Plagiarism Prevention and Reporting for RIC Faculty/Staff

As you begin your 2020-2021 school year, the Academic Integrity Board has the following suggestions for preventing incidents of academic dishonesty. Please read through as there are updates each year:

1. Consider information presented in the article *Best Way to Stop Cheating in Online Courses? 'Teach Better'* (Inside Higher Ed., 2020*)*, especially as teaching this year will include more online instruction than ever.

2. Review information on academic integrity at the Academic Integrity Board website, and include links into syllabi.

3. Cut and paste "Examples of Academic Dishonesty" (below) directly into all syllabi. Read through this with your students.   Many instructors have found it useful to follow-up with a signed Academic Honesty contract (you design to your course needs), or a signed syllabus acknowledging the contents.

   Examples of Academic Dishonesty include (but are not limited to):

• Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
• Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
• Plagiarism: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
  - *i.* Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
  - *ii.* Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
  - *iii.* Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39).
• Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
• Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
• Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
• Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

4. Include <u>instruction</u> (depth and length will be course dependent) <u>and examples</u> on:
   a. HOW to find valid sources of information (<u>explain, model, and provide opportunities for students to demonstrate</u>).
   b. HOW to cite sources of information (<u>explain, model, and provide opportunities for students to demonstrate</u>), and where to find guidance such as https://owl.english.purdue.edu/owl/
   c. HOW to recognize and fix plagiarism by using Understanding and Preventing Plagiarism: Strategies and Resources for Students and Teachers (Community for Accredited Online Schools, 2017) at https://www.accreditedschoolsonline.org/resources/preventing-plagiarism/

4. Keep a copy of student work that violates academic integrity. Keeping a copy of all student work is helpful in general.

5. Report ALL incidents of academic dishonesty to the Vice President for Academic Affairs, regardless of how you handled it in your course. This is done using the [Academic Integrity Report Form](#) . If it is a student's first violation, unless egregious, will simply remain "on file" in the VPAA's office. However, if a student has more than one reported incident (either in the same course or in different courses), the student will have a hearing in front of the Academic Integrity Board. Please inform the student you are filing a report of the incident with the VPAA. They may contact the VPAA with any questions.

6. Provide academic and social support information whenever possible. For example, students often need help with time management and dealing with life's stressors. Simply reminding them of assistance they can receive at the Counseling Center is very helpful. Similarly, connect students with the Writing Center and other academic support available through OASIS as the semester progresses and you notice a student who is struggling.

7. Consider using Safe Assign available on Blackboard. Although not fail-proof, it does help detect where a student's work is similar to other student work or work in the database. You can opt to allow students to learn through this process by viewing their matches, or keep this information for your viewing only. Setting up Safe Assignments is not difficult or time-consuming, and provides some assistance to you in plagiarism detection. Simply "Googling" excerpts from student work is also a method many professors find useful to check ownership of material.

8. Consider asking your students to complete the tutorial from Indiana University. [After completing the test, they can present the certification document to you.](#)

9. [Consider becoming an Academic Integrity Advisor](#) - a great way to take a proactive approach to the re-occurrence of plagiarism.

10. Familiarize yourself with the RIC [Manual of Academic Policies and Procedures](#), section 9.

11. Make every effort in all opportunities to *prevent* acts of academic integrity violations, in other words, take a preventative and proactive approach to decreasing incidents of violations. For example, student use of electronic devices and electronic sharing in acts of academic integrity violations has risen. State clearly in your syllabi and discuss with your students your policies on use of electronic devices and electronic sharing pertaining to your course. For example, are they allowed to take photographs of exams/projects and share with others? State whether you allow this or not. If exams are not to be photographed or shared, state that. If projects are not to be worked on with the help of other students, state that in the project description. Written policies are helpful in making your rules around academic integrity clear to students and the Academic Integrity Board.