Common Problems I noticed with QA3s. The numbered item is a student’s statement(s) from their actual essay. The “—” is the problem with the essay statement(s).

1. To test this hypothesis the study used four Boggle puzzles (Marsh & Bower, 1993).
   -- form of plag. Says you read that paper

2. There were two male and eight female with a mean age of 42.80 (K. Witt et al., 2008).
   -- too much detail
   -- in an abstract cite the paper once and only once
   -- first name initial not to be included

3. Cryptomnesia, or unconscious plagiarism are possibly happened when idea or knowledge kept are not recognized as memories (Taylor, 1965).
   -- Plag 2 times: Didn’t read Taylor and too close to original “Cryptomnesia, or unconscious plagiarism, occurs when remembered ideas are not recognized as memories (Taylor, 1965).”

4a. (First 2 sentences:)
   The hypothesis is that unconscious motivation could be reduced with motivation. 60 undergraduates participated in the experiment for course credit.
   -- start with a statement of the effect and define term
   -- need to cite the paper you are reviewing (whose hypo?)
   -- too much irrelevant information for a short abstract
   -- too close to plag! Sixty undergraduates (39 women) participated for psychology course credit.

4b. (Another example of too much detail) The participants in this study were sixty undergraduates (39 women) who received psychology course credit.
   -- too much irrelevant information for a short abstract

5. In the article, “Accountability Reduces Unconscious Plagiarism”, the researchers are suggesting that unconscious plagiarism is due to a phenomena.
   -- Do not use title to cite. Use last names and dates. Could make either "Recently one article suggests that unconscious plagiarism is due to a phenomena (Weidler, Multhaup, & Faust, 2012)." Or "Recently Weidler, Multhaup, and Faust (2012) suggests that unconscious plagiarism is due to a phenomena."

6. (Reference page)
References
7. For this assignment, I read the article about the possible effects of multiple choice testing written by Blaire J. Weidler, Kristi S. Multhaud, and Mark E. Faust. 
-- write like you will eventually put in a paper (first step) 
-- no first names or initials

8. They must complete a series of tests to determine their initial generation of a word along with the computer partner which was identified as the Independent Variable because it was kept the same for both the control and experimental groups. 
-- don’t explain basic design terms 
-- not the actual definition of IV (varies)

9. (First 2 sentences: ) 
Researchers investigated how holding participants accountable for their responses affected Unconscious Plagiarism when solving a Boggle puzzle task. The hypothesis being proposed is that up can be reduced by simply highlighting that participants’ responses will be reviewed with a researcher. 
-- didn’t cite paper (what researchers? common problem) 
-- give reader a 1 sentence intro to topic 
-- define Unconscious Plagiarism and Boggle puzzle task 
-- plag: The present study tested the hypothesis that unconscious plagiarism can be reduced by simply highlighting that participants’ responses will be reviewed with a knowledgeable other, in this case, with the researcher.

10. The independent variables were the puzzle difficulty, which differed between easy and hard; and whether or not the participants were given accountability to report to following the experiment. The dependent variables were the participant error classifications. The three tasks that they were to complete were initial generation, recall-own, and generate-new (2012). 
-- a list which is not a summary 
-- need names not just date

11. Weidler, Multhaup, and Fauste (2012) investigated how holding participants accountable for their responses affected unconscious plagiarism when solving a Boggle puzzle task (finding words in a 4_4 letter matrix). Both experimental and control participants generated puzzle solutions with a computer partner, recalled their own previously generated solutions, and then produced new solutions to the puzzles (Weidler, Multhaup, & Faust, 2012). Accountability was manipulated by telling participants in the experimental group before beginning the initial-generation phase that at the end of the session, they would review their generated responses with the researcher (accountable participants) (Weidler, Multhaup, & Faust, 2012). Accountable participants plagiarized less than control participants when generating words with the computer and generating new solutions on their own but not when they were attempting to recall words they initially generated (Weidler, Multhaup, & Faust, 2012). The data are discussed in terms of the leading theoretical explanation of unconscious plagiarism, the source-monitoring framework. 
-- only cite first in an abstract about a single paper
-- second mention should be (Weidler et al., 2012).