

Advice for Faculty on Plagiarism

A. Simple steps to prevent plagiarism:

1. It is recommended that faculty members include in all course syllabi a reference to the

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

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

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

Note: Sympathy and understanding

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

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

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

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