

## Advice for Faculty on Plagiarism

### A. **Simple steps to prevent plagiarism:**

1. It is recommended that faculty members include in all course syllabi a reference to the statement on plagiarism in the current University Catalog and a statement of the action(s) that the faculty member will take if plagiarism is detected. (See Academic Dishonesty, 1998-00 University Catalog, pages 81-82.)
2. Before assigning a paper, provide students with an information sheet on appropriate citation styles and conventions. Go over examples of when to quote and when to paraphrase or summarize, and provide examples of appropriate and inappropriate modes of paraphrasing and summarizing the ideas presented by others.
3. Point out that material which is freely available, as on the Internet, is also subject to the Academic Dishonesty policies listed in the Catalog.
4. Closely tailor writing assignments to the content of the course or to individual student interest or experience.
  1. Keep in mind, open-ended assignments and book reviews are commonly purchased or plagiarized.
  - b. Ensure that you have full command of the intellectual domain and the literature (both in print and in electronic media) for which you assign writing topics. If necessary, narrow topics until you feel confident that you do. We all know how frustrating it is to suspect plagiarism and not be able to find the source which would provide you with the assurance that plagiarism has taken place. Worse, however is not catching and punishing plagiarism: nothing undermines academic honesty more than the instructor's inability to detect it when it occurs.
5. Do not, however, avoid plagiarism by simply not giving outside writing assignments such as term papers or essays. Students will never learn to write or how to build upon knowledge appropriately and responsibly if the issue of plagiarism is not addressed and dealt with.

### B. **More advice to faculty available on the web.**

[Anti Plagiarism Strategies for Research Papers](http://www.sccu.edu/faculty/R_Harris/antiplag.htm) by Robert Harris is an up-to-date and thorough discussion of how to avoid assignments which invite dishonesty.  
[[http://www.sccu.edu/faculty/R\\_Harris/antiplag.htm](http://www.sccu.edu/faculty/R_Harris/antiplag.htm)]

[Cut and Paste Plagiarism: Preventing, Detecting and Tracking Online Plagiarism](http://alexia.lis.uiuc.edu/~janicke/plagiary.htm), by Lisa Hinchliffe provides you with all you might want to know about web plagiarism, including where students might obtain whole papers.  
[<http://alexia.lis.uiuc.edu/~janicke/plagiary.htm>]

[APlagiarism](#) by Earl Babbie is a good discussion, aimed at the inexperienced, but basically honest college student, and giving acceptable and unacceptable forms of incorporating into their papers the words and ideas written by others.  
[<http://www.csubak.edu/ssric/Modules/Other/plagiarism.htm>]

[APlagiarism Q&A](#) posted by Education Central gives advice suitable for students and faculty alike, but (unfortunately, in some respects) lists several sources where students could obtain papers for purchase.  
[<http://edcen.ehhs.cmich.edu/~mspears/plagiarism.html>]

[Copernic 2000](#) is a *very* fast (and free) search engine which can be installed on your PC. It uses some 20 major online search engines simultaneously to search the internet for relatively unique and specific phrases, or titles, or topics which you suspect might be [Alifted](#) from the internet.  
[<http://www.copernic.com/>]

### **Note: Sympathy and understanding**

Many of our students claim not to have been taught that plagiarism is wrong. It is our responsibility to provide them with a clear definition and explicit rules governing authorship and copyright.

New technology (e.g., the Internet and CD Rom encyclopedias) and intellectual trends associated with electronic media entice and even encourage people to copy, send or cut and paste information from one source to another without realizing the potential forms of dishonesty involved.

We should recognize that there are cultures which do not stress individuality and individual creativity as strongly as U.S. universities do, and that other systems of education instead emphasize memorization and replication of established textual authority. Students having received their earlier education in such countries may see such knowledge as unalterable, and find it problematical to be asked to [Athink for themselves](#) and [Awrite in their own words](#). Indeed, they may feel this is to be an arrogant emphasis of the self over the received wisdom of the collectivity. While not condoning this style of writing, faculty should be aware that the student may not be motivated by academic dishonesty, recognize the student's potential confusion, and work patiently with the student to adopt new practices and standards.

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