

**Assessment Task 3: Research Essay Outline**

<b>Name:</b>	Charity Yang		
<b>Student ID:</b>	12345678	<b>Class:</b>	English 2-30
<b>Topic:</b>	Intellectual Property – Plagiarism		
<b>Question:</b>	Plagiarism is currently a major issue for all universities. What is the problem, and how can it be dealt with?		

**Introduction (3 Paragraphs)**

*What information is necessary for the introduction?*

- *Definition of terms related to the topic*
- *Brief introduction to the problem*
- *Include in-text citations*

<b>Paragraph 1</b>	<ul style="list-style-type: none"> <li>❖ Definition: <ul style="list-style-type: none"> <li>• Plagiarism - “The unauthorized use ... of the language and thoughts of another author...” (<i>Dictionary.com</i>, n.d., para.1)</li> </ul> </li> <li>❖ Occur in two situations (Oshima &amp; Hogue, 1999, p.83): <ul style="list-style-type: none"> <li>• Individual’s work is passed off as someone else’s without reference</li> <li>• Someone’s work mirrors another piece</li> </ul> </li> </ul>
<b>Paragraph 2</b>	<b>Brief problem introduction</b> <ul style="list-style-type: none"> <li>❖ Plagiarism cases increase <ul style="list-style-type: none"> <li>• Invest in anti-plagiarism software</li> <li>• Plagiarism councils meet frequently</li> <li>• Constant awareness of plagiarism risks</li> <li>• Accused of plagiarism – academic misconduct</li> </ul> </li> </ul>
<b>Paragraph 3</b>	<b>Thesis Statement (Complete sentence)</b> <ul style="list-style-type: none"> <li>❖ This essay investigates the growing problem of plagiarism in universities and suggests reasonable solutions to it and evaluates the effectiveness of these solutions</li> </ul>

**Situation (4 Paragraphs)**

*What information is necessary for the situation section?*

- Provide TWO (2) current situations related to the topic
- In each situation, provide at least TWO (2) examples
  - TWO [2] in-text citations

**Paragraph 1**
**Introductory Statement (introduce the 2 situations):**

- ❖ Advancement of technology
- ❖ Unethical academicians

**Paragraph 2**
**First Body Paragraph (First Situation):**

*Topic Sentence:*

- ❖ Rise in plagiarism linked to availability of technology

*Explanation:*

- ❖ Cut and paste technology
- ❖ Lift others' words

*Evidence 1 & Explanation:*

- ❖ Increase in 'essays for sale' via the internet.
  - Google - 'buying essays' – about 4,840,000 results.
- ❖ Purchase online – essay writing business
  - As little as £4 (Malvern, 2008)
- ❖ “‘Significant’ rise ...pupils caught copying work...” (Welsh Joint Education Committee [WJEC], as cited in BBC News, 2006).
- ❖ Situation stop if no demand

*Evidence 2 & Explanation:*

- ❖ 'Turnitin' – costly investment to curb plagiarism
  - Yet over 80% of institutions in Britain invested (Kellerman, 2006)
  - M measures taken to deter plagiarism

*Linking Sentence:*

- ❖ Technology advancement – plagiarism popular and easier

**Commented [U1]:** Page number/paragraph number required

Paragraph 3	<p><b>Second Body Paragraph (First Situation)</b></p> <p><i>Topic Sentence:</i></p> <ul style="list-style-type: none"> <li>❖ Academicians plagiarising</li> </ul> <p><i>Explanation:</i></p> <ul style="list-style-type: none"> <li>❖ Possible reasons: <ul style="list-style-type: none"> <li>• Pressure to publish</li> <li>• Lack motivation – own research</li> </ul> </li> </ul> <p><i>Evidence 1 &amp; Explanation:</i></p> <ul style="list-style-type: none"> <li>❖ Famous recent case - Dr Raj Persaud <ul style="list-style-type: none"> <li>• “admitted...for publication in his book and in articles...submitted” (Malvern, 2008).</li> </ul> </li> </ul> <p><i>Evidence 2 &amp; Explanation:</i></p> <ul style="list-style-type: none"> <li>❖ Professor Judith M. Okley – work plagiarised in Isabel Fonseca’s book, <i>Bury Me Standing</i> (Armitstead, 2008). <ul style="list-style-type: none"> <li>• Experience with gypsies – no acknowledgement</li> </ul> </li> <li>❖ These kind of occurrence fairly frequent <ul style="list-style-type: none"> <li>• Credibility at risk</li> </ul> </li> </ul> <p><i>Linking Sentence:</i></p> <ul style="list-style-type: none"> <li>❖ Tarnish reputation – institution and self</li> </ul>
Paragraph 4	<p><b>Concluding Paragraph (summarise situations)</b></p> <ul style="list-style-type: none"> <li>❖ affects every corner of academia</li> <li>❖ issue can be dangerous when students enter workforce</li> </ul>

**Commented [U2]:** Page number/paragraph number required

### Problems (4 Paragraphs)

*What information is necessary for the problems section?*

- Provide TWO (2) current problems related to the topic
- In each problem, provide at least TWO (2) evidence [cause/reason/effect]
  - TWO [2] in-text citations

<b>Paragraph 1</b>	<b>Introductory Statement (introduce the 2 problems):</b> Plagiarism affects: <ul style="list-style-type: none"> <li>❖ university's standing - income</li> <li>❖ students' academic pursuit</li> </ul>
<b>Paragraph 2</b>	<b>First Body Paragraph (First Problem):</b> <i>Topic Sentence:</i> <ul style="list-style-type: none"> <li>❖ Image tarnished - rampant plagiarism</li> </ul> <i>Explanation 1:</i> <ul style="list-style-type: none"> <li>❖ Imply inability to teach academic style writing</li> </ul> <i>Evidence 1 &amp; Explanation:</i> <ul style="list-style-type: none"> <li>❖ Intake of students and income decrease (Banwell, 2003).             <ul style="list-style-type: none"> <li>• Expel the students – large drop-out rate.</li> <li>• Keep students - grades cut – show poor results</li> <li>• Problem disciplining plagiarists</li> </ul> </li> </ul> <i>Explanation 2:</i> <ul style="list-style-type: none"> <li>❖ Difficulty policing plagiarism – unintentional plagiarism</li> </ul> <i>Evidence 2 &amp; Explanation:</i> <ul style="list-style-type: none"> <li>❖ Mark deduction affects academic performance             <ul style="list-style-type: none"> <li>• Seem to be unfair (Armitstead, 2008)</li> </ul> </li> <li>❖ Take disciplinary action – could hurt their image</li> </ul> <i>Linking Sentence:</i> <ul style="list-style-type: none"> <li>❖ Institutions lose reputation &amp; income – if not addressed</li> </ul>

<b>Paragraph 3</b>	<p><b>Second Body Paragraph (Second Problem):</b></p> <p><i>Topic Sentence:</i></p> <ul style="list-style-type: none"> <li>❖ Impede students' academic progress</li> </ul> <p><i>Explanation:</i></p> <ul style="list-style-type: none"> <li>❖ Zero-tolerance - expel</li> <li>❖ Don't expel – lower grades</li> </ul> <p><i>Evidence 1 &amp; Explanation:</i></p> <ul style="list-style-type: none"> <li>❖ Waste time and money attending university (Redman, 2006).</li> <li>❖ Plagiarist - not caught, will suffer <ul style="list-style-type: none"> <li>• Lack skills and knowledge development</li> <li>• Negatively affected when join workforce</li> </ul> </li> </ul> <p><i>Explanation:</i></p> <ul style="list-style-type: none"> <li>❖ Plagiarism of their own work <ul style="list-style-type: none"> <li>• Two essays similar – copy and paste</li> </ul> </li> </ul> <p><i>Evidence 2 &amp; Explanation:</i></p> <ul style="list-style-type: none"> <li>❖ Marker pick – punishment – not graded (Malvern, 2008).</li> <li>❖ Intentional or unintentional – serious academic offence</li> </ul> <p><i>Linking Sentence:</i></p> <ul style="list-style-type: none"> <li>❖ Low chance of graduating</li> </ul>
<b>Paragraph 4</b>	<p><b>Concluding Paragraph (summarise problems)</b></p> <ul style="list-style-type: none"> <li>❖ Integrity – universities and students - questioned</li> </ul>

### Solutions (4 Paragraphs)

*What information is necessary for the solutions section?*

- Provide TWO (2) solutions related to the topic
- In each solution, provide at least TWO (2) evidence
  - TWO [2] in-text citations

Paragraph 1	<b>Introductory Statement (introduce the 2 solutions):</b> <ul style="list-style-type: none"> <li>❖ Induction experience</li> <li>❖ Alternative assessments</li> </ul>
Paragraph 2	<b>First Body Paragraph (First Solution):</b> <i>Topic Sentence:</i> <ul style="list-style-type: none"> <li>❖ Part of induction experience</li> </ul> <i>Explanation 1:</i> <ul style="list-style-type: none"> <li>❖ Curriculum - plagiarism is a crime</li> </ul> <i>Evidence 1 &amp; Explanation:</i> <ul style="list-style-type: none"> <li>❖ Made available – online learning platform (University of Bristol, 2008)</li> <li>❖ Additional education included help solve plagiarism</li> </ul> <i>Evidence 2 &amp; Explanation:</i> <ul style="list-style-type: none"> <li>❖ Alert students               <ul style="list-style-type: none"> <li>• Without showing how to avoid</li> </ul> </li> <li>❖ Simple instruction lesson               <ul style="list-style-type: none"> <li>• Reduce occurrence within higher education institutions (Carroll, 2008)</li> <li>• Instructor play key role</li> <li>• Activities to apply academics skills</li> </ul> </li> </ul> <i>Linking Sentence:</i> <ul style="list-style-type: none"> <li>❖ Plagiarism dangerous – be careful</li> </ul>

Paragraph 3	<p><b>Second Body Paragraph (Second Solution):</b></p> <p><i>Topic Sentence:</i></p> <ul style="list-style-type: none"> <li>❖ Alternative assessments</li> </ul> <p><i>Explanation 1:</i></p> <ul style="list-style-type: none"> <li>❖ Individual portfolios or presentations</li> <li>❖ Students to explore more around their subject</li> <li>❖ Students present their findings in a different way.</li> </ul> <p><i>Evidence 1 &amp; Explanation:</i></p> <ul style="list-style-type: none"> <li>❖ No “ready-made coursework that integrates theory and practice”,</li> <li>❖ Create material “uses personal experiences or reflects on a case study you made up” (Carroll, 2008). <ul style="list-style-type: none"> <li>• Student produce everything 100% own</li> </ul> </li> </ul> <p><i>Evidence 2 &amp; Explanation:</i></p> <ul style="list-style-type: none"> <li>❖ Annotated booklists <ul style="list-style-type: none"> <li>• Students record relevant findings</li> <li>• Viva assessed – submitted work and interview answers</li> <li>• Submit photocopies of reliable sources used (Redman, 2008).</li> </ul> </li> </ul> <p><i>Linking Sentence:</i></p> <ul style="list-style-type: none"> <li>❖ Combating of plagiarism - change assignments assessed</li> </ul>
Paragraph 4	<p><b>Concluding Paragraph (summarise solutions)</b></p> <ul style="list-style-type: none"> <li>❖ Proper implementation</li> <li>❖ Strong desire for change</li> </ul>

**Commented [U3]:** Page number/paragraph number required

### Evaluation (3 Paragraphs)

What information is necessary for the evaluation section?

- Choose the best solution out of the two you have provided
- Provide an explanation (no in-text citation required)

<b>Paragraph 1</b>	<b>Introductory statement that defines the issue (provide a complete sentence)</b> <ul style="list-style-type: none"> <li>❖ Problem won't disappear – one solution as best option</li> </ul>
<b>Paragraph 2</b>	<b>Evaluate the best solution</b> <i>Topic Sentence:</i> <ul style="list-style-type: none"> <li>❖ Anti-plagiarism workshop – induction week</li> </ul> <i>Explanation 1:</i> <ul style="list-style-type: none"> <li>❖ Students are aware of the severity of committing plagiarism <ul style="list-style-type: none"> <li>• Lecturers aware of university policy</li> </ul> </li> </ul> <i>Explanation 2:</i> <ul style="list-style-type: none"> <li>❖ Introduction of compulsory classes <ul style="list-style-type: none"> <li>• Aware of issues</li> </ul> </li> </ul> <i>Explanation 3:</i> <ul style="list-style-type: none"> <li>❖ Introduce technology checking plagiarism <ul style="list-style-type: none"> <li>• Become aware and careful</li> </ul> </li> </ul> <i>Linking Sentence:</i> <ul style="list-style-type: none"> <li>❖ Compulsory class and reminding students <ul style="list-style-type: none"> <li>• Students – get best degree</li> <li>• Institutions – reputation safe</li> </ul> </li> </ul>
<b>Paragraph 3</b>	<b>Concluding Paragraph (summarise evaluation)</b> <ul style="list-style-type: none"> <li>❖ Proactive steps to counter, reduce cases</li> </ul>



**Conclusion**

What information is necessary for the evaluation section?

- Provide a concluding statement
- Provide a summary

**Concluding Statement:**

- ❖ Plagiarism not going away – but can be prevented

**Recommendations/Summary:**

- ❖ Get all on board with university policy
- ❖ Stakeholders have a part to play
- ❖ Start awareness from primary/secondary level

**Reiteration of Thesis:**

- ❖ It is clear there are problems, but solutions to solve

(693 words)

### References

- Armitstead, C. (2008, June 18). Plagiarism is nothing new in academia [Blog Post]. *The Guardian*.  
Retrieved from <https://www.theguardian.com/books/booksblog/2008/jun/18/theadmissionoftheleading>
- Banwell, J. (2003). Chinese and South East Asian students' perceptions of plagiarism and collusion.  
*Northumbria University*. Retrieved from <http://www.jiscpas.ac.uk>
- BBC News. (2006). *Worry at web exam plagiarism rise*. Retrieved from  
<http://news.bbc.co.uk/1/hi/wales/4965790.stm>
- Carroll, J. (2008). What kinds of solutions can we find for plagiarism?. *The Higher Education Academy*.  
Retrieved from [http://www.gla.ac.uk/media/media\\_13513\\_en.pdf](http://www.gla.ac.uk/media/media_13513_en.pdf)
- Kellerman, S. (2006, March 3). Conference to tackle university plagiarism problem. *The Guardian*.  
Retrieved from <http://www.guardian.co.uk/education/2006/oct/17/highereducation.uk> 1
- Malvern, J. (2008, June 17). TV psychiatrist Raj Persaud admits he copied work from books. *Times*.  
Retrieved from [http://www.timesonline.co.uk/tol/life\\_and\\_style/health/article4153530.ece](http://www.timesonline.co.uk/tol/life_and_style/health/article4153530.ece)
- Oshimo, A. & Hogue, A. (1999). *Writing academic English* (3rd ed.). New York, NY: Pearson Education.
- Plagiarism [Def. 1]. (n.d). In *Dictionary.com*. Retrieved August 26, 2018, from  
<http://dictionary.reference.com/browse/plagiarism>
- Redman, J. (2006). *Good essay writing* (3rd ed.). London, UK: Sage Publications.
- University of Bristol. (2008). *Plagiarism*. Retrieved from  
[www.bristol.ac.uk/tsu/studentsupport/plagiarism/#strategies](http://www.bristol.ac.uk/tsu/studentsupport/plagiarism/#strategies)