Online Plagiarism – A New Twist on an Old Problem?

The rapid growth of information on the World Wide Web combined with the ease with which students can access resources from the "free" Web has become a mixed blessing for faculty. Although students working on class writing assignments and term papers may find numerous Web sites appropriate to their topics, they may also find completed papers at various sites, available for the downloading. Online plagiarism is a new twist on an old problem. In an interview in the *Chronicle of Higher Education*, Harold J. Noah, co-author of a study on plagiarism, "found technology to be partly responsible for 'ubiquitous' cheating' "...and that "it's often difficult to detect plagiarism from Internet sources."[1] Library databases, Web pages, full-text resources, and term paper mill sites can all be sources for online plagiarism.

Students plagiarize for any number of reasons. Robert Harris, Vanguard University of Southern California, suggests the following: students want the "shortest route through a course;" they may procrastinate or not realize the time it takes to plan and complete an assignment; they may believe their writing skills aren't good enough; they give the assignment a lower priority among their available activities; and some simply like the "thrill of rule breaking." In addition, many students may simply not understand the process and importance of proper attribution for material they include in their papers and other writing assignments.[2]

Harris and Lisa Hinchliffe, University of Illinois, have identified specific elements characteristic of plagiarized papers. These include: mixed citation styles, which imply cut and paste actions; unusual formatting; inconsistent writing styles and sophistication of prose; dated references; title pages stapled to Web printouts; and lack of references or quotations.[3]

There are several ways to address the challenge of detecting online plagiarism. A simple phrase search in a service such as Google (**http://www.google.com**) will identify Web pages containing the questionable passage. Software and online services exist that can also assist faculty in identifying instances of online plagiarism. These are often fee-based but usually offer a free trial and/or sample reports. Two examples are plagiarism.org (**http://www.plagiarism.org/**) and turnitin.com (**http://www.turnitin.com/**).

GROVEmusic Now Available Online

Grove Music, an online database that includes the full text of the *New Grove Dictionary of Music and Musicians* (2d ed.) and the *New Grove Dictionary of Opera,* is now accessible via the Library's home page, the Music Library's home page, or **http://www.grovemusic.com**.

While maintaining the same level of detail and authority as Grove's print publications, this online resource allows full-text searching, includes links to sound files and Web sites, and is updated quarterly. Additionally, *Grove Music's* scope of coverage will soon be broadened when the content of the recently published *New Grove Dictionary of Jazz* (2d ed.) is added to the database.

Libraries and Media Services has developed a Web site with additional information about online plagiarism, including suggestions for prevention, additional detection resources, and a bibliography of sites for faculty and students. It is located at **http://www.library.kent.edu/plagiarism/index.html**.

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[1] Denhart, Andy. (1999. June 14). The Web's Plagiarism Police. [Available **http://www.salon.com/tech/feature/1999/06/14/plagiarism/print.html**. Last accessed February 12, 2002.]

[2] Harris, Robert. (2001, October 19). *Anti-Plagiarism Strategies for Research Papers*. [Available on the World Wide Web at **http://www.virtualsalt.com/antiplag.htm**. Last accessed February 12, 2002.]

[3] Hinchliffe, Lisa. (1998, May). Cut-and-Paste Plagiarism: Preventing, Detecting, and Tracking Online Plagiarism. [Available on the World Wide Web at **http://alexia.lis.uiuc.edu/~janicke/plagiary.htm**. Last accessed February 12, 2002.]

JSTOR Now Available to All 8 Campuses

The JSTOR Arts and Science I collection is now available (**http://www.jstor.org/**). JSTOR is an electronic archive of complete journal back runs, current to within two to five years. More than 100 journal titles spanning 15 disciplines are available, most going back several decades, some as far back as the 1800s.

According to the JSTOR Web site, "JSTOR's goals include the following:

- To build a reliable and comprehensive archive of important scholarly journal literature
- To improve dramatically access to these journals
- To help fill gaps in existing library collections of journal backfiles
- To address preservation issues such as mutilated pages and long-term deterioration of paper copy
- To reduce long-term capital and operating costs of libraries associated with the storage and care of journal collections
- To assist scholarly associations and publishers in making the transition to electronic modes of publication
- To study the impact of providing electronic access on the use of these scholarly materials"

For Kent State University, JSTOR supplements the OhioLINK Electronic Journal Center (**http://journals.ohiolink.edu**). Together, the Web sites provide a rich, online array of published research.

We've Got Forms and Info

Check out this Web page with useful links for tax information: **http://www.library.kent.edu/govtdocs/govtax.html**. The page has links to forms, publications, and tax tips.

Also, the Reference Center (1st floor) and Government Documents (10th floor) have notebooks of reproducible tax forms, suitable for photocopying. Commonly used forms are available in the Main Library lobby.

The Main Library has just received the 2002 edition of a book that is very popular this time of year, Tax & Financial Guide for College Teachers and Other College Personnel for Filing Tax Returns. We have two copies, one that can be checked out from the Reserves Desk for three days and one kept at the Reference Desk Collection (call number for both is HJ 4652 .A8 T23x 2002).

Research Collection Award Winners

Libraries and Media Services is pleased to announce this year's winners of the 2001/02 Research Collection Awards. Congratulations to Neil Wells (Geology), Mandy Munro-Stasiuk (Geography), Dave Kaplan (Geography), and Carrie Schweizer (Geology, Stark). Their proposal for Detailed Map Coverage of North America (NAFTA) was awarded $10,060. Both digital and non-digital maps of Mexico and Canada scaled at 1/50,000 will be purchased.

Scott Sherer's (Art History) proposal for *Endurance: The Video Program* received a $2,100 award. *Endurance* is an international survey of contemporary video and performance artists whose work tests the mental, physical, and spiritual endurance of the body.

Susan Butvin and Susanna Fein (English) were awarded $1,040 for their proposal to purchase a multi-media Chaucer set. Products included in this collection are: *The Works of Geoffrey Chaucer and "The Kingis Quair": A Facsimile of Bodleian Library*; *The Wife of Bath's Prologue on CD-ROM*; and *The Works Now Newly Imprinted.*

Congratulations to all.

NetLibrary is Back

NetLibrary materials are once again available through OhioLINK and KentLINK after a temporary hiatus. The *netLibrary* collection includes thousands of electronic books purchased by OhioLINK, plus thousands of public-domain e-books. Use KentLINK for access to 11,830 netLibrary titles. To see listings for all netLibrary materials, do a keyword search for "netlibrary." To find netLibrary books on a specific topic, do a subject or keyword search on the topic and limit by material type of "ebooks."

NetLibrary operates on the library check-out model, where readers check out e-books for a specified amount of time. This requires a user to create a netLibrary account, which can be done on-campus or off-campus through the proxy server.

Users can preview an e-book online, peruse a page, read each page in depth, jump to specific chapters or pages, or use links in the Table of Contents or Index to go directly to specific chapters of interest. Every word in every book is searchable.

For additional information on netLibrary, go to **http://kentlink.kent.edu/screens/ebooks.html**.

Some Thoughts on Intellectual Freedom and Unpopular Opinions

When I was in library school in 1970, I remember meeting Eric Moon. Moon was a librarian and scholar who championed the values of intellectual freedom within the American Library Association (ALA). In his writings and speeches, Moon was concerned about the intellectual freedom of those who use libraries.[1] For librarians, two values make up "intellectual freedom."

First, there is the right to read. Librarians are committed to the premise that individuals are free to determine what they will read. To this end, collections are built that represent a range of opinions and views. Challenges to this support of free expression take the form of efforts to limit access to certain materials, censor books in schools, or create lists of "objectionable" titles. In effect, this means some people tell other people what they should be reading.[2] Every year during Banned Books Week, the ALA promotes the right to read by publicizing titles and authors of the 100 books most challenged by library patrons in the preceding year. A ten year compilation of the 100 most challenged books can be seen at **http://www.ala.org/bbooks/ top100bannedbooks.html**.

Second, there is the right to privacy. The right to privacy protects the individual's right to read. The ALA Code of Ethics asserts the right to confidentiality with regard to information sought or materials used. This has been reinforced with policies and resolutions that forbid the release of circulation records to citizens, pressure groups, or the government. Most recently this has been reaffirmed following the terrorist attacks of September 2001. This is a principle that is occasionally not well understood by those outside the library profession. To be honest, it is also not well understood by some within the profession!

Because we are in a university environment, this principle of intellectual freedom has, in addition to the right to read and the right to privacy, a third element: academic freedom. As with the other two elements of intellectual freedom, academic freedom has the most meaning when it protects views that are unpopular. Take, for example, the case of Edward Ross.[3] Professor Ross, an economist, accepted a position at Stanford in 1899. In May of the following year, Professor Ross became a vocal supporter of eugenics and an equally vocal opponent of importing Asian (principally Chinese) workers into the United States. His views caught the attention of Jane Stanford. When her husband, Leland Stanford, died in 1893, Jane became the sole trustee of Stanford University. Her family owned the Central Pacific Railroad and employed many immigrant workers from China to lay the track. Ms. Stanford was upset by any attack on a group of workers who had been such an asset to her family's interests. Therefore, she asked Stanford University president David Starr Jordan not to reappoint Ross for the next year. After some initial reluctance, Jordan forced Ross to resign.

The removal of Edward Ross caused a storm of controversy on the Stanford campus. Seven tenured faculty members resigned in protest. The American Economic Association launched an investigation. Nothing happened. In 1915 two eminent scholars, John Dewey and Arthur O. Lovejoy, were among the founders of the American Association of University Professors. One of the reasons for the founding of the AAUP was the need to protect academic freedom; and one of the cases that publicized this issue at a critical time was that of Edward Ross. During World War I, Columbia University President Nicholas Murray Butler fired several faculty who had expressed anti-war views. Over the first four years of its existence, the AAUP would investigate more than thirty cases of alleged violations of academic freedom.

Academic freedom is frequently seen as a principle that stands alone. Actually, the principle of intellectual freedom should be seen to encompass the anti-censorship right to read and the right to the privacy of library circulation records as well as the right to academic freedom. As our nation seeks to protect itself against acts of terrorism, these rights must be preserved.[4] They are part of the fabric of a meaningful academic culture and should stand independent of public opinion, public passions, and politically correct trends. Oh yes, and Edward Ross? Well, he became somewhat of a celebrity and went on to teach at the University of Nebraska and later at the University of Wisconsin. While he seemed to survive and prosper, the eugenics movement did not.

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[1] See these books by Eric Moon: Book Selection and Censorship in the Sixties. New York: Bowker, 1969 and Library Issues: The Sixties, New York: Bowker, 1970.

[2] For American Library Association intellectual freedom statements, see the following Web site: **http://www.ala.org/ alaorg/oif/**

[3] Louis Menand. The Metaphysical Club. (Farrar, Strauss and Giroux, 2001). See the chapter on "Freedoms" for a summary of the Ross case.

[4] The Association of Research Libraries (ARL) has provided us with a chart outlining the changes in the law regarding the search and seizure of electronic information after the passage of the US Patriot Act.

ARL also offers other helpful documents, including an analysis of the provisions of the US Patriot Act that relate to online activities; Library Community Statement on Freedom of Speech and Access to Information; Library Community Statement on Proposed Anti-Terrorism Measures; and Statement of Coalition of organizations, law professors, and computer scientists concerning civil liberties. See **http://www.arl.org/info/frn/ other/ATL.html**

New in Government Documents

From Well-Being of Older Americans to Nazi Loot: The Constant Diversity of Government Documents

Newly arrived to Government Documents are two items that highlight the variety of materials available for your review on the 10th floor:

Older Americans 2000: Key Indicators of Well-being (HE 20.3852: Am 3 x)

Older Americans 2000: Key Indicators of Well-being is a new interagency report providing a unified picture of the health and well-being of an important and growing part of our population, those aged 65 and older. The report was prepared by the Interagency Forum on Aging-Related Statistics. It provides 31 key indicators about older Americans, categorized into five broad groups: population, economics, health status, health risks and behaviors, and healthcare. The key benefit of this publication is that it contains integrated information from a coalition of nine Federal agencies and is sharply focused on providing policymakers and the general public with an accessible, easy to understand portrait of our older population.

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U.S. Restitution of Nazi-Looted Cultural Treasures to the USSR, 1945-1959 (AE 1.127: N 23)

Compiled from National Archives sources, this work from Dr. Patricia Kennedy Grimsted documents the extensive American restitution of artifacts stolen by the Nazis during the Second World War. The USSR as well as the other nations of Eastern Europe suffered great losses and traumatic long-term effects from the dislocation of their cultural heritage resulting from widespread Nazi looting and destruction. Allied forces occupying Germany and Austria at the end of the war embarked on a massive effort to identify and return cultural property to the countries of origin. The United States alone restituted several million items from its zones of occupation, including much valuable material to the USSR. Much of this effort is documented on the CD-ROM which is available for circulation from the Government Documents office. The office is open weekdays from 10:00 am to 5:00 pm.

New on the Reference Shelf

The International Encyclopedia of the Social and Behavioral Sciences

Just in, *The International Encyclopedia of the Social and Behavioral Sciences.* This 26-volume set promises to be a landmark publication, providing the sole comprehensive update to the well-known 1968 *International Encyclopedia of the Social Sciences.* Published by Elsevier, the work is conceptualized around seven overarching topics: institutions and infrastructure; history of the social and behavioral sciences; ethics of research and applications; biographies; statistics; mathematics and computer science; and logic of inquiry and research design. Fifteen disciplines, twelve "intersecting fields," and five applications round out the conceptual approach to the encyclopedia. Altogether there are 4,000 signed articles, 15 million words of text, 90,000 bibliographic references, and 150 biographical entries. Editors-in-chief are Neil J. Smelser (Stanford) and Paul B. Baltes (Max Planck Institute for Human Development). The *Encyclopedia* has a Web site (**http://www.iesbs.com**) that offers sample articles, a list of authors, and additional editorial comment.

The set is shelved in the Reference Collection in the Main Library (call number: H41 .I58 2001).

More *EndNOTE* and *PowerPoint* Seminars Added

Due to popular demand, we have added another *EndNOTE* Sixty-Minute+ Seminar. The *EndNote* software program allows the user to automatically store and organize references, easily integrate references into papers as they are written, and automatically create bibliographies in a variety of styles, including APA and MLA.

To meet demand, we have also added more *PowerPoint* seminars aimed at beginners. Take a look at all of our seminar offerings at:
http://www.library.kent.edu/60min