The UoW Psychology Turnitin Playpan:

A self-learning resource to support psychology students’ academic writing development and acknowledgement practice

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Preamble

• Good academic writing is a skill that comes with practice and experience. As you go through your undergraduate psychology course, you will gain this experience through writing essays and lab reports.

• Inexperience in academic writing and leaving one’s assignment until the last minute are two common underlying causes of academic plagiarism.

• Rather than treating academic plagiarism as a taboo subject, the School of Psychology is committed to supporting students’ academic writing development and good acknowledgement practice.
Supporting Your Academic Writing Development

This handout provides you with some pointers

– to encourage you to begin reading and preparing for your assignments early, and

– how you may use Turnitin as a self-learning tool to check and improve your academic writing.
Assignment Preparation:

DOs

• Start early
• Read with intent
• Read for understanding
• Summarise in your own words
Assignment Preparation: DON’Ts

• Read the abstract only
• Pretend that the textbooks are peer-reviewed sources
• Heavy use of direct quotes
• Superficial paraphrasing
• Leave your essay/lab report until the night before(!!)
Researching for
your essay or lab report

• Useful strategies?

• Using databases
  – E.g., PsycInfo, Science Direct, Scopus, Google Scholar

• Using peer-reviewed sources
  – Checking for peer-review status
Improving your writing and acknowledgement practice

• Paraphrasing and summarising
  – Chronologically or categorically describing theory and research
  – “who” did “what”

  VS.

• Critically reviewing and integrating the literature
  – Organising and critically discussing research in the field
  – Demonstrates your command of knowledge in a research area
  – Important for
    • Deriving/addressing a sound research question
    • Analysing available evidence
    • Drawing an appropriate conclusion
Turnitin

• An online text-matching system
How Turnitin works for you

• Dummy “class” set up for checking your drafts
• Submit your work for checking
  – confirmation via email
  – originality report (max. 1 per day)
  – Drafts NOT saved in a repository
Your Turnitin Playpan

• Access via www.turnitin.com

• **Step 1:** Need to create an account
  – With a valid email address
  – And your chosen Turnitin password

• **Step 2:** Enrol yourself into the specially created Turnitin class [class name: UoW Psychology Turnitin Playpan]
  – Class ID: 4970314
  – Class name: UoW Psychology Turnitin Playpan
  – Enrolment password: PSYC_UoW

• Handout: [http://www.uow.edu.au/student/services/ld/students/UOW021315.html](http://www.uow.edu.au/student/services/ld/students/UOW021315.html)
Enrolling in the Turnitin Class

To enroll in a class, enter the class ID and enrollment password and click submit. If you do not have a class ID and enrollment password, contact your instructor for this information.
Once enrolled, you can click on the class name to submit drafts for checking.
An Example

- Joe Bloggs2 (a fictitious 2011 PSYC241 student) – blatant plagiarist or lazy writer?
You can click on the “Show details” link to view the details of the assignment (see next page)
The assignment details shown in your enrolled Turnitin class will be similar to those shown below. Click on the “Submit” button to submit your draft for checking.
The most straight-forward method for submitting your draft for checking is by **file upload**.
One of the landmarks of contemporary psychology is Bowlby's (1969, 1973, 1980) work on attachment, separation, and loss, the processes by which affectional bonds are forged and broken. Bowlby's major goal was to characterise and explain how infants become affectionately attached to their primary caregivers and emotionally distressed when separated from them, although he also argued that "attachment behavior [characterizes] human beings from the cradle to the grave" (1979, p. 129). Considerable research has provided support for attachment theory. The purpose of this essay is to explore the possibility that this theory, designed primarily with infants in mind, offers valuable insight into adult close relationships, and more specifically, romantic love.
Check your originality report

Click this number to access your originality report. In general, you should strive for a low percentage figure (i.e., as little direct overlap as possible between your written work and identified sources in Turnitin’s database).
The originality report shows direct matches with identified sources. In general, if you write in your own words, there will not be big “chunks” of colour-coded texts in your originality report!

One of the landmarks of contemporary psychology is Bowlby’s (1969, 1973, 1980) work on attachment, separation, and loss, the processes by which affectional bonds are forged and broken. Bowlby’s major goal was to characterise and explain how infants become affectionately attached to their primary caregivers and emotionally distressed when separated from them, although he also argued that “attachment behavior characterizes human beings from the cradle to the grave” (1979, p. 129). Considerable research has provided support for attachment theory. The purpose of this essay is to explore the possibility that this theory, designed primarily with infants in mind, offers valuable insight into adult close relationships, and more specifically, romantic love.

Attachment theory provides a framework for explaining how both healthy and unhealthy forms of love stem from adaptations to specific social circumstances. The complex constellation of attachment feelings toward a primary caregiver in infancy, can enable an infant to use the caregiver as a secure base to develop an interest in exploring and mastering the environment, and in establishing affiliative contact with other family and community members. Research by Ainsworth, Blehar, Waters, and Wall (1978) identified three distinct styles of attachment, known as secure, anxious/ambivalent, and avoidant. Babies identified as anxious/ambivalent frequently display protest in their behavior, whereas avoidant babies often display detachment in their behavior.

How may these behaviours extend to understanding romantic love in adulthood? Hazan and Shaver (1987) proposed that romantic love experiences reflect the continuity in relationship style developed in infancy. However, it should be noted that the concept of attachment has a rather precise definition: to seek proximity in times of distress to a protective person deemed to be stronger or wiser (Bowlby, 1984). It is contrasted with romantic relationships between adult partners, where romantic relationships imply some sexual attraction between peers, and imply some form of equality between romantic partners.
Revise, improve, resubmit

When you have revised your draft, you may resubmit it to Turnitin again for checking.
Discover for yourself: Homework Exercise

- Type up your summary of a journal article that you have read for an assignment or a class
- Create a Turnitin account
- Submit your summary to “My turnitin playpan”
  - Generate an originality report
Your journal article summary

• **Initial** originality rating?

• any patterns in the matched text?
  – Why?

• Reattempts?