Don’t hesitate to pursue any plagiarism that occurs in your class.

The majority of students, who do not plagiarize, will appreciate your action.

For more information on the prevention and detection of plagiarism or other forms of academic dishonesty, please contact:

The Dean of Students' Office
1206 Murphy Hall
825-3871

Confronting Plagiarism:

A guide for Instructors to UCLA policies

Prepared by:
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June, 1992
2. Assign a grade of "DR." Should the incident come to our attention during the time that a final grade is due, you should assign a grade of "DR" (deferred report). You should let the student know that you have assigned this temporary grade. A "DR" isn't permanent and does not "hurt" the student's record. The grade report will be changed once the case is resolved.

3. Send your documentation to the Dean of Students' Office. (1206 Murphy Hall, 625-3871). This task is not meant to create additional work for you. It will expedite the disposition of the case if you include: copies of the plagiarized assignment and the original source(s), (if possible, it will help if you indicate on the copies which are the plagiarized passages) and a written statement of the facts of the incident, including an account of your conversation(s) with the student. The Dean of Students will review all incoming case materials.

4. The Dean handling the case will contact you and will send the student a summons letter outlining the specific charges, and include two brochures describing UCLA conduct policies and procedures. Normally, during the first counseling session with the Dean, the student will be asked if s/he understands the conduct regulations as issue and the documents relevant to the charge of plagiarism. The student will have the opportunity to relate his/her understanding of how the paper was written. The Dean and student will probably meet several times to determine questions of premeditation, deliberation, and sanctions.

5. The Dean will decide on the appropriate sanction. Every effort will be made to consult with you again, prior to the sanction becoming official. Sanctions range from a written Warning to Suspension and Dismissal; often, students are required, as part of conditions of continued enrollment, to complete unpaid community service hours such as working in the Center for the Health Sciences, or to participate in an individualized tutoring program to address academic deficiencies. the Dean will administer these sanctions and discuss with you the calculation of the grade to replace the DR.

The rare case: In a few cases, the Dean may not be able to resolve the issue. Typically, this happens if the student continues to deny the allegations and there is reason to believe that plagiarism did occur. The case is then referred to the Student Conduct Committee, composed of two faculty, two students, and a staff member. The Committee (or Hearing Officer) hears the case and makes recommendations to the Chancellor. The Chancellor then makes the final decision.

Can Plagiarism be prevented? No assignment can be guaranteed plagiarism-proof, but instructors can take steps not only to confront, but also to prevent plagiarism. We may not eliminate it, but we can make students think twice.

Strategies to prevent plagiarism:

1. Define plagiarism for each course, each quarter. Include a definition in the syllabus and give students notice that you expect them to follow standard principles of citation and attribution (they may not know what those are). You might refer them to the Style Sheet, a pamphlet published by the Department of English, for a workable definition of plagiarism.

2. Make your assignment expectations explicit. The student should know what you expect in the way of citations, and precisely what collaboration with fellow students, if any, is permitted.

3. Ask for all papers to be handed in with rough drafts. You might also assign deadlines by which students must submit evidence of progress on assignments.

4. Assign paper topics that are specific or are likely to require original research. If specific topics are not possible, and if you have a large class, consider photocopying the first page of each term paper submitted so that:

a) they may be cross-checked, within the same class, for duplicate submissions; and

b) you may compare these with the papers submitted in later academic terms.

5. Require students to present oral reports on a particular paper. It is very difficult to give an adequate oral report on a paper one hasn't written.

6. Be aware that several local companies offer pre-written, and custom written term papers for sale. Indicators of purchased papers are often unusual or outdated references, and a thesis that marginally addresses the assignment (for example, the paper makes reference to characters, events, concepts, or works not discussed in class). If you suspect such a paper, please consult with the Dean of Students' Office.
"When on an examination or other work submitted by a student, the student is suspected of having engaged in plagiarism or otherwise having cheated, the suspected infraction is to be reported to the appropriate administrative office ... for consideration of disciplinary proceeding against the student." (The Manual of the Los Angeles Division of the Academic Senate, Oct. 1984)

For more information on the judicial procedure for cheating or plagiarism, please refer to either:

UCLA Student Conduct Code: Policies and Procedures

or

"Confronting Plagiarism: An Instructors Guide to UCLA Policies"

Both brochures and more information are available from:
The Dean of Students' Office
1206 Murphy Hall
825-3871

cheating: (chē'ting) n
flimflam, rook, swindle, uncool

A guide for Instructors to
UCLA Policies

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Dean of Students
1206 Murphy Hall
825-3871
August, 1994
2. If you allow students to use notes or a page of formulas, consider providing that document yourself, at the start of the exercise. This reduces the possibility of a student bringing in a completed exam or unauthorized aids with the notes.

3. Secure the exam in a locked office and desk, etc., whatever is available until you are ready to administer it.

4. If you wish students to use blue books, consider:
   - Providing those through your department and the start of the exam, or Collecting them at the beginning to be stamped and randomly redistributed.

5. Consider assigning seats so that students are seated randomly during the exam.

6. If you are inclined to permit make-up exams, consider reordering the questions or using a different exam.

7. Encourage those who have studied together not to sit together during the exam.

8. If assigning a "take-home" exam discuss in advance the amount of collaboration and help that is permissible.

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Confronting Cheating:

During the exam:
1. If possible, get a "second opinion," (i.e., to observe the behavior and confirm your suspicion).

2. If possible, move the student with whom you believe to be responsible to another location, creating as little disturbance as possible. If you know the room will be too small for spacious seating, contact your departmental administrator to request a larger examination room.

3. Take note of the time and/or circumstances of the observation - (and/or move of the student), and the location in the exam room. This is especially helpful in comparing exams.

4. If unauthorized materials appear, remove them, creating as little disturbance as possible. Note the time and place in the exam of the removal.

5. Consider passing around a sign-in sheet to determine who is sitting where, or checking ID's.

6. ALWAYS allow the student to complete the exercise. Although it may seem unlikely at the time, there is always a chance that you are mistaken in your suspicions.

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After the exam:

1. Explain your concerns to the student. Be as objective (not accusatory) as possible.

2. You may not assign a disciplinary grade. If appropriate, tell the student that you are assigning a temporary grade of "DR" (deferred report) and are referring the issue to the Dean of Students' Office for resolution.

3. Compare the exams in question. Note similarities in both correct and incorrect responses. Are these similarities found in other students' responses? Do you know if the students studied together? Can you (or another proctor) recall the names of students seated behind these, who might also have observed some communication?

4. Put your concerns in writing, including copies of the original exam with altered or copied answers marked, and any supporting documentation. Send this to the Dean of Students' Office for adjudication.

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Preparing to Grade an Exam:

On occasion, a grader makes a mistake and marks an answer incorrectly. Many instructors routinely consider regrade requests from students to correct these errors. Unfortunately, some students have attempted to exploit this practice by changing their answers after the exam has been returned and resubmitting the fabricated work for credit.

There are several ways to minimize the likelihood of such fabrications occurring:

1. Several departments photocopy all graded exams prior to returning them.

2. If resources don't permit, some instructors photocopy the graded exam of students who, on earlier exercises, have requested regrading which resulted in a significant increase in grade. If another regrading request is submitted, the returned exam is compared with the photocopy prior to modifying the grade.

3. As you grade the exam, mark, in pen, through the area where the original answer should be (for objective tests).

4. At the end of the last sentence of an essay, draw a line through any remaining space to indicate where the answer ended.