



# ACADEMIC INTEGRITY

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## An Instructor's Guide

This handbook has been sponsored by the Office of the  
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FIRST EDITION

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## Academic Integrity at Carleton

Carleton University has a **Student Academic Integrity Policy**. A copy of the policy appears in the appendix section of this Instructor Guide. It may also be found at [www.carleton.ca/studentsupport](http://www.carleton.ca/studentsupport)

Understanding and enforcing the Student Academic Integrity Policy and its procedures for dealing with student academic misconduct is important. It conveys a message of respect to the majority of students who follow appropriate scholarly practices as well as penalizing those students who don't.



## Different Perspectives

Some instructors view student academic misconduct as a sign of student apathy or laziness. Others consider it a sign of disrespect or a personal teaching failure. The majority regard it as an ethical/moral issue affecting sound scholarship.

In contrast, most students think of academic misconduct as a victimless crime. Many also consider it a practical educational choice. In an environment where the emphasis is on grades rather than intellectual growth and maturity, academic misconduct offers a viable strategy for student success.

## Research on Student Perceptions

In a survey study on cheating behaviour conducted with students at 16 Canadian campuses and 67 campuses in the United States, Don McCabe (2002-2005) found:

- Popular culture and media reports of athletes, politicians and business executives who are rarely disciplined for their misconduct send a message that cheating is okay.
- Many students see little connection between their coursework and the real world. Cheating loses its meaning when learning outcomes are either unknown or viewed as irrelevant for the student's future life goals.
- Student conceptualizations of intellectual property are weak. In an age of music and video downloading, plagiarized material can be either hard to differentiate or easily rationalized.

- Overloaded with assignments and examinations from many courses with similar due dates, students may panic and ‘cut corners’ to avoid losing marks for not meeting required deadlines (e.g. disregard a bibliographic reference rather than spend time looking for it; forget to use quotation marks with short phrases).
- Many students are surprised to learn that ‘cut and paste’ plagiarism, that is, using a sentence or two (or more) from different sources and weaving this information together into a paper without proper citation is plagiarism - not creative writing.
- Students are encouraged to collaborate but are often confused about where collaboration ends and copying begins.

### Research on Faculty Perceptions

McCabe’s study (2000) conducted at Rutgers University at Newark showed the following: 54 percent of professors rarely report plagiarism and/or cheating, 40 percent never report it, and only 6 percent report cheating regularly. More recently, Callahan (2004) found that 44 percent of faculty in the United States “did not take formal disciplinary action against students they knew were cheating”, thus spreading “the cheating culture” and sending a wrong message to the students. (p. 5) Canadian researchers report similar findings concluding that even though instructors are very concerned about academic dishonesty and feel that plagiarism is on the rise, they do little or nothing about following universities’ policies and procedures prescribed for such situations (University of Alberta, Simon Fraser University).

According to the majority of research, some of the factors that influence instructors’ decisions and contribute to refraining from pursuing cases of academic dishonesty are as follows:

- Professors prefer to deal with incidents individually. Jonathan L. Burke’s study (1997) shows that “the majority of the faculty does not regularly follow institutional policy and most handle incidents of cheating and plagiarism on their own.”
- Faculty members are dissatisfied with the process for reporting cases of academic dishonesty and they feel lack of support from departmental chairs and administration. Faculty members suggest establishing a university-wide database to record students’ offences. (Carleton University’s new Student Academic Integrity Policy has established this type of database to be composed by the Office, Student Affairs.)

- Instructors want to avoid negative publicity. Hardy (1982), for example, argues that some professors, especially young professors “try to minimize the problem for fear that it may reflect badly on their ability to teach”. Instructors want to avoid unpleasant experience.
- Professors do not want to play “the role of police”; they do not want an atmosphere of mistrust in their classrooms.
- Instructors do not have enough time for detecting and uncovering plagiarized work.
- Faculty members feel that different degrees of academic dishonesty are not clarified enough and the punishment is not adequate. They suggest providing department-specific guidelines explaining different forms of cheating, with examples.



### High Risk Student Populations

- First year students are more likely to be found committing an academic offence because either they don’t know the rules or they don’t understand them.
- Students in special academic programs are more susceptible because higher expectations are placed on their academic performance. These students have much to lose if their grades drop (e.g. scholarship funding, expulsion from the program).
- International students have distinct educational pressures. Many societies and cultures have different views of citation or the replication of memorized material. Student visas may be jeopardized by a failed course. Family expectations or financial support may increase the pressure for success.
- Students in highly structured academic programs such as Business or Engineering experience greater stress to cheat because failure in one course may mean ‘sitting out’ for an entire semester.
- Students burdened with financial problems, personal difficulties or work responsibilities may make unwise academic integrity choices in an attempt to alleviate the added stress produced by these other life circumstances.

- Cheating is higher in courses where it is well known that faculty members ignore cheating; where tutorial/lab assistants do all of the grading; and in large lecture courses where students feel anonymous or think the instructor does not care about their academic performance.
- Students are more willing to risk getting caught for cheating when an assignment counts for a disproportionate weight of the final grade because they have more to lose if they perform badly.



## Academic Integrity is a Community Issue

Teaching students how to be good scholars involves providing them with ethical guidance as well as assistance in mastering disciplinary knowledge. Your personal contact with students places you in a prime position to clarify the rules of sound scholarship and promote a culture of academic integrity at Carleton.

Most students follow the five values of honesty, trust, fairness, respect and responsibility in their non-academic lives. Our task is to show them how those values support sound scholarship.



## The Instructor's Role

The following pages outline some ways that you, as an individual instructor, may promote a culture of academic integrity at Carleton. All of these suggestions made in the following pages may not be appropriate for you or your class. Use the ones with which you are most comfortable. Also, some overlap in academic integrity assignment/workshop suggestions may occur. It is useful to consult with your colleagues to learn what they are doing so students will not become “bored” or inundated with academic integrity exercises.

### Be a Strong Advocate

- Familiarize yourself and your students with Carleton’s Student Academic Integrity policy. Many students in your class may not realize which actions constitute academic misconduct or the penalties involved.

- Give your students a flow chart of the academic misconduct disciplinary process and discuss with them the institutional consequences of academic dishonesty. (A sample flow chart is included in Appendix C.)
- Students need to see you put action behind your words. Foster an atmosphere of honesty in your classroom by dealing with dishonesty appropriately when it is detected.
- Talk about how you check for plagiarism. For example, do you use key words in web search engines? Do you know the web addresses for various paper mills? If possible, show them directly. Give specific examples.
- Discuss how citation shows respect for other scholars and the meaning it personally holds for you as a member of the scholarly community.
- Give a short lecture on how to research and write a paper. Talk about your own difficulties with the writing process and strategies you use to combat them.
- Be a role model. Cite sources in your lectures and in your PowerPoint and web material. If possible, take these opportunities to mention that all members of the academic community need to reference the work of others.
- If you identify a particular area of concern for your class such as a weakness in time management, reading and writing, or study skills, ask one of the resource people from Student Services to come to your class and give a workshop on the topic.
- Assign bonus marks or a participation grade to students who successfully complete an on-line academic integrity workshop.
- Reward the positive as well as penalizing the negative. Write statements of congratulations on papers or examinations that have been properly referenced.
- Do not assume upper-level students are aware of either academic integrity values or the rules/policy supporting them. Ask them if they want a ‘refresher’ session and be prepared to offer one.
- Rather than merely discussing your course outline on the first day of class, use this time to talk about academic integrity values or citation/study techniques.

- When you are developing assignments, think about its purpose and how it fulfills your course objectives. Tell the students why you created the assignment and what you hope they will learn from completing it.
- If it does occur, try not to personalize an individual student's cheating behaviour. Some students in your class may not understand specific citation techniques or examination practices because the rules for your discipline may be different than the ones they learned in high school or in their major discipline. A small number of students can also be the victims of another student's deception or be caught in a situation where they fear revealing a classmate's academic misconduct.

### Engage Your Students in the Process

- Brainstorm with your class about the various pressures that may lead a student to cheat and alternative options for resolving these dilemmas.
- Ask your class how they view cheating. What do they think should be done to students who cheat? How bad do they think cheating is on campus?
- Give your students the option of completing an individual assignment on cheating behaviour, a group project on academic research/citation practices, or a class seminar presentation on academic integrity values.
- Have your students discuss concepts of intellectual property, the usefulness of internet sources and the complications of 'downloading' study note material that has not been properly referenced.
- Have your students draft a letter to the Vice-President Academic, to your faculty Dean, or to one of the student organizations (e.g. NUG, CUSA) outlining their view of how academic integrity should be reinforced at Carleton or how academic misconduct may be prevented.
- Have your students create an academic integrity pledge or mission statement for the entire class to sign. Put the pledge/mission statement on all assignment and examination instruction sheets.

### Be Approachable

- Get to know your students! Their respect for you will make it less likely they will want to disappoint you by committing dishonest behaviour.

- Encourage students to come to you for advice if they are confused about assignment directions or assignment referencing practices.
- Be flexible. Recognize your students have other course commitments with similar deadlines. Is it better for a student to hand in an assignment late with a minor penalty than plagiarize because he or she is afraid you will not ease your submission date regulations?
- Keep regular office hours. If possible, maintain an open-door policy by encouraging students to drop by to talk about their course concerns.
- Keep regular email hours. In this age of technology, knowing the times they can contact you by email and the times you are most likely to respond may decrease student anxiety.
- Be available when students need help the most. Increase your office and email contact hours during high-pressure times (e.g. before assignments are due or a test/examination is to be written).
- Have students pick up their graded assignments from you during your office hours or during class break. It has the advantage of letting you get to know them better as well as ensuring other students will not take them.
- Learn to recognize signs of stress in students. Make them aware that you recognize stressful times and remind them of alternative actions they may take to relieve pressure (e.g. getting enough sleep, eating properly, talking with others).
- Be reasonable when denying extensions. Remember, in this era of reconstructed families, students have many grandmothers/grandfathers, aunts/uncles who could pass away. Research indicates very few students use these types of events to gain an academic advantage. If you are in doubt, have the student petition for a formal deferral at the Registrar's Office.

### **Take Preventive Action**

- Don't rely solely on the required course outline statement of plagiarism. Students may not know the rules of referencing for your discipline or your expectations concerning those rules. Teach them what you would like them to know and do.

- Repetition works! Citation rules and avoidance of plagiarism are complex. Provide your class with examples specific to your course as it may clarify confusion.
- Review your assignment expectations and your assessment techniques in class. Do not assume students understand what you want or how you want the assignment done. Confused students are more likely to plagiarize or cheat in fear of ‘trying to get it right’ or because they think you ‘don’t care.’
- If you allow collaboration, make students aware of how much collaboration is acceptable. Are students expected to work together but hand in their own assignments? If so, does the assignment allow them to produce results sufficiently different to remove any doubt over copied answers? Can they arrange with you to submit co-authored work for grading? Have you put these guidelines on your course outline and your assignment directions?
- Be fair in your assessment practices. For example, do you deduct a disproportionate number of marks for ‘bad’ grammar, spelling mistakes, the use of citation techniques not normally used within your discipline, or for handing in a late assignment?
- Realistically estimate the time students can devote to the course (2:1 outside: in class). Allocate enough time to work on essays or assignments. Provide a time-line guide for when different parts of the assignment should be done. Enforce time-lines by requiring the students to hand in sections of the assignment for individual grading.
- Inform students on your course outline and before each test/examination of your policy concerning missed tests/exams (e.g. what constitutes acceptable reasons for not writing, what action should they take if they miss an exam)
- Give shorter assignments. It lessens the use of paper mills which tend to offer papers more than 6 pages in length.
- Require your students to list all forms of help they received on an assignment including discussions/conversations with other students
- Clarify on your course outline what forms of outside help are acceptable and the degree of collaboration permitted.
- Set standards of work appropriate to the level of students (e.g. don’t expect a 25 page, fourth year research paper from a first year student in a first year course).
- Use library resource workshops to teach research skills.

- Provide several small assignment/evaluation opportunities. Be careful, however. Too many assignments may make them feel overloaded. Also, students consider assignments with a grade under 10% less seriously than assignments graded 10% or more. One option is to make your course grade more than 100% and pro-rate the final grade.



## Reduce Opportunity

### Plagiarism Protection

- Change your assignments format and topics each time you teach a course term.
- Provide assignment topics or take home examination questions that highlight concepts, theories or readings specific to your course and the material discussed during class. This makes it difficult for students to use essay paper mills, download from the internet or obtain assignments from 'last year's students'.
- Don't allow last minute changes of topics, especially if the student comes to you with an 'exciting idea' that is peripheral to the content in your course.
- Require annotated reference lists.
- Use reflective assignment journals as part of the class participation grade.
- Use in-class writing assignments.
- If possible, break the assignments into sections (e.g. introduction, methodology, annotated bibliography) or multiple rough drafts that can be submitted and graded in stages so students can learn the process involved in research and writing. After all, how many of us have published a paper without seeking other's comments or making revisions?
- Be creative. Use assignments other than standard term papers (e.g. interviews, content analysis of T.V. shows/movies).
- Advise your students not to lend their assignments/lab reports to anyone. If someone copies their work, they may also be considered guilty.
- Warn your students to be careful emailing assignment material to others. Some students have been known to hand in copied emailed drafts as their own.

- Never leave graded assignments, tests or examinations in a box outside of your office or at the front of the class for students to pick up. Some students have been known to take other students' work and use it in other courses or the same course in a different semester. (This way you act in accordance with Freedom of Information and Privacy Protection Act, too.)
- Warn your students not to give their computer passwords to others or to walk away from a work station without logging out. Some students have been known to copy other students' work from class computer files/programs and hand it in as their own.
- If you think something is wrong, it probably is. Follow your instincts and check.

### **Inhibiting Test/Examination Cheating**

- Make it explicitly clear to students what they will be tested on. Confused or stressed out students are more likely to panic and cheat.
- Do not leave examination question copies in your office or briefcase unless they are locked. A better idea is to leave this type of material at home until required.
- If possible, space out students more in the classroom during tests or assign different questions to alternate rows of students. Or, use different coloured examination sheets and hand them out to alternate rows of students.
- Rewrite exam questions every term or change the order of the questions.
- Number copies of the examination question sheets. Make sure you collect all copies before leaving the examination room.
- Require students to remove their hats during tests/examinations. Some have been known to write study notes on the brim.
- Caution students not to sit beside friends, 'study buddies' or lab partners. It eliminates doubt about cheating if their answers appear too similar when graded.
- Unless it is a required part of the test/examination, ask students to leave their cell phones, calculators or other technological devices at home, at the front of the class, or with you until they are finished.

- Be present during the test/examination to answer any questions and to serve as an additional proctor. If possible, have your tutorial assistants proctor with you.
- Hand out scrap paper for making notes and calculations.
- Destroy any blank test/exam copies after the exam.
- When grading, draw a line through any blank space remaining on submitted tests/exams.
- Do not leave students alone in your office when they ask to read over their final examination/test results.



### Follow Up on Your Suspicions

#### Signs of Plagiarism

- A part of the text differs in writing style or sentence structure than other parts of the assignment.
- A portion of the paper sounds familiar.
- The topic of the paper is incompatible with course readings, lecture material or assigned paper topics.
- The assignment doesn't match previous student work or writing style, sounds too professional or too 'scholarly'.
- Some information is too specific to be common knowledge
- The paper/assignment contains complex or specialized vocabulary beyond what is expected of a student at that grade level.
- The title page, font, references, format or layout are inconsistent
- There assignment contains embedded links, page breaks or incorrect page numbers.
- The bibliography is odd in some way (e.g. may be too long, contains out-dated resources, references not relevant to your course, or references not easily accessed in the library).

## Possible Indications of Test/Examination Cheating

- A student challenges an examination mark and asks you to grade it again.
- A student insists he or she has handed in an examination but you can't find it.
- A missing test/examination suddenly appears on your desk, under a pile of papers in your office or under your office door.
- Identical answers are handed in by two students sitting close to each other during the test/examination.



## If You Discover Student Academic Misconduct

Under Carleton's Student Academic Integrity Policy, all suspected cases of student academic misconduct must be sent to the Faculty Dean (typically the Associate Dean designate) who handles the allegation. We believe this process ensures a more impartial and even-handed management of student cases. Associate Deans have experience with the extent and variety of cases occurring in your faculty and can assess an individual student's case within that context. The procedures are consistent for all students and the applied sanctions based on past practice.

## Reporting Student Academic Misconduct

Although you may wish to handle a student's academic misconduct yourself, you will be undermining the process and setting up grounds for a student appeal. The Student Academic Integrity Policy passed by Senate **requires all suspected cases of student academic misconduct be reported to the Faculty Dean.**

## When Forwarding an Allegation to the Faculty Dean, please include:

- The student's name and student number,
- A description of the nature of the suspected offence,
- A copy of your course outline,

- A copy of the assignment guidelines,
- Any evidence available on the work in question and the suspected source (e.g. if you have study notes taken during a test, include all notes),
- A photocopy of the source with areas of concern highlighted (e.g. if you have an assignment with sections copied from the Internet, submit the ‘copied’ section with the words in both the assignment and the source highlighted in yellow).

The more information provided, the easier it will be to assess the allegation. If possible, include:

- Summaries of any classroom or additional verbal directions given to the student(s) on the assignment/examination,
- Summaries of any conversations you may have had with the student(s) or any witnesses to the event,
- Any statement from witnesses (e.g. a TA who initially detected plagiarized material or a proctor who detected cheating behaviour),
- A statement of your view of the student’s conduct in class (e.g. a thoughtful student attentive to studies),
- A recommendation of a possible sanction based on your assessment of the situation or of the student. This statement may be taken into consideration but may not be followed as sanctions may be based on information not available to you or past precedence.

### Confronting the Student

It is not appropriate for you to discuss the case with the student. Of particular note, **do not** discuss the allegation with other faculty members or staff. Academic misconduct allegations are serious and **the student’s confidentiality is imperative**.

Tell the student, you have had concerns about his or her work and have had to forward it to the Dean’s Office for consideration.

Advise the student to contact the University Ombuds Office at 511B University Centre or 520-2600 ext. 6617.



## In Sum

This handbook offers you some suggestions and guidelines to consider on creating and maintaining a culture of academic integrity at Carleton. As instructors, you have a lot more influence over your students than you may think. If you demonstrate the importance of integrity to you both as an individual as well as a scholar, they are likely to follow your lead. Preparation, training and understanding are half the battle.

## Appendix A: Policies and Principles



### Student Academic Integrity Policy: Excerpts

“The Academic Integrity Policy has been designed to ensure fair, transparent and consistent treatment in the promotion of student academic integrity at Carleton University.

This policy applies to:

1. all registered students;
2. to students who have withdrawn or graduated if the alleged violation occurred during the time they were registered students;
3. students who are applying to obtain admission or registration if it is alleged they breached this Policy or any policy of the University replaced by this Policy in order to obtain admission or registration; and/or
4. students who are withdrawn from the University, but who submit work for academic evaluation for the purpose of gaining readmission.

The Carleton University Student Rights and Responsibilities Policy governs the nonacademic behaviour of students, whereas this policy governs academic behaviour. In some cases, a student’s behaviour may involve both academic and nonacademic issues. In such cases, the student may be subject to the procedures of either or both policies.

Students are reminded that sanctions imposed by the University for breach of this Policy do not prevent the imposition of civil or criminal law sanctions by the relevant authorities in appropriate circumstances.

### Principles

Carleton University seeks to ensure that allegations of violations of this Policy are managed in a fair and equitable manner. This requires clear communication of standards of conduct, notice of allegations, notice of procedures, an opportunity to be heard, notice of reason for any decision, and a right to appeal those decisions, all in accordance with this Policy. The principles underlying this Policy are:

- Recognition of the need for clear institutional guidelines designed to uphold academic integrity values.

- A preference for educational and rehabilitative sanctions rather than punitive action.
- An understanding of the importance of timely, clear and consistent investigative procedures.
- An awareness of the need to conduct all investigations under values of procedural fairness and natural justice.



You can access the Academic Integrity Policy at

<http://www.carleton.ca/studentssupport/documents/ACADEMICINTEGRITYPOLICY-FINAL-JUNE2006.pdf>



## Am I a Good Role-Model?

### Honesty:

- Do I demonstrate honesty and integrity in my own referencing practices by citing the work of others in my lectures, my presentations and my written course material?

### Trust:

- Do I set unambiguous assignment guidelines?
- Am I clear about what material/readings will be covered in tests or examinations?
- Do I meet office hour or email office hour time commitments?
- Do I maintain confidentiality (e.g. reveal personal or academic information about students or colleagues to others without their permission)?

### Fairness:

- Am I consistent in my evaluation and grading practices?
- Do I set course readings and assignments appropriate for my students' grade level and academic capabilities (e.g. are they too simple or overly complex)?
- Do I provide full and honest feedback on their work?
- Do I ensure equal access to study/resource materials?
- Do I recognize/understand the power differential existing between my students and me?
- Do I avoid the perception of favoritism in my classroom comments or choice of student group participants?

- Do I discriminate unfairly between students or allow conflicts of interest with students to arise?

**Respect:**

- Do I show my students respect through my language, dress code, and attitude?
- Do I ask my students to show respect for other class members by being on time, paying attention, listening to others' points of view, being prepared, meeting deadlines, contributing to discussion?
- Do I take my students' ideas seriously and respond appropriately?
- Do I value my students' aspirations and goals and recognize them as individuals with life experience and life challenges?

**Responsibility:**

- Am I consistent in my response to academic dishonesty?
- Have I clarified the distinctions between plagiarism, paraphrasing and direct citation?
- Do I take action against wrongdoing by my colleagues despite peer pressure, fear, loyalty or compassion?



## Ten Principles of Academic Integrity: A Faculty Guide<sup>1</sup>

- 1. Affirm the importance of academic integrity.**  
Institutions of higher education are dedicated to the pursuit of truth. Faculty members need to affirm that the pursuit of truth is grounded in certain core values, including diligence, civility, and honesty.
- 2. Foster a love of learning.**  
A commitment to academic integrity is reinforced by high academic standards. Most students will thrive in an atmosphere where academic work is seen as challenging, relevant, useful, and fair.
- 3. Treat students as ends in themselves.**  
Faculty members should treat their students as ends in themselves - deserving individual attention and consideration. Students will generally reciprocate by respecting the best values of their teachers, including a commitment to academic integrity.
- 4. Foster an environment of trust in the classroom.**  
Most students are mature adults, and value an environment free of arbitrary rules and trivial assignments, where trust is earned, and given.
- 5. Encourage student responsibility for academic integrity.**  
With proper guidance, students can be given significant responsibility to help promote and protect the highest standards of academic integrity. Students want to work in communities where competition is fair, integrity is respected, and cheating is punished. They understand that one of the greatest inducements to engaging in academic dishonesty is the perception that academic dishonesty is rampant.
- 6. Clarify expectations for students.**  
Faculty members have primary responsibility for designing and cultivating the educational environment and experience. They must clarify their expectations in advance regarding honesty in academic work, including the nature and scope of student collaboration. Most students want such guidance, and welcome it in course syllabi, carefully reviewed by their teachers in class.

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<sup>1</sup> Pavela, G., *Synthesis: Law and Policy in Higher Education*, (Summer), 1997.

7. **Develop fair and relevant forms of assessment.**

Students expect their academic work to be fairly and fully assessed.

Faculty members should use - and continuously evaluate and revise - forms of assessment that require active and creative thought, and promote learning opportunities for students.

8. **Reduce opportunities to engage in academic dishonesty.**

Prevention is a critical line of defense against academic dishonesty.

Students should not be tempted or induced to engage in acts of academic dishonesty by ambiguous policies, undefined or unrealistic standards for collaboration, inadequate classroom management, or poor examination security.

9. **Challenge academic dishonesty when it occurs.**

Students observe how faculty members behave, and what values they embrace. Faculty members who ignore or trivialize academic dishonesty send the message that the core values of academic life, and community life in general, are not worth any significant effort to enforce.

10. **Help define and support campus-wide academic integrity standards.**

Acts of academic dishonesty by individual students can occur across artificial divisions of departments and schools. Although faculty members should be the primary role models for academic integrity, responsibility for defining, promoting, and protecting academic integrity must be a community-wide concern - not only to identify repeat offenders and apply consistent due process procedures but also to affirm the shared values that make colleges and universities true communities.



## The Turnitin Debate

### What Is It?

Turnitin is a privately owned Internet search engine. It is the most recognized plagiarism detection service used to check the originality of student assignments and whether or not students use their sources appropriately. A number of Universities in Canada, including York, McMaster and Windsor, use Turnitin.

### How Does It Work?

Students must submit copies of their assignments electronically to Turnitin either before or at the same time as they hand their assignment in for grading. The Turnitin program compares the wording in the assignment to the wording of documents included in its data-base (e.g. computer transcribed books, journals, newspapers, internet site material) and produces an “Originality Report.”

Each Originality Report replicates the student assignment with all transcription passages colour-coded thereby visually revealing the possibility of plagiarism. For example, an exact replication of words or phrases appears in red, paraphrased sections appear in yellow, and so forth. Each colour-coded passage is also directly linked to the Internet source identified by Turnitin. The instructor uses the link to access the original material and checks to see if the student has cited appropriately.

No identifying information about the student is submitted with the term paper and only course instructors can access their students’ Originality Reports.

### Issues of Concern:

- Many faculty and students believe Turnitin sends a negative message about academic integrity i.e. all students are viewed as ‘guilty’ and must ‘prove’ themselves to be innocent through this program. This introduces suspicion and distrust into the classroom.
- Once submitted, the student essay becomes part of Turnitin’s databank to be used by the company for its own profit without remuneration to the student.

- If students are given permission to ‘opt out’, the program loses effectiveness
- Questions have emerged over the possible violation of copyright laws by Turnitin’s use of public documents and the use of student papers.
- Turnitin represents a costly option for dealing with a small majority of student misconduct cases (e.g. it does not deal with examination cheating, fraud, collaboration).

### Alternative Options:<sup>2</sup>

- You can use the same searching techniques employed by students for locating papers on the Internet. Try typing in an unusual phrase or sentence from the assignment into a search engine such as Google, Lycos or Alta Vista. Google is the best but limits a phrase search to ten words.
- Use more than one search engine as no one engine can index the entire Web.
- Check the library holdings. Does our library have these references? Have they been checked out recently?
- Ask the librarian for assistance. He/she may be able to refer you to more appropriate search resources.

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<sup>2</sup> For more information on electronic plagiarism, go to Gretchen Pearson’s Electronic Plagiarism Seminar at <http://www.lemoyne.edu/library/plagiarism>

## Appendix B: Exercises



### Classroom Activities

#### Discussion

Classroom discussion is one of the most effective ways of preventing academic misconduct.

The important thing is to talk about academic integrity frequently enough that it stays on your students' radar but not so much that it becomes tedious or boring.

Here are some few ways of beginning the discussion:

1. Assign students an online plagiarism test such as [www.plagiarismtest.org](http://www.plagiarismtest.org) or <http://education.indiana.edu/~frick/plagiarism>. Instruct them to take the test as many times as it takes to achieve a perfect score. In the next class, have the students write down two learning points they found most valuable. Pick up those written comments. Discuss a few during class.
2. Have students proofread a few paragraphs of material that has multiple examples of plagiarism. Next class, talk about what they found.
3. In front of the class, critique a paper from an online paper mills such as [www.cheathouse.com](http://www.cheathouse.com) or [www.schoolsucks.com](http://www.schoolsucks.com) thereby showing them the low quality of papers they are likely to get from such sights.
4. Draw some examples of integrity and breaches of integrity from current events, television programs, movies, sports etc (if possible ones related to the subject matter of your course). Use these scenarios in class to jumpstart discussion. Or, divide your students into three teams: pro, con and evaluators. The evaluator team's role is to assess the soundness of the arguments.

## Brainstorming

Brainstorming is a technique that asks a group of people to respond spontaneously to a general question. The goal is to generate ideas and break down wrong assumptions.

During a brainstorming session the leader asks a general question and writes down on a flip chart or a blackboard all of the responses provided.

There should be no criticism of ideas. All comments are accepted without judgment and written down for all participants to see. This practice increases creative thought and encourages participation by all group members.

Use probes to increase involvement or draw others in. The best probe is silence. Most people are uncomfortable with silence so will speak. Be patient and wait for them!

When ideas begin to wane or participants seem to be afraid of talking, it is helpful to repeat the question.

Once a number of ideas or themes become apparent, the leader guides participants into an analysis of the themes and possible conclusions.

**Advantage:** The process and the outcome belong to the students not the instructor.

## Some Possible Brainstorming Questions:

- Why should I care about academic integrity?
- Is integrity important outside of the classroom?
- Doesn't everyone cheat to get ahead?
- Is it high grades we value or what the high grades get us?
- What types of activities do you consider to be cheating?
- Is an F in the course too lenient or too harsh a penalty for cheating?
- Should upper-level students be treated differently than first year students?
- If we created a class academic integrity pledge, what should we include?

Remember, the idea is to get your students to talk about academic integrity and begin thinking about the relevance it holds for them. Do not let group members be accusatory or disparaging of others.

Set a tone of acceptance and a positive understanding of their position. They will do the rest.



## Discussion Group Workshops

Divide your class into small groups consisting of 4 – 5 students. Give each group a different scenario to discuss for approximately 10-15 minutes. Tell them to choose a note taker who is to be prepared to report their discussion back to the class when they are finished. Below are some possible workshop topics you might wish to consider.

### Workshop 1: What Decision Would You Make?

Give each group the following scenarios as well as copies of the offences and penalties outlined in the Student Academic Integrity policy. Ask them to pretend to be a Dean who must make a decision on whether the student(s) committed academic misconduct and, if so, what penalty should be assigned.

**Note:** These examples represent past cases that have been sent to the Dean's Office by instructors. The sanction decision and the basis for that decision appear after the scenarios. If you have enough class time, you may want to have your students compare their response to the Dean's decision.

#### Scenario 1:

A student hands in an assignment for grading that has been downloaded entirely from an internet site. He says he found the assignment readings too difficult and was confused about the assignment instructions.

#### Scenario 2:

A student brings study notes into the examination room and leaves them inside her pencil case. While writing the exam, the proctor sees the notes and reports the incident.

#### Scenario 3:

A student hands in an assignment that includes passages identical to an assignment she wrote last term. She argues that her actions are okay because the

passages are her own words. Also, these passages represent only one-third of the entire essay.

**Scenario 4:**

An instructor receives two identical assignments. One of the students says that she lent a copy of her assignment to her classmate as a way of helping her understand how to write the assignment and that student copied from her.

**Scenario 5:**

The assignment instructions state, “Students are encouraged to work together but must hand in their own separate assignment.” The instructor receives four very similar assignments. All four students say they studied the material together but, then, went home and using their study notes wrote separate assignments for grading.

**Scenario 6:**

A student submits an assignment that contains phrases and sentences which, although cited, are not set apart by quotation marks.

**Scenario 7:**

A student hands in an assignment with large sections copied from an Internet source and no referencing. She argues that she had five assignments due the same week and has been working 30 hours a week to help support her studies. She didn’t have time to complete all of these assignments by their due date and decided to copy because this was an easy assignment and only worth 5% of the final grade.

**Scenario 8:**

Two students work together on a take-home examination. Because they are under time constraints, they agree that each will answer half of the questions. They think no one will notice because the class consists of 350 students and they are in different tutorial groups. They combine their responses and hand in identical take-home examinations.

## The Dean’s Decision

**Scenario 1:**

The student was found guilty. He broke Rule No. 1 of Carleton’s Student Academic Integrity Policy which states, “Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as ones’ own. The key phrase is “whether intentional or not”.

The sanction assigned was a zero in the assignment. This student was in first year so there was some doubt as to whether he understood the definition of plagiarism. If the student has been an upper-year student, he would have failed the course. Students are expected to know the rules of citation once they enter second year.

### **Scenario 2:**

The student was found guilty of Rule No. 11 of Carleton's Student Academic Integrity Policy that states, students shall not bring "to the examination/test room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner".

This student was a first-year student, but she received a failure in the course. Examination cheating is difficult to monitor and stronger sanctions are applied as a deterrent, not only to stop the student from doing it again but to give other students the message that examination cheating is not tolerated. Whether she used the material is irrelevant since merely bringing unauthorized material to her seat constitutes academic misconduct.

### **Scenario 3:**

Rule No. 2 of the Policy considers "Unauthorized Resubmission of Work". Under this rule, students are not allowed to re-submit material handed in for grading in other courses without permission of the instructor. Hence, the student was found guilty of academic misconduct. As a sanction, she was asked to write a new assignment for grading. The Associate Dean believed her claim of being unaware of this rule.

### **Scenario 4:**

This student was lucky. The other student confessed. The 'offending' student was given a grade of F in the course. The 'innocent' student was advised to, in future, discuss assignment concerns with classmates rather than give them written copies of her work.

### **Scenario 5:**

These students were all found guilty of an offence under the "Collaboration" section of the policy. Although the Associate Dean believed them, the work was too similar to discount. Also, the instructor had been clear about collaboration on the course outline. Each student was given a grade of zero on the assignment (20% of the final grade).

The students were also advised to, in the future, (1) make prior agreements with group study participants on how study notes will be taken and how those notes will be used in final assignment submissions and (2) always consult with instructors regarding their collaboration expectations. These students were majoring in a program in which collaboration and group work is expected and a second offence could result in expulsion.

**Scenario 6:**

This student claimed she had only used a few words or short phrases from the original text and did not realize she needed to put them in quotation marks. Despite this explanation, she was found guilty under the 'Plagiarism' section which includes "failing to acknowledge and/or failing to use quotation marks". As a sanction, she rewrote a new assignment using proper citation techniques. Her instructor was told to grade the paper and drop the mark by a grade, that is, if she received an A for the paper, the paper grade would be an A-, if she received a C+, the final grade assigned would be a C.

**Scenario 7:**

This student admitted she had plagiarized knowingly but felt that her life circumstances were such that she had little alternative. Otherwise, she would not have completed her assignments and would have failed the course. Although the Associate Deans sympathized with her situation, she had plagiarized and, as a second year student received an F in the course. As a preventative measure, she was also advised to attend a Time-Management workshop and contact Student Health Services.

**Scenario 8:**

These two students admitted their guilt. They thought they could 'get away with it' because they had attended separate tutorial groups and no one would notice they were handing in virtually the same take-home examination. However, in an attempt to be fair in his grading system, the instructor had asked his tutorial assistants to each mark a separate section of each examination and his tutorial assistants recognized the similar responses offered by these two students.

Although they were first year students, they were both given the typical sanction assigned for examination cheating, that is, a failing grade in the course.

**Workshop 2: What does it Matter?<sup>3</sup>**

Give each group a different scenario to discuss for approximately 10-15 minutes and be prepared to report back to the class how they would interpret the behavior described.

1. A medical researcher falsifies the results of a new anti-cancer drug to make his discovery seem more important.
2. A writer submits an idea for a series to a television company who turns it down. A few months later they broadcast an almost identical program. She never receives any acknowledgement or payment.

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<sup>3</sup> These scenarios were created by Alison Bone, University of Brighton.

3. An historian publishes a book claiming the Holocaust never took place. He makes numerous detailed assertions backed up by anonymous quotations but does not give any sources for this information.
4. Some students are acquiring essays via the Internet and the university authorities have failed to stop the practice. This has led to a decline in the University's reputation and their graduates are now finding it difficult to get a job.
5. A design student loses the portfolio containing all of her sketches for her final project, and has to start again. At the final degree show, she finds that many of her original ideas have been used in another student's work.

### Workshop 3: What Is Plagiarism?<sup>4</sup>

Carleton University's Student Academic Integrity Policy defines plagiarism as:

...presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. [...] Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet.

Below are 6 examples. Which constitutes plagiarism? Which does not? Using the definition above, explain your decision.

1. copying a paragraph verbatim from a source without any acknowledgement;
2. copying a paragraph and making small changes – for example replacing a few verbs, replacing an adjective with a synonym but acknowledging your source in the bibliography;
3. cutting and pasting a paragraph by using sentences from the original but omitting one or two and putting one or two in a different order;

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<sup>4</sup> These examples are taken from Swales and Feale, *Academic Writing for Graduate Students*. University of Michigan, 1993, cited by Jude Carroll in an online article on plagiarism at <http://www.ilt.ac.uk/resources/JCarrol.htm>

4. composing a paragraph by taking short phrases from a number of sources and putting them together into a coherent whole with an in-text acknowledgement plus bibliography;
5. paraphrasing a paragraph by rewriting with substantial changes in language and organization; the new version will also have changes in the amount of detail used and the examples provided. All sources are acknowledged in the bibliography;
6. quoting a paragraph by placing it in block format with the source cited in text and bibliography.

At the end of the discussion, give your students copies of “How to Avoid Plagiarism”.

### How to Avoid Plagiarism<sup>5</sup>

1. Always use quotation marks and references when you wish to put the exact words of an author into your essay or project.
2. Use a reference or note when you use the information or ideas from an author, even when the author’s words are being paraphrased.
3. Learn the proper way to paraphrase an author. Changing **some** of the author’s words while retaining some of them and kept the author’s sentence structure **is not sufficient**.

For Example:

“Some might look to the benefits of these quiescent political times, where the opposition looks even less likely to threaten the Liberal hegemony than it did during the Mackenzie King-St. Laurent years. But others will point to the unhealthy state of democracy when the public turns away from the exercise of the franchise, feels that the important policy matters are ignored at election time, and feels frustrated at their ability to identify a meaningful choice between reasonable alternatives.” (Jon H. Pammett, “The People’s Verdict”, in Jon H. Pammett and Christopher Dornan, Eds. The Canadian General Election of 2000 (Toronto: Dundurn, 2001) p 315.)

Suppose you found this article on the 2000 election and wanted to make the point contained in it in your paper.

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<sup>5</sup> This information sheet was written by Jon Pammett, Associate Dean of the Faculty of Public Affairs, Carleton University as a guide for students.

1. **Do not** simply write all or part of it in your paper.
2. You could **quote** the author by using quotation marks and a footnote or citation. (as appears above)
3. You could **paraphrase** him by interpreting what he said in your own words, such as:

One writer (Pammett, 2001, 315) thinks that the 2000 election could be interpreted as either one that brought on a period of stable, unchallenged liberal rule, which might have positive consequences, or as a reflection of a sickness in Canadian democracy, where the people become cynical and alienated from politics.

4. While the phrasing in point 3 above is acceptable, the following **would not be**:

One writer (Pammett, 2001, 315) thinks that people could either look to the benefits of quiescent political times or could identify the unhealthy state of democracy because the public feels frustrated at their ability to identify a meaningful choice between parties.

The above attempt to paraphrase would not be acceptable because it includes several phrases of the author, like “look to the benefits of quiescent political times” and “the unhealthy state of democracy” and “feels frustrated at the inability to identify a meaningful choice” in such a way that the reader is led to believe that they are your own words, not Pammett’s. **This would be considered plagiarism**, even though the author is cited, and you have changed some of the words.

### In Sum:

Only use someone else’s writing when you want to quote precisely what they wrote. If this is not your goal, **use your own words**.

- This avoids ambiguity about who wrote it.
- You need to learn how to write in your own style. Mimicking someone else leads to paraphrasing or ‘cut and paste’ plagiarism.
- An instructor who is reading or grading your work is interested in **your** understanding of an idea. Putting it in your own words helps you engage with the material thereby demonstrating to the instructor your own understanding.

### If in Doubt – Ask!

One good tip to avoid plagiarism relates to the way you take notes. Do not write the exact words of the author into your notes unless you plan to use them as quotes in your paper. If you **write the notes in your own words**, you will not run into trouble if you use them later on. If you do **write the author's words in your notes**, place them immediately in quotation marks (i.e. to differentiate them from your own) and include all the source/reference information with the notes so you also can transfer it easily into your bibliography.

### Remember!

“Plagiarism is a serious offence, but if you are clear, careful and honest there should be no problem. Don’t let the fear of plagiarism keep you from using to the full the amazing resources in other people’s writing. Learning how to make proper and responsible use of other people’s work in developing your own understanding of a subject is the heart of academic life. Reading good scholarly work should also give you useful examples and models of good practice and you should look out for ways in which these may help you improve your own writing.”<sup>6</sup>

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<sup>6</sup> Taken from, Pypher, H. *Avoiding Plagiarism: Advice for Students*. Leeds: School of Theology and Religious Studies, University of Leeds, 2000, pp. 12.

## Workshop 4: It's More Than Downloading

Divide your class into discussion groups. Give them a discussion sheet containing the following statement and examples. Have them discuss for approximately 10-15 minutes and then have a larger class discussion on each group's assessment.

Look at the following examples. Do you think they constitute academic misconduct?

- James and John work together on a piece of coursework and submit very similar answers. Each claims he worked individually on his final assignment.
- Mary pays \$50.00 for an outline for an essay from a student who took the course the previous year. Although she writes her own term paper, she uses this outline as a reference guide.
- A first year student finds a discarded copy of an examination in the library. He makes copies and distributes it to other students to use as a study guide. When they write the examination, they find all of the questions appear on the final examination.
- A student hands in an assignment for grading containing sections from an assignment she had written for another course. Although these sections constitute only 3 paragraphs, they fit nicely into her new assignment and she cannot think of a better way of re-writing the material.
- A student creates study notes to read on the bus on the way to the examination. He puts them in his jacket pocket on the back of his chair. The proctor sees the notes sticking out of the pocket and confiscates them before he completes the exam.



## Writing Exercises<sup>7</sup>

### 1. Integrity Paper

Write a 3-5 page paper answering the following two questions:

What is integrity?

What does integrity mean to me?

Please include an introduction, a thesis, and a conclusion and write using your own personal experiences. Organization and coherence are critical in a short paper. This is not a research paper; however, you must include 3 outside references (general references, including dictionaries and encyclopedias, will not be counted as outside references).

### 2. Current Issue Presentation and Discussion:

Please select a current issue in society that deals with integrity. For example, this could be an issue that is related to academics, business, medicine, law, sports, media, education, politics or a number of other areas.

Prepare a 5 minute presentation for class.

#### Guidelines:

- Please clear your topic with me before the presentation.
- You cannot present on the same topic as another student in the class.
- You must prepare and submit a complete outline of your presentation (due at the beginning of the class period on the day you give your presentation).
- You must submit a summary paragraph of your presentation to distribute to the class.
- Your outline and summary must include sources using MLA citation style.

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<sup>7</sup> The directions for the Integrity paper, the Current Issue and Discussion Presentation and the Film Analysis Paper were created by Susan Briggs, Andrea Goodwing and Diane Harvey at the University of Maryland.

### 3. Film Analysis Paper: (3-5 pages)

Watch one of the following movies:

- The Emperor's Club
- Cheaters
- Shattered Glass
- Quiz Show
- Perfect Score
- The Insider

Answer the following questions:

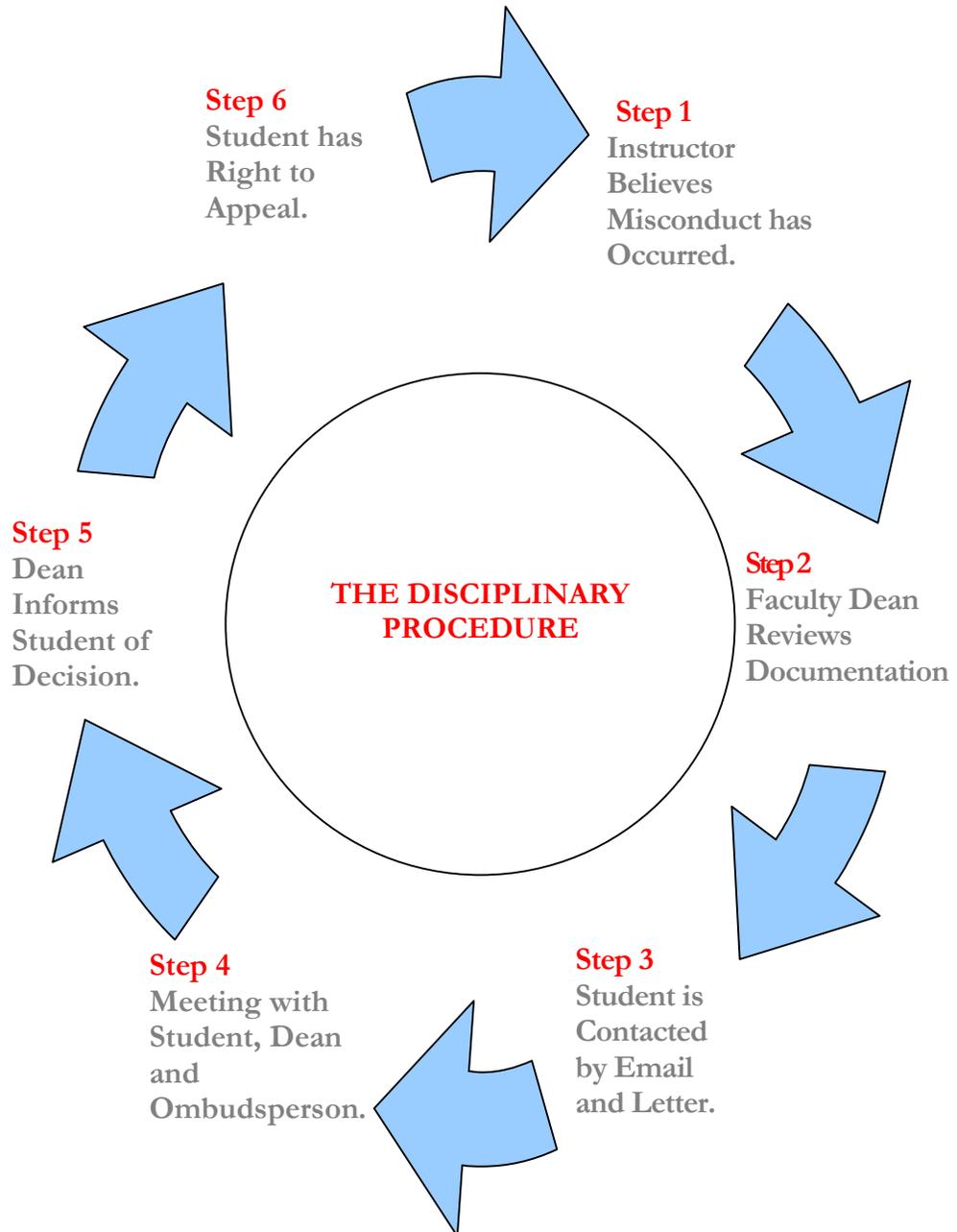
1. What ethical dilemmas related to cheating and integrity are presented? Identify and define at least three. Who are the stakeholders? What values are at stake?
2. What options were available to resolve these dilemmas? How were these dilemmas resolved? What were the consequences?
3. Do you agree with the actions taken to resolve these dilemmas? Why/why not? How would you have acted in these situations? Why?



You may find this website helpful: *A Guide to Moral Decision Making*

<http://www.ethicsweb.ca/guide>

## Appendix C: Academic Integrity Policy – Implementation Process



STEPS	RESPONSIBILITY	TIMELINES (Days = work days)
<p><b>STEP ONE –Instructor forwards evidence of infraction to Faculty Dean</b></p> <ul style="list-style-type: none"> <li>Instructor sends reporting form and all relevant evidence to the Chair/Director (if required by academic unit)</li> <li>If judged appropriate to proceed, the Chair/Director sends the evidence to the Faculty Dean</li> </ul> <p>OR</p> <p>Instructor sends reporting form and all relevant evidence directly to the Faculty Dean.</p>	<p>Instructor</p> <p>Chair/Director, or Dean</p>	<p>Within 5 days of grading</p> <p>Within 5 days of receipt</p> <p>Within 5 days of grading</p>
<p><b>STEP TWO – The Faculty Dean decides if evidence of infraction is sufficient to act</b></p> <ul style="list-style-type: none"> <li>Dean (who makes the final determination in the case) reviews the documentation and; <ul style="list-style-type: none"> <li>If the evidence is insufficient, the assignment is returned to the instructor who grades it ‘Without Penalty’</li> <li>If the evidence is adequate to proceed with inquiry:</li> </ul> </li> <li>Dean notifies other Dean(s) if student registered in another Program and Deans involved then decide if additional Dean will attend meeting. (If the issue regards a graduate student, the Dean of Graduate Studies and Research will notify the Dean responsible for the administration of the course; both Deans will decide whether both Faculties will attend the meeting.</li> </ul>	<p>Dean (Instructor)</p> <p>(Dean from other program) Dean Graduate Studies</p>	<p>Within 14 working days</p>
<p><b>STEP THREE – Contacting the Student</b></p> <ul style="list-style-type: none"> <li>Dean requests meeting with student by both email and formal letter which advises student: <ul style="list-style-type: none"> <li>Of allegation, evidence, procedures, time and place of meeting</li> <li>To seek assistance from Office of the Ombuds</li> </ul> </li> <li>Dean notifies Registrar’s Office, providing no particulars, that student is barred from withdrawing from the course if student currently enrolled in course</li> <li>If a course grade is required, the instructor temporarily assigns a GNA (Grade Not Available) to student.</li> <li>If the student is unable to attend meeting in person, a telephone meeting will be arranged.</li> <li>If the student does not respond within 10 working days to the meeting request, the Dean may make a decision on evidence available. (Before applying sanction, the Dean contacts the Office of Student Affairs to determine if this is the student’s first offence and if it is not, a stronger sanction may be applied).</li> </ul>	<p>Dean</p> <p>(Registrar’s Office)</p> <p>(Instructor)</p> <p>(Director, Student Affairs)</p>	<p>(within same 14 days)</p>
<p><b>STEP FOUR – Dean’s Meeting with Student and/or Decision</b></p> <ul style="list-style-type: none"> <li>A meeting is held with the student, the Dean(s) and the Ombudsperson if invited by the student.</li> <li>Based on the student’s response and the evidence, the Dean determines whether academic misconduct occurred. <ul style="list-style-type: none"> <li>If the Dean decides no academic misconduct occurred, the Instructor receives the assignment back and grades it ‘Without Penalty’</li> <li>If the Dean decides academic misconduct occurred, the Dean contacts the Office of Student Affairs to determine if this is the student’s first offence (and if it is not, a stronger sanction may be applied).</li> </ul> </li> </ul>	<p>Dean(s), Student (Ombudsperson)</p> <p>(Director, Student Affairs)</p>	<p>(within same 14 days)</p>
<p><b>STEP FIVE – Decision Making and Notification</b></p> <ul style="list-style-type: none"> <li>Where additional investigation is required, Dean will advise student of any new information; student will be given opportunity to respond either in writing or in person to new information.</li> </ul>	<p>Dean</p>	<p>Within 5 days of decision unless additional investigation required.</p>

<ul style="list-style-type: none"> <li>• <b>DEAN of program</b> makes determination if violation occurred and, <i>UNLESS Dean is recommending suspension or expulsion from University; transcript notation, or Rescission or Suspension of Degree:</i> <ul style="list-style-type: none"> <li>○ advises the student of the description of conduct, of reasons for decision, relevant details on which finding and sanction based, any admission of violation by the student, and the right to appeal</li> <li>○ sends records to the Office of Student Affairs if sanction imposed; destroys record of proceedings where no violation was found</li> <li>○ informs the instructor of the decision and, where appropriate, the Departmental / Unit Chair, other Faculty Deans, the Registrar's Office and the Ombuds. (Policy requires recognition and protection of student's academic and disciplinary record.)</li> <li>○ informs Registrar's Office through "Change of Grade" form, with no particulars, where penalties affect standing and requests lift of any course hold where no violation has been found; Registrar's Office records changes on student's record as per "Change of Grade" form</li> </ul> </li> </ul> <p>OR</p> <p><i>IF Dean is recommending sanctions italicized above, Dean advises VP (Academic) of recommendation and forwards all evidence to VP Academic</i></p> <p><b>VP (Academic) upon such a recommendation then:</b></p> <ul style="list-style-type: none"> <li>○ arranges meeting with referring Dean and student (who may also invite Ombuds to meeting) and makes determination after review of evidence and discussion at meeting</li> <li>○ advises student in writing if sanction of suspension, expulsion or notation on transcript will apply</li> <li>○ advises student of appeal process</li> </ul> <p>OR</p> <p><i>IF VP Academic is recommending Rescission or Suspension of one of more degrees, diplomas or certificates, VP advises Senate Executive and forwards all evidence to the Senate Executive</i></p> <p><b>Senate Executive upon such a recommendation then:</b></p> <ul style="list-style-type: none"> <li>○ Reviews the case and notifies student of decision, in writing where recommendation is accepted</li> <li>○ Notifies student of appeal process and right to take action</li> </ul>	<p>(Director, Student Affairs)</p> <p>(Registrar's Office)</p> <p>Dean</p> <p>VP Academic (Ombuds)</p> <p>VP Academic</p> <p>Clerk of Senate</p>	<p>Within 5 working days</p> <p>Within 5 working days of receipt</p> <p>Within 10 day of receipt of file</p>
<p><b>STEP SIX – Right of Appeal of Any Academic Integrity Offence Sanction</b></p> <ul style="list-style-type: none"> <li>• Students may appeal a sanction through Office, Student Affairs to the Student Academic Integrity Appeals Committee and must       <ul style="list-style-type: none"> <li>○ Provide appeal in writing</li> <li>○ Ensure appeal contains concise statement that precisely identifies grounds for the appeal</li> </ul> </li> <li>• Office, Student Affairs organizes meeting of Student Academic Integrity Appeals Committee (3 faculty;1 undergrad; 1 grad; Director Student Affairs as non-voting secretary, with quorum of 3 voting members; (Alternates will be appointed by Clerk of Senate where prior involvement by committee member):       <ul style="list-style-type: none"> <li>○ Appeals may be based on error of fact; error of process/procedure; or perceived unsuitability of the sanction.</li> <li>○ Depending upon the appeal situation, instructors may/may not be involved in the appeal process.</li> <li>○ Student will be notified in writing of time and date of hearing of appeal and advised to consult with Ombuds or Director, Student Affairs for assistance in completing appeal documentation</li> </ul> </li> <li>• Student Academic Integrity Appeals Committee will provide summary of each appeal decision to Office Student Affairs for inclusion in annual Academic Integrity Report of Office Student Affairs.</li> </ul>	<p>Student (Director, Student Affairs)</p> <p>Director, Student Affairs (Clerk of Senate)</p> <p>(Ombuds; Director, Student Affairs)</p> <p>(Director, Student Affairs)</p>	<p>Within 14 days after the student has been advised of the decision or sanction</p> <p>Within 5 days of receipt of appeal</p>

## Resource Material

### Readings:

Barks, D., and P. Watts, "Textual Borrowing Strategies for Graduate-Level ESL Writers." In *Linking Literacies: Perspectives on Reading-Writing Connections*. D.D. Belcher and A.R. Hirvela (Eds.) Ann Arbor: University of Michigan Press, 2002.

Bowers, W. J. *Student Dishonesty and Its Control in College*, New York: Bureau of Applied Social Research, Columbia University, 1964.

Buranen, L., and A.M. Roy (eds.) *Perspectives on Plagiarism and Intellectual Property in a Postmodern World*. New York: State of New York Press, 1999.

Cizek, G.J. *Cheating on Tests: How to Do It, Detect It, and Prevent It*. New Jersey: Lawrence Erlbaum Associates, 1999.

Crown, D.F., and M.S. Spiller. "Learning from the Literature on Collegiate Cheating: A Review of Empirical Research." *Journal of Business Ethics*, Vol. 17, 1998, pp. 683-700.

Harris, R. *The Plagiarism Handbook*. Pyrczak Publishing. 2001. Can also be found at [www.antiplagiarism.com](http://www.antiplagiarism.com)

McCabe, D. L., and L.K. Trevino. "Individual and Contextual Influences on Academic Dishonesty: A Multi-Campus Investigation." *Research in Higher Education*, Vol. 38, pp. 370-396, 1997.

McCabe, D. L., and L.K. Trevino. "What We Know About Cheating in College: Longitudinal Trends and Recent Developments," *Change*, Vol. 28, No. 1, 1996, pp. 28-33.

McCabe, D.L., L.K. Trevino, and K.D. Butterfield. "Academic Integrity in Honor Code and Non-Honor Code Environments: A Qualitative Investigation," *Journal of Higher Education*, Vol. 70, No. 2, 1999, pp. 211-234.

Pavela, G. "Applying the Power of Association on Campus: A Model Code of Academic Integrity," *Journal of College and University Law*, Vol. 24, No. 1997, pp. 97-118.

Pulvers, K. and G.M. Diekoff. "The Relationship between Academic Dishonesty and College Classroom Environment." *Research in Higher Education*, Vol 40, pp. 487-498, 1999.

Pyper, H. *Avoiding Plagiarism: Advice for Students*. Leeds: School of Theology and Religious Studies, University of Leeds, 2000.

Van Bramer, S.E. *What is Plagiarism?* Chester PA, USA: Widener University, 1995.

Van Gyn, G. "General Strategies to Encourage Academic Integrity." *Currents*, Vol 2, pp. 4-12, 2004.

### Internet Resources

Academic Honesty and Intellectual Ownership, Collins Memorial University at <http://library.ups.edu/research/guides/acadhon.htm>

Center for Academic Integrity <http://www.academicintegrity.org/>

Cyber-Plagiarism: Temptations for Students and Tactics for Teachers

Purdue University at <http://its.psu.edu/training/resources/handouts/cyberpliarism/>

A Guide to Moral Decision Making at <http://www.ethicsweb.ca/guide/>

Electronic Plagiarism Seminar at <http://www.lemoyne.edu/library/plagiarism>

University of Alberta Academic Integrity Quiz at [www.uofaweb.ualberta.ca/TIE/quiz.cfm](http://www.uofaweb.ualberta.ca/TIE/quiz.cfm)

University of Calgary Academic Integrity Quiz at <http://www.ucalgary.ca/honesty/>

University of Guelph Academic Integrity Quiz at [http://www.webshops.uoguelph.ca/AcademicIntegrity/integrity\\_quiz.cfm](http://www.webshops.uoguelph.ca/AcademicIntegrity/integrity_quiz.cfm)

University of Saskatchewan, "Train Your Brain" Handout <http://www.usask.ca/honesty/week.shtml>

York University Academic Integrity Tutorial at [http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)

McGill University Code of Ethics for Engineering Students at <http://www.mcgill.ca/engineering/blueprint/>

Purdue University On-Line Writing Lab <http://owl.english.purdue.edu>

Thinking about Plagiarism

<http://www.bedfordstmartins.com/technotes/workshops/plagiarismhelp.htm>

### Detection Resources:

<http://www.google.com>

<http://www.altavista.com>

<http://www.hotbot.com>

### Paper Mill/Cheating Sites:

<http://www.cheathouse.com>

<http://www.newfoundations.com/Cheatsite.html>

<http://www.schoolsucks.com>

<http://www.academon.com>

<http://www.affordabletermpapers.com>

<http://www.fastpapers.com>

<http://www.activepapers.com>