Avoiding and Detecting Plagiarism

A Guide for
Graduate Students and Faculty
With Examples

Prepared by the Offices of

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and
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March 2005

Acknowledgments

This document is available at www.gc.cuny.edu under "Current Students"

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WITH EXAMPLES

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*   Taken in part from the Capital Community College website
**   Taken from the Northwestern University website

FOREWORD

The goal of this guide is to help answer the following questions:

- What is plagiarism and how can one identify it?

- What is The Graduate Center policy and the CUNY policy with respect to plagiarism and other forms of academic dishonesty?

- What are the consequences for violating the rules of academic honesty through acts of plagiarism or other failures of academic honesty?

- How can plagiarism be avoided?

- What is the proper way to cite a variety of sources?

- What are the responsibilities of faculty in response to violations of the rules for academic honesty?

- What resources are available to faculty for identifying plagiarism when it does occur?

Academic honesty is fundamental to the mission of all institutions of higher education. The importance of this issue at CUNY was underscored by the issuance of a report in Spring 2004 by the CUNY Committee on Academic Integrity, the goal of which was to "establish a culture of academic integrity across all campuses."[1] The Graduate Center has also long had a well-established policy on academic honesty, which is reaffirmed in every issue of the annual *Student Handbook.*

> The Graduate Center of The City University of New York is committed to the highest standards of academic honesty. Acts of academic dishonesty include—but are not limited to—plagiarism (in drafts, outlines, and examinations, as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action in accordance with the bylaws and procedures of The Graduate Center and of the Board of Trustees of The City University of New York.[2]

One form of academic dishonesty—plagiarism, "[u]sing someone else's ideas or phrasing and representing those ideas or phrasing as your own, either on purpose or through carelessness"[3] — is the focus of this guide, but students and faculty are obliged by their membership in the university community to understand and avoid all forms of academic dishonesty and to address it when it may occur.

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1 "Report of the Committee on Academic Integrity," The City University of New York, Spring 2004, p. 1, http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html.

2 The Graduate Center Student Handbook 04–05, p. 38.

3 Humanities Department and Arthur C. Banks Jr. Library, Capital Community College, Hartford, Connecticut, "A Statement on Plagiarism" in "A Guide for Writing Research Papers Based on Modern Language Association (MLA) Documentation," May 2004, http://www.ccc.commnet.edu/mla/plagiarism.html (accessed January 4, 2005).

Avoiding and Detecting Plagiarism

Students and faculty have (at least) three important reasons to avoid plagiarism:

- To present the work of others as your own is dishonest; it is theft—the theft of ideas and of the work of others.

- Plagiarism undermines the mission of academic institutions. An important goal of higher education is to advance knowledge. Plagiarism erodes, even denies, the credit owed to innovators, thereby reducing the incentive of researchers to advance the state of the art.

- You are likely to get caught. Plagiarism is a violation of academic rules and will lead to disciplinary action, including possible expulsion.

Researchers need to understand exactly what constitutes plagiarism in order to avoid committing it; ignorance is not a defense: "The intent to deceive is not a necessary element in plagiarism."[4]

This booklet is divided into two sections, one addressed to students and one addressed to instructors, although we are fully cognizant that CUNY Graduate Center students are usually also teachers. We hope the material offered will be useful to them in both capacities. The booklet defines plagiarism and sets out a series of examples to illustrate what is and is not plagiarism; discusses how to avoid plagiarism; describes ways to identify someone else's plagiarism; and provides a list of resources for students and faculty to consult in dealing with questions of citation and plagiarism. Also included are The Graduate Center's policy with regard to academic honesty from *The Graduate Center Student Handbook 04–05* (Appendix II of this booklet) and the CUNY Policy on Academic Integrity as enacted by the Board of Trustees in 2004 (Appendix III), both of which provide guidelines for procedures for addressing academic integrity issues. We also include the Graduate Center Faculty Report Form for Alleged Violations.

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4 Student Handbook 04–05, p. 38.

SECTION I: FOR THE STUDENT

Part 1. Introduction

To avoid committing plagiarism, a researcher must have a clear and nuanced understanding of what it is. Further, even a thorough understanding of plagiarism may not fully protect the author; he or she must take careful notes while conducting research to guard against inadvertently plagiarizing someone else's work. Recently a number of experienced authors and prominent academicians have made the error of using someone else's work or words without proper attribution. For example, Stephen E. Ambrose, a widely published historian, admitted copying sentences from another author in his best-selling book *The Wild Blue* without proper citation.[5] In another case, Doris Kearns Goodwin, also a historian, was accused of lifting "passage after passage" of another author's work in her volume *The Fitzgeralds and the Kennedys.* In this case, the plagiarism was identified by someone reviewing the book who happened to be the person from whose work these passages were lifted.[6] In December 2004, *The Chronicle of Higher Education* published a special report on plagiarism called "Professor Copycat" in which the writers identified several cases of apparent plagiarism.[7] Avoiding the sin of plagiarism requires both knowledge and care: knowledge of what is to be avoided and careful research technique to implement that knowledge.

We have chosen in this guide to use several excellent resources already available instead of developing a set of examples ourselves. This choice was made because using existing resources instead of "reinventing the wheel" is both efficient and practical, and because the resulting guide can itself act as an example of proper citation for a variety of sources. Therefore, in the following two-part discussion, we reproduce—extensively and verbatim—material from two different websites containing a series of examples that make concrete what is and what is not plagiarism. These websites, which gave us permission to quote their material, also provide definitions of plagiarism and general information on the proper way to cite the work of others. The first, from Capital Community College, follows Modern Language Association citation style, and the second, from Northwestern University, follows *The Chicago Manual of Style*.[8] Additional examples and a "practice" section that allows users to test themselves can be found on the University of Indiana School of Education website: http://www.indiana.edu/~istd/.[9]

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5 "Author of Gun History Quits After Panel Faults Research," The New York Times, October 27, 2002, p. 26.

6 "Fame Can't Excuse a Plagiarist," The New York Times, March 16, 2002, p. A15.

7 Thomas Bartlett and Scott Smallwood, "Professor Copycat," The Chronicle of Higher Education, December 17, 2004, pp. A8–A12.

8 See Appendix I for a list of reference guides and websites on different styles.

9 Instructional Systems Technology Department, School of Education, "How To Recognize Plagiarism: Tutorial Home," Indiana University Bloomington, September 13, 2004, http://www.indiana.edu/~istd/ (accessed January 20, 2005).

Part 2. What Is and What Is Not Plagiarism?

The definition of plagiarism in The Graduate Center Policy on Academic Honesty[10] is as follows.

> Each member of the academic community is expected to give full, fair, and formal credit to any and all sources that have contributed to the formulation of ideas, methods, interpretations, and findings. The absence of such formal credit is an affirmation representing that the work is fully the writer's. The term "sources" includes, but is not limited to, published or unpublished materials, lectures and lecture notes, computer programs, mathematical and other symbolic formulations, course papers, examinations, theses, dissertations, and comments offered in class or informal discussions, and includes electronic media. The representation that such work of another person is the writer's own is plagiarism.
>
> Care must be taken to document the source of any ideas or arguments. If the actual words of a source are used, they must appear within quotation marks. In cases that are unclear, the writer must take due care to avoid plagiarism.
>
> The source should be cited whenever:
> (a) a text is quoted verbatim
> (b) data gathered by another are presented in diagrams or tables
> (c) the results of a study done by another are used
> (d) the work or intellectual effort of another is paraphrased by the writer
>
> Because the intent to deceive is not a necessary element in plagiarism, careful note taking and record keeping are essential to avoid unintentional plagiarism.

The material from this point through to the end of Part 1 is reproduced verbatim from *Humanities Department and Arthur C. Banks Jr. Library, Capital Community College, Hartford, Connecticut, "A Statement on Plagiarism,"* http://www.ccc.commnet.edu/mla/plagiarism.shtml (accessed January 4, 2005*).

A Statement on Plagiarism

Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas or phrasing" includes written or spoken material, of course—from whole papers and paragraphs to sentences, and, indeed, phrases—but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.

Let us suppose, for example, that we're doing a paper for Music Appreciation on the child prodigy years of the composer and pianist Franz Liszt and that we've read about the development of the young artist in several sources. In Alan Walker's book *Franz Liszt: The Virtuoso Years* (Ithaca: 1983), we read that Liszt's father encouraged him, at age six, to play

10 Student Handbook 04–05, pp. 38–39.

the piano from memory, to sight-read music and, above all, to improvise. We can report in our paper (and in our own words) that Liszt was probably the most gifted of the child prodigies making their mark in Europe in the mid-nineteenth century—because that is the kind of information we could have gotten from a number of sources; it has become what we call <u>common knowledge.</u>

However, if we report on the boy's father's role in the prodigy's development, we should give proper credit to Alan Walker. We could write, for instance, the following: <u>Franz Liszt's father encouraged him, as early as age six, to practice skills which later served him as an internationally recognized prodigy (Walker, p. 59).</u> Or, we could write something like this: <u>Alan Walker notes that, under the tutelage of his father, Franz Liszt began work in earnest on his piano playing at the age of six (p. 59).</u> Not to give Walker credit for this important information is plagiarism.

Some More Examples

(The examples below were originally written by the writing center staff at an esteemed college; that institution has asked us to remove its name from this Web page.) The original text from Elaine Tyler May's "Myths and Realities of the American Family":

Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.

Here are some possible uses of this text. As you read through each version, try to decide if it is a legitimate use of May's text or a plagiarism.

Version A:

Since women's wages often continue to reflect the mistaken notion that men are the main wage earners in the family, single mothers rarely make enough to support themselves and their children very well. Also, because work is still based on the assumption that mothers stay home with children, facilities for child care remain woefully inadequate in the United States.

Plagiarism. In Version A there is too much direct borrowing in sentence structure and wording. The writer changes some words, drops one phrase, and adds some new language, but the overall text closely resembles May's. Even with a citation, the writer is still plagiarizing because the lack of quotation marks indicates that Version A is a paraphrase, and should thus be in the writer's own language.

Version B:

As Elaine Tyler May points out, "women's wages often continue to reflect the fiction that men earn the family wage" (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still "woefully inadequate." (May 589).

Plagiarism. The writer now cites May, so we're closer to telling the truth about our text's relationship to the source, but this text continues to borrow too much language.

Version C:

By and large, our economy still operates on the mistaken notion that men are the main breadwinners in the family. Thus, women continue to earn lower wages than men. This means, in effect, that many single mothers cannot earn a decent living. Furthermore,

adequate day care is not available in the United States because of the mistaken assumption that mothers remain at home with their children.

Plagiarism. Version C shows good paraphrasing of wording and sentence structure, but May's original ideas are not acknowledged. Some of May's points are common knowledge (women earn less than men, many single mothers live in poverty), but May uses this common knowledge to make a specific and original point and her original conception of this idea is not acknowledged.

Version D:

Women today still earn less than men—so much less that many single mothers and their children live near or below the poverty line. Elaine Tyler May argues that this situation stems in part from "the fiction that men earn the family wage" (588). May further suggests that the American workplace still operates on the assumption that mothers with children stay home to care for them (589).

This assumption, in my opinion, does not have the force it once did. More and more businesses offer in-house day-care facilities.

No Plagiarism. The writer makes use of the common knowledge in May's work, but acknowledges May's original conclusion and does not try to pass it off as his or her own. The quotation is properly cited, as is a later paraphrase of another of May's ideas.

Here ends the material from the Capital Community College website,
http://www.ccc.commnet.edu/mla/plagiarism.shtml.

Part 3. Examples of Different Kinds of Plagiarism

The material in Part 3, "Examples of Different Types of Plagiarism," is reproduced verbatim from *Undergraduate Academic Conduct Committee, Northwestern University, "Academic Integrity at Northwestern: How To Avoid Plagiarism,"* http://www.northwestern.edu/uacc/plagiar.html (accessed January 20, 2005).

A. DIRECT PLAGIARISM

Source Material
From: *Emotion in the Human Face: Guidelines for Research and an Integration of Findings* by Paul Ekman, Wallace V. Friesen, Phoebe Ellsworth (New York: Pergamon Press, Inc), p.1. (Psychology source)

The human face in repose and in movement, at the moment of death as in life, in silence and in speech, when alone and with others, when seen or sensed from within, in actuality or as represented in art or recorded by the camera is a commanding, complicated, and at times confusing source of information. The face is commanding because of its very visibility and omnipresence. While sounds and speech are intermittent, the face even in repose can be informative. And, except by veils or masks, the face cannot be hidden from view. There is no facial maneuver equivalent to putting one's hands in one's pockets. Further, the face is the location for sensory inputs, life-necessary intake, and communicative output. The face is the site for the sense receptors of taste, smell, sight, and hearing, the intake organs for food, water, and air, and the output location for speech. The face is also commanding because of its role in early development; it is prior to language in the communication between parent and child.

Misuse of source
(italicized passages indicate direct plagiarism):
Many experts agree that *the human face*, whether *in repose or in movement, is a commanding, complicated, and sometimes confusing source of information. The face is commanding because it's visible and omnipresent.* Although *sounds and speech may be intermittent, the face even in repose* may give information. *And, except by veils or masks, the face cannot be hidden. Also, the face is the location for sensory inputs, life-supporting intake,* and communication.

Comment
The plagiarized passage is an almost verbatim copy of the original source. The writer has compressed the author's opinions into fewer sentences by omitting several phrases and sentences. But this compression does not disguise the writer's reliance on this text for the concepts he passes off as his own. The writer tries to disguise his indebtedness by beginning with the phrase "Many experts agree that…." This reference to "many experts" makes it appear that the writer was somehow acknowledging the work of scholars "too numerous to mention." The plagiarized passage makes several subtle changes in language (e.g., it changes "visibility and omnipresence" to "it's visible and omnipresent"). The writer has made the language seem more informal in keeping with his own writing style. He ignores any embellishments or additional information given in the source-passage. He contents himself with borrowing the sentence about how only masks and veils can hide the face, without using the follow-up elaboration about there not being a "facial equivalent to putting one's hands in one's pockets." He also reduces the source's list of the face's diverse activities at the end of the paragraph. Had the writer credited the authors of the Emotions book in this text or in a

footnote, and enclosed the borrowed material in quotation marks, this would have been a legitimate use of a source.

B. THE MOSAIC

Source Material
From: *Language in Sociocultural Change* by Joshua Fishman (Stanford University Press, 1972), p. 67. (Linguistics source)

In a relatively open and fluid society there will be few characteristics of lower-class speech that are not also present (albeit to a lesser extent) in the speech of the working and lower middle classes. Whether we look to phonological features such as those examined by Labov or to morphological units such as those reported by Fischer (1958) (Fischer studied the variation between -in' and -ing for the present participle ending, i.e. runnin' vs. running and found that the former realization was more common when children were talking to each other than when they were talking to him, more common among boys than girls, and more common among "typical boys" than among "model boys"), we find not a clear-cut cleavage between the social classes but a difference in rate of realization of particular variants of particular variables for particular contexts. Even the widely publicized distinction between the "restricted code" of lower-class speakers and the "elaborate code" of middle-class speakers (Bernstein 1964, 1966) is of this type, since Bernstein includes the cocktail party and the religious service among the social situations in which restricted codes are realized. Thus, even in the somewhat more stratified British setting the middle class is found to share some of the features of what is considered to be "typically" lower-class speech. Obviously then, "typicality," if it has any meaning at all in relatively open societies, must refer largely to repertoire range rather than to unique features of the repertoire.

Misuse of source
(italicized passages indicate direct plagiarism):
In a relatively fluid society many characteristics of lower-class speech will also be found among the working and lower middle classes. Labov's and Fischer's studies show that *there is not a clear-cut cleavage between social classes but only a difference* in the frequency of certain speech modes. All classes share certain speech patterns. The difference among classes would only be apparent by the frequency with which speech expressions or patterns appeared. By this standard, then, Bernstein's distinction between the "restricted code" of the lower-class speakers and the "elaborated code" of middle-class speakers is useful only up to a point, since Bernstein mentions cocktail parties and religious services as examples of "restricted speech" groupings. "Typicality" *refers more to speech "range" than to particular speech features.*

Comment
While this passage contains relatively few direct borrowings form the original source, all its ideas and opinions are lifted from it. The writer hides her dependency on the source by translating its academic terms into more credible language for a novice in sociology. For example, the plagiarist steers clear of sophisticated terms like "phonological features," "morphological units," and "repertoire range." However, her substitutions are in themselves clues to her plagiarism, since they over-generalize the source's meaning. The writer seems to acknowledge secondary sources when she refers to Labov's and Fischer's studies, but she obviously has no first-hand knowledge of their research. If she had consulted these studies, she should have footnoted them, rather than pretending that both she and her audience would be completely familiar with them. She intertwines her own opinions with the source and forms

a confused, plagiarized mass. The writer should have acknowledged her indebtedness to her source by eliminating borrowed phrases and crediting her paragraph as a paraphrase of the original material.

C. PARAPHRASE

Source Material

From: *Cliff's Notes* on *The Sun Also Rises* by Ernest Hemingway

THE DISCIPLINE OF THE CODE HERO
If the old traditional values are no good anymore, if they will not serve man, what values then will serve man? Hemingway rejects things of abstract qualities courage, loyalty, honesty, bravery. These are all just words. What Hemingway would prefer to have are concrete things. For Hemingway a man can be courageous in battle on Tuesday morning at 10 o'clock. But this does not mean that he will be courageous on Wednesday morning at 9 o'clock. A single act of courage does not mean that a man is by nature courageous. Or a man who has been courageous in war might not be courageous in some civil affair or in some other human endeavor. What Hemingway is searching for are absolute values, which will be the same, which will be constant at every moment of every day and every day of every week. Ultimately therefore, for Hemingway the only value that will serve man is an innate faculty of self-discipline. This is a value that grows out of man's essential being, in his inner nature. If a man has discipline to face one thing on one day he will still possess that same degree of discipline on another day and in another situation. Thus Francis Macomber in the short story "The Short, Happy Life of Francis Macomber," has faced a charging animal, and once he has had the resolution to stand and confront this charging beast, he has developed within himself a discipline that will serve him in all situations. This control can function in almost any way in a Hemingway work.

Misuse of source

Hemingway tries to discover the values in life that will best serve man. Since Hemingway has rejected traditional values, he himself establishes a kind of "code" for his heroes. This code is better seen than spoken of. The Hemingway hero doesn't speak of abstract qualities like courage and honesty. He lives them. But this living of values entails continual performance the Hemingway hero is always having his values put to the test. How can the hero be up to this continual test? Hemingway stresses the faculty of self-discipline as the backbone of all other virtues. Self-discipline places man's good qualities on a continuum. The dramatic change in Francis Macomber in "The Short, Happy Life of Francis Macomber" stems more from his new-found self-control than from any accidental combination of traits.

Comment

This illustrates plagiarism since the writer used the notion of the "Hemingway code hero" presented in *Cliff's Notes* as the sole basis for his own essay. He has absorbed his source's concepts, re-phrased them, and, perhaps, made them simpler. But there is a one-to-one relationship between the development of ideas in the *Cliff's Notes* and the plagiarists' rendition. The first two sentences of the plagiarist's are directly borrowed from his source; the remaining sentences are more artfully disguised. The worst feature of this idea-copying is that it seems to be the end product of a close reading of Hemingway's "Short, Happy Life," [that is] the writer makes it appear that his comments are based on this short story. The writing here would be acceptable if he had written the same paraphrase with the proper acknowledgment of his source.

D. INSUFFICIENT ACKNOWLEDGMENT

Source Material

From: Peter Laven, *Renaissance Italy: 1464–1534* (New York: Capricorn, 1964), pp. 130f.

The tenacious particularism of the Italian state gave rise to a wide variety of constitutional solutions and class structures throughout Italy. Even conquered territories and those swallowed up by bigger neighboring powers often managed to retain much of their internal organization as it had been. If power changed hands, the instruments and forms of power usually remained the same. Since the economic needs of such territories did not suddenly alter with a change of government or master, those classes which had been important before the change tended to continue to be important afterwards as well. Only when the nature of the change was economic and social might there have been a reversal in the relationships of classes; but even in this there was no sudden revolution in the structure of classes.

Misuse of source

In his comprehensive study, *Renaissance Italy,* Peter Laven discusses the peculiar organization of Renaissance city states:

> The tenacious particularism of the Italian states gave rise to a wide variety of constitutional solutions and class structures throughout Italy. Even conquered territories and those swallowed up by bigger neighboring powers often managed to retain much of their internal organization as it had been. [1]

This means that if power changed hands, the instruments and forms of power usually remained the same. Since the economic needs of such territories did not suddenly alter with a change of government or master, those classes which had been important before the change tended to continue to be important afterwards as well. Only when the nature of the change was economic and social might there have been a reversal in the relationships of classes; but even in this there was no sudden revolution in the structure of classes.

———————————
[1] Peter Laven, *Renaissance Italy,* p. 130–31.

Comment

This half-crediting of a source is a common form of plagiarism. It stems either from a desire to credit one's source and copy it too, or from ignorance as to where to footnote. The general rule is to footnote after rather than before your resource material. In this case, the plagiarist credits historian Peter Laven with two sentences and then continues using the author without giving acknowledgment. The writer disguises the direct plagiarism as a paraphrase by using the falsely-explanatory phrase "This means that …" in the third sentence. This example of plagiarism is especially reprehensible because the writer seemingly acknowledges her source—but not enough.

———————————
The examples of plagiarism and comments are based upon *Sources: Their Use and Acknowledgment* (published by Dartmouth College). For more on plagiarism, see UC Davis's "Plagiarism--The Do's and Don'ts."

This ends the material from the Northwestern University website, http://www.northwestern.edu/uacc/plagiar.html.

Part 4. Plagiarism in the Sciences

In science, each discovery and paper builds on previous discovery and can be understood in the context of prior knowledge. Relevant work is summarized briefly for its support of the new finding. All statements about prior work derive their legitimacy from the *replicability* of the work, and citation of that work is essential to the weight of the statements. It is therefore advantageous to cite prior work as much as possible. For that reason, any individual work seldom is mentioned in any text longer than a sentence; exact wording is almost never quoted. The rare exception would be a short quotation of a remarkable statement in a review article.[11] Plagiarism of ideas is more difficult to track, but is contrary to the purpose and practice of science. Guidelines on these points are specifically detailed by the American Chemical Society, among others (http://www.onlineethics.org/codes/acs.html#au, accessed January 4, 2005).

In addition, plagiarism in the sciences is part of a broader definition of misconduct in research. The recognition of the larger framework into which the specific issue of plagiarism in the sciences fits can be seen in the National Science Foundation (NSF) definition of research misconduct as "fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results."[12] Issues of citation when using other people's work, however, apply in the sciences as in other fields of academic work, and the guidelines in the previous two parts of this booklet are also applicable to the sciences. See Appendix I for citation style sources.

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11 An article in *Monitor on Psychology*, a publication of the American Psychological Association, states:

> When it comes to specifics, definitions of plagiarism vary, even over something as simple as how many sequential words must be lifted from an original text before being considered plagiarism. For some people, it is as few as three words. For others, such as Frostburg State University psychology professor Chrismarie Baxter, PhD, it is five.… [Jane] Halonen [PhD, director of the School of Psychology at James Madison University] sorts through the confusion by thinking of plagiarism as occurring on a continuum. On one end are the students who do it inadvertently—what she calls the 'benign' form. On the other end are those who do it knowingly with the goal of 'outfoxing the teacher'—the 'malign' form. In between are those who do it somewhat by accident or out of sloppiness.

See Bridget Murray, "Keeping plagiarism at bay in the Internet age," *Monitor on Psychology* 3, no. 2 (February 2, 2002), http://www.apa.org/monitor/feb02/plagiarism.html. The full article suggests ways to prevent plagiarism, particularly from internet sources.

12 Sherrye McGregor, J.D., "NSF Discussion—Responsible Oversight & Research Misconduct Investigation," Office of Inspector General, National Science Foundation, p. 4, http://www.oig.nsf.gov/misconduct.pdf (accessed January 3, 2005).

Part 5. How to Avoid Plagiarism

The material in Part 5, "How to Avoid Plagiarism," is reproduced verbatim from *Undergraduate Academic Conduct Committee, Northwestern University, "Academic Integrity at Northwestern: How To Avoid Plagiarism,"* http://www.northwestern.edu/uacc/plagiar.html (accessed January 20, 2005).

In all academic work, and especially when writing papers, we are building upon the insights and words of others. A conscientious writer always distinguishes clearly between what has been learned from others and what he or she is personally contributing to the reader's understanding. To avoid plagiarism, it is important to understand how to attribute words and ideas you use to their proper source.

Guidelines for Proper Attribution

Everyone in the university needs to pay attention to the issue of proper attribution. All of us—faculty and students together—draw from a vast pool of texts, ideas, and findings that humans have accumulated over thousands of years; we could not think to any productive end without it. Even the sudden insights that appear at first glance to arrive out of nowhere come enmeshed in other people's thinking. What we call originality is actually the innovative combining, amending, or extending of material from that pool.

Hence each of us must learn how to declare intellectual debts. Proper attribution acknowledges those debts responsibly, usefully, and respectfully. An attribution is responsible when it comes at a location and in a fashion that leaves readers in no doubt about whom you are thanking for what. It is useful when it enables readers to find your source readily for themselves. You help them along the way, just as that same source helped you along yours. To make sure that our attributions are useful, we double-check them whenever we can. Quite literally, it is a habit that pays. Colleagues in every field appreciate the extra care. Nothing stalls a career faster than sloppy, unreliable work.

Finally, an attribution is respectful when it expresses our appreciation for something done well enough to warrant our borrowing it. We should take pride in the intellectual company we keep. It speaks well of us that we have chosen to use the work of intelligent, interesting people, and we can take genuine pleasure in joining our name with theirs.

A Note about Attributions or Citations

Usually the most helpful form of attribution is a citation (footnote, end note, in-text note) in which you give precise information about your source. Professors and disciplines may vary as to the preferred style for documenting ideas, opinions and facts, but all methods insist upon absolute clarity as to the source and page reference, and require that all direct quotations be followed by a citation. The best solution is to ask which method your instructors prefer.

It is sometimes difficult to judge what needs to be documented. Generally knowledge which is common to all of us or ideas which have been in the public domain and are found in a number of sources do not need to be cited. Likewise, facts that are accepted by most authorities also do not require a citation. Grey areas, however, exist and sometimes it is difficult to be sure how to proceed. If you are in doubt, err on the side of over-documentation.

The following passages come from a number of sources, including undergraduate essays. They are all appropriately documented and each represents a different kind of problem that you will be facing in your own written work.

Examples of Materials which Have Been Appropriately Cited

I. Quoted Material and Unusual Opinion or Knowledge

Source:
The teenage detective who was once a symbol of spunky female independence has slowly been replaced by an image of prolonged childhood, currently evolving toward a Barbie doll detective. … Every few pages bring reminders of Nancy's looks, her clothing, her effect on other people. … The first entry in this series carries a description of Nancy: "The tight jeans looked great on her long, slim legs and the green sweater complemented her strawberry-blonde hair."

Jackie Vivelo, "The Mystery of Nancy Drew," *MS.*, November, 1992, pp. 76–77.

Use and Adaptation of the Material:
Nancy Drew has become a "Barbie doll" version of her old self. She has become superficial and overly concerned with her looks. She is described in the new series as wearing "tight jeans [that] looked great on her long, slim legs."[1] She has traded her wits and independent spirit for a great body and killer looks.[2]

[1]Jackie Vivelo, "The Mystery of Nancy Drew," *MS.*, November, 1992, p. 77.
[2]Vivelo, pp. 76–77.

Explanation:
The writer has paraphrased most of the material, and she has borrowed a few of the author's words. She has also discovered that the paraphrased ideas are unusual (not found in other sources). Therefore, the writer has placed quotation marks around the author's words and has credited the author twice—once directly after the quoted material and once at the conclusion of the author's ideas.

II. Interpretation

Source:
One recent theory, advanced by the physicist Gerald Hawkins, holds that Stonehenge was actually an observatory, used to predict the movement of stars as well as eclipses of the sun and moon. Such a structure would have been of great value to an agricultural people, since it would enable them to mark the changing seasons accurately, and it would have conferred seemingly supernatural powers on the religious leaders who knew how to interpret its alignments.

Stanford Lehmberg, *The Peoples of the British Isles: A New History*, vol. I, (Wadsworth Publishing Company, 1992), p. 9.

Use and Adaptation of the Material:
If Stonehenge was an astronomical observatory which could predict the coming of spring, summer, and fall, this knowledge would have given tremendous power to the priestly leaders of an agricultural community.[1]

[1]Stanford Lehmberg, *The Peoples of the British Isles: A New History*, vol. I, (Wadsworth Publishing Company, 1992), p. 9.

Explanation:
The writer has appropriately cited this material since the writer is in debt to someone else for the analysis, even though the writer has not used any direct quotations.

III. Paraphrased Material

Source:
As a recent authority has pointed out, for a dependable long-blooming swatch of soft blue in your garden, ageratum is a fine choice. From early summer until frost, ageratum is continuously covered with clustered heads of tiny, silky, fringed flowers in dusty shades of lavender-blue, lavender-pink, or white. The popular dwarf varieties grow in mounds six to twelve inches high and twelve inches across; they make fine container plants. Larger types grow up to three feet tall. Ageratum makes an excellent edging.

How to Grow Annuals, ed. Sunset Books and Sunset Magazine (Menlo Park, CA: Lane Books, 1974), p. 24.

Use and Adaptation of the Material:
You can depend on ageratum if you want some soft blue in your garden. It blooms through the summer and the flowers, soft, small, and fringed, come in various shades of lavender. The small varieties which grow in mounds are very popular, especially when planted in containers. There are also larger varieties. Ageratum is good as a border plant.[1]

[1]*How to Grow Annuals*, ed. Sunset Books and Sunset Magazine (Menlo Park, CA: Lane Books, 1974), p. 24.

Explanation:
The writer has done a good job of paraphrasing what could be considered common knowledge (available in a number of sources), but because the structure and progression of detail is someone else's, the writer has acknowledged the source. This the writer can do at the end of the paragraph since he or she has not used the author's words.

IV. Using Other Authors' Examples

Sources:
The creative geniuses of art and science work obsessively…. Bach wrote a cantata every week, even when he was sick or exhausted.

Sharon Begley, "The Puzzle of Genius," *Newsweek*, June 28, 1993, p. 50.

Albert Einstein published nearly 250 papers in his life, but a sizeable percentage of them were ignored or even proven wrong.

"What Produces Scientific Genius?" *USA Today*, June 1989, p. 11.

Use and Adaptation of the Material:
If there is a single unifying characteristic about geniuses, it is that they produce. Bach wrote a cantata every week. Einstein drafted over 250 papers.[1]

[1]Sharon Begley, "The Puzzle of Genius," *Newsweek*, June 28, 1993, p. 50; "What Produces Scientific Genius?" *USA Today*, June 1989, p. 11.

Explanation:
Instead of finding an original example, the writer has used an author's example to back up what the writer had to say; therefore the writer has cited it.

V. *[omitted]*

VI. Use of class notes

Source: Lecture Notes
> A. Born in USA—Springsteen's 7th, most popular album
> a. Recorded with songs on Nebraska album—therefore also about hardship
> 1. Nebraska about losers and killers
> b. About America today—Vietnam, nostalgia, unemployment, deterioration of family
> c. Opening song—many people missed the Vietnam message about how badly vets were
> treated

class notes—Messages in Modern Music A05
Professor Mary McKay—March 10, 1995

Use and Adaptation of the Material:
As Professor McKay has pointed out, many of the songs in *Born in the USA* (Springsteen's seventh and most popular album), including the title song, were recorded with the songs on *Nebraska*. Consequently, *Born in the USA* is also about people who come to realize that life turns out harder and more hurtful than what
they might have expected. However, while *Nebraska* deals with losers and killers, *Born in the USA* deals more locally with the crumbling of American society—its treatment of returning Vietnam veterans, its need to dwell on past glories, its unemployment and treatment of the unemployed, and the loss of family roots. This is apparent from the opening song of the album "Born in the USA" in which Springsteen sings from the perspective of a Vietnam Veteran.[1]

[1]Mary McKay, "Messages in Modern Music" A01 [*sic*] (Northwestern University) March 10, 1995.

Explanation:
The writer has acknowledged that these ideas (which are not commonly held or the writer has not investigated to find out if they are commonly held) come from a lecture.

VII. Debatable Facts

In the campaigns of 1915 Russian casualties have been conservatively estimated at more than 2 million.

Gordon Craig, *Europe Since 1815* (Dryden Press, 1974), p. 370.

By the end of the summer [of 1915] in addition to military casualties totalling 2,500,000 men, Russia had lost 15 percent of her territories….

L. S. Stavrianos, *The World Since 1500* (Prentice Hall, 1966), p. 438.

Response to the Material
Estimates of the number of deaths in Russia during 1915 range from over two million[1] to two and a half million.[2]

[1]Gordon Craig, *Europe Since 1815* (Dryden Press, 1974), p. 370.
[2]L. S. Stavrianos, *The World Since 1500* (Prentice Hall, 1966), p. 438.

Explanation:
The writer found different facts in different sources; therefore the "facts" needed to be documented.

VIII. Unusual Facts

Source:
There also has been a dramatic shift in the percentage of our students whose mothers work outside the home. Approximately 80% of our entering students in 1994 have mothers who are employed outside the home. In 1967, more than half of our students' mothers were full-time homemakers.

"Characteristics of Northwestern Students: Data from the Cooperative Institutional Research Project," Northwestern University, 1994 p. 2.

Use and Adaptation of the Material:
At Northwestern University, the rise in the number of mothers working outside the home has been dramatic—moving from less than half in 1967 to about 80 percent among the freshman class of 1994.[1]

[1]"Characteristics of Northwestern Students: Data from the Cooperative Institutional Research Project," Northwestern University, 1994, p. 2.

Explanation:
The writer found this fact in only one source and wants his reader to know where to find it.
_____
The section on attribution was written by Jean Smith of the CAS Writing Program, with help from Bob Wiebe of the History Department. Contributers include Katrina Cucueco (Speech '96), Ryan Garino (CAS '98), Scott Goldstein (Tech '96), and Jean Smith and Ellen Wright of the Writing Program.

This ends the material from the Northwestern University website, http://www.northwestern.edu/uacc/plagiar.html.

SECTION II: FOR THE INSTRUCTOR

Part 1. Detecting Plagiarism

Locating a plagiarized source directly may initially be difficult, but experienced professors can readily distinguish between a student's own work and work that has been copied. The sophistication of the writing is often a giveaway, and students tend to overlook other indications of copying. A published piece of work has often gone through several drafts and edits. It is often tightly organized with many ideas neatly compressed into a flowing theme. The paragraphs are well crafted. The ideas are logically organized. Even most faculty require a few drafts to get it all right. Also, the same internet search engines through which students find and borrow material are available to faculty, as are software programs designed to identify plagiarism from web-based sources. For example, faculty members have successfully used Google to search for the source of suspicious phrases in students' written work.

Part 2. Sources for Detecting Plagiarism[13]

Several online resources are specifically aimed at detecting plagiarism. One example is "Turnitin" at http://www.turnitin.com/static/home.html. Some CUNY campuses have purchased a site license to use Turnitin. Other plagiarism-detecting software packages include "ithenticate" (www.ithenticate.com) and CopyCatch Gold (www.copycatchgold.com). See also "Technological tools to detect dishonesty," *Monitor on Psychology,* 3 no. 2 (February 2, 2002), American Psychological Association, http://www.apa.org/monitor/ Feb02/ plagiarism.html. For further information about tracing plagiarism from the web, see also Jane Sharka, compiler, "Plagiarism Stoppers: A Teacher's Guide," November 3, 2003, http://www.ncusd203.org/central/html/where/plagiarism_stoppers.html

Part 3. Doctoral Faculty Responsibility

Faculty are encouraged first to discuss suspected violations of the Policy on Academic Honesty with the student; this may, of course, include discussion of possible resolutions. In no case, however, may a student be assigned a grade as a sanction without either the student's agreement or a due process determination (i.e., a Student-Faculty Disciplinary Hearing) pursuant to formal disciplinary charges brought by the Vice President for Student Affairs.

Should a possible resolution be reached by the instructor and the student, the Executive Officer and the Vice President for Student Affairs need to be informed. (Please note, however, that under CUNY policy, "the college retains the right to bring disciplinary charges against the student.") The form at the end of this document (Appendix IV) may be used or the equivalent information may be provided otherwise

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13 All websites referenced in this Section II were accessed on January 4, 2005.

in writing: Instructor name; Course title and code; Semester; Student's name; Date(s) of incident; Type of incident (e.g., plagiarism, cheating, other act of academic dishonesty); Description of incident; Brief factual report of discussion / communication with student about the incident (Did student admit to the charge? Explanation?); Possible resolution, if any, agreed to by instructor and student (e.g., Failing grade on exam/paper, Failing final grade, Failing/reduced grade plus makeup work); Instructor recommendation, if any, for further action by the Vice President for Student Affairs.

Faculty members are urged to confer with the Executive Officer and the Vice President for Student Affairs at any time, including before meeting with the student, to discuss the suspected violation.

We strongly recommend that course syllabi reference The Graduate Center Policy on Academic Honesty and the CUNY Policy on Academic Integrity.

Part 4. Procedures to Be Followed in Instances of Allegations of Academic Dishonesty [14]

Any student who has submitted a paper, examination, project, or other academic work not his or her own without appropriate attribution is subject to disciplinary charges. Such charges may result in the imposition of a grade of "F" or other penalties and sanctions, including suspension and termination of matriculation.

An accusation of academic dishonesty may be brought against a student by a professor, an Executive Officer, a program, a group of faculty, an administrator, or a student and must be reported to the Executive Officer.

The Executive Officer, upon initiating or receiving an allegation of academic dishonesty, shall appoint an *ad hoc* committee consisting of three members of the faculty. The function of this committee shall be to determine whether sufficient evidence exists to warrant levying formal charges against the student and to make a recommendation to the Executive Officer. The proceedings of the *ad hoc* committee shall be conducted expeditiously and should receive the minimum publicity possible. A recommendation by the *ad hoc* committee to levy formal charges shall be forwarded in writing by the Executive Officer to the Vice President for Student Affairs, who will then inform the student in writing of the nature of the allegations against him or her and initiate disciplinary proceedings. Executive Officers and faculty are encouraged to consult with the Vice President at all stages of an inquiry regarding allegations of academic dishonesty.

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14 From Student Handbook 04–05, p. 39. See Appendix II, "The Graduate Center Policy on Academic Honesty," for the full policy, and Appendix IV, "Faculty Report Form for Alleged Violations of The Graduate Center Policy on Academic Honesty," for a suggested form.

APPENDIX I
HOW TO CITE RESEARCH SOURCES
APPROPRIATELY: SELECTED RESOURCES

Part 1. Internet Resources

This section of this guide provides selected internet references on appropriate citation and footnote protocols and styles. The following listing is intended as a starting point. Many reference books and online resources are available for learning more about plagiarism and appropriate attribution and citation. All the websites were accessed on January 4, 2005.

http://library.gc.cuny.edu/Copyright/Index.asp
On this page at the Graduate Center Mina Rees Library website, the left-hand column under the section "Basic Copyright Information" shows a subsection on plagiarism. This site is particularly helpful for learning about styles of citation.

http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/cmosfaq.html
This is the online Q&A for the *Chicago Manual of Style,* published by the University of Chicago Press. It is a good and quick source for clarifying any questions or doubts you may have about style or grammar.

http://www.ccc.commnet.edu/mla/online.shtml
This useful Capital Community College of Hartford, Connecticut, site—in addition to providing its own helpful examples of references sources—has a direct link to various online chapters of Andrew Harnack and Eugene Kleppinger's book, *Online! The Internet Guide for Students and Writers*, as well as to the Modern Language Association (MLA) website and the American Psychological Association's (APA) guidelines on electronic sources.

http://scg.ucdavis.edu/coursework.cfm
This site has a Q&A on plagiarism and links to other useful pages on plagiarism and writing.

http://www.columbia.edu/cu/cup/cgos/basic.html
Here you will find excerpts from Janice Walker and Todd Taylor's the *Columbia Guide to Online Style* (Columbia UP, 1998). This is a good quick reference for learning about the different forms (MLA, Chicago, APA, Council of Biological Editors [CBE]) of citation for electronically accessed sources.

http://www.lib.montana.edu/instruct/styles/mla.html
Consult this site for the MLA style.

http://www.cdc.gov/nchs/howto/citelec.htm
This National Center for Health Statistics site offers assistance on how to cite electronic media.

http://www.bedfordstmartins.com/online/citex.html
This site offers assistance regarding various citation styles.

http://www.lib.ohio-state.edu/guides/cbegd.html
This site provides the citation style for the Council of Biological Editors.

Part 2. Sources for Citing Government Documents

Correct citation of government documents can often present more complications than the usual book or journal. The Columbia University Libraries site, http://www.columbia.edu/cu/lweb/indiv/usgd/citation.html,[15] provides a useful guide to publications that can assist the researcher in properly citing these documents. The names of three of the publications, with accompanying annotations, provided by the site, are:

The Bluebook: a Uniform System of Citation. 16th ed.
    The authoritative guide for citing legal materials.

Cheney, Debora. *The Complete Guide to Citing Government Information Resources: A Manual for Social Science & Business Research*. 3d ed. Bethesda, MD: LexisNexis; Congressional Information Service, c2002.
    The best, most comprehensive guide to citing government documents at all levels—U.S. federal, state, and local; IGO; and foreign—and in all formats. Includes extensive coverage of electronic formats (WWW files, data files, e-mail messages, Webcasts, image files, etc.).

U.S. Census Bureau. *Suggested Citation Styles for our Internet Information*. 2 February 2001. http://www.census.gov/main/www/citation.html.
    Rules and examples for HTML, ASCII, PDF, e-mail, and dynamically generated tables files.

Other university library websites provide useful information on citing government documents. See in particular:
    http://www.library.unr.edu/depts/bgic/guides/government/cite.html
    http://www.lib.umich.edu/govdocs/cite.html

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15 "U.S. Government Documents: Citing Government Documents," Herbert H. Lehman Social Sciences Library, Columbia University Libraries, December 21, 2004, http://www.columbia.edu/cu/lweb/indiv/usgd/citation.html (accessed January 4, 2005).

Part 3. CUNY Library Resources with Reference Numbers

Amato, Carol J. *The world's easiest guide to using the APA: A user-friendly manual for formatting research papers according to the American Psychological Association style guide.* Corona, CA: Stargazer Pub. Co., 2002.
> **John Jay College Reference Desk: BF76.7 .A62 2002. Non-circulating.**

The Chicago Manual of Style. Chicago: University of Chicago Press, 2004.
> **CUNY Law Reference: Z253 .U69 2003**
> **Graduate Center Reference: Z253.U69 2003**

Gelfand, Harold and Charles J. Walter. *Mastering APA Style.* Washington, DC: American Psychological Association, 2002.
> **John Jay College Stacks: BF76.8 .G45 2002**

Harnack, Andrew and Eugene Kleppinger. *Online! : Online! The Internet Guide for Students and Writers*. Boston: Bedford/St. Martin's, 2001.
> **LaGuardia Stacks: TK 5105.875 .I57 H364 2001 Regular Loan**
> **John Jay College Stacks: BF76.8 .G45 2002**

MLA Handbook for Writers of Research Papers. New York: Modern Language Association, 2003.
> **Graduate Center Reference: LB2309.G53 2003. Non-circulating.**

Publication Manual of the American Psychological Association. Washington, DC: American Psychological Association, 2002.
> **City College Cohen Reference Desk: BF76.7 .P83 2001**
> **Graduate Center Reference: BF76.7 P83 2001**

Style Manual Committee. *Scientific Style and Format: The CBE Manual for Authors, Editors, and Publishers. Council of Biology Editors*. New York: Cambridge University Press, 1994.
> **Brooklyn Stacks: Call # A-N 2nd Fl; Call # P-Z 3rd Fl.)T11 .S386   1994**
> **City College Science Reference: T11 .S386 1994**

Turabian, Kate *L. A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: University of Chicago Press, 1996.
> **Baruch Reference 2nd Floor: LB 2369 .T8 1996. Non-circulating.**
> **Baruch Stacks: LB 2369 .T8 1996. Regular Loan.**
> **Graduate Center Reference: LB2369.T8.1996**

Walker, Janice R. and Todd Taylor. *The Columbia Guide to Online Style.* New York: Columbia University Press, 1998.
> **Graduate Center Reference: PN 171 .F56 35 1998. Non-circulating.**

APPENDIX II
GRADUATE CENTER POLICY ON ACADEMIC HONESTY

The Graduate Center, like other universities, is strict with regard to academic dishonesty and has a strongly enforced policy of bringing formal charges in cases of alleged academic dishonesty and of disciplining those who are guilty of such behavior. Our academic enterprise is based fundamentally on trust and intellectual honesty. It cannot thrive among those who appropriate others' thoughts, ideas, and words. For this reason, universities mete out severe punishments for those who participate in appropriating the ideas that have been developed by others.

The following Graduate Center policy, which is published in *The Graduate Center Student Handbook 04–05* (pp. 38–39), describes in detail the standards for academic honesty, defines plagiarism, and outlines the actions to be taken when violations are suspected.

Consistent with the CUNY Policy on Academic Integrity, The Graduate Center Policy on Academic Honesty provides for referral of cases of alleged violations first to the Executive Officer of a student's program, where a three-member ad hoc faculty committee will review the evidence and recommend to the Executive Officer whether formal disciplinary charges are warranted. The Executive Officer then forwards the recommendation and the evidence to the Vice President for Student Affairs. The Vice President for Student Affairs, under Article 15 of the CUNY Bylaws (Student Disciplinary Procedures), confers with the Executive Officer and instructor, meets with the student, and otherwise further investigates the matter before deciding whether to proceed with resolution, conciliation, or formal disciplinary charges.

POLICY ON ACADEMIC HONESTY [16]

The Graduate Center of The City University of New York is committed to the highest standards of academic honesty. Acts of academic dishonesty include—but are not limited to— plagiarism, (in drafts, outlines, and examinations, as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action in accordance with the bylaws and procedures of The Graduate Center and of the Board of Trustees of The City University of New York.

Each member of the academic community is expected to give full, fair, and formal credit to any and all sources that have contributed to the formulation of ideas, methods, interpretations, and findings. The absence of such formal credit is an affirmation representing

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16 From Student Handbook 04–05, pp. 38–39

that the work is fully the writer's. The term "sources" includes, but is not limited to, published or unpublished materials, lectures and lecture notes, computer programs, mathematical and other symbolic formulations, course papers, examinations, theses, dissertations, and comments offered in class or informal discussions, and includes electronic media. The representation that such work of another person is the writer's own is plagiarism.

Care must be taken to document the source of any ideas or arguments. If the actual words of a source are used, they must appear within quotation marks. In cases that are unclear, the writer must take due care to avoid plagiarism.

The source should be cited whenever:
(a) a text is quoted verbatim
(b) data gathered by another are presented in diagrams or tables
(c) the results of a study done by another are used
(d) the work or intellectual effort of another is paraphrased by the writer

Because the intent to deceive is not a necessary element in plagiarism, careful note taking and record keeping are essential in order to avoid unintentional plagiarism....

Procedures to be followed in instances of allegations of academic dishonesty

Any student who has submitted a paper, examination, project, or other academic work not his or her own without appropriate attribution is subject to disciplinary charges. Such charges may result in the imposition of a grade of "F" or other penalties and sanctions, including suspension and termination of matriculation.

An accusation of academic dishonesty may be brought against a student by a professor, an Executive Officer, a program, a group of faculty, an administrator, or another student and must be reported to the Executive Officer.

The Executive Officer, upon initiating or receiving an allegation of academic dishonesty, shall appoint an *ad hoc* committee consisting of three members of the faculty. The function of this committee shall be to determine whether sufficient evidence exists to warrant levying formal charges against the student and to make a recommendation to the Executive Officer. The proceedings of the *ad hoc* committee shall be conducted expeditiously and should receive the minimum publicity possible. A recommendation by the *ad hoc* committee to levy formal charges shall be forwarded in writing by the Executive Officer to the Vice President for Student Affairs, who will then inform the student in writing of the nature of the allegations against him or her and initiate disciplinary proceedings.

Executive Officers and faculty are encouraged to consult with the Vice President at all stages of an inquiry regarding allegations of academic dishonesty.

APPENDIX III
CUNY POLICY ON ACADEMIC INTEGRITY

Following is the CUNY Policy on Academic Integrity adopted by CUNY's Board of Trustees on June 28, 2004. The policy provides definitions and examples of various forms of academic dishonesty and clarifies procedures for imposing sanctions.

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

I. DEFINITIONS AND EXAMPLES OF ACADEMIC DISHONESTY

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.

Avoiding and Detecting Plagiarism

- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents. The following are some examples of falsification, but by no means it is an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Adapted with permission from *Baruch College: A Faculty Guide to Student Academic Integrity*. The Baruch College document includes excerpts from University of California's web page entitled "The Academic Dishonesty Question: A Guide to an Answer through Education, Prevention, Adjudication and Obligation" by Prof. Harry Nelson.

II.   METHODS FOR PROMOTING ACADEMIC INTEGRITY

- **Orientation sessions for all new faculty (full- and part-time) and students** should incorporate a discussion of academic integrity. Packets containing information explaining the policy, the procedures that are in place, and examples of infractions should be distributed. These packets should be readily available, throughout the academic year, in the appropriate offices of the college and the locations of those offices should be widely publicized. Colleges using additional resources to detect plagiarism should publicize these resources widely.
- **All college catalogs, student handbooks, and college websites** should include the CUNY and college academic integrity policy and the consequences of not adhering to it. The Policy on Academic Integrity, as adopted by the Board, shall be distributed to all students. **All syllabi and schedules of classes** should make reference to the CUNY and college's academic integrity policy and where they are published in full.
- **A "Faculty Report" form** should be used throughout the University to report incidents of suspected academic dishonesty (sample attached). It is strongly recommended that the faculty member should report all such incidents by completing and submitting the form to the chief student affairs officer, the Academic Integrity Committee if the college has established one (see recommendation below), or other appropriate academic integrity official whom the college may designate (collectively referred to hereinafter as the "Academic Integrity Official"). A follow-up form should be submitted to the student's academic integrity file by the adjudicating person or body once the suspected incident has been resolved pursuant to one of the methods described below. Although forms need not be uniform across the University, they need to be uniform within each college. The form should provide at least minimal information such as the name of the instructor and student, course name and number, date of incident, explanation of incident and the instructor's telephone/email contact information; it should be easy to use and process. Except as otherwise provided in The CUNY Procedures, the Academic Integrity Official of each college should retain the forms for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies.
- **CUNY will develop a website on Academic Integrity.** This website will include suggestions for faculty, students and administrators to reduce cheating or plagiarism, resources on academic integrity and links to relevant sites. Future plans also include the development of an online training program to raise awareness about academic integrity.
- The Committee recommends that this **CUNY Policy on Academic Integrity**, dated Spring 2004, be adopted by the Board of Trustees.
- Colleges **should adopt the "PEN" (Pending) grade** to facilitate the implementation of the Procedures for Imposition of Sanctions. This grade already exists in the University's Glossary of Grades.
- Colleges may wish to consider **issuing a Student Guide to Academic Integrity**. An excellent example is a document that students at Baruch College developed called "Student Guide to Academic integrity at Baruch College." The Guide is in its final stages of approval.

- Each college should consider joining the **Center for Academic Integrity**.
- Colleges should consider subscribing to an **electronic plagiarism detection service**. Any college that does subscribe must notify every student each semester of the fact that such a service is available for use by the faculty.
- Colleges should consider establishing an **Academic Integrity Committee**, to serve in lieu of grade appeals committees in cases of academic dishonesty, which would hear and decide contested grade reductions that faculty members award because of students' violations of the Academic Integrity Policy and collect and maintain files of Faculty Report forms of suspected and adjudicated violations of the Academic Integrity Policy.
- Establish a mechanism for preventing students from dropping a class in order to avoid an investigation and/or imposition of a sanction for a violation of academic integrity.

III. PROCEDURES FOR IMPOSITION OF SANCTIONS FOR VIOLATIONS OF CUNY POLICY ON ACADEMIC INTEGRITY

A. Introduction

As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution—generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court-litigated violations, questions as to how much and what kind of process was "due" turn on the courts' judgment whether the decision on culpability was "disciplinary" (a question of fact) or "academic" (a question of the instructor's expert judgment). This distinction has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an "academic" sanction, that is, a grade reduction, less process is due than if a "disciplinary" sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any. It is strongly recommended that every instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the college as described in the third Recommendation for Promoting Academic Integrity, above. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

B. Procedures In Cases Where The Instructor Seeks An Academic Sanction Only

1.   Student Accepts Guilt And Does Not Contest The Academic Sanction

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade[*] only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade unless the college decides to seek a disciplinary sanction, see Section I above and IV below. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion.

2.   Student Denies Guilt And/Or Contests The Academic Sanction

If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the college's grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

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[*] A reduced grade can be an "F," a "D-," or another grade that is lower than the grade that would have been given but for the violation.

C.   Procedures in Cases Where A Disciplinary Sanction Is Sought

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college's Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college's Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought.[†] Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. For the reasons discussed in Item IV below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

D.   Procedures In Cases In Which Both A Disciplinary And An Academic Sanction Are Sought

If a faculty member or the college seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to proceed on both fronts simultaneously lest inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member.

E.   Reporting Requirements

1. By The Faculty Member To The Academic Integrity Official
In cases where a violation of academic integrity has been found to have occurred (whether by admission or a fact-finding process), the faculty member should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form (see sample attached) provided by the college as described above. The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

2. By The Academic Integrity Official To The Faculty Member
Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

Adopted by the CUNY Board of Trustees on June 28, 2004

[†] Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations, for example: infraction in ways similar to criminal activity (such as forging a grade form; stealing an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University.]

APPENDIX IV
Faculty Report Form for Alleged Violations of The Graduate Center Policy on Academic Honesty

The information requested on this form needs to be provided to the Executive Officer of your program and the Vice President for Student Affairs to report any instance of suspected academic dishonesty or any possible resolution that the faculty member and the student may have agreed upon. (Please note, however, that under CUNY policy "the college retains the right to bring disciplinary charges against the student.")

Please complete this form or otherwise provide the information in written form and send to the Executive Officer of your program and the Vice President for Student Affairs, Matthew G. Schoengood, Room 7301; <mschoengood@gc.cuny.edu>. Should you wish to confer with Vice President Schoengood before completing this form, he can be reached at 1-212-817-7400 or at the e-mail address above.

Instructor Name   Program

Telephone Number   E-mail

Course Title and Code Number

Semester

Name of Student

Date(s) of Incident

Type of Incident (e.g., Plagiarism, Cheating)

Description of Incident

Nature of discussion / communication with student about the incident (Did student admit to the charge? Explanation?)

Possible resolution, if any, agreed to by instructor and student (e.g., Failing grade on exam/paper, Failing final grade, Failing/reduced grade plus makeup work)

Instructor's recommendation, if any, for further action by the Vice President for Student Affairs

Signature of Faculty Member   Date

The Graduate Center, CUNY

The Graduate School and University Center of The City University of New York, founded in 1961, is CUNY's doctorate-granting institution. It provides a home to 30 doctoral programs in the humanities, social sciences, and sciences, with a distinguished faculty of more than 1600 and some 4000 doctoral students from New York City, New York State, the rest of the nation, and about eighty countries. The programs operate in a unique consortial model for doctoral education, whereby programs draw on faculty expertise from across the CUNY campuses. The Graduate Center also houses 28 research centers and institutes, offers six master's-degree programs, and administers a special, individually designed CUNY Baccalaureate Program.

Avoiding and Detecting Plagiarism
A Guide for Graduate Students and Faculty
With Examples

March 2005

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