El término **plagio** se define en el *Diccionario de la lengua española* de la Real Academia Española como la acción de «copiar en lo sustancial obras ajenas, dándolas como propias». Desde el punto de vista legal es una infracción al **derecho de autor** acerca de una obra artística o intelectual de cualquier tipo, en la que se incurre cuando se presenta una obra ajena como propia u original.

Así pues, una persona comete plagio si copia o imita algo que no le pertenece y se hace pasar por el **autor** de ello sin su autorización. En el caso de documentos escritos, por ejemplo, se tipifica este delito cuando, sin uso de comillas o sin indicar explícitamente el origen, ni citar la fuente original de la información, se incluye una idea, un párrafo, una frase ajena o la obra completa.

Esto constituye específicamente una violación a la paternidad de la obra, considerada dentro del marco de los **derechos morales**.

De Wikipedia

**PARA SABER MAS:..... BIBLIOGRAFÍA SOBRE PLAGIO**

On Saturday, March 10, 2012, New York Times reported that Vintage, a literary imprint of Random House, had won the rights to republish on a large scale the ebook bestseller trilogy: 50 Shades of Grey, 50 Shades of Darker, and 50 Shades of Freed. The first in the series was number 1 on the combined ebook bestseller list with the second at No. 15 and the third at No. 21 according to the March 11, 2012, NY Times bestseller list. The series has sold over 250,000 copies according to its former publisher, Australian outfit The Writer's Coffee Shop which specializes in selling fan fiction.

(2014). [e-Book] *The little book of plagiarism. What it is and how to avoid it.*. Stirling University of Stirling Texto completo: [https://www.stir.ac.uk/media/services/registry/quality/BookofPlagiarism.pdf](https://www.stir.ac.uk/media/services/registry/quality/BookofPlagiarism.pdf)

Everyone in education knows that plagiarism is something to be avoided, but not everyone is sure precisely what it is. This short booklet is designed to help you to understand more fully what plagiarism is, and equally important, how you can develop practices to avoid it. Intentional, or accidental, plagiarism is perceived as a specific form of cheating which usually occurs when a student is working independently on an assignment (e.g. essays, reports, presentations or dissertations). The University of Stirling uses the following definition of plagiarism -


In a recent high-profile prosecution, the federal district court criticized defense counsel for filing a post-trial brief that copied passages from previously published material without attribution. The court followed other recent decisions that, since about 2000, have chastised lawyers for briefs marked by plagiarism. Some lawyers had copied passages from earlier judicial opinions that rest in the public domain, and some lawyers (as in the recent prosecution) had copied passages from private sources that are subject to the copyright laws. In either event, courts have labeled lawyers’ plagiarism “reprehensible,” “intolerable,” “completely unacceptable,” and “unprofessional.” The courts have found or intimated that counsel’s plagiarized submissions violated Rule 8.4(c) of the ABA Model Rules of Professional Conduct, which states that it is professional misconduct for a lawyer to “engage in..."
conduct involving dishonesty, fraud, deceit or misrepresentation.” Perhaps because Model Rule 8.4(c)'s four proscriptions normally seem such natural fits, courts finding plagiarism have not yet explored application of Model Rule 8.4(d), which reaches lawyers who “engage in conduct that is prejudicial to the administration of justice.” Grounding professional discipline in both provisions would not be redundant because under the ABA Standards for Imposing Lawyer Sanctions, a single act may violate more than one ethical duty and multiple violations would be relevant to the sanction imposed.

Lawyers’ plagiarism in briefs and other filings violates Model Rule 8.4(d) as conduct prejudicial to the administration of justice because this plagiarism creates a risk that the court’s written opinion itself will inadvertently plagiarize. A lawyer’s plagiarism can also distort the meaning and import of parties’ adversary argument by inducing the court to mistake the copied passages as products of the lawyer’s own thought processes, rather than as an uncompensated non-party’s analysis presumably helpful to the proponent.


Professor Abrams authors a column, Writing It Right, in Precedent, the Missouri Bar’s quarterly magazine. In a variety of contexts, the column stresses the fundamentals of quality legal writing - precision, conciseness, simplicity and clarity. Future columns will be posted as they are published, every three months or so.


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The word "Plagiarism" is taken from the word Plagiarius, a kidnapper. Plagiarism or the act of stealing or copying from the original authentic source is one of the major dilemmas in Copyright law. It is a dilemma because of the idea, the expression dichotomy which exists. So, if a person is accused of Plagiarism, the burden of proof lies on him to show that he has a different expression through his work overall, even if there might be a similarity of ideas. However, such an action would actually diminish the inherent value of an intellectual property. Hence, the actual author suffers a substantial amount of loss, both in pecuniary terms and the intellectual value attached to his work. The degree of authenticity involved on the part of the actual author has also been taken into account. Therefore, it becomes a necessity to determine the actual “mens rea” and “actus reus” involved before concluding any criminal act on the person accused of plagiarizing. Also, it must be determined whether substantial copying has taken place. The paper will focus and delineate all the aspects of Plagiarism and when such an act would actually constitute an infringement. The paper will also try to bring out the necessary safeguards that have been undertaken to prevent such acts.


Purpose – This paper aims to focus on plagiarism and the consequences of anti-plagiarism services such as Turnitin.com, iThenticate, and PlagiarismDetect.com in detecting the most recent cheating in academic and other writings. Design/methodology/approach – The most important approach is plagiarism prevention and finding proper solutions for detecting more complex kinds of plagiarism through natural language processing and artificial intelligence self-learning techniques. Findings – The research shows that most of the anti-plagiarism services can be cracked through different methods and artificial intelligence techniques can help to improve the performance of the detection procedure. Research limitations/implications – Accessing entire data and plagiarism algorithms is not possible completely, so comparing is just based on the outputs from detection services. They may produce different results on the same inputs. Practical implications – Academic papers and web pages are increasing over time, and it is very difficult to capture and compare documents with all available data on the network in an up to date manner. Originality/value – As many students and researchers use the plagiarism techniques (e.g. PDF locking, ghost-writers, dot replacement, online translators, previous works, fake bibliography) to cheat in academic writing, this paper is intended to prevent plagiarism and find suitable solutions for detecting more complex kinds of plagiarism. This should also be of grave concern to teachers and librarians to provide up to date/standard anti-plagiarism services. The paper proposes some new solutions to overcome these problems and to create more resilient and intelligent future systems.


El plagio académico es una práctica demasiado frecuente entre los estudiantes universitarios ya que las nuevas tecnologías, y en especial, Internet permiten realizarlo con facilidad. Se analiza el concepto de plagio desde diversos puntos de vista y se profundiza en las competencias informacionales del uso ético y legal de la información que debe ser acometido desde diversos frentes para inculcar la honestidad académica en la enseñanza superior


This article reviews studies from various disciplines on plagiarism as a cross-cultural issue and examines cultural, educational, and linguistic factors that may influence the textual borrowing practices of international students. The reasons international students may employ inappropriate source use are complex and attempts to address and combat plagiarism in higher education must take into account multiple factors. Recommendations are made for ways in which academic libraries can assist international students with understanding plagiarism through orientations, instruction, reference service, and web-based guides and tutorials.


The problem of impact tax burden on economic activity and production capacity is very popular among economists. This paper is a response to the article published by Intellectual
Economics in 2012 (No. 4) whose contents, unfortunately, constitute plagiarism. Several parts of the article comprise information taken from different publications under our authorship. This paper gives a brief analysis of the most recent results related to the development of the main ideas of supply-side economics based on the Laffer-Keynesian Synthesis.


This paper focuses on medical ghostwriting in the United States. I argue that medical ghostwriting often involves plagiarism and, in those cases, can be treated as an act of research misconduct by both the federal government and research institutions. I also propose several anti-ghostwriting measures, including: 1) journals should implement guarantor policies so that researchers may be better held accountable for their work; 2) research institutions and the federal government should explicitly prohibit medical ghostwriting and outline appropriate penalties; and 3) a publicly available database should be created to record researchers' ethics violations.


This paper integrates survey data on economists' experiences and perceptions of plagiarism with a game-theoretic model of author strategies to investigate whether information is being efficiently transmitted within the profession. The surveys reveal editorial misperceptions of the nature of plagiarism (e.g., plagiarism versus copyright infringement) and narrow assumptions about who bears the cost of plagiarism. Further, a wide disparity in author strategies to protect intellectual property rights exists, due to uncertainty over editorial response. These considerations are shown to lead to a Pareto-dominated publication process. By contrast, simple measures such as a code of ethics and web-based anti-plagiarism software can improve the flow of information.


El presente ensayo consiste en un análisis el marco legal del plagio en Costa Rica. El plagio es un creciente y desafiante problema que se da especialmente en el mundo académico. A pesar de que existe evidencia suficiente que indica que la mayoría de los autores, incluidos los estudiantes universitarios, son conocedores de la reglas que rigen el uso de las citas textuales, el plagio de texto es probablemente el tipo más común de plagio. No obstante, en Costa Rica no es un delito, por lo que da origen únicamente a responsabilidad civil, sea, a la eventual responsabilidad de pagar por los daños causados. Asimismo, la Ley de Derechos de Autor de Costa Rica no da una definición de plagio, lo que genera mucha ambigüedad. Por otro lado, existen otros términos similares como piratería y auto plagio que deben ser explicados para evitar mayor confusión. Finalmente, en Costa Rica, Perú y Colombia, por ejemplo, los tribunales judiciales han fallado casos relevantes que tienen que ver con el plagio y lesión a los derechos de autor, particularmente los derechos morales.

Arce Menéndez, A. "Suárez de Figueroa ante Tasso: del plagio ocultado a la devoción"
El artículo examina la relación literaria existente entre Cristóbal Suárez de Figueroa y Torquato Tasso a lo largo de veinte años, en los que aparece el recuerdo del italiano en seis obras del español. Se analizan las distintas actitudes ante esta presencia: desde el plagio más desconcertante al más sentido homenaje, reflejado en la recreación ya que no se puede hablar de una traducción al uso del bautismo y muerte de Clorinda después del enfrentamiento con Tancredí, episodio en el que el erotismo tassiano queda matizado y se deja influir por la visión más recatada de un contrarreformista que tuvo que defenderse en Nápoles del tribunal de la Inquisición.


This paper focuses on the emergence and expansion of the phenomenon of plagiarism in higher education. Through a mixed-method investigation, and by applying appropriate criminological theory, it explores the student motivations that have been identified as leading to plagiarism, and tests the means employed by higher education providers to combat it. The article highlights an apparent disconnect between the perceived realities of both student and education provider. It concludes that this disconnect must be carefully considered so that higher education providers can develop effective policies to prevent academic misconduct rather than exacerbate it.


Manual en el que se presentan los aspectos que hay que tener en cuenta para escribir y publicar artículos científicos con calidad suficiente para que sean aceptados en revistas de impacto elevado. Los principales temas tratados son: generalidades sobre publicaciones técnicas y científicas, índices de calidad de revistas, metadatos, aspectos formales, secciones de los artículos, redacción, ilustraciones, proceso de la evaluación por pares, ética, publicación en acceso abierto, marketing profesional y promoción del artículo.

This manual presents the aspects that must be taken into account to write and publish scientific papers at a level of quality that is sufficient for acceptance by high impact journals. The main topics discussed are: overview of technical and scientific publications, journal quality indexes, metadata, formal aspects, article sections, writing, illustrations, peer review process, ethics, open access publishing, professional marketing and article promotion.


This paper discusses plagiarism origins, and the ethical solutions to prevent it. It also reviews some unethical approaches, which may be used to decrease the plagiarism rate in academic writings. We propose eight ethical techniques to avoid unconscious and accidental plagiarism in manuscripts without using online systems such as Turnitin and/or iThenticate for cross checking and plagiarism detection. The efficiency of the proposed techniques is evaluated on five different texts using students individually. After application of the techniques on the texts, they were checked by Turnitin to produce the plagiarism and similarity report. At the end, the “effective factor” of each method has been compared with each other; and the best result went to a hybrid combination of all techniques to avoid plagiarism. The hybrid of ethical methods decreased the plagiarism rate reported by Turnitin from nearly 100% to the average of 8.4% on 5 manuscripts.


Those engaged in legal scholarship should strive for intellectual honesty and avoid plagiarism, but what exactly is required? This article explores plagiarism from the perspective of professors, judges, and practicing attorneys and discusses topics such as reuse of one’s own previously published writing, authorship, and the difference between plagiarism and copyright infringement.


In writing The Fixer, Bernard Malamud plagiarized from Mendel Beilis’s memoir and debased the memories of Beilis and his wife. This short essay corrects the record.

Bell, R. T. "The Turney Letters: Linguistic Evidence of Fraudulent Authorship." Translation Watch Quarterly vol. 3, n. 1 (2007). pp.: This paper tests the authenticity of British sailor Faye Turney’s letters through evidence of idiosyncratic usages which appear non-native and, from those, infer the existence of a covert author, distinct from the overt writer. Probing the full texts of the three letters for signs of idiosyncratic usage
reveals that there are in the region of 30 questionable occurrences, realized by an aggregate of 113 words in a total of 450. This paper is a short forensic linguistic case study which tests the hypothesis that, while there is no doubt that Faye Turney wrote the letters, she is not the originator of them: writer and author are not the same person. The motivation for the study was to find linguistic evidence which would give substance to the air of “foreignness” journalists and commentators sensed in the texts and, by completing the investigation before information about the treatment of the captives became publicly available (after 7th April), raise awareness of the significant role forensic linguistics can and should play in situations where the authenticity of texts is at issue.


Scientific plagiarism is as sui generis as the author function in science. A study of the specificity of scientific plagiarism and the ways in which it diverges from appropriation in other disciplines allows us to question traditional definitions that focus on the copying of published copyrighted materials. The form of plagiarism that is most damaging to scientists does not involve publications, is largely outside the scope of copyright law, and is unlikely to be detected by textual-similarity algorithms. The same features that make this kind of plagiarism difficult to identify and control also provide a powerful window on the unique construction of authorial credit in science, the problems of peer review, and the limitations of plagiarism surveillance technologies.


In conversation with Marilyn Strathern's work on kinship and especially on metaphors of intellectual and reproductive creativity, this paper provides an analysis of plagiarism not as a violation of intellectual property but of the kinship relationships between author, work, and readers. It also analyzes the role of figures of kidnapped slaves and children in the genealogy of the modern concept of plagiarism.


New technologies can often disrupt the balance between public and private interests in copyright law. For example, the Internet has facilitated the dissemination of artistic works by allowing users to mass distribute files within seconds. In response, the entertainment industry has turned to digital rights management (DRM) as one way of combating piracy. DRM is a technique that allows copyright owners to enforce their rights by controlling what users can do with their digital files, such as by restricting the platform on which the file can be accessed. In addition, the DRM scheme is protected by anti-circumvention laws, which prevent users from "breaking" the DRM. Although the main goal of DRMs is to prevent piracy, this technique can adversely impact other interests, such as privacy and fair use. This result is apparent in the e-book market, where it affects competition. More specifically, since each bookseller uses a different proprietary DRM scheme on their ebooks, compatible with a limited number of reading platforms, consumers face problems with interoperability. For example, a Kindle owner cannot buy books from Barnes & Noble, and a Nook owner cannot buy books from Apple. This lack of interoperability can increase barriers to entry, switching costs, and network effects. Consequently, consumers are often locked into an e-book ecosystem, which permits booksellers to act as gatekeepers of the e-book market. Moreover, this situation can undermine the potential of e-books to spread knowledge, promote literacy, and extend the reach of literature.
Examining the effects of DRM in the e-book market, this paper will discuss the equilibrium between three different public policies: the protection of copyrighted works, the promotion of market competition and the fostering of a free and robust cultural environment.


Purpose - This paper seeks to explore the successes and challenges associated with teaching first-year students a session on plagiarism avoidance through the use of an audience response system. Design/methodology/approach - An audience response system was used to test first-year students' knowledge of plagiarism. Quiz questions about academic honesty and plagiarism were administered, and were answered anonymously with hand-held remote control devices. The reporting feature of the technology was used to gather results of the answers to these questions, which will be used to improve the session in future years. Findings - Data gathered from the sessions indicated that this session helped students retain knowledge of plagiarism rules. Comments solicited about the session indicated that the students enjoyed the lesson, that they were better able to recognize problem areas in their own writing, and that the interactivity kept them focused on the lesson. Research limitations/implications - The session will have to be repeated over a number of years to determine whether there is a link between it and the number of plagiarism incidents on campus. Practical implications - This paper provides a practical and relatively inexpensive approach for teaching academic integrity to large groups of students. An undertaking of this magnitude requires dedicated involvement from an institution's administration. Any correlation between the session and the number of plagiarism cases may never be able to be proved conclusively. Originality/value - Audience response technology is not yet widely used in small academic libraries. This paper offers a suggestion for implementing this technology to teach academic integrity in a consistent and effective way to large groups of first-year undergraduate students.


En el ámbito académico es posible que, en determinadas circunstancias y por diferente finalidad, se requiera la elaboración de un informe descriptivo sobre un caso de plagio o de atribución de autoría. Esta tarea debe realizarse un lingüista perfectamente formado y que, en el momento de redactar su análisis, posea una metodología compacta y sistemática. Este artículo, en tal sentido, esboza un protocolo de actuación, mediante el uso de algunas herramientas informáticas que facilitan la detección del plagio en el marco académico.


This essay is an attempt at synthesis and rearrangement of the elements that bring various authors to the reading of Plagiarism in the world of cyberculture. In general, reveals the existence of two opposing schools of thought and disputed regarding plagiarism: Property individual vs. collective ownership. Contrast, for its high potential for controversy, facilitates the radicalization of these positions difficult dialogue, productive meeting for the benefit of what ultimately matters, cultural progress. The search for balance between individual property and collective property is the axis around which diverse and conflicting views that the exercise of seeking knowledge, science and knowledge to become welfare for all.

Lo scopo di questo saggio è indicare alcuni possibili sviluppi dell'analisi del rapporto tra plagio e diritto d'autore. Nel primo paragrafo si introduce l’argomento e si sostiene la necessità di indagare la relazione tra plagio e diritto d’autore mediante un’analisì interdisciplinare (in particolare, un’analisi in chiave di diritto e tecnologia). Nel secondo paragrafo si commentano alcuni casi per dimostrare come il plagio sia un concetto cangiante. Ad esempio, il concetto muta a seconda dell’opera dell’ingegno (letteratura o musica), della norma (giuridica o sociale) di riferimento. Nel terzo paragrafo si evidenzia poi che la nascita e l’evoluzione del concetto di plagio, come quello del diritto d’autore, sono strettamente legate al passaggio dalla scrittura alla stampa a caratteri mobili. Nel quarto paragrafo si tracciano alcune conclusioni sulla disciplina del plagio mediante il diritto d’autore, evidenziando come l’imitazione sia parte integrante del progresso della conoscenza. Nella mutata dimensione propiziata dalla rivoluzione delle tecnologie informatiche la libertà di copiare e ricomporre i tasselli digitali costituisce un valore di fondamentale importanza. Il diritto d’autore deve tener conto di questo valore.

In this paper I describe some promising developments in the analysis of plagiarism and copyright. In first part, I introduce the topic arguing the need to explore the relationship between plagiarism and copyright through interdisciplinary analysis (in particular, from a law & technology perspective). In the second part, I discuss some cases to show the changing nature of concept of plagiarism. For instance, the concept changes according to the type of work of authorship (literary work or musical work) or according to the kind of norm (legal or social) that governs it. In the third part, I illustrate how the birth and the evolution of the concept of plagiarism – as well as the birth and the evolution of copyright itself – is closely related to the printing press revolution. In the last part, I draw together some conclusions about the regulation of plagiarism through copyright law. In particular, I suggest that imitation is an essential part of the creativity process as well as a significant facet of the progress itself. In the new digital dimension, freedom of copying and recomposition of digital pieces is a core fundamental value, which copyright law has to take into account.


La transmisión de información fraudulenta o engañosa sobre salud en internet es un problema de gran trascendencia. Los bibliotecarios y documentalistas debemos intervenir para intentar frenarlo con las herramientas propias de nuestra profesión. La costumbre y capacidad de analizar fuentes de información, la facilidad de acceso a fuentes fidedignas y la obligación de formar a los usuarios son razones suficientes para que intervengamos en el ejercicio de nuestras funciones proporcionando medios, criterios de evaluación, tutoriales, etc., para formar usuarios capaces de discriminar informaciones falsas. Se proponen algunas medidas de actuación y se reseñan enlaces de internet útiles para comprobar o evaluar la veracidad de ciertas informaciones.


While much ink and rhetoric have been spilled over cyber-piracy, there has been little mention of the problem of what we shall call 'cyber-plagiarism': thieves copying completely the works of others and selling them on online digital media stores like Apple's App Store and Amazon's Kindle.
Localizar, evaluar, gestionar y comunicar información a la hora de llevar a cabo trabajos académicos se han convertido en competencias básicas que el alumnado universitario debe poseer. En este artículo se presentan los resultados de un estudio descriptivo desarrollado mediante una
encuesta con una muestra de 1.025 alumnos pre-graduados de la Universidad de las Islas Baleares acerca de la prevalencia en las prácticas de citación y plagio a la hora de elaborar trabajos escritos. De los resultados obtenidos destaca, por un lado, el hecho de que buena parte del alumnado o bien directamente no cita los recursos que emplea en la elaboración de sus trabajos o bien lo hace de manera esporádica o infrecuente. Referente a la comisión de plagio, el porcentaje de alumnado que admite llevar a cabo este tipo de prácticas es ciertamente elevado. Atendiendo a estos datos, así como a los de otros trabajos de similares características, los autores planteamos, en primer lugar, la necesidad de mayores esfuerzos investigadores que permitan conocer de mejor manera las causas de la situación que se describe y seguidamente abogamos por la disposición y realización de acciones formativas que permitan mejorar dicha la situación que se describe.;


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En este breve editorial fue impulsado por un par de informes del árbitro recientes que utilizan el término "auto-plagio." Para su crédito, ambos críticos habían tomado la iniciativa para comprobar si el trabajo que estaban examinando había aparecido previamente, de una forma u otra, en la literatura. En ambos casos se había hecho, y los árbitros se sentía, por diferentes razones, que los autores eran culpables de ofender, en sus palabras, la auto-plagio. Curiosamente, ninguno de los autores considera que su comportamiento podría o debería ser descrita como auto-plagio.

A small group of editors of general medical journals met informally in Vancouver, British Columbia, in 1978 to establish guidelines for the format of manuscripts submitted to their journals. The group became known as the Vancouver Group. Its requirements for manuscripts, including formats for bibliographic references developed by the USA National Library of Medicine, were first published in 1979. The Vancouver Group expanded and evolved into the International Committee of Medical Journal Editors (ICMJE), which meets annually. The ICMJE gradually has broadened its concerns to include ethical principles related to publication in biomedical journals. The total content of the Uniform Requirements for Manuscripts Submitted to Biomedical Journals may be reproduced for educational, not-for-profit purposes without regard for copyright; the committee encourages distribution of the material.


Despite the concern that student plagiarism has become increasingly common, there is relatively little objective data on the prevalence or determinants of this illicit behavior. This study presents the results of a natural field experiment designed to address these questions. Over 1,200 papers were collected from the students in undergraduate courses at a selective post-secondary institution. Students in half of the participating courses were randomly assigned to a requirement that they complete an anti-plagiarism tutorial before submitting their papers. We found that assignment to the treatment group substantially reduced the likelihood of plagiarism, particularly among student with lower SAT scores who had the highest rates of plagiarism. A follow-up survey of participating students suggests that the intervention reduced plagiarism by increasing student knowledge rather than by increasing the perceived probabilities of detection and punishment. These results are consistent with a model of student behavior in which the decision to plagiarize reflects both a poor understanding of academic integrity and the perception that the probabilities of detection and severe punishment are low.


This article discusses facilitated plagiarism: plagiarism or cheating by students who purchase and submit papers obtained from term-paper mills. The article begins by tracing forty-five years of term-paper mill history and operations, including the move to the Internet and efforts to circumvent regulations. It then discusses statutory and judicial efforts to control these companies. Next, the article analyzes why legal efforts have failed. The article concludes by laying the groundwork for future work regarding a comprehensive approach to academic dishonesty on college campuses. That foundation involves adopting and applying concepts of environmental management to issues of academic dishonesty, including plagiarism and facilitated plagiarism.

A comunicação científica em humanidades enfrenta uma mudança no formato das publicações e no volume da produção editorial no Brasil. Houve um crescimento significativo no número de autores e um maior fluxo de produção em periódicos científicos em formato digital. Este artigo explora um aspecto central da ética na comunicação científica: o plágio. O plágio define-se como uma apropriação indevida de criação literária, que viola o direito de reconhecimento do autor e a expectativa de ineditismo do leitor. Como regra, o plágio é uma infração ética que desrespeita a norma de atribuição de autoria na comunicação científica. O artigo analisa duas estratégias comuns de plágio: a cópia e o pastiche. Em casos de criação literária protegida por direitos autorais, o plágio pode também ser crime.

Scientific communication in Humanities currently faces a change in the format of publications and in the volume of editorial production in Brazil. There has been a considerable increase in the number of authors and a greater flow of papers published in digital format. This paper explores a central aspect of the ethics in science communication, namely, plagiarism. Plagiarism is defined as an undue appropriation of someone else's literary creation, which disregards the author's right to be recognized and frustrates the reader's expectations to read new material. As a rule, plagiarism is an ethical offense that violates the right to attribution in science communication. This paper analyses two common plagiarism strategies, copy and pastiche. In cases where the text is protected by copyrights, plagiarism can also be a crime.


The internet has become the main source where information can be located, which has facilitated certain university student practices, plagiarism and cyber-plagiarism in particular.
Academic plagiarism and related dishonest practices result in the incorporation, although unevenly, of legal, educational, and anti-plagiarism software, etc., on websites in an increasing number of Spanish university libraries. This can be a strategic decision if considered within the framework of the new EHEA teaching methods, which require that students produce a large number of academic papers, and the growing implementation in the Spanish universities of informational skills.

Echavarría Arcila, M. A. "¿Qué es el plagio?. Propuesta conceptual del plagio punible."
http://dialnet.unirioja.es/descarga/articulo/5002799.pdf

Puesto que la aprehensión de un fenómeno parte de su definición, la delimitación conceptual de la figura del plagio ha suscitado una inverosímil discusión doctrinal, jurisprudencial y legal sobre la fijación del ámbito conductual que comprende esta infracción a los derechos de autor. Aunque se ha aceptado —sin mayores reparos— que el plagio vulnera, de la manera más grave e intolerable, ciertas prerrogativas exclusivas que se le conceden al autor de una obra desde el momento mismo de su creación, la conceptualización de este fenómeno no ha sido precisa en las legislaciones nacionales e internacionales sobre la materia, lo cual, aunado a ciertos pronunciamientos jurisprudenciales y doctrinarios sobre el particular, ha turguido el significado y la naturaleza de este constructo. A partir de esta coyuntura, en el presente escrito se presenta una propuesta de conceptualización de la conducta constitutiva de plagio y de sus elementos compositivos, con el prisma de su consideración como infracción arquetípica a los derechos de autor y mediante una noción que contiene el fenómeno en su integridad y lo concreta de manera técnica y estricta, para efectos de su punición. Con este propósito, se exponen las principales definiciones doctrinarias y jurisprudenciales del plagio que se corresponden con los lineamientos del sistema de derecho de autor colombiano, para, luego, formular una definición de esta figura a la luz de los conceptos básicos de la disciplina jurídica de la propiedad intelectual.


This fascinating book examines the ways in which we quote today and the curious history of how quoting became part of our everyday lives. Quoting provides a link to our loved ones ("as my mother used to say..."), to our religious and literary heritage, to past wisdom and to current attitudes. It can also be irritating, patronising, pedantic and, in some cases, illegal. Ruth Finnegan's meticulous study sheds new light on how quoting has been used in visual, oral and written traditions around the world. It is an enjoyable and engrossing read for anyone interested in language, culture and literature, and makes us rethink our ideas about originality, authorship and plagiarism.


Lawyers may believe they know what constitutes plagiarism in student papers, but the rules about plagiarism in the practice of law are less clear. Forms from form books and law firm files are meant to be copied, so there is no issue of copyright violation. Still, the lawyer who uses such a form must tailor it to the needs of the specific case. And lawyers have been disciplined for filing documents containing language they copied from treatises without attribution. This problem was exacerbated in one case where the lawyer asked for fees for preparing material he had not written. Professionalism means that documents filed with a court must analyze the facts and issues in the
pending case, and any material from published sources must be properly attributed.


Cross-language variant of automatic plagiarism detection tries to detect plagiarism among documents across language pairs. In recent years a few approaches are proposed that use thesauri, alignment models or statistical dictionaries to deal with the similarity across languages. We propose a new approach to the cross-language plagiarism detection that makes use of a multilingual semantic network to generate knowledge graphs, obtaining a context model for each document which the other methods lack. To evaluate the proposed method, we use the Spanish-English and German-English partitions of the PAN-PC\textsuperscript{11} corpus and compare our results with two state-of-the-art approaches. Experimental results indicate its potential to be a new alternative for similarity analysis in cross-language plagiarism detection.


The message of the Criminal Chamber of the Supreme Court is that the criminal law does not have to be activated with behaviors that should be matters of civil jurisdiction, but of course depending on who rush or run? (Remember that the case in question involves a college professor) and could it be that the theoretical and practical difficulty of matching the conduct to criminal offenses related to copyright, means that criminal law is not the institutional instrument appropriate to punish the infringement of the rights of that particular area of law? The answer to these questions should be the beginning to think or rethink whether the expansion of criminal law has come to the field of intellectual property is worth checking and maintenance. Cesare Becaria noted: "What prevents crime, not the number of criminal reprimand, but the guarantee of its punishment." If there is no certainty or guarantee that the punishment will it be worth resorting to the judicial application of these types of crimes? This article seeks to open the discussion on this point.


La investigación describe y analiza la jurisprudencia del Tribunal de Indecopi, que a través de la Sala de Propiedad Intelectual emite sus resoluciones en segunda y última instancia administrativa en Perú. El estudio se realizó con base en las resoluciones sobre casos de infracción a los derechos morales del autor en su modalidad de plagio, las mismas que se encuentran en la página web de la institución. El periodo objeto de análisis comprende los años 2008-2011. La metodología empleada ha sido básicamente el análisis documental, teniendo a la vista cada una de las resoluciones emitidas por la Sala que resuelven las causas de infracción al derecho de autor. En conclusión, no obstante que la figura del plagio se ha extendido con la aparición de Internet, las denuncias son muy escasas, la mayoría son formalizada por denuncia de oficio a partir de la función que ejerce la entidad competente encargada de velar por la protección a la propiedad intelectual.

The author explores why law students plagiarize and how to detect it using both personal and technological methods.


This article explores the challenges of instilling a sense of academic integrity among a community of students who grew up in a cut and paste electronic environment. It advocates the adoption and use of a straightforward plagiarism definition without an intent element. Creating a clear understanding of what plagiarism is and how it can be avoided is necessary to avoid the harms that result from incidents of plagiarism - both to individuals and to the academic community. To achieve this goal, the article proposes teaching ten rules for avoiding plagiarism in order to nurture a community of academic trust.


The automated detection of plagiarism is an information retrieval task of increasing importance as the volume of readily accessible information on the web expands. A major shortcoming of current automated plagiarism detection approaches is their dependence on high character-based similarity. As a result, heavily disguised plagiarism forms, such as paraphrases, translated plagiarism, or structural and idea plagiarism, remain undetected. A recently proposed language-independent approach to plagiarism detection, Citation-based Plagiarism Detection (CbPD), allows the detection of semantic similarity even in the absence of text overlap by analyzing the citation placement in a document's full text to determine similarity. This article evaluates the performance of CbPD in detecting plagiarism with various degrees of disguise in a collection of 185,000 biomedical articles. We benchmark CbPD against two character-based detection approaches using a ground truth approximated in a user study. Our evaluation shows that the citation-based approach achieves superior ranking performance for heavily disguised plagiarism forms. Additionally, we demonstrate CbPD to be computationally more efficient than character-based approaches. Finally, upon combining the citation-based with the traditional character-based document similarity visualization methods in a hybrid detection prototype, we observe a reduction in the required user effort for document verification.


As the recent controversies surrounding alleged unattributed copying by historians Stephen Ambrose and Doris Kearns Goodwin illustrate, plagiarism is a concept that evokes both strong emotions and genuine puzzlement. Because it is not, strictly speaking, a legal concept, plagiarism has mostly been ignored by legal commentators. Yet there is much that legal theory can contribute to its understanding. This article seeks to use criminal law concepts such as intent, willful ignorance, consent, harm, and the distinction between mistake of law and mistake of fact, to elucidate the meaning of plagiarism; and the idea of plagiarism to explore the outer limits of theft law (particularly as it relates to the misappropriation of various forms of intangible property, such as computer
Among the issues dealt with are the following: Why are some acts of plagiarism regarded as a serious moral transgression while others are a mere faux pas? Is unattributed copying that is inadvertent still plagiarism? Is it plagiarism to employ a ghostwriter or copy one's own work without attribution? What exactly is it that the plagiarist steals, and is this the sort of thing that the law of theft is meant to protect? This discussion leads, in turn, to a consideration of the increasing criminalization of intellectual property law and the widening gap between what the law is and what people think it should be. While powerful social norms prevent most people from even thinking of, say, walking into a bookstore and stealing a book, many people have no qualms at all about downloading pirated music or software from the Internet. Unlike legislation that makes theft of other kinds of property a crime, legislation that makes it a crime to misappropriate various forms of intellectual property seems to lack the firm foundation of social norms that such legislation generally needs to be effective. Such legislation thereby presents a kind of paradox: Whereas the mostly non-legalized rule against plagiarism is regarded, at least within the relevant communities, as having something very much like the force of law (hence, the repeated reference to plagiarism as theft, larceny, stealing, and so forth), many intellectual property laws (which, after all, are law) are regarded as illegitimate and non-binding. The article seeks to explore some of the implications of this apparent paradox.


Los derechos de autor afectan a la actividad inventiva del creador reflejada en libros, discos, etc. El plagio se produce cuando se difunde públicamente como si fuera propia, una creación que se presenta con otra identidad pero con ideas y contenido muy parecidos a otra obra original y anterior. Concretando en el caso de plagios en la literatura, como veremos, existen ejemplos desde hace siglos.


Though plagiarism is hardly a new topic, contemporary conditions in higher education pose fresh challenges to law schools seeking to apply anti-plagiarism rules. Rules against plagiarism nonetheless serve important law school goals, relating to student learning, university values and preparation for legal practice. Responsive strategies for addressing law student plagiarism are thus required.


El segundo párrafo del artículo 14 Constitucional establece el "debido proceso legal". Ésta garantía, fue plagiada -literalmente- de la V Enmienda Norteamericana. El plagio es demostrado en este trabajo y es el punto de partida para hacer una análisis del alcance de la garantía a un debido proceso legal que los tribunales y la doctrina en México no han podido entender por ignorar su origen. The second paragraph of Article 14 of the Mexican Constitution recognizes the right to a due process of law. This right is an absolute plagiarism of the corresponding part of the V Amendment of the Bill of Rights. This paper proves the plagiarism and sets such plagiarism as a starting point in the
study of such a constitutional right that the courts and scholars in Mexico have not properly understood given their lack of knowledge regarding the origin of the right to a due process of law.


Unfortunately, plagiarism is widespread on university campuses across the nation. The advances in the information technology provide even more sophisticated cheating prospects. Although there are many commercially available tools for detecting plagiarism but policing alone is not a comprehensive solution. We should strive to change the overall culture on university campuses in such a way that it discourages academic dishonesty. In this study, we present a tool called Test Guard that has two main features. First, it disables some cheating “techniques” such as copy-paste, insert file, etc. Then it checks the test for several types of plagiarism and generates a report on its findings.


Hoad and Zobel term documents that originate from the same source, whether versions or plagiarisms, co-derivatives. Identification of co-derivatives is normally by a technique called fingerprinting, which uses hashing to generate surrogates in the form of integer strings derived from substrings of text, for comparison purposes, or by ranking using a similarity measure as in information retrieval. Hoad and Zobel derive several variants of what they term an identity measure, where documents with similar numbers of occurrences of words benefit and those with dissimilar numbers are penalized, for use in a ranking technique. They then review fingerprinting strategies, and characterize them by the substring size utilized, i.e. granularity, character of the hashing function, the size of the document fingerprint, i.e. resolution, and the substring selection strategy. In their experiments highest false match, HFM, the highest percentage score given an incorrect result, and separation, the difference between the lowest correct result and HFM were the measures utilized in two collections, one of 3,300 documents, and the other of 80,000 with 53 query documents. The new identity measure demonstrates superior performance to the alternatives. Only one fingerprinting strategy was able to identify all human identified similar documents, the anchor strategy. The key parameter in fingerprinting appears to be granularity, with three to five words producing the best results.


Julius Stone, while a law professor at the University of Sydney, denounced Hans Kelsen’s notion of a ‘basic norm (Grundnorm)’ as mere ‘mystery and mystique’. This accusation and Kelsen’s trenchant response to it are well known. Less well known, yet an integral element of that exchange and responsible for some of its sharpness, is Stone’s careless allegation that in another aspect of his theory of law, the distinction between a ‘nomostatic’ and a ‘nomodynamic’ approach, Kelsen had plagiarised from John Henry Wigmore. This article is an attempt to provide a definitive account of that moment. It is also a study in the inability of a particular kind of jurist to grasp theory that has been constructed in a non-empiricist framework. Available in Spanish: "¿Coincidentia o Derivación? Cuando Julius Stone acuso a Hans Kelsen de Plagio", trans. Guzmán Rodríguez Carrau, in Gonzalo A. Ramírez Cleves (ed.), Ecos de Kelsen: Vida, Obra y Controversias (Bogotá, Universidad Externado...

This column questions the practices of labeling attorney copying, even without acknowledgement, as plagiarism, and treating it as a per se ethics violation. Instead, the column argues that analysis of copying in the litigation context should focus directly on the quality of the filing at issue and the competence and diligence of the lawyer who prepared it.


Academic dishonesty and plagiarism have become hot issues in newspapers and academia. However, there are few studies of how leading journals are handling these issues. Therefore the purpose of this paper is to analyze the current situation and policies concerning academic dishonesty, plagiarism and paper retractions in academia in general, and business and economics disciplines in particular. Four databases, Ebsco Business Source Premier, Emerald, JSTOR and ScienceDirect, have been examined. This survey shows that while some science journals, e.g. medical journals, are very active in retracting papers due to the dishonesty and plagiarism, business and economics journals are not. The survey also displays that some journals have already published explicit policies regarding academic honesty; within the business field, however, only two established and one emerging journal discuss such policies. Given the extent of the problem, it seems important that more journals openly confront the situation, elaborate and publish explicit policies how to reduce the future occurrence of academic dishonesty and plagiarism.


Purpose – The purpose of this paper is to share with the wider academic community an example of one tool developed locally that can be a successful part of any institution's arsenal on the war against plagiarism. Design/methodology/approach – Over the course of a year, the committee scripted, filmed, and edited the video portion of the tutorial. The assessment portion of the tutorial (an eight-question quiz drawn from a pool of 40 questions) was developed and refined in a series of pilot tests. Findings – More than 80 percent of the 2,097 students who have completed the tutorial have correctly answered the question presented for seven of the eight outcomes. Practical implications – This paper presents a method for integrating information literacy into the wider university community. The paper discusses a practical, effective method for teaching students about the ethical use of information. Originality/value – The value of this paper is the demonstration of one method of educating students on the issue of plagiarism and how information literacy standards can be integrated into the curriculum and centralized through administrative and faculty support.

Three centuries have passed since copyright law was developed to stimulate creativity and promote learning. The fundamental principles still apply, despite radical developments in the technology of production and distribution of cultural material. In particular the last decades’ developments and adoption of ICTs have drastically lowered barriers, which previously prevented entry into the production and distribution side of the cultural marketplace, and led to a widening of the base at which cultural production occurs and is disseminated. Additionally, digitalisation has made it economically and technically feasible for users to appropriate and manipulate earlier works as method of production. The renegotiation of barriers and the increasing number of creators who publish their works has led to an increase in copyright violations and a pressure on copyright legislation. Many of these potential violations are tolerated, in some cases have become common practice, and created social norms. Others have not been so fortunate and the law has been rigidly enforced. This arbitrary application decreases the predictability of law and creates a situation where creation relies on the tolerance of the other copyright holders. This article analyses different cases of reuse that test the boundaries of copyright. Some of these are tolerated, others not. When regulation fails to capture the rich variation of creative reuse, it becomes difficult to predict which works will be tolerated. The analysis suggests that as copyright becomes prohibitive, social norms, power and the values of the copyright holder dominate and not law.


Windowing is the act of withholding the release of content on certain services while providing exclusive access for a period of time to only one service. It involves staggering a title’s release-date, resulting in consumers having access to content at different times on different services. Windowing agreements are a form of exclusive dealings. Windowing, while widespread in the movie industry, has only recently become popular in the music industry. Windowing is now viewed as a way for artists to increase music sales, appealing to those dissatisfied with current streaming royalties. Exclusive dealings may be deemed unreasonable under the federal antitrust laws if they foreclose outlets or supplies to potential entrants, raise barriers to entry, and make it easier for firms to exploit their power. With an industry dominated by technology giant Apple and three music companies who together control 89% of global music sales, exclusive licensing agreements that enable windowing should be examined cautiously for antitrust concerns. This Note engages in the first antitrust analysis of windowing in the music industry. It claims that windowing can have anticompetitive effects depending on the terms of the agreements and the parties involved. The Note examines the structure of the music industry and why exclusionary tactics are particularly troubling given the interdependent nature of an industry dominated by large market powers. The Note engages in an examination of the strength of section 1 and section 2 Sherman Act claims against technology giant Apple. The Note concludes by providing recommendations for how to structure windowing agreements to avoid federal antitrust law violations.


Compares and contrasts the concepts of plagiarism, academic dishonesty, and author's rights (copyright), including a brief exploration of the problematics of contracting to transfer rights to intel. property upon their creation, with reference to the Lithuanian Civil Code and the LT law on Authors Rights, with some comparison to U.S. law and practice.

Koh, H. P., G. Scully, et al. "The Impact of Cumulative Pressure on Accounting Students'


issue-contingent model of ethical decision-making to guide our choice of variables, we investigate perceptions of factors that affect student plagiarism. In an experimental setting, time pressure and assessment weighting are manipulated between-subjects, whilst the severity of plagiarism is examined within-subjects. Our findings confirm that time pressure and assessment weighting are positively related to perceptions of the likelihood of plagiarism and that plagiarism is perceived as more likely for less severe acts. Further, the likelihood of plagiarism increases as the cumulative pressure of both time deadline and assessment weighting increases.


Este artículo expone la noción de plagio por anticipado desarrollada por el crítico francés Pierre Bayard, así como sus precedentes, y la sitúa en el marco de una teoría narrativa de la experiencia humana y una teoría hermenéutica de la lectura entendida a través de los fenómenos de la retroprospección y la retroacción. This paper expounds the notion of plagiarism by anticipation, put forward by the French critic Pierre Bayard, as well as its precedents, and situates it within the framework of a narrative theory of human experience and a hermeneutic theory of reading based on the phenomena of prospective hindsight and retroaction.


The prevalence of information and communication technology (ICT) has considerably converted the means of publication and circulation, as well as transforming academia and English.
pedagogy. However, with the availability and convenience of online resources, one of the critical issues emerged is that non-native English speakers are constantly accused of committing textual plagiarism: either intentionally or unintentionally. While many writing tools and plagiarism detectors are available to help solve the problem, none of them were customized for the great population of Chinese learners of English. Accordingly, DWright—a Chinese-interfaced online writing tutorial for paraphrasing and citing English—was developed in the hope of ensuring academic integrity through the avoidance of textual plagiarism. The purpose of this study was to evaluate the design and efficacy of DWright regarding plagiarism prevention and improvement of English writing. A questionnaire and semi-structured interview were administrated to participants to test DWright and its technology acceptance model (TAM) to identify the effect of perceived usefulness, usability and user attitudes of DWright. Results show that users of DWright were in high agreement regarding the content effectiveness of all DWright-based tasks, indicating the reading activities, multiple-choice exercises and paraphrasing practices were effective to help users enhance writing knowledge and skills to avoid plagiarism. Furthermore, perceived usefulness and system usability affected DWright user attitudes significantly and positively, which mirrors their attitudes toward continued use of DWright. In this study, DWright met its users’ needs by extending their knowledge to avoid plagiarism while simultaneously enhancing their paraphrasing and writing skills. The conclusion suggests that tutorial designers, content experts and subject teachers should support effective communication to improve content usefulness, so as to help users achieve their writing goals with a research proven learning and plagiarism avoidance tutorial system.


En 2006 el fraude cometido por Hwang en dos trabajos publicados en Science acerca de la investigación sobre células madre (stem cells) volvó a abrir el debate sobre las prácticas deshonestas en el mundo de la ciencia. A partir del mismo se reflexiona sobre las dimensiones del fraude en la ciencia y se analiza la singularidad del caso Hwang por su impacto científico, social y mediático como consecuencia de los mecanismos de persuasión sistematizados en la denominada Rutas de la mentira científica. Asimismo, se presentan las causas que conducen a la publicación de investigaciones fraudulentas, la ineficacia del arbitraje científico para detectarlas y los diversos mecanismos existentes para su gestión y erradicación.


Intellectual property law is caught in a widespread debate over whether it should serve incentive or natural rights objectives, and what the best means for achieving those ends are. This article reports a series of experiments revealing that these debates are actually orthogonal to how most users and many creators understand intellectual property law. The most common perception of intellectual property among the American public is that intellectual property law is designed to prevent plagiarism. The plagiarism fallacy in intellectual property law is not an innocuous misperception. This fallacy likely helps explain pervasive illegal infringing activity on the Internet, common dismissal of copyright warnings, and other previously puzzling behavior. The received wisdom has been that the public is ethically dismissive or indifferent towards intellectual property rights. This research reveals instead that experts have failed to comprehend what the public’s conception of intellectual property law actually is. The studies reported here uncover several additional intellectual property law findings, including that: (1) the majority of the American public views intellectual property rights as too broad and too strong, (2) knowledge of intellectual property law does not affect opinions about what the law should be, and (3) there are significant demographic and cultural divides concerning intellectual property rights. The findings as a whole raise central questions concerning the public legitimacy of
intellectual property law, and consequently its ability to function as intended.


This criterion study examined the impact of the cultural dimensions of individualism and collectivism on actual plagiarism in working business students. Given globalization of business and recent business scandals, furthering our understanding of international ethics remains critical. Business students are the potential employees, managers and leaders of organizations in the future. In this study we focus on one form of unethical conduct by business students, i.e. actual plagiarism, and seek to determine the link between this behavior and cultural values of individualism/collectivism and associated stereotypes of Asian/Caucasian students. Our findings suggest that individualists plagiarize more than collectivists, and that no significant differences in plagiarism exist between Asian and Caucasian students, contrary to popular beliefs. The implications of these findings for scholars and managers are discussed.


Ethics have received increased attention from the media and academia in recent years. Most reports suggest that one form of unethical conduct - plagiarism - is on the rise in the business schools. Stereotypes of Asian students as being more prone to plagiarize are frequently found in the literature, though not concretely substantiated. This study used a behavioral criterion to examine the relationships among ethnicity, acculturation, and plagiarism in a sample of 158 undergraduate and graduate students. Significant differences in plagiarism behavior were found based on level of student acculturation, but not ethnicity. Considerations and implications for training and managing international students and workers are discussed.


Plagiarism is increasingly evident in business and academia. While links between demographic, personality, and situational factors have been found, previous research has not used actual plagiarism behavior as a criterion variable. Previous research on academic dishonesty has consistently used self-report measures to establish prevalence of dishonest behavior. In this study we use actual plagiarism behavior to establish its prevalence, as well as relationships between integrity-related personal selection and workplace deviance measures. This research covers new ground in two respects: 1) That the academic dishonesty literature is subject to revision using criterion variables to avoid self bias and social desirability issues, 2) We establish the relationship between actual academic dishonesty and potential workplace deviance/white collar crime.

La extensión del uso de Internet ha proporcionado a los estudiantes la posibilidad de acceder a fuentes de información no disponibles en el pasado. Este hecho ha incrementado el uso inadecuado de la información obtenida. En este trabajo analizamos la experiencia de uso de una licencia del sistema antiplagio Turnitin. En total fueron recopilados 350 trabajos entregados para su análisis. Del mismo pudimos percibir un efecto aprendizaje entre entrega y entrega. Las principales conclusiones aportadas tienen un efecto positivo. Así, hemos comprobado como el alumno toma conciencia de la existencia de Turnitin, lo que ha aumentado su dedicación al trabajo escrito, al mismo tiempo que ha disminuido las sospechas sobre las entregas del resto de estudiantes, dando valor adicional al trabajo entregado, reforzando la relación con el profesor y reforzando su autoridad. La evaluación del uso de Turnitin también ha mostrado ciertos aspectos negativos: la aparición de una sensación de rechazo por la percepción de un control excesivo, la adaptación del trabajo escrito a los requisitos de Turnitin y el vacío legal que existe en la distribución de los trabajos de los estudiantes.


This study explores students’ understanding of plagiarism and their information use practices. Based on earlier findings regarding students’ orientation toward processes and the degree of plagiarism exhibited, it analyses four cases in a new Australian study of Year 11 students. The two students who plagiarized least are compared with the two who plagiarized most in an ancient history assignment. Those who plagiarized most were less engaged with their topics; remembered less about them a month later; demonstrated less interest in processes such as learning, seeking meaning, or understanding; and were less able to recognize plagiarism than did those who plagiarized least. Those who plagiarized least incorporated direct quotations more effectively, used fewer quotations, and synthesized information and ideas better than did the others. Learning experiences that emphasize student engagement and construction of knowledge through appropriate and effective information use should take precedence over attempts to detect plagiarism without providing alternatives.


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Open access and online publishing present significant changes to the Australian higher education sector in a climate demanding increasing research outputs from academic staff. Today's researchers struggle to discern credible journals from a new wave of 'low credibility,' counterfeit, and predatory journals. A New York Times article on the issue resulted in hundreds of anonymous posts, having a whistleblower effect. An analysis of reader posts, examined in this paper, demonstrated that fear and cynicism were dominant, and that unscrupulous publishing practices were often rewarded. A lack of quality control measures to assist researchers to choose reputable journals and avoid fraudulent ones is becoming evident as universities’ funding and workforce development become increasingly dependent on research outputs. Online publishing is also redefining traditional notions of academic prestige. Adapting to the twenty-first century online publishing landscape requires the higher education sector to meet these challenges with a combination of academic rigour and innovative tools that support researchers, so as to maintain quality and integrity within changing academic publishing practice.


Purpose – Plagiarism has become a salient issue for universities and thus for university libraries in recent years. This paper aims to discuss three interrelated aspects of preserving plagiarized works: collection development issues, copyright problems, and technological requirements. Too often these three are handled separately even though in fact each has an influence on the other. Design/methodology/approach – The paper looks first at the ingest process (called the Submission Information Package or SIP), then at storage management in the archive (the AIP or Archival Information Package), and finally at the retrieval process (the DIP or Distribution Information Package). Findings – The chief argument of this paper is that works of plagiarism and the evidence exposing them are complex objects, technically, legally and culturally. Merely treating them like any other work needing preservation runs the risk of encountering problems on one of those three fronts. Practical implications – This is a problem, since currently many public preservation strategies focus on ingesting large amounts of self-contained content that resembles print on paper, rather than on online works that need special handling. Archival systems also often deliberately ignore the cultural issues that affect future usability. Originality/value – The paper discusses special handling and special considerations for archiving works of plagiarism.


Questions about the criteria of originality and novelty repeatedly permeate the universe of scholars and researchers in the field of information science, highlighting the need for more accurate definition of these concepts. This study seeks to contribute to the clarification by performing a semantic analysis of publishing guidelines and standards for authors, stipulated by the scientific journals in the field of information science.

This article describes the current state of reference work in an age of disintermediation, in which users no longer see the librarian as a necessary intermediary, and advises instruction as a necessity in an age when users cannot distinguish the scholarly and authoritative from the questionable and popular, and increasingly do not comprehend the notion of plagiarism, or the value of original thought.


Los datos sobre el plagio en el ámbito universitario son determinantes para emprender una reflexión en busca de posibles soluciones: un alarmante número de alumnos ha empleado en alguna ocasión material ajeno sin reconocer formalmente sus fuentes. Frente a los proyectos que persiguen la innovación y la excelencia nos encontramos con una realidad paralela que en nuestro país suele afrontarse únicamente con medidas punitivas, medidas que rara vez superan la calificación de suspenso en la convocatoria correspondiente de la asignatura. Si bien es cierto que los avances tecnológicos han propiciado el acceso a fuentes que permiten el plagio con mayor facilidad, tampoco debe olvidarse que todo ello ha venido acompañado de una actitud de abandono paulatino de las prácticas de gestión del conocimiento por parte del profesorado, que también sucumbe en ocasiones al síndrome que Sureda, Urbina y Comas (2005) denominan de copia y pega.


More often than not, there exists some form of infringement relating to the use of other authors' work. This is particularly so in instances in which novice authors make use of the information available within the cyber-digital environment. The article explains the meaning of plagiarism and describes the many manifestations thereof, with the primary aim of providing guidance to novice authors.


La revista Cultura Científica y Tecnológica publicada por la Universidad Autónoma de Ciudad Juárez, en su número especial de marzo-abril, 2008. Año 5, Num. 25, contiene un editorial, cinco artículos, cuatro columnas y una sección de noticias completamente dedicadas al plagio en el medio académico. Se presenta una reseña de los artículos y las columnas de ese número.


Escribir no es plagiar, escribir es plasmar una gama de ideas novedosas de la realidad circundante, apoyadas con citas bibliográficas cuando los conocimientos no son propios, evitando así la apropiación de sabores ajenos. Los investigadores deben tener presente que los escritos (ensayos, monografías, trabajos de grados, tesis doctoral, etc.) no deben estar copadas con citas para ostentar que se ha leído mucho, estas se deben escribir cuando sean estrictamente necesarias.
La crítica literaria ha mostrado un interés creciente en los últimos veinte años por el fenómeno del plagio, lo que se ha traducido en una proliferación de publicaciones principalmente en EE.UU., Francia, Canadá y Reino Unido. No obstante, la atención dedicada en la crítica en estos países contrasta con la escasa producción de estudios actuales en las literaturas hispánicas. Antaño considerado como una mera infracción moral o jurídica, y posteriormente asimilado a una difusa noción de intertextualidad, los estudios más recientes se sirven de la pragmática para intentar explicar la naturaleza ambigua y polémica del fenómeno. Este artículo recoge ésta y otras perspectivas, ya aplicadas en otras literaturas, para proponer posibles líneas de investigación sobre el plagio en el ámbito de la literatura hispánica.


Virtual education has become an alternative for students to access the higher education system. In Colombia, there has been an increase in the number of undergraduate programs in this form of education. However, information about the pedagogical work undertaken in those programs is scarce, and it is needed to examine their quality. This research project examined the education community’s perception of undergraduate virtual education programs in Colombian higher education institutions. One of the key elements in the analysis was the development of students’ information literacy to find out about possible ruptures, transformations, advantages, problems and solutions that emerge from this form of education. The study used a quantitative and qualitative approach to gather information from teachers, coordinators, tutors and students from 9 higher education institutions. Results show that efforts to improve students’ information literacy have been undertaken; however a greater collective effort is needed to improve the search for, evaluation and ethical use of information. Implicit here is the need for expert training and the need to reflect upon strategies to combat plagiarism.


Recommendations and basics of APA style (3rd ed. in Spanish, 6th. Ed. in English)

I found two important waves in academic research, which related to business and economics discipline. First, there is a great deal of integrity, capitalism, network, dominance, and importantly articulated knowledge and research contribution in developed (advanced economies). By contrast, there is a sophisticated evidence that emerging markets’ scholars are - replicating not innovating, easy-doing not seriously-doing, which supported by inconsistency of research thoughts and practices. With this backdrop, I have provided new definition and explanations to the counter query: What is (Not) Plagiarism with few examples of text and figures. In addition, I have discussed the chances of plagiarism of the paper where the most attractive places of occurrence. I found that conference presentations is the first place where your idea likely to be plagiarized, followed by Reviewers, Colleagues, Principal, Working paper series, and Social networks. Finally, I have suggested some ideas on publishing the research work without copying others ideas and work (vice-a-verse).


¿Será que el mensaje de la Sala Penal de la Corte Suprema es el de no activar la ultima ratio del sistema legal con conductas que deben ser materia de la jurisdicción civil, pero eso sí dependiendo de quien las acometa o ejecute? (se recuerda que el caso en análisis envuelve a una profesora universitaria), y ¿será que la dificultad teórica y práctica de adecuación de la conducta a los tipos penales relacionados con el derecho de autor hará que el derecho penal no sea el instrumento institucional más idóneo para reprimir la infracción a los derechos de esa particular área jurídica? La respuesta a estos interrogantes deben ser el comienzo para pensar o repensar si ese expansionismo del derecho penal que ha llegado al campo de la propiedad intelectual vale la pena revisarlo y mantenerlo. Señalaba Cesare Becaria: "Lo que impide el crimen, no es la cantidad de reprimendas penales, sino la garantía de su punición". Si no hay certeza o garantía en el castigo, ¿valdrá la pena recurrir a la aplicación judicial de esos tipos penales? Este artículo busca abrir la discusión en este punto.

The message of the Criminal Chamber of the Supreme Court is that the criminal law does not have to be activated with behaviors that should be matters of civil jurisdiction, but of course depending on who rush or run? (Remember that the case in question involves a college professor) and could it be that the theoretical and practical difficulty of matching the conduct to criminal offenses related to copyright, means that criminal law is not the institutional instrument appropriate to punish the infringement of the rights of that particular area of law? The answer to these questions should be the beginning to think or rethink whether the expansion of criminal law has come to the field of intellectual property is worth checking and maintenance. Cesare Becaria noted: "What prevents crime, not the number of criminal reprimand, but the guarantee of its punishment". If there is no certainty or guarantee that the punishment will it be worth resorting to the judicial application of these types of crimes? This article seeks to open the discussion on this point.


China has never viewed intellectual property the way we do in the West. Chinese culture and its educational system long placed great emphasis on borrowing passages from its rich heritage of
classical texts. In imperial China, no man's education was complete until he could quote vast tracts of the Confucian classics verbatim and weave appropriate selections into his written work and daily conversation. When traditional Chinese authors borrowed words and phrases from a classic, they rarely identified the quoted material because all educated readers already recognized the source. It was superfluous. Yet it was also sometimes necessary for the reader to identify precisely where the quoted material was borrowed from before it was possible to determine what it meant in its new context. The assertion that China did not develop intellectual property rights for the written word because the Confucian tradition did not consider the provenance of borrowed material important is therefore not persuasive. Furthermore, other schools of thought, and Buddhism in particular, also affected early attitudes toward the lack of property rights in printed works. Buddhism was extensively involved in all aspects of early book production in China; because the motive was the acquisition of religious merit, and because Buddhism was inherently suspicious of the concept of property, it is not a surprise that several hundred years elapsed between the first mass printing of Buddhist works and the first claims that an author might possess some kind of property right to his printed work. This is an aspect of the development of intellectual property in China that has not received the attention it deserves.


Judicial opinions are the core work product of judges; they should be tangible proof to the parties that the court analyzed their claims or defenses and independently reached a reasoned decision. Yet courts often request that parties prepare proposed findings of fact and conclusions of law and thereafter adopt the prevailing party's findings and conclusions verbatim or nearly so. In other cases, courts copy portions of the winning party's brief or legal memorandum into their opinions or orders without attribution. These practices are fairly described as "judicial plagiarism." The limited case law on-point establishes that if a court's verbatim adoption of a party's positions or its replication of a party's brief reflects a lack of independent analysis or reasoning, or an apparent abdication or delegation of the court's judicial function, it may furnish grounds for reversal. Grounds for reversal should also exist if judicial plagiarism reasonably evidences a court's alleged bias or partiality. This Article goes further, however, to argue that judicial plagiarism may constitute judicial misconduct for which the offending judge may be disciplined under the Model Code of Judicial Conduct. Deciding whether judicial plagiarism rises to the level of judicial misconduct or whether it is simply a judge's ill-considered stab at efficiency is a difficult inquiry. To aid in this important determination, the Article identifies factors that higher courts and judicial conduct authorities should consider in the process. The Article also explains why courts' and scholars' long-standing defenses of judicial plagiarism fail.


Todo lo inherente al intelecto humano es susceptible de actos de plagio: obras científicas y literarias tales como artículos, tesis, obras audiovisuales, planos y proyectos, códigos fuentes de programas, entre otros. Sin embargo, el presente trabajo dedica especial atención a la existencia de este fenómeno en obras escritas, en concreto documentos digitales provenientes de lenguajes naturales o de programación, y centra su objetivo en el desarrollo y aplicación de un modelo matemático que permite determinar el estilo de escritura empleado en la redacción de los textos. Los resultados que se esperan obtener a partir de la aplicación del procedimiento servirán de base para la reducción en el número de documentos que se deben comparar en el análisis y detección de similitudes entre estos documentos. De forma experimental se aplica el procedimiento a un grupo de artículos clasificados por temáticas y autores y que difieren entre ellos en el estilo de escritura utilizado para su redacción.
Tot el que és inherent a l'intel·lectual humà és susceptible d'actes de plagi: obres científiques i literàries com ara articles, tesis, obres audiovisuals, plans i projectes, codis font de programes, entre altres. No obstant això, aquest treball dedica una atenció especial a l'existència d'aquest fenomen en obres escrites, concretament documents digitals provinents de llenguatges naturals o de programació, i centra l'objectiu en el desenvolupament i aplicació d'un model matemàtic que permet determinar l'estil d'escriptura emprat en la redacció dels textos. Els resultats que s'esperen obtenir a partir de l'aplicació d'aquest procediment serviran de base per a la reducció del nombre de documents que s'han de comparar en l'anàlisi i detecció de similituds entre aquests documents. Experimentalment s'aplica el procediment a un grup d'articles classificats per temàtiques i autors i que difereixen en l'estil d'escriptura utilitzat per a redactar-los.


This article provides an account of one of Australia's great literary hoaxes - the Demidenko affair. In particular, it focuses upon the accusations that Helen Darville plagiarised a number of historical and literary texts in her novel, *The Hand That Signed The Paper*. This article considers how the dispute was interpreted in three different contexts - the literary community, the legal system, and the media. Part 1 examines how writers, publishers, and editors understood the controversy in terms of the aesthetics and ethics of plagiarism. Part 2 details how lawyers framed the discussion in light of economic rights and moral rights under copyright law. Part 3 deals with the media attention upon the personalities and politics of the scandal. The conclusion charts the competition between these various communities over who should resolve the dispute.


La propiedad intelectual y los derechos de autor han sido objeto de preocupación constante en el mundo de la cultura, de modo especial en nuestro siglo y, particularmente, en los últimos tiempos. en los que las nuevas tecnologías, en especial la digital y la «navegación» por las «amopías» de la información», han planteado una óptica nueva en el campo documental y en relación con los derechos de autor, tanto en la Unión Europea, como en el área anglo-sajo>, na, que ha supuesto una problemática de urgente, pero difícil solución. El núcleo de la cuestión radica en la inmaterialidad de la documentación que fluye por las redes integradas y en la interactividad, que puede desfigurar la originalidad de la misma, haciendo prácticamente imposible su protección y control.


Resulta innegable la responsabilidad ética y social de dar crédito a las fuentes que sirven de base para el trabajo científico y artístico. En este documento se aborda, de manera inicial, la temática sobre el plagio académico, se conceptualizan diversas formas de este y se describe lo encontrado, al respecto, en un análisis pericial. El propósito de esta colaboración es llamar la atención sobre uno de los cuidados necesarios en el texto que se escribe y se publica. Se espera que sea de provecho para iniciar una discusión sobre el tema.

Avoiding plagiarism is about good record keeping and then constructing reliable references that are transferred to new scholarly work. This piece identifies and links useful sources of information about such scholarly writing and citation, and highlights the truism that mindful record keeping and citation is critical to avoid academic plagiarism. This piece succinctly describes scholarly research and summarizing techniques and resources.


This article first reviews the importance of helping legal studies students improve their written communication through written assignments, despite the problem of plagiarism. The article argues that students need more education about plagiarism. It looks at definitions of plagiarism and considers typical problems legal studies students may have with plagiarism. The article then suggests faculty strategies for structuring assignments to avoid plagiarism in student assignments.


Spring 2006 experienced two very different understandings of copying. First, Daayaa Viswanathan, a Harvard College student who had enjoyed a certain fame for landing a half-million dollar publishing deal while still in high school, was revealed to have copied significant language from another novel. This sparked an intense, if short-lived, media blitz. As a result, her publisher withdrew the book from circulation and canceled the contract. At approximately the same time, the Michigan Law Review published a symposium issue on the use of "boilerplate" - standard language or precedents copied from other sources - in contracts. Although the participants raised numerous interesting issues, none of them questioned the propriety of copying per se. Those writing about the Viswanathan kerfuffle presumed that it proved that copying language penned by another is morally reprehensible. Nevertheless, the Michigan symposium proved that lawyers copy all the time. That plagiarism is "wrongful" is a truism - the word is a pejorative. What we need to ask is why only some forms of copying are tarred with the epithet "plagiarism", while others are completely respectable.


In academics, idea plagiarism is a sin of the first magnitude, whereas in business and politics, it is considered, well, academic - of no practical significance. Where do think tanks fit on that spectrum? Are they fish or fowl, or neither? Compared to academic scholars, think tank scholars have a greater incentive to plagiarize ideas. The pressure to claim credit in both scholarly communities is great, but the pressure to give credit is relatively weak in think tanks. One reason is that the problem-solution structure of think tank work doesn’t include a contribution-to-literature section. Another reason is that think tanks don’t publish their work in peer-reviewed publications, which are well-designed for cost-effectively weeding out idea plagiarism. Think tanks may claim to respect original work as much as universities. But that doesn’t mean it’s in their self-interest to act in accordance with those values. This paper provides eight case studies related to such behavior. The paper assumes that if think tank scholars, like academic scholars, claim to provide original work,
then they should be held accountable for proving that they in fact do so. The author hopes that others will investigate the limitations of such an assumption. Unfortunately, the two traditional approaches to discouraging idea theft, passing intellectual property law (primarily used in commerce) and relying on private institutions to cultivate social sanctions (primarily used in academics) are not well suited for think tanks. An alternative approach is a hybrid policy where law is used to strengthen social sanctions. For example, libel and transparency laws pertaining to think tanks could be reformed to encourage a more robust market in evaluations of public policy credit claims.


Plagiarism is among the greatest sins in journalism, literature, science, and higher education in general, but the practice of law often seems to include the wholesale copying of others' words and ideas. The essence of plagiarism is the passing off of another person's words or ideas as one's own. Lawyers must be vigilant in avoiding plagiarism, but in practice it is often difficult to draw the line between plagiarism and acts that are accepted and entirely proper, such as adapting a form rather than drafting a document from scratch. Circumstances dictate when giving credit to a source is appropriate. A citation should always be given for a direct quotation, in any other situation where a source deserves attribution, and where attribution is needed to avoid creating a false impression that the stated ideas represent the author's original work.


Plagiarism is a serious problem worldwide, that violates copyright and is ethically reprehensible. This article will explain the concept of plagiarism and the different types of plagiarism, for later analysis of the impact this has on academic and professional level. Some cases of plagiarism at global and national levels will be presented to give an idea of the seriousness of this problem and that is becoming very common. While there are laws that protect the rights of copyright, plagiarism is not duly classified as a criminal offence in all countries, which makes many times these behaviors be unpunished. Plagiarism education must be improved to thus help to prevent it in the future.


Purpose – This paper seeks to report the initial phase of a cross-institutional screencasting project designed to provide digital, multimedia support for referencing skills. Use of screencasting software, with strong educational design, has the potential to reach all learners asynchronously, regardless of mode of study, and this paper focuses on the transferability of the principles and skills in this project to other contexts and institutions. Design/methodology/approach – The referencing tutorial makes use of dual coding theory to provide an aligned visual and auditory learning experience and is discussed in reference to the current literature. The foundation of the project was collaboration between the academic libraries and lecturers in the field of academic learning skills. The pedagogical and technical design and challenges are discussed, with a view to incorporating feedback into further iterative development stages. Findings – This paper finds that screencasting has been used to effectively support the development of referencing skills across a diverse student cohort, but recognises that further, in-depth analysis will be required to determine the impact of the project. It also provides an example of a low-cost project which could be replicated by other institutions to
positively frame referencing within the context of broader academic writing. Originality/value – The paper provides an overview of a short project to collaboratively develop a screencast and add value to existing referencing resources (which are predominantly text-based). The design approach situates referencing within an academic writing continuum seeking to explicitly provide a rationale for the mechanics of referencing, whilst also acknowledging the challenges presented by a rapidly changing information environment.


La irrupción de las tecnologías de la información y la comunicación (TIC) ha provocado o facilitado importantes cambios que no pueden valorarse de forma positiva. Es el caso del llamado ciber-plagio académico. Adoptar y presentar como propias ideas, teorías e hipótesis de otros no es algo nuevo, pero las tecnologías asociadas a la Sociedad de la Información (SI), sobre todo Internet y más concretamente el World Wide Web (WWW), facilitan enormemente esta práctica éticamente reprobable y académicamente incorrecta.


En este trabajo se analiza el fenómeno del plagio académico entre el alumnado de Educación Secundaria Obligatoria y Bachillerato. Se trata de un tema poco estudiado en los niveles preuniversitarios y muy escasamente tratado en el contexto hispanohablante. Se investiga la prevalencia de este fenómeno así como su relación con el género y la procrastinación. Los datos fueron obtenidos mediante la administración de un cuestionario a una muestra representativa (n=2.794). Los resultados del estudio muestran que las prácticas constitutivas de plagio están ampliamente extendidas en las aulas de los ciclos educativos medios. Además, se demuestra que los varones presentan niveles de perpetración significativamente superiores a los de las mujeres y que el alumnado que tiende a dejar los trabajos hasta el último momento tiene mayor propensión a cometer plagio. Los frutos de esta investigación sugieren la necesidad de tomar en seria consideración la magnitud y severidad del problema detectado. Los centros de educación secundaria deben proyectar y acometer de manera perentoria medidas en aras de reducir y prevenir la comisión de este tipo de fraudes académicos. Los resultados también hacen recomendable que los docentes hagan un seguimiento y un control efectivo del proceso de elaboración de los trabajos académicos. La mejora de las competencias informacionales del alumnado es señalada como una de las estrategias necesarias para encarar eficazmente el problema.


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This paper analyses the phenomenon of academic plagiarism among students enrolled in Secondary Education and High School. It is a subject poorly studied at pre-university level and very scantily discussed in the Spanish-speaking context. It investigates the frequency of committing plagiarism and the relationship between gender and procrastination and such practices. A questionnaire was administered to a representative sample (n=2,794). The results show that plagiarism is certainly present and widespread in the secondary classrooms. Furthermore, it shows that men have significantly higher levels of perpetration than women and than students who tend to leave the tasks until the last moment are more likely to plagiarize. The fruits of this research suggest the need to take into serious consideration the magnitude and severity of the problem identified; secondary schools should urgently plan and undertake measures in order to reduce and prevent the commission of this type of academic fraud. Secondly, results are useful to give clear guidance to teachers about the need for them to follow up and apply an effective control of the writing process of academic essays and tasks by students. Improving IT and library competences of the students has been identified as one of the main strategies needed to effectively address the problem.


This brief article is intended to aid higher education teachers in understanding and responding to plagiarism, which mostly occurs among students, but also occasionally among established professionals. It begins with definitions and definitional issues relating to plagiarism. Then, it asks if an ethical vacuum helps plagiarism flourish. Seven reasons why this misconduct occurs are discussed (academic pressures, poor planning, poor preparation, excessive or mindless workload, opportunity, cultural background, and prominent bad examples), as well as where and how plagiarism occurs. Finally, the article concludes with a discussion of how plagiarism can be best detected, combated, and prevented, as well as appropriate sanctions. This article is based on remarks made at the Committee on Libraries and Technology session of the 2004 Association of American Law Schools Annual Meeting in Atlanta, Georgia.

Toller, F. M. "Propiedad intelectual y plagio en trabajos académicos y profesionales." Revista
El texto estudia un área poco explorada de la propiedad intelectual. En efecto, el plagio suele estudiarse en relación con la defraudación de la autoría ajena que tiene relevancia comercial y, por tanto, resonancias penales y civiles. El plagio en escritos científicos, exámenes universitarios y monografías estudiantiles, así como el plagio en escritos profesionales de jueces y abogados, han quedado sin embargo desdibujados en los estudios del área. En el artículo se plantea, en primer lugar, la importancia que ha cobrado el problema del plagio en el ámbito académico, a partir del auge de Internet y las facilidades que esto implica para el mal hacer de estudiantes y, en ocasiones, de profesores. En el escrito se establecen tipologías del plagio en trabajos científicos, deslindando los relevantes de los irrelevantes. El autor defiende la postura de que el plagio académico es siempre socialmente reprochable y merecedor de sanciones disciplinarias en el ámbito universitario, aun cuando no impone un delito penal o un ilícito de carácter civil. Se dan, por último, una serie de pautas de buenas prácticas éticas y científicas en la investigación jurídica, exponiendo, entre otros elementos, el derecho de cita y el uso honrado de las fuentes, a fin de respetar la propiedad ajena y para no incurrir en esta figura que, en definitiva, falta a la verdad, destruye la creatividad y se apropia de los derechos de terceros.


The paper examines a relatively unexplored area of Intellectual Property. Plagiarism is usually studied in relation to the fraud of authorship that has commercial significance, and therefore criminal resonances and civil liability. Plagiarism in scientific writing, university exams and student papers, and plagiarism in legal opinions, briefs and resolutions of lawyers and judges have been mainly unattended in studies of the area. First, the article presents the importance that has taken the problem of plagiarism in academia from the Internet boom, where the technology helps the deceitfulness of students and, sometimes, of professors. In The work is establishing typologies of plagiarism in scientific research, determining which are relevant and which not. The author defends the position that the “academic plagiarism” is always socially reprehensible and worthy of disciplinary sanctions in the universities; even if does not imply a criminal offense or a civil wrong. The paper offers, finally, a set of guidelines for good practices and scientific ethics in legal research, stating, inter alia, the right of quotation and the fair use of sources, with the aim to respect the intellectual property of others, and avoid to commit this kind of mistakes that, in short, contempt the truth, destroys the creativity and appropriates the rights of others.


Three months after I was convinced by our very persuasive Dean that, contrary to my first thought, being an Associate Academic Dean was not such a dumb idea, I was confronted with a situation that reinforced my initial impression. On my desk sat a paper submitted by a student in a law school course. More than one-half of the paper was copied word for word without any attribution being given. Dozens of other lines contained material that should have been included in quotation marks, but was not. Some of the material quoted without attribution came from sources cited in other portions of the paper, some from sources that were never cited at all. Further investigation revealed a similar pattern in another paper written by the same student. Unfortunately, over the years, I have come to conclude that such problems are not a once-in-a-tenure experience for academic deans and others who deal with plagiarism problems in law school. While this case is the most extreme case of plagiarism I have encountered in my nearly five years as Academic Dean, it is not the only one. Although each case is unique, all involve difficult questions because plagiarism is, as one scholar has
observed, "an academic capital offense, punishable by academic death." With so much on the line, how should Academic Deans proceed once it is clear that plagiarism has occurred?