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PLAGIARISM

IN THIS ISSUE . . .

Research Integrity

INTRODUCTION

The information in this newsletter is for MSU administrators, faculty, researchers, students and others who are concerned or interested in knowing more about plagiarism. It has plagiarism-related information relevant to research labs and classrooms, graduate and undergraduate education, faculty and students, MSU and national policies.

It is intended to offer perspectives from a variety of individuals in the MSU community on plagiarism and related academic integrity issues and to provide examples of best practices and insights, as well as resources for addressing plagiarism.

In order to achieve the intellectual stature and respect that we desire for the community of scholars at MSU as a whole, we must work cooperatively to build not only disciplinary excellence but also a reputation for integrity and respect for others. The articles here are presented with our thanks to the contributors and their assistance in striving toward the goal of unquestioned respect for and trust in MSU's contributions to society. We intend this newsletter to be a resource to prevent plagiarism by addressing it openly and encouraging all members of the university community to do the same.

Karen L Klomparens

http://grad.msu.edu/integrity.htm

MICHIGAN STATE
U N I V E R S I T Y

THE VALUES AND POLICIES OF MSU REGARDING PLAGIARISM

By Kim Wilcox
Provost

Many things contribute to the sense of community that defines Michigan State University. Our world class athletics programs, our park-like campus, and our land-grant traditions all help to make us feel connected to each other. But at our core, we are a community of 55,000 students, faculty, and staff who have come here in the pursuit of knowledge. That noble goal is what truly binds us. As a result, anything that puts the pursuit of knowledge at risk threatens the very core of our community and few things threaten that pursuit more than plagiarism.

Like most serious threats, plagiarism must be addressed openly and honestly if we are to eliminate it from our community. **Plagiarism must become an explicit topic of discussion in all of our courses as well as in our laboratories and research groups. One of the most effective means of reducing the incidence of plagiarism is to continually remind others that this behavior is not tolerated at Michigan State University.**

While plagiarism is an old problem, the inter-connectedness of our modern "global village" is providing a new environment in which it can thrive. The lure of Internet-based research, the increasing pressure of challenging assignments, and ever tighter deadlines for students and faculty help to create an environment that is susceptible to plagiarism.

An important first step in reducing the occurrence of plagiarism is to define precisely what plagiarism is—and is not—for both our students and ourselves. That is one of the goals of this edition of the Research Integrity Newsletter. Plagiarism can be a murky concept, so it is important that we clarify its meaning.

Next we must ask: "Why do people plagiarize?" While many of the specific reasons are dealt with directly elsewhere in this newsletter, let me suggest a few possibilities. Some may feel compelled to plagiarize due to intense academic pressures, while others may indulge in the practice without ever realizing it—many individuals simply do not know the "rules of the road" or need to be reminded. Others know the rules, but plagiarize anyway. Cultural clashes may also result in problems for certain international students, who may not always define their methods of learning, analysis and presentation in the same ways that Americans do. As educators, it is our professional obligation to be informed on these issues as well as the University's policies on plagiarism. It is also our academic duty to impart this information to our students so that we may be sure that every student is developing his or her own set of original critical thinking and analytical skills required for success in the working world.

Vice Provost for Libraries, Computing and Technology David Gift recently sent this message as part of an email to the MSU community:

"As an academic community, we value the exchange of ideas and respect the intellectual work and property of others. Consistent with these values, we do not condone plagiarism, nor do we condone any unlawful uses of copyrighted works, including illegal copying and distribution."

This statement encapsulates well the learning environment that we have at MSU and the environment we require of all members of our academic community to encourage and safeguard.

I ask for your attention to this important issue.

RESOURCES ON PLAGIARISM

MSU has many printed and online resources on plagiarism. Several are listed here. More MSU and external resources are available at the Research Integrity Newsletter web site (http://grad.msu.edu/integrity. htm). I encourage faculty to stimulate discussion of these matters with departmental colleagues to encourage greater insight and transparency.

Academic Rights, Responsibilities and Obligations: Research Mentoring Task Force Report
http://grad.msu.edu/staff/mentoring.htm

Academic Programs Catalog
http://www.reg.msu.edu/ucc/AcademicPrograms.asp

Spartan Life—Part II
http://www.vps.msu.edu/SpLife/default.pdf

Graduate Student Rights and Responsibilities
http://www.vps.msu.edu/SpLife/default.pdf

THE IMPORTANCE OF INTELLECTUAL INTEGRITY IN A COMMUNITY OF SCHOLARS

By Karen Klomparens
Dean of the Graduate School

The Research Integrity Newsletter was introduced nearly ten years ago as a cooperative effort amongst the Graduate School, the Vice President for Research and Graduate Studies, and the University Intellectual Integrity Officer to promote communication and understanding on matters of ethics and integrity in research and scholarship. This was one of many efforts then and since to reinvigorate and strengthen graduate education at MSU. The "roadmap" for this effort was designed in the early 1990's by the Council on the Review of Research and Graduate Education (CORRAGE)[1], but the responsibility for making steady progress is shared by all – students, faculty, staff, and administrators alike.

In the early 1990s, CORRAGE addressed a range of issues, challenges and values affecting research and graduate education with one Task Force group specifically addressing "Ethics and Values." While we need to always be mindful of opportunities and needs for growth and advancement, there are many reasons to be proud of our collective accomplishments. Within the Graduate School, diverse career and professional development programs[2], including a series on the responsible conduct of research, are offered. These programs highlight aspects of four themes deemed critical for student success—planning, resilience, engagement and professionalism. In total, these programs are attended by hundreds of graduate students annually, with approximately 70-80 attending each of the seven workshops offered in the Responsible Conduct of Research Series[3].

The first issue of the Research Integrity Newsletter, published in the spring of 1996, reported that "75% of plagiarism cases reviewed by the University Intellectual Integrity Office in 1995 involved graduate students." Anecdotal evidence in 2005 suggest that nearly 70% of reports or allegations of misconduct to the Intellectual Integrity Officer involve some aspects of failure to properly credit the works of others, including plagiarism (see the contribution by Loran Bieber on page 13).

Recognition of continued violations of existing standards of research integrity led to the formation of a Task Force in late 2003 on Research Mentoring. This small group of senior faculty representing varied disciplines, with graduate student input, presented Guidelines for both "Graduate Student Advising and Mentoring Relationships"

and "Integrity in Research and Creative Activities" along with recommendations for their implementation. The activities of this Task Force were reported in the Spring 2004 Research Integrity Newsletter[4]. One of the eight Key Principles highlighted by the Guidelines for Integrity in Research and Creative Activities is "Recognition of Prior Work."

Violations of the key elements of this principle range from failure to properly recognize and credit the work of others to blatantly taking academic credit for the work of others by claiming it as one's own. In the end, such acts could be judged to result from neglect and carelessness up to being an egregious act of scientific misconduct leading to university sanctions. The most serious acts of misconduct by an MSU student in the conduct of research can precipitate a recommendation to revoke a previously awarded degree.

This issue of the Research Integrity Newsletter highlights issues and perspectives related to Plagiarism. Clearly, MSU is not alone in dealing with such matters. Incidents of plagiarism have been reported for established journalists, novelists, scientists, and administrators as well as students. It is sobering that a recent study by researchers at the University of Minnesota[5] reported admissions by 1.7% of mid-career and 1.0% of early-career biomedical scholars surveyed of "Using another's ideas without obtaining permission or giving due credit."

Smart ideas are sometimes our own, and are, more often, inspired by others' ideas and/or words. These words deserve due credit and recognition. Research and scholarship are conducted in a community of thinkers, both faculty and students, as well as postdocs and staff, whether it is in a classroom, a journal publication, or at a disciplinary conference. Plagiarism is a betrayal of that community.

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[1] http://www.msu.edu/unit/acadgov/corrage/

[2] http://grad.msu.edu/cpd.htm

[3] http://grad.msu.edu/all/respconduct.htm

[4] http://grad.msu.edu/all/ris04.pdf

[5] Brian C. Martinson, Melissa S. Anderson and Raymond de Vries. 2005. Scientists behaving badly. Nature 435 (June 9):737-738.

PROTECTING MSU'S REPUTATION IS PROTECTING YOUR OWN

By J. Ian Gray
Vice President for Research and Graduate Studies

Michigan State University is one of the world's premier public research institutions. The Carnegie Foundation classifies MSU as a "Research Extensive" university, which means we are engaged in "very high research activity." Consistently, year after year, decade after decade, we rank in the top tier of public research universities in the United States and in the top 100 in the world.

At the core of MSU's mission as a land-grant university is research; that is, the quest for new knowledge and understanding. The dissemination of this new knowledge and understanding in classrooms and other settings comprises the other two core parts of the MSU mission: teaching/learning and outreach/engagement.

As Vice President for Research and Graduate Studies, my office has the oversight and coordinating responsibility to maintain and enhance MSU's research and creative activities. Our office, in a sense, is the "standard bearer" for research for MSU. As such, we are constantly examining a myriad of intellectual integrity and research responsibility issues, making sure we are holding ourselves to the highest standards of conduct. As part of this, we are also assuring that MSU is not only in compliance with all federal regulations regarding academic integrity (see page 14), but also that we are working actively with the Graduate School to encourage an educational approach to this issue.

This educational approach is explained in detail by Graduate School Dean Karen Klomparens in her remarks on page 3. I would like to echo what she says: that this approach requires all MSU faculty and students to see **yourselves as members of a community of scholars, not only at MSU but also as part of the global community of researchers in your chosen area. It is my opinion and one shared by my colleagues at other research institutions—that communal vigilance is the best approach to combating academic dishonesty.** As scholars, we have the most to lose if our peers or students plagiarize, falsify and fabricate research results. They not only damage their own reputations, they also damage ours by association, as well as decreasing our credibility in the eyes of the public and the public agencies that fund our research and depend upon that research to help solve increasingly complex problems.

Therefore, we need to be informed and involved about research misconduct issues at the university, college, department, lab and classroom levels. We need to talk to our colleagues and students about this issue. We need to understand the psychological and sociological factors that motivate someone to plagiarize. We need to understand what constitutes plagiarism and other misconduct, according to MSU's standards and the standards of institutions and agencies beyond our campus. And, we need to be committed to creating a community that will not tolerate plagiarism or other forms of research misconduct.

The **vast majority of students and faculty do not engage in research misconduct** and I do not want to give the impression that we at the Office of the Vice President for Research and Graduate Studies believe there are legions among us who are practicing such academic dishonesty. But for those few who are, as a community we need to send them a clear signal that MSU treats this issue seriously and will not tolerate it under any circumstances. **This behavior compromises the very foundation upon which this great university has built its reputation for the last 150 years.** Like you, I am immensely proud to have the responsibility of continuing the tradition of research, teaching and outreach at Michigan State. Its reputation is my own.

ACADEMIC INTEGRITY: AN IMPERATIVE FOR UNDERGRADUATES

By June Youatt
Dean of Undergraduate Studies

It seems safe to assume that many of our undergraduate students come to the University with some formed attitudes and values around academic integrity. Recent national studies suggest we should expect that some of our students have been involved in academic dishonesty – plagiarism and other forms – well before they arrive on our campus and matriculate as undergraduates.

With that in mind, the transition to the University and the undergraduate experience becomes a critical time to reinforce knowledge and attitudes around academic integrity. Helping students understand both the rules and the values they represent is key not just to their success in MSU classrooms and laboratories, but beyond. Our messages about academic honesty – doing your own, authentic work and crediting others for theirs – must be persistent, consistent, and clear.

MSU is committed to helping students understand – from the beginning – why academic honesty is so important (to the University and to them personally), how we define academic dishonesty, and the consequences of engaging in plagiarism and other acts of cheating. The web-based educational program currently being piloted (see Dawn Zeligman's related article) will provide a common introduction to students. It is also an attempt to help students understand the relationship of academic honesty to their own learning. The program is not the "fix" that will halt cheating among undergraduates, but it makes a strong, first statement about our values and policies.

Promoting academic integrity among our undergraduates must be a collaborative effort, shared by our faculty and instructors, advisers, administrators, and student affairs professionals. Faculty, in many cases already over-burdened, may feel some resistance to the charge to deliberately promote and guard academic integrity. But the cost of not doing so is high. The reputation of our institution and the degree to which others have confidence in the products of our work (including the quality of the students we prepare) depends upon our commitment to academic integrity. For our students, practicing academic integrity is critical to their development. If our students are to be successful, beyond their content knowledge and skills they must develop confidence to present and defend their own answers and opinions, respect for the ideas and work of others, and ethical decision-making skills that will transfer to jobs and graduate school.

Across campus student-initiated conversations are occurring in colleges and governance about honor codes and stronger, clearer academic dishonesty policies. Many students are willing to take responsibility for creating an environment that is more equitable, where students actually get the grades they earn, and are not disadvantaged by cheaters who contribute to grade inflation and skewing "the curve." Students are interested in the "value added" to their degree of an instructional or program reputation of high standards of integrity and honesty.

Our role is to take the time to deliberately teach and model good practice, and to investigate and pursue individual cases of dishonesty. That will require the support and backing of administrators and the assistance of Ombudsman and other advocacy offices. As a University community, we cannot be too uninformed, too busy, too frustrated, or too disengaged to make these lessons a priority for our undergraduates. Our students and our University depend on it.

BOOKS

Harris, Robert A. The Plagiarism Handbook. Pyrczak Publishing (Los Angeles): 2001.

Lafollette, Marcel C. Stealing into Print: Fraud, Plagiarism, and Misconduct in Scientific Publishing. University of California Press: 1996.

Lipson, Charles. Doing Honest Work in College. University of Chicago Press (Chicago): 2004.

Whitley, Jr., E., Bernard and Patricia Keith-Spiegel. Academic Dishonesty: An Educator's Guide. Lawrence Erlbaum Associates (London): 2002.

HOW STUDENTS THINK OF PLAGIARISM AND CHEATING

By Dawn Zeligman
Graduate Research Assistant

The Center for Academic Integrity, a national organization that conducts research on cheating and plagiarism, conducted a study of 18,000 high school students in 61 schools and found that 70% report cheating one or more times on tests. Similar results were found on college campuses.

As part of a campus-wide initiative to educate undergraduate students about the role of academic integrity at MSU, Assistant Provost June Youatt and I developed and executed a pre-college tutorial and quiz in summer 2005. The online activity, which was conducted through ANGEL and completed by 1,500 incoming undergraduate students, included a specially crafted learning module about integrity, cheating, and plagiarism. The tutorial was followed by a quiz based on the information provided.

The goal of this project was help students identify and understand both what cheating and plagiarism are, and the importance of maintaining a culture of integrity and fairness in our community of scholars. Although part of the tutorial included what might be considered "common knowledge," quiz results suggest that students need support in developing in two areas; understanding copyright laws, and understanding that cheating effects more than the offender.

Academic Integrity Quiz

Of the 20 questions posed, 17 were answered correctly 95% (±3%) of the time. Responses to the remaining three questions were variable, which suggests that the students did not know the correct answer, or in one instance, found the question confusing.

As for our incoming first-year students, the web-based tutorial will be executed as a full-scale activity and required of all new students in 2006.

For those interested in learning more about academic integrity you may find detailed information at http://www.academicintegrity.org/index.asp

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"If I cheat I am only hurting myself."

A. This is true since I'm the only one who can get caught...........................267
B. This is false because some faculty members grade "on a curve"...............................692
C. This is true because no one else is involved...157
D. All of the above..316

"To find out if a document is copyrighted, all I have to do is look for the © symbol."

False..915
True...516

"It's okay for me to hand in the same paper for more than one class."

A. Yes..1
B. No...565
C. It depends, I should ask my professor........818
D. If I cite different sources it is okay 12

STUDENT WRITERS AND THE PRODUCTION OF KNOWLEDGE

By David M. Sheridan
Associate Director, MSU Writing Center

What's the most blatant example of plagiarism you've had to deal with? In the days before the web, I had one student who retyped an entire article from Glamour magazine and handed it in as her essay. Another student masked out the header of his friend's paper and submitted it as his own work. His name appeared in a different font than the rest of the manuscript, and there were telltale photocopier shadows outlining the slip of paper he had used to cover the original name and date.

As we think about the cluster of issues surrounding the practice of plagiarism in academic settings, it is useful to distinguish between two fundamentally different categories. In the first category, we might place such blatant cases as the two I just outlined. In most of these cases, the student knows he or she is engaging in unethical behavior and should be held accountable for his or her actions.

But I want to focus on another set of practices that, while just as problematic and ethically complicated, do not necessarily involve deliberate stealing. Included in this category are instances when students borrow phrases and ideas from sources, but fail to follow appropriate protocols. Quotations are presented inaccurately, and paraphrases rely too heavily on the language of the original.

When we encounter problems like this at the Writing Center, we try to impress upon students the importance and seriousness of respecting others' ideas and expressions. We also review proper protocols for working with source material. Based on these experiences, we've developed a classroom presentation that focuses on appropriate and effective ways of integrating source material into a paper.

But why do some students find writing with sources so difficult? Simple research reveals that it is not just a collegiate problem. If you Google the term "plagiarized," for instance, you'll find that many famous and well-respected people have done it—including novelists, scholars, journalists, politicians, and priests. Read far enough, and you'll start to notice recurring details: writers who found themselves in high-pressure situations; sloppy research practices; confusion about exactly when and how to give credit to sources.

I suspect that many cases of student plagiarism involve similar factors—namely, a mixture of confusion, carelessness, and desperation. None of these, of course, is an excuse. But fostering high standards of academic integrity requires us to confront a set of contextual factors.

Many students, for instance, find it difficult to preserve their own voices in papers populated with the voices of professional writers; their papers are often a series of long quotations strung together with minimal transitions. Instructors have stressed the importance of research, and students are eager to present this research prominently. In their view, the longer the quote, the better.

To counter this problem, instructors will often pressure students to generate "their own language" and use "their own voices." There is a tension, then, between the pressure to include source material and to produce "original" work.

Additionally, we are all immersed in a culture that sends conflicting signals about what counts as an appropriate use of others' creative work. Protocols for citing sources in magazines and newspapers are different from those followed by academic journals. And there are still other protocols when it comes to artistic and pop-culture forms.

In fact, notions of authorship and originality are notoriously fluid. Conceptions of authorship vary from culture to culture and are often linked to broader understandings of knowledge, community, and tradition. Even within Western culture, conceptions of authorship have changed radically over time.

Instructors can employ a number of effective strategies that encourage ethical writing practices:

- **Requiring rough drafts for peer or instructor review helps students get an early start on their writing projects, avoiding the desperation that accompanies an imminent due date and an empty page.**
- **Asking students to turn in photocopies of sources is a powerful reminder to students that they will be held accountable for using source material carefully, and also lets instructors deliver more precise feedback.**
- **Instructors can frame assignments with enough detail that generic papers available from online paper mills won't work.**

Classroom practices like these are part of the solution, but the larger and tougher challenge is to engage students in the practice of developing sophisticated understandings of the production and circulation of knowledge. What are the ethical, legal, and practical explanations for why we treat the ideas of others as we do? Why do these standards change as we move in and out of different academic, popular, and personal contexts? What counts as "new" or "original," and how does this vary by context and discipline? How do researchers position their own work in relation to existing research? Confronting these and other questions in the classroom is crucial to helping students adopt ethical research practices.

UNDERSTANDING PLAGIARISM IN A DIGITAL WORLD

By Dànielle Nicole DeVoss
Director of the Professional Writing Program, Department of Writing, Rhetoric and American Cultures

Why Students Plagiarize

. . . Equally as interesting as how teachers and their institutions define plagiarism is why students plagiarize. Reasons for plagiarizing are as diverse and complex as definitions of plagiarism.

Students may plagiarize because they feel that assembling sources, citations, and quotes is the primary goal of writing a paper—and that their original ideas are secondary (Whitaker, 1993). Students may stumble toward plagiarism when they fail to cite properly because they don't entirely understand the point or argument of a primary work, or they may struggle to define what "common knowledge" means and thus have difficulty identifying which information merits a citation (Whitaker, 1993).

Plagiarism might emerge because students have a poor understanding of an assignment or of the rhetorical aspects of an assignment—that is, a weak understanding of situation, audience, and their purpose in completing an assignment (1990).. . . Students may plagiarize to get the work done; as Augustus Kolich (1983) noted, "the stolen essay serves a practical purpose; it is a finished product that fits into a specific slot and that completes an assignment" (p. 146). Finally, students may plagiarize because of the often unconscious cultural principles of written work. Cultures vary in how writing, authorship, identity, individualism, ownership rights, and personal relationships are perceived, and these variances in values and approaches to text affect student writing (Fox, 1994).

Although we regularly tell students that "plagiarism is wrong," a variety of factors and temptations beyond those listed above complicate this generic warning. American academic writing is full of often-conflicting complications, the most obvious of which is expecting students to come up with and develop an original idea, while requiring them to find plenty of material to back up their supposedly new and original idea or perspective on a subject. Those of us indoctrinated into academic writing traverse this complication quite easily—that is, we can explain new ideas and complement them with existing research and theory—but it should still be clear to most of us that this complication poses a challenge to students in our classes. . . . Common questions may include: Where does one person's work leave off and another's begin? What can be considered "common knowledge?" Does everything have to be cited? Is it cheating or plagiarizing to use resources like web sites offering summaries or Cliff's Notes? . . .

Online plagiarism is just as, if not more, complicated as any other form of plagiarism, and these same—and different—complications apply to research and writing in online realms. Students may plagiarize from online research spaces because it's easy to do so; cutting and pasting is a common computer-based text-manipulation trick. Students may plagiarize from online research spaces because there is no review, publication, and catalogue process for most web pages, and, on top of that, authors aren't always privileged the way they are in print texts. Students may plagiarize from

virtual realms because they lack sophistication in searching and evaluating sources within this realm and, frustrated, resort to "stealing" texts. Students may plagiarize from web pages because they are refocusing their literacy, research, and writing skills to online spaces, and they are adapting to the rhetorically and technologically complicated demands of the web.. . .

Avoiding Plagiarism

- Address issues of academic honesty and plagiarism early on and in an up-front manner in our classes (Whitaker, 1993).
- Adopt more proactive approaches focused on rhetorical purpose—build in rhetorical purpose to assignments so that students are clear about their task when they begin (Kantz, 1990).
- Build in lessons and assignments that emphasize process rather than product (Whitaker, 1993).
- Discuss hypothetical cases of plagiarism with students, and ask that they revise—appropriately— plagiarized or example passages (Hawley, 1984; Wilhoit, 1994).

Addressing Suspected Plagiarism[1]

- Evaluate the type of plagiarism: Was this a mistake of not knowing how to include quotations? Of not knowing how to summarize and integrate research material? Of not knowing how to cite sources? Of not knowing how close is too close to work with other student researchers? Or was this a blatant, deliberate act of purchasing or borrowing a paper and submitting it for credit?
- Consider cultural factors: If this is an international student, a student who may be first-generation college in his or her family, or a student from a community that understands writing differently than do those who teach standard American academic conventions? Could this student have a different understanding of plagiarism?
- Decide who to involve: Should the issue be kept between you and the student, or should it be taken up with the department head or the dean?
- Confront the student: Reveal your suspicions, and give the student a chance to prove it is not a plagiarized paper.

[1]From Plagiarism Thread on ACW-L, October 1997 (gathered by Bill Marsh, http://english.ttu.edu/kairos/3.1/index_f.html)

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Fox, Helen. (1994). Listening to the World: Cultural Issues in Academic Writing. Urbana, IL: National Council of Teachers of English.

Hawley, Christopher S. (1984). *The Thieves of Academe: Plagiarism in the University System*. Improving College and University Teaching, 32, 35–39.

Kantz, Margaret. (1990). *Helping Students Use Textual Sources Persuasively.* College English, 52, 74–91.

Kolich, Augustus M. (1983). *Plagiarism: The Worm of Reason*. College English, 45, 141–148.

Whitaker, Elaine. (1993). *A Pedagogy to Address Plagiarism*. College Composition and Communication, 44, 509–514.

Wilhoit, Stephen. (1994). *Helping Students Avoid Plagiarism*. College Teaching, 42, 161–164.

SELECTED WEB RESOURCES ON PLAGIARISM

Dartmouth College
http://www.dartmouth.edu/~sources/about/what.html

Georgetown University
http://www.georgetown.edu/honor/plagiarism.html

Indiana University—School of Education
http://education.indiana.edu/~frick/plagiarism/

Indiana University—Writing Tutorial Services.
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Princeton University
http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.html

Purdue University Writing Lab
http://owl.english.purdue.edu/handouts/research/r_plagiar.html

UC Davis Student Judicial Affairs
http://sja.ucdavis.edu/avoid.htm

LEARNING RESOURCES CENTER'S WORKSHOPS ON PLAGIARISM

By Jessica DeForest
Social Science Specialist, LRC

"How many words can I copy without quoting before it's cheating?" is one of the most common questions from students asking how to avoid plagiarizing. The Learning Resources Center (http://www.msu.edu/~lrc/) works with various units at MSU to help them teach students how to write without plagiarizing. **One of our strategies is to tailor workshops in the disciplines that help graduate and advanced undergraduate students translate a general understanding about plagiarism into the habits and skills that are appropriate to a particular discipline.**

The academic market for plagiarism detection software and services and the proliferation of position statements on and inquiries into the roots of plagiarism give the impression that academia is struggling with an academic honesty crisis. Services such as Turnitin.com, though not foolproof, can indeed simplify the task of catching blatant and persistent forms of plagiarism. **The use of sophisticated detection technology, however, can not by itself replace pedagogical approaches that help students learn about plagiarism.**

The LRC workshops are intended as a complement to informing students about the ethical issues and possible consequences of plagiarizing, and focus primarily on helping students learn to monitor their own thinking and writing processes for accuracy and originality. Questions like that above suggest that helping students develop a working knowledge of the habits and skills required in order to avoid plagiarism is at least as important as communicating academic standards and expectations.

An excellent time to address such issues is in the tier-two writing courses. For several years, the LRC has tailored workshops for an advanced undergraduate biomedical science writing course in which we ask students to practice paraphrasing and summarizing writings chosen by their professors. To see students struggle with very specialized language is to see that their difficulties with original writing are as much intellectual and linguistic as ethical.

Examples from The LRC Workshops on Plagiarism

Learning to paraphrase is not only a very powerful learning tool; it is also a key to the fluency that comes primarily from the practice of writing and re-writing itself. Using a multidisciplinary combination of real-life examples, we ask students to make judgments about whether one author is paraphrasing or plagiarizing from another and to talk about how they made these judgments. Students then confront discipline-specific paraphrasing and summarizing tasks that test the boundaries between passive and active understanding of concepts and language. Such work in the context of a plagiarism workshop helps students begin to internalize professional values regarding originality, authorship, and ownership while they confront the linguistic and intellectual challenges that are often at the bottom of both intentional and unintentional plagiarism.

As valuable as that exercise is, it is often the unscripted exchanges that occur as their professors and I ask and answer questions from each other and from the students about how original writing, thinking, and researching look in different contexts and disciplines. **This discussion is an integral part of the workshop experience. At those times, their professors often say things about their own practice in writing and evaluating others' writing that students might not otherwise hear, and students learn that, even without the original source for comparison, their professors can generally spot instances of piecemeal plagiarism for the same reason that they often occur in the first place—students can't write about something unless they understand it, and at the undergraduate level, these lapses in command of the material make plagiarism in the form of a stolen clause, sentence, or paragraph as easy to spot as bad spelling.**

This workshop is not intended to address the kind of plagiarism that is habitual, planned, and intentional. Even so, it heightens students' understanding and awareness of plagiarism, improves their ability to avoid certain types of plagiarism, and demonstrates how seriously their professors regard it. Such exchanges in the classroom do something even more significant than establishing the importance of original work. Asking students to practice putting challenging material into their own words helps them to learn and to know whether they have learned by very concretely demonstrating the difference between memorizing and understanding.

For more information on the LRC workshops on plagiarism, contact Jessica DeForest at 355.2363.

ACADEMIC HONESTY FROM AN INTERNATIONAL PERSPECTIVE

By Peter Briggs
Director, Office for International Students and Scholars

MSU is justifiably proud of its reputation as an international university. One aspect of being an international university includes the enrollment of a significant number of students from outside the United States. MSU now enrolls more than 3,200 international undergraduate and graduate students. Approximately 30 percent of MSU's graduate students are international students.

Naturally, international students face a number of challenges as they adjust to the ways of our society and to our academic expectations. They bring with them a lifetime of being acculturated into the ways of their country and the ways of their native academic systems. How quickly they adapt and integrate into our ways varies by their own personal qualities, as well as influences from those they meet on and off campus.

Academic traditions in other countries commonly include more collaboration and group-based work. This makes it understandably confusing to find the balance in a new country that does not share these traditions. In an international student's point of view, since when is working in groups a violation of doing one's own work? Recognizing that plagiarism is a national issue, MSU is now exploring best practices to address it. With such a high percentage of international graduate students, I'm pleased to contribute to MSU's response.

I recently canvassed my counterparts in the CIC (Big Ten "plus") to assess the issue as they saw it and to inquire about best practices to address it. There was consensus that each institution faces this, and that the problems include both domestic and international students. All institutions provide information sessions about plagiarism during their orientation programs, but most felt that more could be done. The University of Illinois has a publication entitled *Your Guide to Academic Success at the UIUC* that is given to all new students. They review the issues in this publication during their new student orientations. Perhaps the strongest response is at the University of Chicago. Charles Lipson is a member of the faculty and has written a book entitled Doing Honest Work (see page 5). He continues to write and speak on this topic to both undergraduate and graduate students.

The underlying U.S. assumption on academic honesty and appropriate research citations is that these are issues addressed in high school and—in the case of graduate students—at the undergraduate level. A frank discussion of plagiarism is a key part of the curriculum in most "freshman writing" programs.

How do international students themselves view the issue of academic honesty? The staff of the Office for International Students and Scholars and the Graduate School recently conducted a focus group with a variety of international student leaders to explore the issues of plagiarism and academic dishonesty. Here are some of the key points they raised:

- International graduate students who did not have the benefit of a U.S. curriculum of "freshman writing" feel a need to know more about the standards for citations.
- Even those who received their undergraduate degrees in the U.S. felt they would benefit from having the issues of academic honesty regularly reinforced.
- By far, the best source to get the word out about standards of academic honesty is the faculty. Statements from other sources are helpful, but the faculty clearly has the most influence. Other sources would only hit at the margins and would not be comprehensive.
- With so many demands on their time, it is doubtful there would be much attendance at a mid-year seminar on the topic of plagiarism.
- Along this same line, they felt that new student orientation programs are helpful and necessary, but overwhelming. They acknowledged that only a small percentage of material presented is actually retained. The topic of plagiarism, when presented during their first days in this country, gets understandably lost in so many other issues facing them.

An open discussion of the boundaries of group and individual work would help international students better understand our ways and help prevent any misunderstandings on issues of academic honesty.

DR. JACK LIU OFFERS AN INTERNATIONAL PERSPECTIVE ON PLAGIARISM

By John A. Kinch
Issue Editor

Jianguo (Jack) Liu is Rachel Carson Chair in Ecological Sustainability and University Distinguished Professor in the Department of Fisheries and Wildlife as well as Director of the Center for Systems Integration and Sustainability at MSU.

One of Liu's areas of research expertise is China's environment. His research has led to many publications, including a cover story for the prestigious journal *Nature* on the subject in June 2005.

Not surprisingly, given Liu's international reputation, he is often asked to review manuscripts for academic journals before editors decide to publish or not. A couple years ago, an international journal asked Liu to review a manuscript. Because Liu was busy at that time, he recommended one of his postdoctoral associates to the editor. Surprisingly, Liu's postdoctoral associate discovered something very familiar in the manuscript: Liu's own words. In fact, the authors had copied verbatim several paragraphs from a publication of Liu's without giving the MSU professor any attribution or citation whatsoever. The authors had plagiarized.

In part, motivated by this incident, Liu gave a presentation Fall 2005 to graduate students, post docs, and faculty as part of the "Responsible Conduct of Research" series offered by the Graduate School and the Office of Vice President for Research and Graduate Studies. Liu believes that education is key to addressing issues of academic dishonesty on campuses and within global research communities.

"The emphasis should be on education," Liu says. "Prevention is ultimately more effective than punishment after the fact. That said, for conscious or repeat offenders, they need to know the ramifications are serious. Not only do they damage their own professional reputations, they also hurt the reputations of the institutions from where they come."

One factor Liu sees as contributing to plagiarism in particular is the immense pressure upon researchers to publish, which often determines who gets funding and tenure. While the culture to "publish or perish" has long been a fact in academe, Liu feels it has grown worse in recent years because competition for research funding and promotion is more intense. He says quantity sometimes gets emphasized over quality. He proposes that one of the ways to improve quality is to give researchers more time to write up their results, have these reviewed internally by colleagues, and finally submitted for publication. He points out that his article on China for *Nature*, which he co-wrote with Jared Diamond, Pulitzer Prize-winning author of *Guns, Germs, and Steel* and *Collapse*, took the pair four years and hundreds of revisions to complete.

This kind of sea change in the culture of academic publishing is not likely to come anytime soon, Liu says, but meanwhile there are steps academics can take to address plagiarism in their professions. In terms of educating future generations of scholars, Liu suggests formal and informal mentoring of graduate students. **"Teach students to be honest researchers. What to do, what not to do. Don't assume they know what is right. Teach them."**

For international students in particular, Liu says professors need to help them "learn or unlearn" cultural norms in coming to the United States as they relate to research integrity. Liu, who is from China, earned his Ph.D. from the University of Georgia and did his postdoctoral study at Harvard. He said he learned what to do as a researcher by observing more senior collaborators and by avoiding others' "bad behavior" that would become publicized in the press. But he emphasized that a more formal workshop on plagiarism didn't exist when he was in school and he would have benefited from it.

Within the larger research community, which includes students and faculty alike, Liu offers three straightforward criteria for conducting quality research: **"Make it correct. Do it carefully. Be honest."**

THE UNIVERSITY OMBUDSMAN ON CHEATING

By Stan Soffin
University Ombudsman

Reports to the Office of the Ombudsman on cheating at this University have increased about 40 percent during the past five years. But that doesn't necessarily mean cheating has increased on campus over that period. The key word here is "reports." Instructors are simply contacting this office more frequently to inquire about university policies and procedures in dealing with students who have committed acts of academic misconduct. As instructor allegations of academic dishonesty increase, so, too, have student contacts with this office. Students, after all, want to know about their right to defend themselves or the possible consequences for cheating.

The all-university policy on Integrity of Scholarship and Grades (in Spartan Life—http://www.vps.msu.edu/SpLife/default.pdf) states that instructors who award students with a failing grade in the course for cheating must inform the student's academic dean—in writing—of the "penalty grade" and the circumstances that led to the failing grade. Instructors who give students a failing grade, or any other penalty grade, on the assignment for cheating need not send a letter to the student's dean. Instead, the matter remains between the student and the instructor. Some instructors choose not to issue any penalty grade to students who cheat, preferring to pursue another course of action short of the failing grade.

To address the frequency of cheating on this campus, the university might consider requiring all instructors who issue any kind of penalty grade for cheating to report the academic misconduct to the students' deans. This would create a more thorough record of cheating on this campus, identify repeat offenders and thereby assist deans in deciding whether to call for academic disciplinary hearings.

One more point: Penalty grades, of course, represent a punitive measure, the fear of which may curtail cheating for some students—but clearly not all. Instructors who, to paraphrase that famous line in the movie *Network*, are "mad as hell about cheating students and aren't gonna take it anymore" should acquaint themselves with various preventative tips designed to reduce cheating, many of which are in this newsletter and/or on the Ombudsman's web site: http://www.msu.edu/unit/ombud/honestylinks.html.

A FEW THOUGHTS ON AVOIDING PLAGIARISM

By Loran Bieber
Interim University Intellectual Integrity Officer

"Plagiarism has been, since I've become University Intellectual Integrity Officer in August 2004, the most frequent type of academic misconduct by far. The other two major categories are fabrication and falsification of results and data."

Plagiarism occurs among students for a number of reasons, including taking shortcuts, not being certain, in a hurry and taking liberties without asking themselves: "What are the potential consequences?" There are graduate students who have had to abandon the Ph.D. for a master's or have had a degree revoked because of these issues. There are serious consequences for plagiarizing.

People know they can't copy a full paragraph, but I think a lot of them don't realize that when you copy a sentence or two, especially a critical sentence or two, that really you should give due credit.

My own feeling is that the single most effective way of preventing it is to have rigorous mentoring. Avoiding plagiarism must be included as part of the mentoring process. If I had my way I would strongly encourage faculty to have weekly meetings with their students and to talk explicitly about plagiarism and the seriousness of research misconduct.

PROQUEST

Note from ProQuest to Dean Klomparens in November 2005. ProQuest is the repository for 99% of all master's theses and doctoral dissertations nationwide, including MSU.

"ProQuest is implementing a very strong plagiarism check tool that can be used by any institution using their online submission services."

THE FEDERAL GOVERNMENT'S POSITION ON PLAGIARISM

By Terry May
OVPRGS and the Graduate School

The foundation for current Federal policies and regulations about scientific misconduct was laid in 1981 with oversight hearings[1] held by the Investigations and Oversight Subcommittee of the House Science and Technology Committee[2]. Two of the four public cases of misconduct that precipitated these hearings involved aspects of plagiarism.

William J. Broad reported on both in Science[3,4]. In the first instance, a young student came to the U.S. for postgraduate medical education. "While gaining a Ph.D. in cancer immunology and membership in 11 scientific societies, he performed cancer research and published more than 60 papers, the majority in 1979 alone." "A key problem was [name withheld] method of publication. There was the case, for instance, where three identical review articles signed by [name withheld] in as many journals turned out to have come, word for word, from a grant application of a Philadelphia-based researcher. In another instance, an article by [name withheld] in a European journal had been lifted almost verbatim from a paper published in Japan some 2 years earlier."

In the second case, "From Philip Felig's point of view, what began in 1978 as an old-fashioned battle for priority in publication had snowballed over the course of 1979 into a bothersome ordeal. A rival in a distant laboratory had charged Felig and an associate, [name withheld], with wholesale plagiarism. Upon questioning, [name withheld] had admitted lifting some 60 words. Hardly earthshaking, this admission had nonetheless led the rival researcher to call for a scientific audit into whether or not the [names withheld] study at Yale had ever been done." This audit uncovered "grave problems."

Reflections about these and other cases focused not only on the individuals perpetrating the misdeeds but also the scientific community and their "sense of responsibility" about the magnitude and significance of the issues in a broader sense. Gold[5] wrote that, "According to journalists Broad and Wade, the scientists who had been called as witnesses and the congressmen presiding at the hearing held strongly divergent views about the nature and seriousness of the problem. They reported that 'Gore and his fellow Congressmen were moved to visible amazement and then anger at the attitudes of the senior scientists they had called as witnesses.' Representative Gore typified the perspective of his colleagues when he said that 'one reason for the persistence of this type of problem is the reluctance of people high in the science field to take these matters very seriously.'"

The Office of Research Integrity (ORI)[6] summarizes[7] the history of Public Health Service (PHS) initiatives concerning research misconduct following these early hearings. In 1985, Congress passed the Health Research Extension Act that required institutions receiving Public Health Service funding to develop "an administrative process to review reports of scientific fraud" and "report to the Secretary any investigation of alleged scientific fraud which appears substantial." Agency efforts to respond to congressional directives were led by the National Science Foundation (NSF) and the PHS that promulgated similar but different regulations at Title 45, Code of Federal Regulations, Part 689 in 1987 (revised in 1991) and Title 42, Code of Federal Regulations, Part 50 in 1989, respectively.

Federal leaders recognized the importance of standardizing and extending a common requirement concerning scientific misconduct for grantees of funding from all Federal agencies. "On December 6, 2000, the Office of Science and Technology Policy in the White House published the Federal Policy on Research Misconduct which all federal agencies or departments supporting intramural and extramural research were to implement within one year either through policies or regulations"[8] (see page 15).

This established a consistent Federal policy for all agencies that defined research misconduct as "fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.

- Fabrication is making up data or results and recording or reporting them.
- Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
- **Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.**
- Research misconduct does not include honest error or differences of opinion."

Individual Federal agencies are implementing this policy to create regulations that are agency specific. The specific references are updated at ORI at http://ori.dhhs. gov/policies/federal_policies.shtml as each completes their work.

MSU must comply with all aspects of these regulations, including establishing a process that fairly and promptly responds to allegations of misconduct. This policy is included in MSU's Faculty Handbook[9] and applies to all research and scholarly activities and all persons that contribute to these efforts – students, staff, technicians and faculty.

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[1]U.S. Congress, 1981, Fraud in Biomedical Research, House of Representatives, Committee on Science and Technology, Subcommittee on Investigations and Oversight, 97th Cong., 1st sess., March 31 and April 1, U.S. Government Printing Office, Washington, D.C.
[2]Gold, Barry D. 1993. Congressional Activities Regarding Misconduct and Integrity in Science. Pp. 90-115. In: Responsible Science. Volume II: Background Papers and Resource Documents. Panel on Scientific Responsibility and Conduct of Research, The National Academies. 288pp.
[3]Broad William J. 1980. Would-Be Academician Pirates Papers. Science 208(4451):1438-1440.
[4]Broad, William J. 1980. Imbroglio at Yale (II): A Top Job Lost. Science 210(4466):171-173.
[5]Gold, Barry D. 1993. Congressional Activities Regarding Misconduct and Integrity in Science. P. 91. In: Responsible Science. Volume II: Background Papers and Resource Documents. Panel on Scientific Responsibility and Conduct of Research, The National Academies. 288pp.
[6]http://ori.dhhs.gov/
[7]http://ori.dhhs.gov/about/history.shtml
[8]http://ori.dhhs.gov/policies/federal_policies.shtml
[9]http://www.hr.msu.edu/HRsite/Documents/Faculty/ Handbooks/Faculty/ResearchCreativeEndeavor/vi-miscon-toc.htm

THE FEDERAL COMMON RULE CONCERNING RESEARCH MISCONDUCT

In December 2000, the Office of Science and Technology Policy (OSTP) published a common Federal Research Misconduct Policy (65 FR 76260) that must be implemented by all Federal agencies. "This policy applies to federally funded research and proposals submitted to Federal agencies for research funding. It thus applies to research ... supported by the Federal government and performed at research institutions, including universities and industry."

An important part of creating and finalizing the policy was giving a definition of what research misconduct is, as well as the various manifestations of research misconduct – including plagiarism:

I. Research[1] Misconduct Defined
Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.

- Fabrication is making up data or results and recording or reporting them.
- Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record[2]
- Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
- Research misconduct does not include honest error or differences of opinion.

---

[1] Research, as used herein, includes all basic, applied, and demonstration research in all fields of science, engineering, and mathematics. This includes, but is not limited to, research in economics, education, linguistics, medicine, psychology, social sciences, statistics, and research involving human subjects or animals.

[2] The research record is the record of data or results that embody the facts resulting from scientific inquiry, and includes, but is not limited to, research proposals, laboratory records, both physical and electronic, progress reports, abstracts, theses, oral presentations, internal reports, and journal articles.

ROLE OF THE UNIVERSITY INTELLECTUAL INTEGRITY OFFICER

The responsibility for implementing MSU's Policy on Misconduct in Research and Creative Activities is assigned to an individual appointed by the President from the tenured faculty. This individual holds the title of University Intellectual Integrity Officer (UIIO) and is assigned the institutional responsibility for complying with Federal misconduct policies and regulations. The UIIO:

- is responsible for the "fair and impartial administration" of procedures for the handling of allegations of scientific misconduct;
- "serves as an advisor to Inquiry Panels and Investigative Committees" in this process;
- has responsible for making sure that MSU meets legal requirements regarding any federal agency that supports research under investigation;

- informs the President, the Provost, and Vice President for Research and Graduate Studies on the status of each inquiry and/or investigation and about the "educational and other activities of the UIIO's office";
- communicates findings of misconduct as required; and
- provides an annual summary to the University Graduate Council.

As required by Federal regulations, the UIIO takes a leadership role in assuring institutional compliance with the following general responsibilities for:

- updating written policies and procedures for addressing allegations of research misconduct;
- responding to each allegation of research misconduct in a thorough, competent, objective and fair manner, including taking precautions to ensure that individuals responsible for carrying out any part of the research misconduct proceeding have no conflicts of interest;
- fostering a research environment that promotes the responsible conduct of research and discourages research misconduct;
- protecting good faith complainants, witnesses and committee members;

- providing confidentiality to the extent required for all respondents, complainants, and research subjects identifiable;
- striving to ensure cooperation of all parties in research misconduct proceedings;
- cooperating with Federal agencies during any research misconduct proceeding or compliance review; and
- assisting in administering and enforcing any Federal administrative actions imposed on its institutional members.

SOURCES

General Responsibilities for Compliance, 42 CFR PART 93, PHS Policies on Research Misconduct, Subpart C, Section 93.300 (http://ori.dhhs.gov/policies/statutes.shtml)

Role of the UIIO, MSU Faculty Handbook, VI. Research and Creative Endeavor, Procedures Concerning Allegations of Misconduct in Research and Creative Activities, Section III (http://www.hr.msu.edu/HRsite/Documents/Faculty/Handbooks/Faculty/ResearchCreativeEndeavor/vi-miscon-uiio.htm)

BEST PRACTICES: HANS KENDE AND THE DOE PLANT RESEARCH LABORATORY

Hans Kende is University Distinguished Professor of Plant Biology, where his work at the DOE Plant Research Laboratory deals mainly with the biosynthesis and action of plant hormones and the hormonal regulation of growth. He is also a member of the National Academy of Sciences.

In 2002 and 2003, Kende chaired the Task Force on Research Mentoring (full report may be found at http://grad.msu.edu/staff/mentoring.htm).

The Guidelines for Integrity in Research and Creative Activities are now included in every graduate handbook at MSU. Under Kende's leadership, this form was formally adopted by the Plant Research Lab faculty. The Graduate School and OVPRGS strongly encourage all graduate programs to adopt this or a similar agreement.

MSU-DOE PLANT RESEARCH LABORATORY
MICHIGAN STATE UNIVERSITY

ACKNOWLEDGEMENT STATEMENT
GUIDELINES FOR INTEGRITY IN RESEARCH AND CREATIVE ACTIVITIES

The Guidelines for Integrity in Research and Creative Activities are intended to promote high professional standards by all personnel of the Plant Research Laboratory (PRL) performing research. To foster awareness of the principles of proper professional conduct, the PRL requires all personnel engaged in research to read these Guidelines, to discuss them with their advisor or supervisor, and to acknowledge that they have done so. The signed acknowledgement form has to be returned to the Administrative Assistant responsible for keeping personnel files.

I hereby acknowledge that I have read and understood the Guidelines for Integrity in Research and Creative Activities:

_____
Signature   Date   Title/Function

I hereby acknowledge that I have discussed with _____

the Guidelines for Integrity in Research and Creative Activities:

_____
Signature   Date   Title/Function

BEST PRACTICES: AGRICULTURAL ECONOMICS

Eric Crawford, Associate Chair and Graduate Program Director in the Department of Agricultural Economics, shared this email text with the Research Integrity Newsletter. This email was sent to all AE faculty:

Since the latter part of the semester is term paper time in many courses, I thought I would send out some information about plagiarism. While you may all be familiar with this issue, my purpose is to make sure that you are, to answer any questions you might have, and to help you avoid potential problems. Plagiarism is considered to be serious academic dishonesty, and can lead to a grade of zero on the assignment or in the course itself. In later life, being found guilty of plagiarism would be very damaging to your professional reputation.

Plagiarism is defined as "appropriation of another person's ideas, processes, results, or words without giving appropriate credit." This definition comes from the MSU Research Integrity Newsletter, Vol. 7, No. 2, Spring 2004, p. 14. A common example is the inclusion in a paper of the exact words written by someone else without indicating the source of that material, and which therefore implies that the words are your own. Any material quoted verbatim, i.e., word-for-word, in what you write should be enclosed in quotation marks, as I did above, and the source should be indicated in the text and in the bibliography. This is easy, and will protect you against a charge of plagiarism.

For more information on plagiarism, including other definitions and examples, see the Ombudsman's web site at: http://www.msu.edu/unit/ombud/plagiarism.html

For guidelines on research integrity, see section VIII of our Graduate Program and Policy Handbook, which is available on the web at: http://www.aec.msu.edu/agecon/grad/gradpol.htm#research%20integrity

—Eric Crawford

BEST PRACTICES: BMB/MMG/PSL 825

Syllabi that expressly address the issue of plagiarism such as the one excerpted here provide a definition of and the consequences of engaging in this behavior. Also, this inclusion provides the opportunity for the professor to educate students as to what constitutes plagiarism and how to avoid it.

Revised October 5, 2005   BMB/MMG/PSL 825   Spring 2006

The Biochemistry and Molecular Biology of the Cell

Instructors:

Dr. Steve Heidemann	Dr. Pam Fraker	Dr. Sue Conrad
Dept. of Physiology	Dept. of Biochemistry	Dept. of Microbiology
3177 Biomed Phys Sci Bldg	419 Biochemistry Bldg	4196 Biomed Phys Sci Bldg.
355-6475 (ext. 1136)	353-3513	355-5161
heideman@msu.edu	fraker@msu.edu	conrad@msu.edu

Instructions for the Preparation of a Term Paper

1. Topic Selection: Topics for review will be provided by each instructor and you will be given a chance to select a topic of interest. More than one student can work on a specific topic and in some cases you may be able to negotiate alternative topics with the instructor. Discuss all potential topics with your assigned instructor BEFORE beginning work.. . .

2. **Plagiarism: Copying paragraphs or sentences from your cited or non-cited references constitutes plagiarism! Rephrasing sentences and paragraphs does not represent a scholarly effort. All writing must be your synthesis of the material presented in your own words. Any significant form of plagiarism will result in an automatic failing grade since it constitutes scientific misconduct.. . .**

MICHIGAN STATE UNIVERSITY

ACADEMIC RIGHTS, RESPONSIBILITIES AND OBLIGATIONS

Research Mentoring Task Force Report
http://grad.msu.edu/staff/mentoring.htm

The Graduate Handbook Template
http://www.grad.msu.edu/staff/ght.htm

Academic Programs Catalog
http://www.reg.msu.edu/ucc/AcademicPrograms.asp

Spartan Life—Part II
http://www.vps.msu.edu/SpLife/default.pdf

Graduate Student Rights and Responsibilities
http://www.vps.msu.edu/SpLife/default.pdf

Medical Student Rights and Responsibilities
http://www.vps.msu.edu/SpLife/default.pdf

Academic Freedom for Students at MSU
http://www.vps.msu.edu/SpLife/acfree.htm

FACULTY HANDBOOK

Research and Creative Endeavor
http://www.hr.msu.edu/HRsite/Documents/Faculty/
Handbooks/Faculty/ResearchCreativeEndeavor/

Code of Teaching Responsibility
http://www.hr.msu.edu/HRsite/Documents/Faculty/
Handbooks/Faculty/Instruction/v-codeofteaching.htm

RESOURCES

Office of the Ombudsman
http://www.msu.edu/unit/ombud/

The Graduate School
http://grad.msu.edu/

Career and Professional Development Series
http://grad.msu.edu/professional.htm

Conflict Resolution: Setting Expectations and Resolving
Conflicts
http://grad.msu.edu/conflict.htm

Responsible Conduct of Research Series
http://grad.msu.edu/all/respconduct.htm

Authorship Guidelines
http://www.msu.edu/unit/vprgs/authorshipguidelines.htm

Research Data: Management, Control, and Access Guideliknes
http://www.msu.edu/unit/vprgs/research_data.htm

RESPONSIBLE CONDUCT OF RESEARCH RESOURCES

Potential Conflicts of Interest Pertaining to Applications for
NSF and PHS Research Support
http://www.cga.msu.edu/default.asp?cont=coi-regs

The Office of Research Integrity
Steneck, Nicholas H. 2004. ORI: Introduction to the
Responsible Conduct of Research. The U.S. Government
Printing Office. 164 pp.
http://ori.dhhs.gov/documents/rcrintro.pdf

Responsible Conduct of Research Education Resources
http://ori.dhhs.gov/education/ed_rcr.shtml

AAAS Committee on Science, Engineering, and Public Policy
Phillip A. Griffiths, Chair, 1995. On Becoming a Scientist
– Responsible Conduct in Research. National Academy
Press, 2nd Edition 27pp.
http://books.nap.edu/catalog/4917.html

Phillip A. Griffiths, Chair, 1997. Adviser, Teacher, Role
Model, Friend: On Being a Mentor to Students in Science
and Engineering. National Academy Press, 84pp.
http://books.nap.edu/catalog/5789.html

Gunsalus, C. K. 1998. *How to Blow the Whistle and Still Have
a Career Afterwards*. Science and Engineering Ethics
4(1):51-64.
http://poynter.indiana.edu/see-ckg1.pdf

MICHIGAN STATE
U N I V E R S I T Y

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