

Reporting Instances of Academic Misconduct

There are two University policies that focus on academic misconduct and plagiarism. The first, which covers plagiarism and other forms of academic misconduct, is University Policy 3C2--Student Academic Code. <http://www.siue.edu/policies/3c2.shtml> In addition (and somewhat confusingly), there is a stand-alone policy just on plagiarism, <http://www.siue.edu/policies/1i6.shtml>.

This handout was developed to highlight the basic faculty roles in applying sanctions for and reporting incidents of academic misconduct as outlined in these two policies.

Faculty Members' Roles:

Faculty members have two basic roles under University policies:

1. Select and apply the appropriate sanctions for instances of academic misconduct which occur within their own classes.
2. Report incidents of academic misconduct (including plagiarism) to the Coordinator for Policy—Office of the Provost.

Faculty Imposed Sanction:

When an instructor believes academic misconduct has occurred, University policy gives the instructor broad discretion to choose and apply one of the following sanctions:

1. **"Teaching Moment"**: Discuss the situation with the student and give them an opportunity to correct the problem. [University Policy 3C2, Section D]
2. **"Fail the Assignment"**: Failing grade for the assignment. Instructors who impose this sanction shall immediately notify, in writing, the student. [University Policy 3C2, Section D]
3. **"Fail the Course"**: Failing grade for the course. Instructors who impose this sanction shall immediately notify, in writing, the student. The instructor should also immediately notify the chair or coordinator, and the appropriate Dean. Instructors should also notify the Service Center immediately, in writing, of the action and specify that the students may not re-enroll in any other section of the course for that term nor drop the course or change the registration to an audit. [University Policy 3C2, Section D]

****Special Note:** In cases involving plagiarism, University Policy 1i6 "Plagiarism" states: "Normally a student who plagiarizes shall receive a grade of E [F Effective Fall 2001] in the course in which the act occurs."

4. **"Removal from Field Experience."** Removal from the field experience. Instructors who impose this sanction shall immediately notify, in writing, the student. [University Policy 3C2, Section D]

Four Critical points:

- The instructor of record, not the Office of the Provost, determines which of the four sanctions described above is appropriate.
- Instructors must notify the students, in writing, of the sanction being imposed. Email to official SIUE accounts is fine.
- Students have rights, too. A student who contends the sanction to be inappropriate may grieve the imposition of the sanction in accordance with the Student Grievance Code. <http://www.siue.edu/policies/3c3.shtml>
- Instructors are required to “report” incidents of academic misconduct to the Coordinator for Policy, Office of the Provost.

Reporting the Incident to the Office of the Provost:

After assigning a sanction and writing to the student, faculty members need to report the incident of academic misconduct to the Coordinator for Policy, Office of the Provost.

Old method: Faculty and instructors may continue to print off and fill out the *Academic Misconduct Complaint Form* (PDF form found at the bottom of <http://www.siue.edu/policies/3c2.shtml>).

New method: The preferred and easier option is to utilize the web-based reporting form found on the Provost’s website: <http://www.siue.edu/provost/>. In the lower left hand portion of the webpage is a list of “Forms,” click on the link called “Academic Misconduct Reporting Form.”

Role of the Coordinator for Policy (Office of the Provost):

All students reported to the Coordinator (Office of the Provost) are entered into an academic misconduct database. As new reports come in, these are checked against the database to determine if the student has multiple incidents or not.

- A. First complaint: If this is a first complaint, then the following steps are taken:
- Student is sent a warning letter from the Office of the Provost, and the instructor is copied on this communication.
 - Student’s name entered into academic misconduct database.
- B. Subsequent complaints or multiple reports of Academic Misconduct:
- The Coordinator for Policy, on behalf of the University, initiates a “formal charge” of academic misconduct against student.
 - Formal charges of academic misconduct allow the University to apply sanctions that are above and beyond those available to individual faculty members. For example, suspending a student from the University, or even expulsion.

If you have any questions about these policies, please don’t hesitate to contact Dr. Tom Jordan [Coordinator for Policy, Ext. 3678, thjorda@siue.edu]

PLAGIARISM

WHAT IS PLAGIARISM?

Plagiarism refers to lifting large sections from an original passage and indicating that they are your own words. Since plagiarism is considered a form of cheating, the penalties are severe and may include a falling grade for the assignment or for the course. Occasionally students may even be expelled from the university.

Plagiarism at the simplest level involves copying another student's paper and turning it in as your own. At the college level, however, plagiarism commonly refers to lifting phrases from your original source and indicating that you wrote them. Students should remember that summaries and paraphrases should be in their own words with quotations carefully indicated.

HOW CAN I SPOT PLAGIARISM?

Check your summary or paraphrase against the original. Underline common phrases. Of course, you have to use some of the same words because your paraphrase is about the same topic as the original passage, but if your paraphrase sounds like the original passage instead of your writing, you are plagiarizing.

ORIGINAL PASSAGE: Most of organized religion opposed McCarthy vigorously. Despite the inroads he made among working people, organized labor never ceased to criticize him.

PLAGIARIZED VERSION: Most of organized religion opposed McCarthy strongly. Although he made inroads among working people, organized labor never stopped criticizing him.

Note that all the student did was change a few words. It still sounds like the original.

ACCEPTABLE PARAPHRASE: Among the institutions that opposed McCarthy were organized religion and organized labor (although McCarthy did have some support from workers).

Note that some key words are used in this paraphrase as well as the original, but it no longer sounds like the original.

HOW CAN I CHECK FOR PLAGIARISM?

Check the wording of your paraphrase against the wording of the original. Underline words or phrases in your paraphrase that are the same as the original. If you have some words and short phrases here and there, you're avoiding plagiarism. However, if you have large sections underlined, you need to express those ideas in your own words.

CAN I AVOID PLAGIARISM BY ADDING A PAGE NUMBER TO CITE MY SOURCE?

No. A citation tells the reader where the information is from. Plagiarism is indicating that the words are yours when they're not; it isn't affected by whether the source is indicated or not. A citation might indicate that you got the ideas from another source and are paraphrasing. If you don't put the ideas in your own words or use quotations, you are still plagiarizing. Of course, quotations and paraphrases need to be cited, but that is a different issue.

CAN I JUST USE A LOT OF QUOTATIONS FROM THE ORIGINAL SOURCE?

If you do, you will be avoiding plagiarism, but you will be committing another error. A paper that simply strings together quotations is a very weak paper. Quotations should be selected because they state an idea so well that you don't want to attempt to rephrase it. Don't use quotations for statistics or information that you could just as well put in your own words.

HOW CAN I AVOID PLAGIARISM?

Begin by making a short list of ideas (an outline) of the original material. Then write your paraphrase from the outline, not from the original text. It is still necessary to double check for plagiarism since you may remember phrases from the original, even if the text is not in front of you. Remember that you have a natural tendency to repeat what you have read in the same way as you read it. Fight that natural tendency by forcing yourself to explain the information or idea in your own words. It takes a lot of work, but it is necessary.

WHY DO STUDENTS PLAGIARIZE?

1. Sometimes students don't understand what plagiarism is or why it is a serious offense. (Often the students have been plagiarizing for years without getting caught.)
2. Students sometimes plagiarize because they don't understand the material in the original source. They copy the author's words because they don't understand what they mean. In this case, students should get assistance in understanding the original source before they attempt to summarize or paraphrase.
3. Often, students don't possess a large enough vocabulary to rephrase complex ideas. This problem doesn't have a simple solution, but students should attempt to express the ideas in the original passage using whatever words they have available in their vocabulary.

IS IT POSSIBLE TO SUCCESSFULLY AVOID PLAGIARISM?

Yes. The good news is that if you understand plagiarism, you'll generally be successful at avoiding it. Once in a while you might slip a bit, but if you make a concerted effort to avoid copying phrases from the original and check your work for phrases that sound like the original source, you'll generally be okay. As you read your summary or paraphrase, ask yourself, "Does this sound like I wrote it or a college professor wrote it?" If it sounds like you wrote it, you're probably all right.

CAN I GET MORE HELP?

If you need more assistance with summarizing or paraphrasing, stop by the Writing Center (SSC 1254) to make an appointment to discuss your paper with a writing consultant or give us a call at (618) 650-2045 to make an appointment.

STRAIGHT TALK about **PLAGIARISM**

FROM BEDFORD / ST. MARTIN'S

Working with sources is not easy. You know it. Teachers know it. They expect you to have questions about why, when, and how to cite sources. While you are learning to manage and use sources, instructors will usually help you address mistakes and avoid plagiarism that's obviously accidental.

Teachers are not so understanding if you deliberately plagiarize. It's wrong to turn in someone else's work as your own, to pass off parts of others' work as your own, and to deliberately fake sources, no matter how you rationalize these acts. The penalties for deliberate plagiarism are justifiably severe and uncompromising.

So plan ahead, no matter how busy you are. Ask for help when you need it, and don't cheat. Too much is at stake for you not to do your own work.

Honesty matters.

Academic research and writing depend on writers being ethical participants in an ongoing conversation about ideas. Citation styles, developed by communities of writers, not only allow writers to give credit for others' work, but they also help readers find and learn from other sources.

Citing sources, then, is a powerful tool in academic writing. Citing lets you introduce ideas to analyze, to disagree with, or to use as evidence. You might cite sources to establish the context for your own idea, to provide an overview of opinion or a range of approaches, or to explain what others have learned or thought about your topic. When you use citations in these ways you are building your own credibility and demonstrating that you understand the issues involved.

If you claim someone's work to be your own—intentionally or not—you are violating a fundamental principle of the academic community: Credit for ideas and words must be given where it's due.

Your teachers are savvy.

Teachers know that some students cheat. They also know how to catch cheaters. It's just as easy for instructors to find the original source of a paper plagiarized from the Web or an online database as it is for a dishonest student to plagiarize. Some instructors use search services and software that can scan a student paper, search the Web, and then create a report that shows where text in student writing matches text from a source on the Web.

At many schools, instructors don't even need the original source to charge a student with plagiarism. If a student lacks drafts, can't answer questions about the essay, or the writing differs radically from prior work, then an instructor may have enough information to make a plagiarism charge stand.

Common Citation Styles

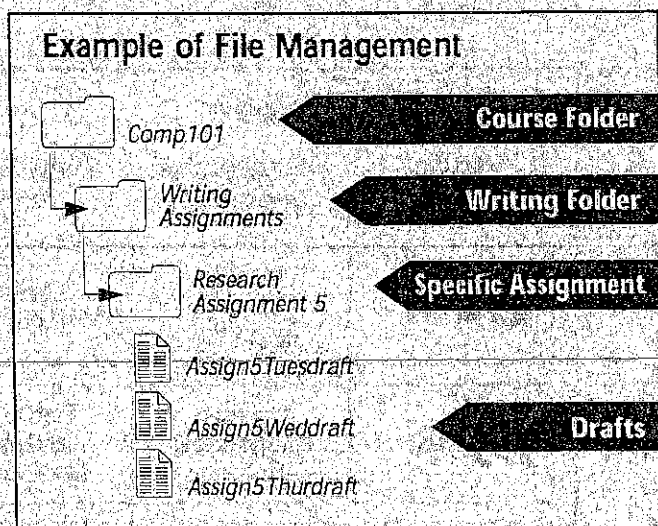
Name of the style	Community that developed it	Disciplines that use it
MLA	Modern Language Association	English and some humanities
APA	American Psychological Association	Psychology and other social sciences
Chicago or CMS	University of Chicago Press	History and some humanities
CBE	Council of Science Editors (formerly the Council of Biology Editors)	Biological and earth sciences

You can avoid plagiarism.

1. Learn about plagiarism and plan ahead. Read the sections in your course syllabi, your school's student handbook, and textbooks that define plagiarism and give advice about managing and documenting sources. Make sure you know how to quote, paraphrase, and summarize sources before you begin to write. And don't be embarrassed to ask questions along the way.

2. Save your work in different stages. Instead of working in one computer file as you write and revise, save and label different drafts as separate files. You can set up a system of folders to help keep your files organized.

- Create a folder with the name of your course.
- Within your course folder, create a folder named *Writing Assignments*.
- Within your *Writing Assignments* folder, create a new folder for each assignment. Save all writing for the assignment in this folder.
- Whenever you work on a draft, use the "Save As" feature under "File" to save a new version of your document with a new name: *Assign5Tuesdraft*, *Assign5Weddraft*, *Assign5Fridraft*.



3. Take notes as you work. Instead of just writing down (or copying and pasting) quotes, read actively. Summarize main points, write questions, and jot down ideas for other sources or ideas to look up.

4. Keep track of sources as you use them. If you cut and paste a passage from a source into a draft, use a system that will help you distinguish the source's language from your own. For example, change the source text to bold or a different color so that the source's words will be easier to distinguish.

5. Create a research portfolio. In addition to saving your drafts in stages (see suggestion 2), you should also keep a research portfolio to help you manage your project and to provide an accurate record of your work. A portfolio should include:

- ✓ **A copy of every source you use**, including photocopies of print articles and key passages from books. If you use online sources, print them out or save them on disk. E-mail yourself copies of articles from databases.
- ✓ **Your notes** on both your print and online sources.
- ✓ **Your working bibliography.** As a rule, immediately record bibliographic information for every source you collect. A Web page may not exist later, and a library book could be checked out by someone else.
- ✓ **Annotations for your sources.** For each source, write a summary of the main points and key ideas. Some instructors may require you to include annotations with your final bibliography.

Ask for help with your research and writing.

Ask your instructor if your school has a writing center. Tutors there will be willing to help you at almost any point in your process. Your library or its Web site may also provide resources that can help you find and document sources.

To download a copy of this flyer, log on to bedfordstmartins.com/plagiarism/flyer

Bedford/St. Martin's recognizes that plagiarism is a very serious issue on college campuses today.

With so many new kinds of sources available for writing and research, hard-working students are finding it even harder to avoid accidental plagiarism, while students who intend to plagiarize are finding it easier to do so.

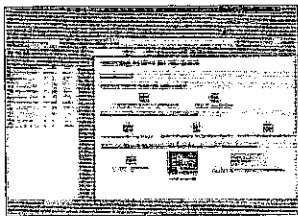
In keeping with our commitment to develop products based on sound pedagogy, we offer books, online tools, and services that help students to work with sources effectively and help instructors to discourage acts of intentional plagiarism.

Helping students avoid plagiarism

By fostering good research habits in the classroom and online, instructors can eliminate many instances of unintentional plagiarism. Students may plagiarize because they don't understand when or what types of sources need to be cited, how the mechanics of documentation work, or the complexities of paraphrasing and summarizing.

These students need tools that support good research practices and provide opportunities to try out new skills. We offer a range of books and tools to help students evaluate, organize, and cite sources fairly and effectively.

Research Assistant HyperFolio® for English (CD-ROM)

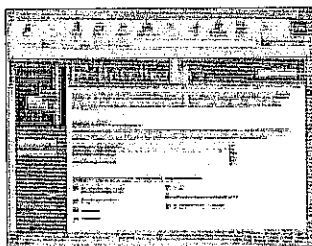


This software helps students manage information without plagiarizing. As students collect digital sources by dragging and dropping them into an icon on their desktop, **Research Assistant**

automatically prompts students to record key citation information, to take notes, and to evaluate the relevance of their sources. The software then helps students to organize their sources and to begin to integrate them into their own writing.

\$15, or \$5 packaged with any Bedford/St. Martin's title

The Bedford Researcher Web Site

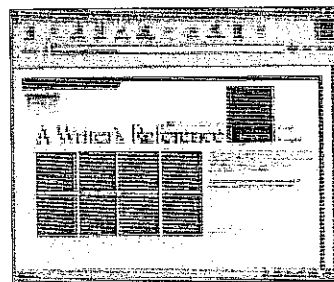


This Web site by Mike Palmquist gives all students access to an innovative Research Log, where they can not only take notes, build and annotate a bibliography, and evaluate their sources, but also plan, manage, and reflect on their

research. A companion book, **The Bedford Researcher**, is available for examination now.

Free access online at www.bedfordresearcher.com

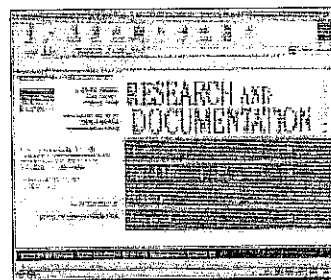
Interactive exercises and tutorials on plagiarism and documentation



New companion sites for our handbooks feature interactive exercises and tutorials on avoiding plagiarism. For example, the site for **The St. Martin's Handbook** by Andrea Lunsford offers a

tutorial with exercises on avoiding plagiarism, and the site for **A Writer's Reference** by Diana Hacker features exercises that ask students to identify plagiarized and properly documented sources. *Free access online at www.bedfordstmartins.com/smhandbook and www.dianahacker.com/writersref*

Research and Documentation Online

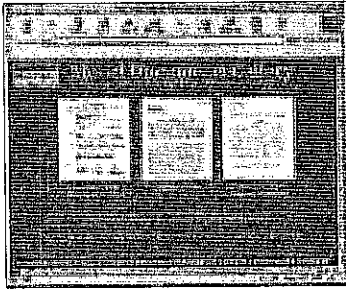


This online version of the popular booklet by Diana Hacker helps students avoid plagiarism by showing them — as simply as possible — how to document their sources. It puts hundreds of document-

ation models at students' fingertips while they are writing their papers. The print booklet **Research and Documentation in the Electronic Age**, Third Edition, is available for examination now.

Free access online at www.dianahacker.com/resdoc

Model Documents Gallery



Annotated sample papers in a variety of disciplines and styles provide students with models of effectively integrated and properly documented source material.

Free access online at bedfordstmartins.com/modeldocs

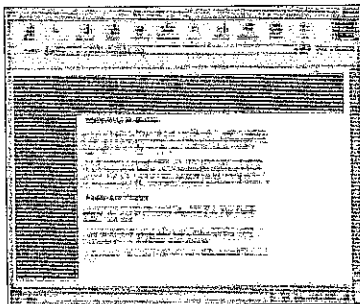
Helping instructors discourage plagiarism

Instructors around the country have established classroom practices to both discourage academic dishonesty and support good writing and research practices.

Requiring that students keep and submit research portfolios, including notes on their sources and multiple drafts of their papers, has two tremendous benefits: first, instructors can be assured that students have completed the project using their own research and writing; second, by reviewing materials early in the process, they can identify problems and step in before plagiarism happens.

We offer several resources that allow you to more easily integrate these practices into your course.

The Bedford Workshop on Plagiarism

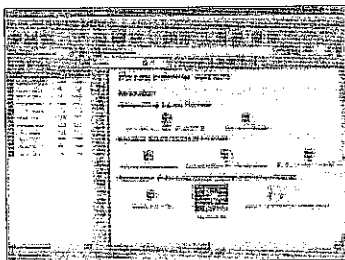


A collection of online materials developed by Nick Carbone, this workshop for instructors provides detailed suggestions for using portfolios and online discussion tools to help make students' writing and research processes visible. Live workshops can be arranged for your

department by contacting your sales representative.

Free access online at www.bedfordstmartins.com/plagiarism

Research Assistant HyperFolio® for English (CD-ROM)



This software allows instructors to review students' progress during the crucial early stages of the research process as students collect and evaluate sources.

\$15, or \$5 packaged with any Bedford/St. Martin's title

Portfolio Teaching: A Guide for Instructors



by Nedra Reynolds

This print booklet helps make the portfolio method easy to design and implement by illustrating ways to adapt the method for different types of writing programs depending on size, population served, courses offered, and teaching staff. Free

A companion text, *Portfolio Keeping*, is also available for students. \$6, or \$2 packaged with any text

Plagiarism-detection software

We believe intentional plagiarism is a serious breach of academic ethics. It deserves an effective response that respects the same values of fair use, copyright, honesty, and intellectual inquiry that plagiarism threatens. If you suspect that a student has plagiarized, as a last resort, plagiarism-detection software may be able to help you identify a plagiarized source. We recommend software that:

- Does not violate a student's own intellectual property rights or right to privacy by archiving student work
- Is accurate
- Is inexpensive, both in terms of initial cost and long-term commitments.

We have found several that meet these criteria: Eve2 (www.canexus.com), **Glatt Plagiarism Services** (www.plagiarism.com), and **Copycatch** (www.copycatch.freemove.co.uk/vocalyse.htm).^{*} These tools are among the most popular and most effective.

Since many sources that plagiarists copy from are found on the Web, *phrase searching with a free Web search engine* can also be quite effective. *The Bedford Workshop on Plagiarism* (see left) offers advice on how to use these tools effectively.

Your Bedford/St. Martin's sales representative will be happy to supply more information about these options or to put you in touch with someone who can advise you on their use.

^{*} Bedford/St. Martin's is not affiliated with the companies that sponsor these services and cannot guarantee that their policies will not change.

ASSISTANCE WITH PAPERS IN THE WRITING CENTER

Our mission as writing consultants is to assist you as you analyze your paper and explore ways to improve it. Our primary concern is to help you become a better writer. To do this, we challenge you to learn more about composition and the conventions of Standard English.

Although the paper is often the medium we use to teach you about writing, we are not overly concerned with it. Our focus is to teach you how to improve it, not to do the work ourselves. For example, we don't have time to edit or proofread the paper, but we'll be glad to teach you how to do it. We also don't want you to get bogged down inserting commas when you have a problem with organization and logic. We hope that with our guidance you'll end up with a better paper, but we can't guarantee this.

As writing consultants, we make suggestions, explore alternatives, and show you how good writers evaluate text so that you can learn to evaluate your own work without our help. If we see patterns of error, we'll be glad to explain the errors and show you strategies for avoiding them. We usually suggest that you write another draft, and we'll be glad to help you evaluate that draft as well. If you have trouble mastering a skill, we'll recommend our self-paced review materials that you can study on your own and acquire the skills you need.

Because our resources are limited, we have set up the following guidelines:

- You must make an appointment to get assistance with papers. Plan ahead as appointments fill up quickly.
- You are limited to one half-hour appointment per day and two appointments per week.
- You should be on time for appointments. If you are more than ten minutes late, your appointment will be automatically canceled.
- If you cannot keep your appointment, you must call to cancel. Students who miss five appointments without calling to cancel will not be able to make any more appointments for the semester. This also applies to students who cancel more than ten appointments.
- If you are working on a group paper, each member of the group may make an appointment to discuss it, but each member must show up. You can pass the paper on to another person or work as a group, but you can't make three appointments for yourself just because there are three students in the group.

Recommended Turnitin Option Settings

Purpose	Electronic Collection and Grading of Papers Only	Informational (non-course related)	Instructional (course related)	Instructional (course related)	Punitive (course related)
Originality Checking?	NO	YES	YES	YES	YES
Reason for Choice	Simple collection of student papers for electronic grading using GradeMark. No originality checking desired or required.	Originality checking desired. Students can check paper for proper citation outside of an academic course.	Originality checking desired. Instructors and students can check a paper for proper citation within an academic course.	Originality checking desired. Instructors and students can check a paper for proper citation throughout a series of revisions within an academic course. The first submission and all revisions remain intact for review and grading.	Originality checking desired. Provides a single opportunity to submit a paper for grading within an academic course.
Turnitin Options Settings					
Allow submissions after the due date?	Personal choice (only one, flagged as LATE)	Personal choice (only one, flagged as LATE)	Personal choice (only one, flagged as LATE)	Personal choice (only one, flagged as LATE)	Personal choice (only one, flagged as LATE)
Originality Report Settings					
Generate Originality Report for submissions?	No	Yes	Yes	Yes	Yes
Generate Originality Reports for student submissions	n/a	Immediately (can overwrite reports until due date)	Immediately (can overwrite reports until due date)	Immediately (can overwrite reports until due date)	Immediately (first report is final)
Exclude bibliographic materials *	n/a	Personal choice	Personal choice	Personal choice	Personal choice
Exclude quoted materials *	n/a	Personal choice	Personal choice	Personal choice	Personal choice
Exclude small matches *	n/a	Personal choice	Personal choice	Personal choice	Personal choice
Allow students to see Originality Reports	n/a	yes	yes	yes	yes
Reveal Grades to students only on post date?	yes	yes	yes	yes	yes
Submit papers to:	No repository	No repository [So it will <i>not</i> generate a match against itself when submitted in an academic course.]	Standard paper repository [Student's last submission is added to the student paper repository.]	1. No repository [on the initial Turnitin Assignment] 2. Standard paper repository [only on the final Revision Assignment]	Standard paper repository
Search options:	n/a	Select all	Select all	Select all	Select all
GradeMark Settings					
Attach a rubric to this assignment	Personal choice, but an excellent idea	Personal choice, but an excellent idea	Personal choice, but an excellent idea	Personal choice, but an excellent idea	Personal choice, but an excellent idea
Enable e-rater@ grammar check?	yes	yes	yes	yes	yes
Select ETS handbook	Advanced	Advanced	Advanced	Advanced	Advanced
Select English Dictionary	US English Dictionary	US English Dictionary	US English Dictionary	US English Dictionary	US English Dictionary

* Setting can later be adjusted from within the Originality Report.

Information Technology Services (ITS)
Lovejoy Library 0005
Email: ftc_help@siue.edu

Open Monday - Friday
8:00 a.m. - 6:00 p.m.
Phone: (618) 650-5500