

FINAL DRAFT

Academic Honesty Policies and Procedures

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Academic Honesty

1.0 Policies and procedures

Academic honesty is an essential aspect of education in our College. Assessment of student performance is a necessary part of the academic enterprise, and attempts by students to obtain unwarranted positive grades through dishonest means casts doubt on the value of all the grades awarded. Our faculty expects and demand honesty from our students.

To help students understand the nature of academic honesty, this document includes excerpts from PSU's Student Conduct Code. In addition, since the concept of plagiarism sometimes causes difficulties for students, we provide some examples to illustrate what is considered honest use of others' work, versus dishonest copying.

First, the PSU Student Conduct Code prohibits academic dishonesty, as follows:

“All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.” [1]

The procedures for dealing with academic dishonesty are described as follows:

1. “Faculty has the responsibility and purview to respond to academic dishonesty with students enrolled in their respective courses. Faculty may address academic dishonesty as they deem appropriate and are limited to an academic sanction of issuing a zero or a failing grade for the assignment for which the dishonesty was found.
2. Departments, programs, colleges, or schools may also address academic dishonesty as they deem appropriate. These entities are limited to academic sanctions of issuing a zero or a failing grade for the assignment for which the dishonesty was found or suspension or expulsion from the department, program, college or school.
3. In addition, any person may submit a written complaint to the OSA alleging that a student(s) has engaged in academic dishonesty as proscribed by this Code. Any charge should be submitted as soon as possible after the activity takes place, preferably within fourteen days of such activity.
4. If the complaint is submitted by anyone other than the course instructor, the complaint is referred to the instructor of the course in which the alleged academic dishonesty occurred.
5. If the complaint is submitted by the course instructor, he or she may indicate whether the complaint is submitted for further investigation or for documentation purposes.

6. If the complaint is submitted for documentation purposes, a conduct record is established and the charged student is sent written notification to that effect. If more than one complaint of academic dishonesty is received for a student the procedures outlined in the Section titled, "Procedures for Complaints Against Individuals" will be followed." [1]

More details can be found in the student conduct code, including the rights of appeal and the details of judicial procedure in disputed cases. There are some important points to note. First, if an instructor discovers that a student has cheated on an assignment or exam, he or she can assess a maximum penalty of zero points on that particular exam or assignment. But if, for example, the instructor, in his or her syllabus, has declared that students must pass each assignment or exam in order to pass the class, then a grade of zero on one exam or assignment may in fact result in a failing grade for the class.

In addition, the department and college have the right to assess additional penalties, which may include suspending a student or expelling him or her from the program.

If the campus action results in some form of disciplinary action, ranging from failure in the specific course to suspension or expulsion, it is usual for such action to be noted on the official transcript. The consequences of a single act of academic dishonesty can therefore follow one for a lifetime, given the requirements of subsequent academic instructors and employers to receive all academic transcripts.

2.0 Plagiarism

Academic honesty is not only the ethical foundation for legitimate scholarship and research but also the *legal* base on which student and faculty research flourishes.

The goal of academic study is to create new knowledge by building on what has been done before. Students who claim the work of others as their own cheat not only the author of the original work, but also the University, the program, their peers, and themselves.

Most students are aware that it is now relatively easy for faculty to detect and substantiate student plagiarism. Rather than waste time, effort, and resources in the risky, unethical and illegal use of another individual's work, students would do well to spend their intellectual resources on developing their own original material. This not only keeps them and their research results out of harm's way but also assures that the work they do will have validity on its own readily defensible merit.

Plagiarism is one of the most blatant forms of academic dishonesty, but the facts around plagiarism are simple: Plagiarism is illegal. If you plagiarize, you are not only behaving unethically and in direct opposition to the principles of your profession but you are also committing a crime!

Plagiarism – the use of another's writing, graphics, tables, charts, or other textual material without permission and/or acknowledgement – applies to traditional printed material such as books, journal articles, and newspapers as well as to nontraditional

material such as copyrighted web content, government publications, email messages, speeches or lectures, films, television, songs, and any other source of material attributable to another individual.

One form of plagiarism would be copying another student's assignment without their permission, or copying another person's test answers. That is a clear violation of academic honesty standards.

Copying another student's assignment with their permission and presenting their work as your own is dishonest on the part of both students, and penalties will be assessed against both students involved in such incidents.

Copying a paper from a journal or a website and presenting it as your own work is ~~also~~ another clear violation.

Plagiarism also applies to use of another student's work if you claim it as your own whether or not the work has been published.

Plagiarism occurs whether or not there was intent to steal the work.

Plagiarism occurs when another's work is changed slightly but is highly similar to the original.

Plagiarism includes using trademarks, service marks or logos without permission or acknowledgement.

The most problematic examples of plagiarism involve copying material from books and papers written by other people and presenting them as your own work, perhaps as part of a research paper.

Plagiarism is risky business not only legally but with regard to your own professional reputation. Although the primary concern is giving credit to those who've done the work, you also run the risk of including as your own, work that has not been carefully done or substantiated. In the event the information you've included as your own is *incorrect* or *questioned*, your reputation as well as your academic career will be at risk.

2.1 To avoid plagiarism

Any work of someone else's that you use must be given appropriate credit.

There are two ways to use other people's work in a legitimate way. One is to quote the other author's work directly, as was done in Section 1.0 of this document with the student conduct code. When using another author's language, you must enclose the material you are using in quotation marks and provide a reference. Any charts or diagrams you copy must also be carefully referenced in a way that makes it clear that you are using another person's work directly.

The other way to use another author's work is to paraphrase it as demonstrated in Section 2.2 below. Paraphrasing is explained in more detail in Section 3.0.

2.1.1 Guidelines to avoid plagiarism

- Use a standard writing reference to learn the proper method of citing sources in text. If you cannot remember the format, **look it up**. Do not fail to credit the source simply because you are not sure how to cite the information.
- Unless you are certain to give credit for text that has been copied (cut and paste) from another document, **rewrite** (paraphrase) the text into your document rather than cut and paste.
- Once you have rewritten (paraphrased) the text, **double check** to be sure you have not copied the original **sentence structure, significant words or phrasing**.
- Remember that widely known facts and general knowledge do not require citation. Opinions, conclusions, results, speculations, and subject-specific or author-specific facts do require citation.

Example: There are two pints to a quart and four quarts to a gallon. (**General knowledge. No citation required.**)

Example: There are 14 families on Middle Jam Road outside Portland, Maine. Of these, 7 families have children under the age of 12. (**Author-specific information based on research. Citation is required.**)

- Limit the amount of information you use from another source, and use it primarily to stimulate your own ideas; to substantiate your own primary research, if appropriate; to provide the reader with additional critical information; and to demonstrate the source of your research studies. Don't rely heavily on quoted passages from other individuals as part of your own text. **Take your place in the conversation!**

2.1.2 Paraphrasing

Paraphrasing means taking the information in the work and presenting it in your own words. In this case, you do not enclose the material in quotation marks, but you still provide a reference. Students who are not comfortable with English composition are sometimes tempted to use an overly similar paraphrase. Minor changes in the wording are not enough! You must completely rework the material as shown in the examples below.

Example-1:

“All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.” [1]

Plagiarism: *Academic dishonesty includes cheating and fraud, for example: plagiarism, the buying and selling of course assignments and research papers, performing academic assignments for other persons, unauthorized disclosure and receipt of academic information, and falsification of research data. [1]*
(Too much of the wording and sentence structure of the original definition.)

Not plagiarism: *The PSU Student Conduct Code does not give a comprehensive definition of academic dishonesty, but it does list the most common forms. These range from plagiarism and other forms of dishonest copying, to revealing academic information that should be kept private, to falsifying research results. [1]* (New sentence structure and phrasing.)

Example-2:

“Throughout the theoretical and practical discussions, and in comments made by respondents during interviews, a strong theme recurs, sometimes stated directly but at other times simply implied or underlying the discussion: technology transfer is essentially a *nontechnical* activity requiring skills different from those needed to develop the technology, and the success or failure of the effort depends heavily upon the *nontechnical* skills of individuals responsible for technology transfer activities.

“Assuming the satisfactory technical development of a new machine or system, technology transfer is an exercise in human interaction. Technical organizations and technically oriented individuals willing to make the commitment to a better understanding of that process as related to technology transfer will find the task challenging as well as rewarding—technically, economically and, if you will, philosophically.” [2]

Plagiarism: *It seems clear that technology transfer is essentially a nontechnical activity and those who engage in it need skills different from those needed to develop the technology.* (Similar sentence structure and identical wording.)

Plagiarism: *The technology transfer task will be challenging as well as rewarding to those who are willing to make the commitment to understand human interaction.* (Similar sentence structure and identical wording.)

Not plagiarism: *Although particular technical skills are needed to design and develop new technology, those same skills do not necessarily work in the introduction of that technology.* (New sentence structure and phrasing.)

Not plagiarism: Cook [2] notes that “technology transfer is essentially a nontechnical activity” and that those who succeed must apply skills in human interaction. (Includes a citation and new sentence structure. Key words are included in quotation marks.)

Appropriate citation is always required. However, there are occasions when the additional step of seeking permission to reproduce material from the copyright holder is required [3]. This may be strictly required even for the author’s own material. Permission is required for quotes of 50 words or more, for a collection of quotes from one notebook or source totaling 400 words or more, or for any table, or figure, or other form of illustration.

3.0 Other Forms of Academic Dishonesty

While we usually think of plagiarism as academic dishonesty, there are other manifestations, most of which are identifiable as clearly dishonest. One simple example would be to sign another student’s name to a class roll-sheet. Another would be for a Teaching Assistant to favor a student for personal reasons or financial reward. Ethical issues are much more difficult, particularly questions of conflict of interest, which do occur amongst students, but often unrecognized. The professional societies each publish their own codes, which can be found on the websites, (e.g. www.ieee.org→about IEEE→code of ethics.)

4.0 PSU Writing Center

If you have questions about whether your writing meets the required standard of originality, you can consult with your instructor. Or, for help with this or other issues involved in writing, take advantage of the writing center provided by the University. The center is at 188F Cramer Hall, and is ready to provide help with any kind of writing assignment.

5.0 REFERENCES

- [1] Portland State University Code of Student Conduct and Responsibility, REVISED AS OF May 14, 2002 and APPROVED BY FACULTY SENATE ON JUNE 3, 2002, pp. 3-4.
- [2] M. Cook, “Investigation of Nontechnical Factors in Technology Transfer: The Semiautomatic Weld Crown Contouring Machine,” in *Proceedings: Technology Transfer Seminars*. EPRI NP-3721-SR. Palo Alto: Electric Power Research Institute, p. 8-1, 1984.
- [3] CRC Press Author Guide.

APPENDIX

NOTE FOR CEE STUDENTS: This is not the accepted ASCE standard reference format. Please use only the ASCE reference format rather than IEEE format in your papers.

A.1 Listing of References

References in engineering publications are listed using the IEEE format. Each reference is cited with a numerical reference in brackets when it appears in the text. The numerical sequence is either in the order of the appearance of the reference in the text or by alphabetical order of the last name of the first author. The preferred version is to use the alphabetical order as illustrated below. All of the material cited in the paper should be included in the list of references. The un-cited sources should not be listed except when they are included in a separate list titled "References not cited". The referencing style, using the IEEE format, for various types of source materials is demonstrated in the examples below. For more information about the IEEE format, the students should refer to a recent issue of *IEEE Transactions on Engineering Management*.

A.2 Sample References

- [1] P. S. Adler, "Managing DFM: Learning to coordinate product and process design," in *Integrating Design and Manufacturing for Competitive Advantage*, G. I. Susman, Ed. New York: Oxford, 1992.
- [2] T. J. Allen, "Studies of problem-solving process in engineering design," *IEEE Trans. Eng. Management*, vol. 13, pp. 72-83, 1966.
- [3] K. Elissa, "Title of the unpublished paper if known," unpublished.
- [4] F. A. Ghisi, A. B. Noronha and T. Pimenta, Jr. , "The Information Technology and the Critical Success Factors", Retrieved 2/15/02 World Wide Web, <http://www.picmet.org/bulletin.pdf>
- [5] B.C. Iyengar and A.D. Harris, "Innovative Approaches to the Management of Software Development Projects," in *Papers presented at PICMET'99* [CD-ROM], eds.: D.F. Kocaoglu, T.R. Anderson, D.Z. Milosevic, K. Niwa and H. Tschirky, Portland, OR: PICMET, July 1999.
- [6] R. Nicole, "Title of the paper," *J. Name Stand. Abbrev.*, in press.
- [7] J. K. Pinto and D. P. Slevin, "Critical success factors in R&D projects," *Res. Technol. Management*, pp. 30-35, Jan./Feb. 1989.
- [8] S. Sanderson and V. Uzumeri, "Strategies for new product development and renewal: design-based incrementalism," *Rensselaer Polytechnic Inst., Center for Sci. and Technol. Policy*, working paper, May 1990.
- [9] M. Young, *The Technical Writer's Handbook*. Mill Valley, CA: University Science, 1989.

(Note that [1] is a chapter in a book, [2] is a paper in a journal which provides full information about the volume, pages and year, [3] is an unpublished paper, [4] is retrieved from World Wide Web on 2/15/02, [5] is from a CD, [6] is a paper that will appear in a journal, [7] is a paper in a journal which does not have a Volume number, and [9] is a book.)