

# Plagiarism & Fair Use Webography

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## **Turnitin.com**

<http://www.plagiarism.org/>

Although this is a commercial site for Turnitin.com [academic plagiarism] and ithenticate.com [corporate protection], this site has some quick and clear information on reasons for citation and general citation methods through the Learning Center. There is also a clear explanation of plagiarism for instructors and students to review together. This is a useful site to orient students to plagiarism.

## **The Online Writing Laboratory [OWL] at Purdue University**

<http://owl.english.purdue.edu/owl/resource/589/01/>

The Online Writing Laboratory [OWL] at Purdue University has an excellent resource on plagiarism aimed at helping students avoid plagiarizing. This site includes an overview, a section describing the continuum that leads to outright plagiarism, a section on safe practices and a student exercise on safe practices. This site has the potential to help students at beginning levels avoid plagiarism.

## **The Honor Council at Georgetown University**

<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>

Developed by the Honor Council at Georgetown University, this site is written in student-friendly language and probably would be more useful for junior and senior undergraduate level students and for graduate students. Through clear examples and discussion of plagiarism, this site broadens the student's understanding of plagiarism beyond the idea of direct copying to the idea of intellectual honesty.

## **Ryerson University**

<http://www.ryerson.ca/academicintegrity/ep1.html>

Ryerson University in Toronto has an excellent fun Web site that addresses many common forms of plagiarism and lack of academic integrity, including unintentional plagiarism, buying or

borrowing course work, cheating on tests and exams, forging or misrepresenting, and unauthorized group work. The scripts are written in a way that will hold undergraduate student interest while presenting serious issues and possible solutions. Some of the material may need to be modified for local use, since a number of the Web sites mentioned are at Ryerson University.

### **Duke University**

<https://plagiarism.duke.edu/>

Duke University has an excellent site to help students avoid plagiarism. The site is easy to understand and offers an easy tutorial on plagiarism. The page on avoiding plagiarism is especially useful since it includes a specific suggestion to help students paraphrase without plagiarism. A valuable resource within this site is <https://plagiarism.duke.edu/procedures/table.php>, a Web site that discusses common scholarly procedures related to writing and citing in an easy-to-understand table format.

### **Association of Colleges & Research Libraries of the American Library Association**

<http://personal.ecu.edu/cooninb/Greyliterature.htm>

Prepared by the Science and Technology Section of the Association of Colleges & Research Libraries of the American Library Association, this site gives an excellent overview of gray literature. Gray literature sometimes appears in plagiarized assignments, particularly by upper class undergraduates and graduate students. It is exceptionally difficult for professional plagiarism detection sites to detect. This Web site is helpful in locating some of the sites where gray literature is likely to be found.

### **Dalhousie University**

[http://senate.dal.ca/Files/reports/2004June16\\_Final\\_Report\\_ad\\_hoc\\_committee\\_of\\_plagiarism.pdf](http://senate.dal.ca/Files/reports/2004June16_Final_Report_ad_hoc_committee_of_plagiarism.pdf)

The final report of Dalhousie University's faculty senate ad hoc committee dealing with plagiarism is a significant resource for faculty senates and similar bodies dealing with this issue.

### **University of Luton**

[http://www.jisc.ac.uk/uploaded\\_documents/luton.pdf](http://www.jisc.ac.uk/uploaded_documents/luton.pdf)

University of Luton [UK] evaluated software for plagiarism detection. The final report describes the performance of software and services for the detection of plagiarism in text based assignments and compares their effectiveness.

### **University of Texas System**

<http://www.utsystem.edu/ogc/intellectualproperty/teachact.htm>

This site offers a clear explication of the TEACH Act, including some of the differences in fair use for face-to-face classes and fair use in distance education.

### **North Carolina State University**

<http://www.lib.ncsu.edu/scc/legislative/teachkit/>

This great resource for helping faculty understand the provisions of the TEACH act provides materials suitable to modify for in-service presentations for faculty, as well as a clear checklist to help faculty check compliance with the TEACH Act.

### **American Library Association**

[http://www.ala.org/Template.cfm?Section=Distance\\_Education\\_and\\_the\\_TEACH\\_Act&Template=/ContentManagement/ContentDisplay.cfm&ContentID=25939](http://www.ala.org/Template.cfm?Section=Distance_Education_and_the_TEACH_Act&Template=/ContentManagement/ContentDisplay.cfm&ContentID=25939)

This is the definitive site for distance education and the TEACH Act. Provided by the American Library Association, this site provides the legislative history of the TEACH Act, the meaning and importance of the TEACH Act on distance education, and related information. Duties of the educational institution, the institutional technology officials, and instructors are clearly differentiated.

### **Indiana University Purdue University Indianapolis**

[http://www.copyright.iupui.edu/dist\\_learning.htm](http://www.copyright.iupui.edu/dist_learning.htm)

An excellent site that covers the range of issues related to the TEACH Act provided by IUPUI. Some features are a checklist that assists in recognizing compliance, a clear explication of the doctrine of “fair use,” and helpful links for in-depth understanding of some of the surrounding issues. An easy-to-use checklist is found at <http://www.copyright.iupui.edu/teachlist.htm> within this site. This checklist clearly delineates institutional responsibility, technology officials’ responsibility, and individual faculty responsibility.

### **TEACH Act**

[http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107\\_cong\\_bills&docid=f:s487es.txt.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_cong_bills&docid=f:s487es.txt.pdf)

This site contains the text of the TEACH Act bill.

### **Library and Information Technology Association**

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<http://www.lita.org/ala/washoff/woissues/copyrightb/distanced/teachdrm.pdf>

This ALA site provides valuable information on the technological requirements of the TEACH Act as it relates to distance education. While not offering legal advice, this site raises the issues a university must consider when putting courses online.

### **Pennsylvania State University**

<http://tlt.its.psu.edu/dmd/teachact/teachactFAQ.html>

This site developed by Pennsylvania State University Libraries presents frequently asked questions about the TEACH Act.

### **Chronicle of Higher Education**

<http://chronicle.com/free/v49/i29/29a02901.htm>

This Chronicle of Higher Education Article from March 28, 2003 discusses the importance of the TEACH Act for higher education. A Copyright Check List for Online Courses is included. This checklist makes clear what can be included without infringement of the act.