**Lesson 1 Student Handout**

**Lesson objectives:**

* Get to know the Syllabus
* Recognize academic dishonesty and forms of plagiarism
* Understand stylistic features of scientific writing

**1. Self-introduction:** Introduce yourself to your group members.

**2. The Syllabus:** [**EAP Syllabus\_Fall 2016 for students.doc**](EAP%20Syllabus_Fall%202016%20for%20students.doc)

**3. Academic dishonesty & forms of plagiarism**

**3.1. Recognize academic dishonesty**

Academic Dishonesty at UCLA: All forms of academic misconduct or research misconduct, including but not limited to cheating, fabrication or falsification, plagiarism, multiple submissions, or facilitating academic misconduct. For the purposes of the UCLA Code, the following definitions apply:

* Cheating. Cheating includes, but is not limited to, the use of unauthorized materials, information, or study aids in any academic exercise; the alteration of any answers on a graded document before submitting it for re-grading; or the failure to observe the expressed procedures or instructions of an academic exercise (e.g., examination instructions regarding alternate seating or conversation during an examination).
* Fabrication. Fabrication includes, but is not limited to, falsification or invention of any information or citation in an academic exercise, including fabrication or falsification of research. Fabrication of research is making up data or results and recording or reporting them. Falsification of research is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
* Plagiarism. Plagiarism includes, but is not limited to, the use of another person’s work, (including words, ideas, designs, or data) without giving appropriate attribution or citation. This includes, but is not limited to, representing, with or without the intent to deceive, part or all of an entire work obtained by purchase or otherwise, as the student’s original work; the omission of or failure to acknowledge the true source of the work; or representing an altered but identifiable work of another person or the student’s own previous work as if it were the student’s original or new work. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, to meet course requirements (including a paper, project, exam, computer program, oral presentation, or other work) must either be the Student’s own work, or must clearly acknowledge the source.
* Multiple Submissions. Multiple submissions includes, but is not limited to, the resubmission in identical or similar form by a student of any work which has been previously submitted for credit, whether at UCLA or any other school, college, or university in one course to fulfill the requirements of a second course, without the informed permission/consent of the instructor of the second course; or the submission for credit of work submitted for credit, in identical or similar form, in concurrent courses, without the permission/consent of the instructors of both courses.
* Facilitating Academic Dishonesty. Facilitating academic dishonesty includes, but is not limited to, knowingly helping another student commit an act of academic dishonesty.
* Coercion Regarding Grading or Evaluation of Coursework. Threatening personal or professional repercussions or discipline against an instructor to coerce the instructor to change a grade or otherwise evaluate the student’s work by criteria not directly reflective of coursework.
* Unauthorized Collaboration. Unauthorized collaboration means working with others without the expressed permission of the instructor on any submission, whether in draft or final form, to meet course requirements (including a paper, project, take-home exam, computer program, oral presentation, or other work). Collaboration between students will be considered unauthorized unless expressly part of the assignment in question, or expressly permitted by the instructor.

**3.2. Consequences of academic dishonesty**

# Consequences of Cheating (UCSD)

## What will be the consequences if I violate the Policy on Integrity of Scholarship?

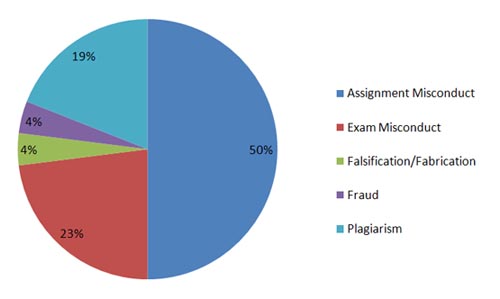
The severity of the sanction depends on the nature of the Policy violation and your disciplinary history. You can receive consequences even if you didn’t know you were violating the Policy (i.e., ignorance is no excuse). You can see a detailed overview of the sanctions by category of violation in our [Administrative Sanctioning Guidelines](https://students.ucsd.edu/_files/Academic-Integrity/Sanctioning-Guidelines.pdf) (PDF).

Briefly, however, administrative sanctions (those imposed by the Council of Deans of student affairs for undergraduates, or the Assistant Dean of the Graduate Division) can include:

* Disciplinary probation (this means "first strike" — once you’re on disciplinary probation, future violations could lead to suspension or dismissal)
* Assignment to the Academic Integrity Seminar (at a cost of $75)
* Other educational programs (e.g., plagiarism workshop)
* Suspension (from 1 quarter up to 2 years)
* Dismissal from UCSD

The following table shows how many students have received particular sanctions for different types of integrity violations between 2006–2009.

# Integrity Violations: Common cheating violations at UC San Diego



* **Assignment Misconduct (50%):** Violations in this category include submitting homework that’s too similar to another student’s; using unauthorized sources on an assignment (e.g., Wikipedia, CliffsNotes, SparkNotes); copying another student’s assignment, paper, or lab report.
* **Exam Misconduct (23%):** Includes copying during an exam, or using unauthorized aids during exams.
* **Falsification/Fabrication (4%):** Examples include altering a graded exam for regrade, or submitting a forged excuse to get out of an assignment or exam.
* **Fraud (4%):** For example, taking an exam for another student or having another student take an exam for you; using or distributing old or unauthorized copies of examinations, tests, answer keys, or assignments.
* **Plagiarism (19%):** Copying or using the words, ideas, or concepts of another without proper citation.

**3.3. Recognize the forms of plagiarism and how to avoid it**

1) Examples from Harvard University:

(http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054)

* Verbatim plagiarism
* Mosaic plagiarism
* Uncited paraphrase
* Uncited quotations
* Using material from another student’s work

Besides, according to APA and MLA manuals, three more can be added:

* Submitting the same paper to 2 different publishers.
* Unacknowledged collaborative work
* Copyright infraction

2) The two very common forms of plagiarism when writing a paper are word-for-word plagiarism and paraphrasing plagiarism (Indiana University)

* **Word-for-word plagiarism** is committed when a writer takes *a sequence of 7 or more* words from another source, but fails to identify the quoted passage, fails to provide the full in-text citation crediting the author(s), and fails to provide the bibliographic reference.
* **Paraphrasing plagiarism** is committed when a writer summarizes an idea taken from another source and fails both to cite the author(s) and to provide the corresponding reference.

3) Learn more about plagiarism from: <https://www.indiana.edu/~academy/firstPrinciples/index.html>. And take the test to get the certificate from this website and hand in the certificate in Week 2.

4) For more information, check www.plagiarism.org.

**4. Stylistic features of academic writing**

Writers are expected to express their findings and arguments in academic style. Generally speaking, English in written academic tasks has the following important features: **objectivity, formality** and **precision.**

**1) Objectivity**

* Avoid overuse of first person pronouns (*I, we, my, our*)
* Use impersonal subjects instead (*It is believed that ...; It can be argued that* ...)
* Use passive verbs to avoid stating the “doer” (*Tests have been conducted*).
* **But note: Both active and passive voices are used in academic writing; the key is to choose the right voice for the right purpose**.
* Use verbs such as *would, could, may, might*, which can “soften” what you are saying.
* Use qualifying adverbs such as *some, several, a minority of, a few, many* to avoid making overgeneralizations.

**2) Formality**

* Avoid everyday informal words: e.g. *a lot of,* *lots of, pretty good, guy, stuff*
* Avoid contractions: e.g. *don’t, haven’t, I’d, it’s*
* Avoid rhetorical questions: e.g. *What has antibiotic resistance increased?*
* Some single verbs are considered to be more formal than phrasal verbs; for example, “increase” is more formal than “go up”.
* Often in academic writing adverbs are placed in mid-position rather than in the initial or final positions of sentences (Swales, p. 24).
* Consider avoiding using split infinitives (placing an adverbial modifier between “to” and the infinitive as in “to sharply rise”) (Swales, p. 24).
* Avoid unspecified categories: Expressions such as *etc., and so on, and so forth,* and *that kind of thing.* These place too much responsibility on the reader.
* Some authors prefer some negative forms over others, believing that those on the right are more academic (Swales, p. 22).

|  |  |
| --- | --- |
| ***not…any***  The analysis did not yield any new results. | ***No***  The analysis yielded no new results. |
| ***not…much/many***  The government did not allocate much funding. | ***little/few***  The government allocated little funding. |

**3) Precision**

* Certain verbs commonly used in spoken language are too vague for academic writing. Note the many possible meanings of the following.

**Vague verbs Possible alternatives**

*get obtain, receive, retrieve, become*

*keep continue, retain, maintain, store*

*do complete, undertake, act*

*make construct, create, complete*

*put insert, place, position, propose*

* Generally, verbs which require a preposition for meaning (such as *look out, get on)* are similarly imprecise. Avoid "phrasal verbs" and use one word equivalents.

**Exercises**

**Exercise 1: Which of the two italicized expressions do you think is more appropriate in academic writing?**

* + - 1. The government has made *considerable/great* progress in solving the problem.
      2. We *got/obtained* excellent results in the experiment.
      3. A loss of jobs is one of the *consequences/things that will happen* if the process is   
          automated.
      4. The results of *lots of/numerous* tests have been *pretty good/encouraging*.
      5. The relationship between the management and workers is *extremely/really* important.
      6. Some suggestions *springing up from/arising from* the study will be presented.
      7. Crash test dummies are *really important for/an integral part of* automotive crash tests.
      8. According to a recent *study just about/nearly* 25% of all cell phone users view text messaging as an important source of entertainment.

**Exercise 2: Underline the phrasal verbs in the sentences and replace them with a more appropriate verb from the list below. Change forms where necessary.**

|  |
| --- |
| fluctuate investigate eliminate raise reduce propose intervene determine |

1. Researchers have been looking into the problem for 15 years. \_\_\_ investigating \_\_\_
2. This issue was brought up during the seminar. \_ raised\_\_\_\_\_\_\_\_\_\_\_\_
3. It is assumed that the management knows what is happening and will therefore step in if there is a problem. \_\_\_\_\_ intervene\_\_\_\_\_\_\_\_
4. Schools cannot altogether get rid of the problem of truancy. \_\_\_\_ eliminate\_\_\_\_\_
5. The number of staff has been cut down recently. \_\_\_\_ reduced\_\_\_\_\_\_\_
6. It was very difficult to find out exactly what happened. \_\_\_ determine \_\_\_\_\_\_\_
7. House prices have a tendency to go up and down. \_\_\_\_ fluctuate \_\_\_\_\_\_\_\_\_
8. A potential solution was put forward two years ago. \_\_\_\_ proposed\_\_\_\_\_\_\_\_

**Exercise 3: Replace the following phrasal verbs with a more formal single word.**

1. The locals could not put up with the visitors from the city. \_\_\_tolerate\_\_\_\_\_\_\_

2. The decline was brought about by cheap imports. \_\_\_caused\_\_\_\_\_\_\_\_\_

3. The university is thinking about recruiting more students. \_\_\_\_\_considering\_\_\_\_

4. Sales are likely to drop off in the third quarter. \_\_decrease\_\_\_\_\_

5. The meeting was put off until December. \_\_\_postponed\_\_\_\_\_

6. Given our fast-paced society, people must routinely put creative solutions to unexpected

problems into practice. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Some people have cut down on their consumption of beef. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. The cinema was pulled down ten years ago. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 4: Use a more formal word or phrase to replace the italicized word.**

* + - 1. The reaction of the officials was *sort of* negative. \_\_\_\_\_\_\_\_quite\_\_\_\_\_\_
      2. The economic outlook is *nice*. \_\_\_\_\_positive\_\_\_\_\_\_\_\_
      3. The new method we have adopted seems *good*.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      4. She was *given the sack* because of her poor record. \_\_\_\_fired\_\_\_\_\_\_\_
      5. The competition we are facing has *gotten more intense*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      6. Many urban areas *do not have enough* land to build new public schools. \_\_lack of\_\_
      7. Allergic reactions to local dental anesthesia *do not happen very often*. \_\_\_\_\_\_\_\_\_\_\_
      8. The doors on these ferries were *made bigger* to *make it easier to* *load* vehicles. \_\_\_\_\_\_

**Exercise 5: Let’s suppose you want to follow the considerations we have talked about. What problems may the following sentences have? How would you revise them?**

1. You can use this model to optimize the water supply.

This model could be used to optimize the water supply.

1. So, why did the bridge collapse? There’re a lot of reasons.

There’re a lot of reasons about why the bridge collapse.

1. In addition to herbs, animal products are employed in some forms of traditional medicine frequently.
2. So far there hasn’t been much research on how conflict influences the level of trust and respect in a group.
3. There are several studies in epidemiology that have shown that when people consume alcohol in moderate amounts they have a lower risk of developing heart disease in comparison to those people who drink a lot of alcohol.

**Homework assignments:**

1. Make a copy of the Syllabus.
2. Check the public mailbox. Finish exercises in Lesson 1 Student Handout.
3. Check the public mailbox. Read Lesson 2 Student Handout and get ready for Week 2.
4. Take the test and get the Recognizing Plagiarism certificate from <https://www.indiana.edu/~academy/firstPrinciples/index.html>. Remember to take the test *for master’s and doctoral students*. Then print the certificate and **submit it to the instructor in Week 2**.
5. Find and make a copy of two journal articles in your field.