) on the “**Similarity**” column or “**View**” button to the right of the assignment.

Note :

- The Originality Report provides a summary of matching or similar areas of text found in a submitted paper. The originality Report shows a percentage and a corresponding colour indicating on a index where this percentage falls in term of matching content.

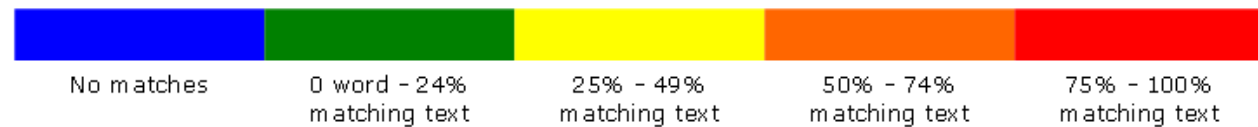
Class Homepage

the right of the assignment name. If the Submit button is grayed out, no submissions can be made to the assignment. If resubmissions are allowed the submit button will read have submitted, click the "View" button. Once the assignment's post date has passed, you will also be able to view the feedback left on your paper by clicking the "View" button.

Assignment Inbox: Thesis

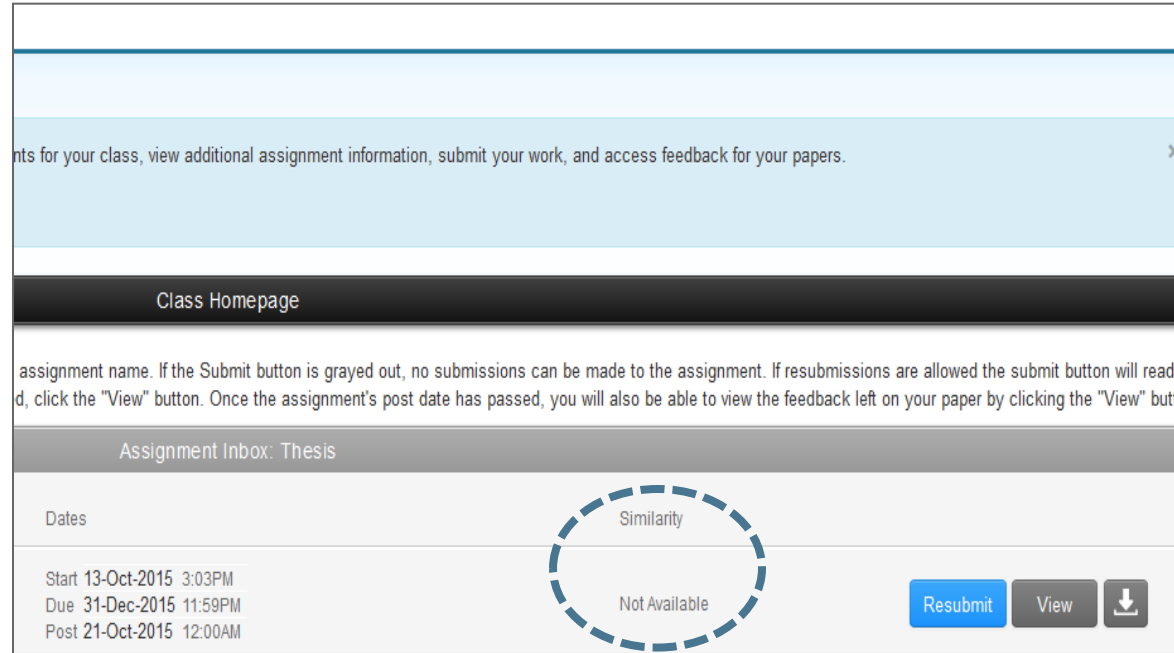
Info	Dates	Similarity	
	Start 15-Oct-2015 3:26PM Due 31-Dec-2015 11:59PM Post 23-Oct-2015 12:00AM	43%	 Resubmit View

Similarity indices



Note: If originality reports are Not Available

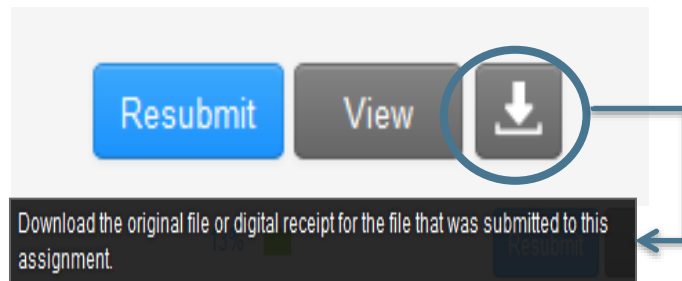
- ✓ If “Not Available” appears under the Similarity column for the assignment, then **Originality Reports are not available to student in this assignment.**
- ✓ Students wishing to view or receive a copy of the Originality Report for their submissions must contact the instructor. The determination of authorizing access to this information is in the hands of the instructor and institution.



The screenshot shows a Turnitin interface for a class. At the top, there is a navigation bar with 'Class Homepage'. Below it, a message box says 'nts for your class, view additional assignment information, submit your work, and access feedback for your papers.' The main content area is titled 'Assignment Inbox: Thesis'. It features a table with columns for 'Dates' and 'Similarity'. The 'Similarity' column for the assignment shows 'Not Available', which is circled with a dashed blue line. To the right of the table are buttons for 'Resubmit', 'View', and a download icon. The 'Dates' column lists: Start 13-Oct-2015 3:03PM, Due 31-Dec-2015 11:59PM, and Post 21-Oct-2015 12:00AM.

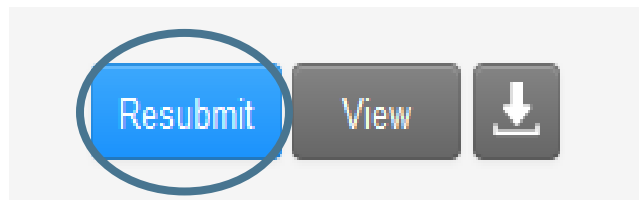
Dates	Similarity
Start 13-Oct-2015 3:03PM Due 31-Dec-2015 11:59PM Post 21-Oct-2015 12:00AM	Not Available

➤ Downloading Submitted Papers & Digital Receipts



- Previously submitted papers can be downloaded by the user. The downloadable version of the file is in the original format of the submission, indicated by the file type name to the right of the file **download** icon.
- Students may download the digital receipt for submissions at any time from the student's class home page.

➤ Resubmitting

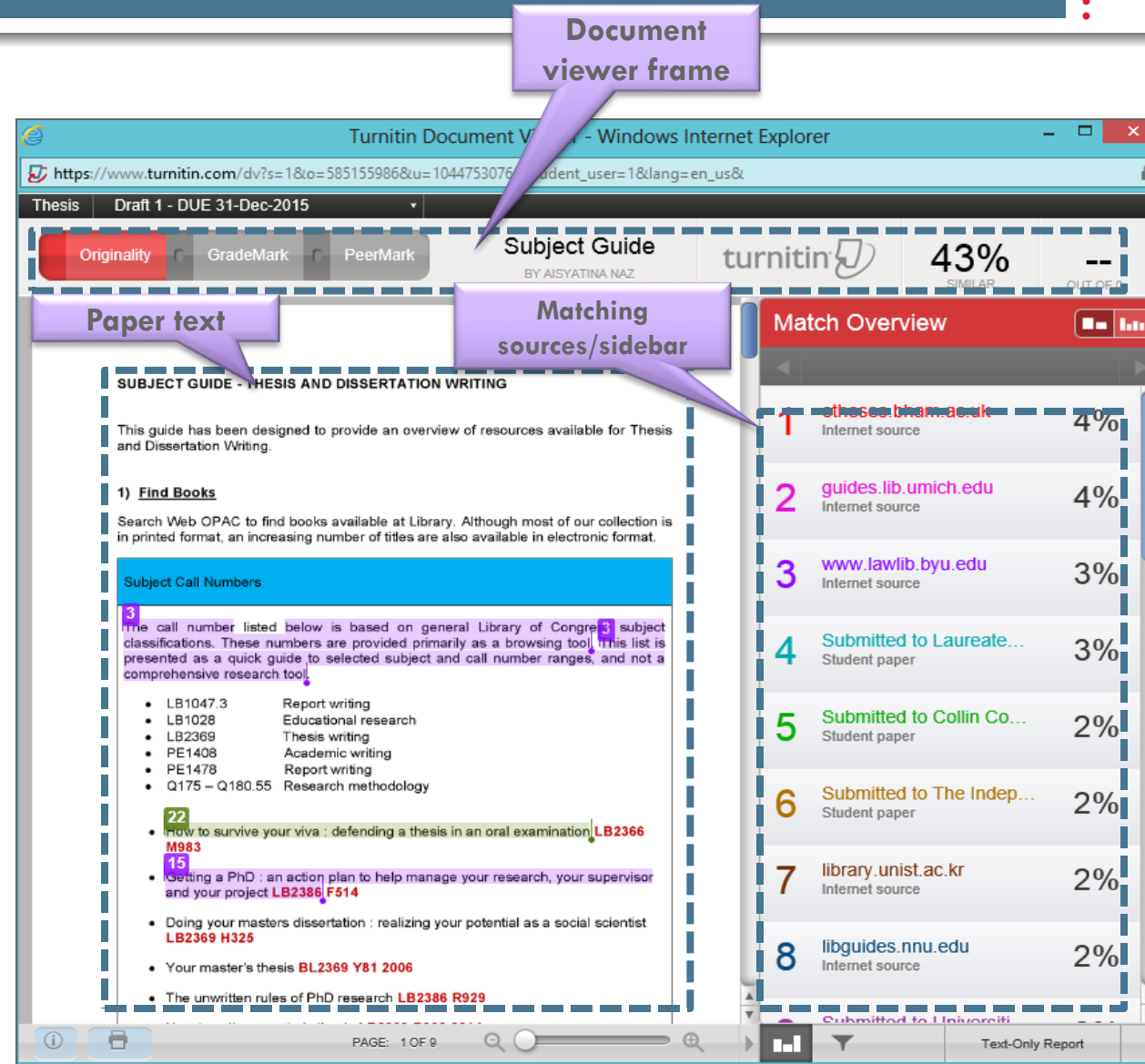


- Some assignments may allow students the ability to overwrite their previous submissions until the due date and time set for the assignment. This option can be set by the instructor on an assignment by assignment basis. If overwriting is not enabled, the instructor must manually delete a previous submission to allow the student user to submit a second file.

Originality Report Content

The Originality Report is separated into three main areas:

- **Document viewer frame** - shows the Similarity Index for the report and the title and author of the paper.
- **Paper text** - the submitted paper text in its original formatting. Matching text is highlighted in a colour that corresponds to the matching source listed on the right side of the Originality Report.
- **Matching sources/sidebar** - the list of matching sources for the highlighted areas of the paper text to the left. The sidebar also displays the Filter and Settings (exclusion options)



Turnitin Document Viewer - Windows Internet Explorer

https://www.turnitin.com/dv?s=1&o=585155986&u=1044753076

Thesis Draft 1 - DUE 31-Dec-2015

Originality GradeMark PeerMark

Subject Guide BY AISYATINA NAZ

turnitin 43% SIMILAR

Paper text

Matching sources/sidebar

Match Overview

Rank	Source	Similarity
1	etheses.blam.ac.uk Internet source	4%
2	guides.lib.umich.edu Internet source	4%
3	www.lawlib.byu.edu Internet source	3%
4	Submitted to Laureate... Student paper	3%
5	Submitted to Collin Co... Student paper	2%
6	Submitted to The Indep... Student paper	2%
7	library.unist.ac.kr Internet source	2%
8	libguides.nnu.edu Internet source	2%

PAGE: 1 OF 9

Text-Only Report

14. The paper information can be viewed by clicking on the **information icon** at the bottom left of the document viewer.

- The paper information contains: the submission id, the date the paper was processed, the word count, the character count, the number of submissions to the assignment, the overall similarity index, and the three repository indices.

Paper information

Submission Info	
SUBMISSION ID	585155986
SUBMISSION DATE	15-Oct-2015 03:27PM
SUBMISSION COUNT	1
FILE NAME	SUBJECT_GUIDE_Thes...
FILE SIZE	49.7K
CHARACTER COUNT	7943
WORD COUNT	1122
PAGE COUNT	9
ORIGINALITY	
OVERALL	43%
INTERNET	38%
PUBLICATIONS	8%
STUDENT PAPERS	24%

comprehensive research tool!

- LB1047.3 Report writing
- LB1028 Educational research
- LB2369 Thesis writing
- PE1408 Academic writing
- PE1478 Report writing

Research methodology

your viva : defending a thesis in an c

an action plan to help manage your

LB2386 F514

ters dissertation : realizing your pote

esis BL2369 Y81 2006

14

Downloading Reports & Digital Receipts

15. To print/download a report, click on the print icon at the bottom of the Originality Report. Select **“Download PDF of current view for printing.”**

The screenshot shows the Turnitin Document Viewer interface. At the top, it says "Turnitin Document Viewer - Windows Internet Explorer" and the URL is "https://www.turnitin.com/dv?s=1&o=585155986&u=1044753076&student_user=1&lang=en_us&". Below the URL bar, there's a navigation bar with "Originality" (selected), "GradeMark", and "PeerMark" tabs. To the right, it says "Subject Guide BY AISYATINA NAZ" and the Turnitin logo. The main content area displays a list of references under the heading "comprehensive research tool.". The references are:

- LB1047.3 Report writing
- LB1028 Educational research
- LB2369 Thesis writing
- PE1408 Academic writing
- PE1478 Report writing
- Q175 – Q180.55 Research methodology

Below the references, there's a list of items with page numbers in small boxes:

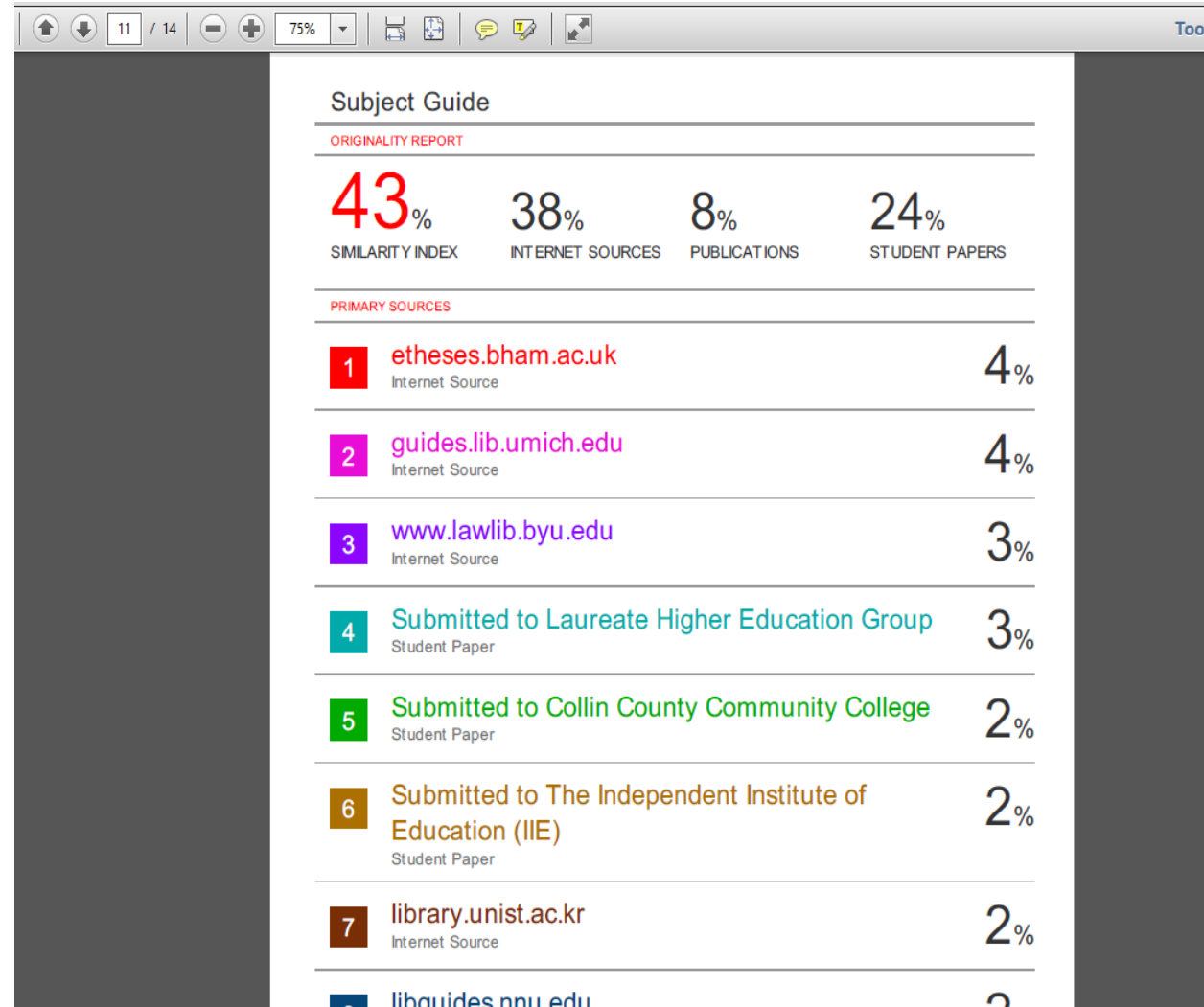
- 22 • How to survive your viva : defending a thesis in an c
- M983
- 15 • Getting a PhD : an action plan to help manage your and your project LB2386 F514
- Doing your masters dissertation : realizing your pote

At the bottom of the page, there's a navigation bar with "PAGE: 1 OF 9" and a search bar. A blue callout box with the number "15" points to a download icon (a document with a downward arrow) in the bottom left corner. A purple callout box with the text "Click to print/download a report" points to the download icon. A blue dashed box highlights a dropdown menu that appears when the download icon is clicked, containing three options:

- Download PDF of current view for printing
- Download PDF of digital receipt for printing
- Download submitted file

Downloading Reports & Digital Receipts

- The full report will be displayed in PDF format. You can save/ print.



The screenshot displays a Turnitin report interface. At the top, there is a navigation bar with a page number '11 / 14', a zoom level of '75%', and various tool icons. The main content area is titled 'Subject Guide' and 'ORIGINALITY REPORT'. It features four large percentage indicators: 43% for Similarity Index, 38% for Internet Sources, 8% for Publications, and 24% for Student Papers. Below this, a section titled 'PRIMARY SOURCES' lists seven items, each with a colored square icon, a URL, a source type, and a percentage.

Rank	Source	Type	Percentage
1	etheses.bham.ac.uk	Internet Source	4%
2	guides.lib.umich.edu	Internet Source	4%
3	www.lawlib.byu.edu	Internet Source	3%
4	Submitted to Laureate Higher Education Group	Student Paper	3%
5	Submitted to Collin County Community College	Student Paper	2%
6	Submitted to The Independent Institute of Education (IIE)	Student Paper	2%
7	library.unist.ac.kr	Internet Source	2%

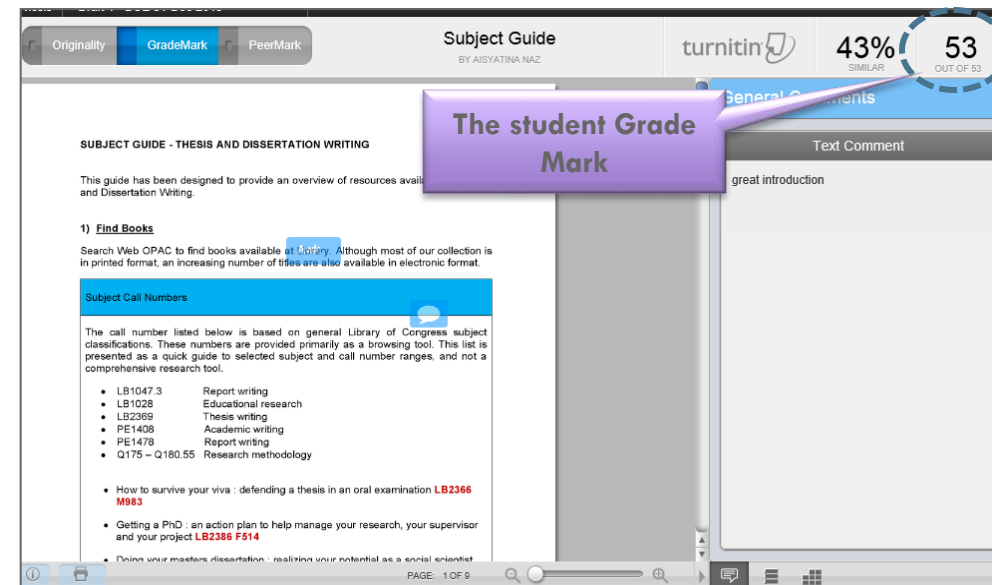
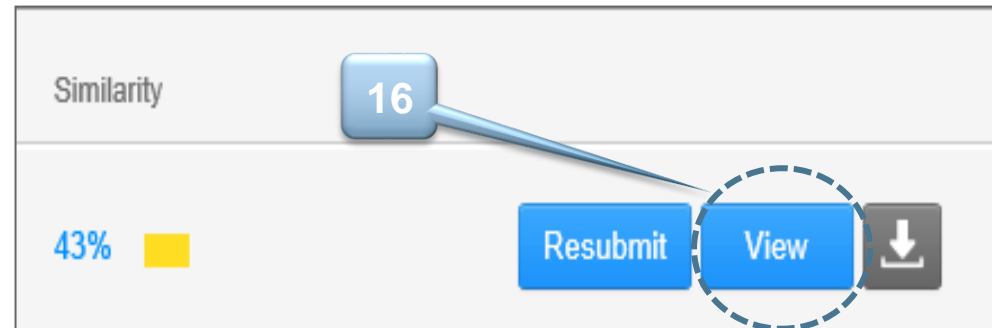
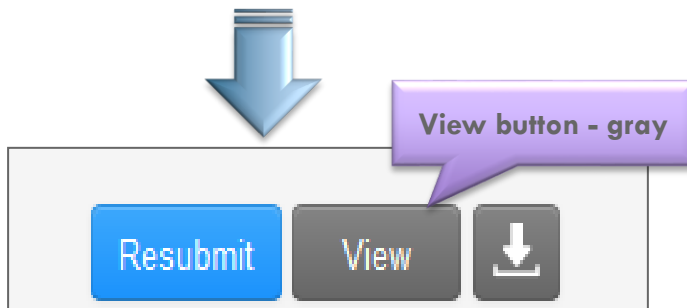
STEP 7: Viewing Instructor Feedback in GradeMark

16. To view a marked paper, click on the **blue View button** next to the assignment.

- The student GradeMark paper view will be opened in a separate window in which the student may view or print the grade and comment information

Note:

- If the GradeMark **View button is gray**, the post date of the assignment has not been reached or the instructor has not yet graded or marked the paper. Contact the instructor for further information.





**Thank You
Wassalam**