

Plagiarism Guidelines for WR 121 Instructors

- Instructors should provide frequent guidance on early assignments as well as class instruction on what is and is not plagiarism within the first five weeks of the term, and refreshers throughout.
- Instructors are encouraged to speak with the Assistant Director of Composition on cases of suspected plagiarism. This helps the School with an overview of how WR 121 students are doing program-wide and whether any programmatic curriculum changes might be needed.
- These guidelines apply primarily to the parts of the CAP. Plagiarism in The Exchange will require a different approach as instructors don't see the manuscript until it is complete.

	Plagiarism Examples	1st Seven Weeks of Term Critical Analysis Project	The Exchange Weeks 7 and Beyond By this time, students should have had multiple opportunities for instruction on proper citation and documentation practices.
<p>Level 1</p> <p>Handled “in house” in the first half of the term.</p> <p>Potentially reportable in the second half of term.</p>	<ul style="list-style-type: none"> • Carelessness – inaccurate MLA • Poor paraphrasing (not changing words or sentence structure) too close to the original • Mistakes in citations – missing quote marks, in-text citations, and/or listing on Works Cited • Misunderstanding of plagiarism or common knowledge 	<p>Recommendation:</p> <ul style="list-style-type: none"> • Document • Talk with Assist. Director • Hold an individual conference with student to clarify plagiarism, put written notes on the draft, and explain the consequences of a repeat offense. For a final draft student may revise assignment (perhaps for a reduced score). • Probably no need to file a report with Student Conduct. <p>Remember that a first report results in a workshop to teach the student about integrity. It is not intended to be punitive.</p>	<p>Recommendation:</p> <ul style="list-style-type: none"> • Document • Talk with Assist. Director • Still a teachable moment, but potentially <u>reportable</u>. • Point penalty may start at 10 points off in the rubric • When specific Plagiarism Penalty Points are deducted (no matter if only 10), then the paper must be reported
<p>Level 2</p> <p>Reportable</p>	<ul style="list-style-type: none"> • Small sections of “patch writing” (sentences inserted into text without quotation marks or citations) • Paraphrase without attribution • Repeat of Level 1 offenses which were already addressed in writing • Possible ethical violations 	<p>Recommendation:</p> <ul style="list-style-type: none"> • Document • Talk with Assist. Director • Still a teachable moment, but potentially <u>reportable</u>. • Point penalty may start at 10 points off in the rubric • When specific Plagiarism Penalty Points are deducted (no matter if only 10 or up to 125), then the paper must be reported 	<p>Recommendation: Being later in the term, Level 2 problems can move to level 3 responses from us.</p> <ul style="list-style-type: none"> • Document • Talk with Assist. Director • <u>Reportable</u> • Send standard email to student • Prepare the report form • Meet with student for standard consultation • File report (follow all steps) with Student Conduct • Point penalty up to 0 on the assignment
<p>Level 3</p> <p>Report</p>	<ul style="list-style-type: none"> • Egregious acts of plagiarism • Obvious academic dishonesty and ethical violations • Large amounts “patch written” text (paragraphs inserted) • Paper purchased or “borrowed” • Faking citations, sources, or quotes • Translated foreign article 	<p>Recommendation:</p> <ul style="list-style-type: none"> • Document • Talk with Assist. Director • <u>Reportable</u> • Send standard email to student • Prepare the report form • Meet with student for standard consultation • File report (follow all steps) with Student Conduct • Point penalty from 50% (125) up to 0 on the assignment 	<p>Recommendation:</p> <ul style="list-style-type: none"> • Document • Talk with Assist. Director • <u>Reportable</u> • Send standard email to student • Prepare the report form • Meet with student for standard consultation • File report (follow all steps) with Student Conduct • Point penalty from 50% (125) up to 0 on the assignment; may fail student in the class

Notes

- If you deduct points or fail the student's paper **because of plagiarism**, or if you fail the student in your class, you **must** file a report with Student Conduct.
- All reports will go through the Assistant Director for guidance. All reports must be signed by the School Director who approves the penalty. We want to norm the penalty.
- The standard WR 121 syllabus does not specify whether a "failing grade" on a paper is the equivalent to a 50/100 score or to a score of zero.
- Even if a report is filed failing a student in WR 121, you must allow the student to attend class.

Overview of Process

1. Document (make and save electronic printable copies of student's papers and any other evidence, such as emails)
2. Discuss with Assistant Director (email/phone/in person); fill out preliminary report
3. Possibly meet with student
4. Complete / revise / discard report
5. If signed, take signed report (with yours and student's signatures) to School office for Director's signature and approval of penalty
6. Make copy of signed report for your records
7. Get signed original report to office of CLA (Gilkey 207) for approval / signature by Associate Dean of CLA
8. CLA will deliver report to office of Student Conduct (Kerr Admin) for processing
9. Student Conduct emails the student; they may or may not contact you as well.
10. Student takes integrity workshop

Other concerns

Assumptions

- Don't start a term by assuming that your students will plagiarize. Don't play the "gotcha" game. Assume that most students are learning how to write in "acceptable" ways and give them the benefit of the doubt. Help them understand that it is their responsibility to learn the rules. The "I just forgot" excuse can't be used over and over. Make sure students know that you will report cases of plagiarism.

Educate

- Have the plagiarism discussion early and often with your students, and be sure to show the nuances of how plagiarism can happen. Don't simply say "avoid it" and expect your students to understand a complex textual practice. Use written as well as oral comments.

Deter

- Deter plagiarism through the creation of plagiarism-resistant assignments. Using first drafts to review the student's writing and progress helps notice whether their paper is going astray. Last minute change of topic is often a red flag.

Teach

- In some cases you have the option to ask the student to revise or rewrite the assignment to correct it (for the same or for a reduced grade).

SafeAssign

SafeAssign is OSU's plagiarism prevention tool in Blackboard. Because OSU is migrating to Canvas, we may not be using this tool much from now on.

- When students submitted nearly final drafts to SafeAssign they got a chance to see any errors highlighted and to fix them before submitting the final version.
- Student drafts helped build an OSU database to discourage borrowing papers from term to term. We don't know what will happen with Canvas.