Student Conduct and Discipline
Students are charged with knowledge of and compliance with all University regulations concerning student conduct and discipline as set forth in the UTHSC-H Handbook of Operating Procedures.

The University has adopted policies regarding misconduct in school-related scholastic and/or research activities, whether on- or off-campus. Cheating, plagiarism, or dishonesty in any scholastic activity is a serious breach of ethical standards and is grounds for disciplinary action, up to and including dismissal from the School. Responsibility and authority for investigating allegations of misconduct and enacting disciplinary measures lies with the Associate Dean for Academic Affairs, subject to appropriate review by the Dean, whose decision is final. Students are expected to sign a pledge adhering to the honor code during New Student Orientation.

Plagiarism
Plagiarism is the use of ideas or words of another person without giving appropriate credit. The appropriation of another author’s text and the presentation of it as one’s own constitutes plagiarism. Plagiarism, in turn, constitutes academic misconduct under University policy. Written materials regarding plagiarism are provided to all students during orientation. These materials explain what plagiarism is and give helpful examples so that students know how to properly cite sources. These materials are available in the Office of Student Affairs for all students and faculty. International students should pay particular attention to this material since laws, regulations, and practices may differ in various cultures.

The School of Public Health provides a program called SafeAssign in BlackBoard that students should utilize to ensure that their written documents do not contain text that may have been inadvertently copied from a published author’s work. Information and instructions for using SafeAssign are located at http://www.sph.uth.tmc.edu/uploadedFiles/Website/Academics/safeassigns.pdf.

Academic Integrity – excerpts from The University of Texas at Austin, Office of the Dean of Students

From: http://deanofstudents.utexas.edu/sjs/acint_student.php

Introduction: The Importance of Academic Integrity
The University of Texas traces its genesis to the state Constitution of 1876, which called for the establishment of "a university of the first class." This ideal has shaped the University's mission since its founding and continues to guide the policies of the University today. As a university of the first class, The University of Texas also participates in a larger mission: the advancement of knowledge. The sharing of knowledge forms the heart of university life. Scholars, teachers, and students all participate in a community of learning, where the ideas and information that have been developed over
centuries are disseminated, elaborated upon, and added to in a continual process of intellectual advancement. High standards of academic integrity help ensure that this process functions smoothly.

At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement.

Plagiarism

Plagiarism is an extremely serious violation of academic integrity. The Institutional Rules on Student Services and Activities at The University of Texas at Austin defines plagiarism as follows: "Plagiarism' includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any other means another's work and the submission of it as one's own academic work offered for credit" (Section 11-802(d)). Plagiarism can occur in a myriad of forms and media. Although most commonly associated with writing, all types of scholarly work, including computer code, music, scientific data and analysis, and electronic publications can be plagiarized. The aim of this section is to help students and faculty deal with the complex and important issue of plagiarism on campus.

A Question of Intent

Plagiarism, strictly speaking, is not a question of intent. Any use of the content or style of another's intellectual product without proper attribution constitutes plagiarism. However, students plagiarize for a variety of reasons, and awareness of these reasons is essential for understanding the problem of plagiarism.

Some students choose to plagiarize. Whether claiming to be overworked, compensating for their own perceived academic or language deficiencies, or simply hoping to gain an academic advantage, those who choose to claim credit for another's work are guilty of plagiarism. Those who intentionally plagiarize "borrow" either from published sources, such as books, journal articles, or electronic information, or from unpublished sources, such as a friend's paper or a commercial writing service. Whatever the source, such conduct is a direct and serious violation of accepted standards of academic integrity.

Others, however, stumble into plagiarism. Negligent plagiarism can result from ineffective proofreading, sloppy notetaking, or, most commonly, simple ignorance about the nature of plagiarism itself. Such inadvertent plagiarism, while not an excuse for what is still a serious breach of academic standards, is a more complex area of academic conduct than straightforward copying. Addressing the issue of negligent plagiarism requires a careful examination of both the definition of plagiarism and the appropriate techniques for scholarly attribution.
What is Plagiarism?
Nearly everyone understands that copying passages verbatim from another writer's work and representing them as one's own work constitute plagiarism. Yet plagiarism involves much more. At The University of Texas at Austin plagiarism is defined to include any use of another's work and submitting that work as one's own. This means not only copying passages of writing or direct quotations but also paraphrasing or using structure or ideas without citation. Learning how to paraphrase and when and how to cite can be difficult, yet it is an essential step in maintaining academic integrity.

Paraphrasing
Like a direct quotation, a paraphrase is the use of another's ideas to enhance one's own work. For this reason, a paraphrase, just like a quotation, must be cited. In a paraphrase, however, the author rewrites in his or her own words the ideas taken from the source. Therefore, a paraphrase is not set within quotation marks. So, while the ideas may be borrowed, the borrower's writing must be entirely original; merely changing a few words or rearranging words or sentences is not paraphrasing. Even if properly cited, a paraphrase that is too similar to the writing of the original is plagiarized.

Good writers often signal paraphrases through clauses such as "Werner Sollors, in Beyond Ethnicity, argues that..." Such constructions avoid excessive reliance on quotations, which can clog writing, and demonstrate that the writer has thoroughly digested the source author's argument. A full citation, of course, is still required. When done properly, a paraphrase is usually much more concise than the original and always has a different sentence structure and word choice. Yet no matter how different from the original, a paraphrase must always be cited, because its content is not original to the author of the paraphrase.

Examples
The following are examples, with explanations, of the wrong and right ways to paraphrase.

The Right Way to Paraphrase

Original Passage: "The Republican Convention of 1860, which adopted planks calling for a tariff, internal improvements, a Pacific railroad and a homestead law, is sometimes seen as a symbol of Whig triumph within the party. A closer look, however, indicates that the Whig's triumph within the party was of a very tentative nature."


Paraphrase: Contrary to many historians, Eric Foner argues that the Republican platform of 1860 should not be understood as an indication of Whig dominance of the party.

**Explanation:** This paraphrase is properly cited and represents an accurate and concise summary of the source.

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**The Wrong Way to Paraphrase #1**

**Original Passage:** 
"[J]ust before 1914 most religious leaders genuinely opposed war and few saw reasons to partake in a remote struggle in Europe. For decades a spirit of progressive optimism had moved many of the more powerful leaders, who saw no point in settling human differences with anything so destructive as war. Yet when it came, they closed ranks and generated an ideology to support it. The majority suspected innocents for presumed lack of patriotism and punished dissenters. For a brief moment they also found that the specter and cause of war united them as no spiritual impulse of their own ever could."


**Paraphrase:** Although initially skeptical, many religious leaders soon embraced America's involvement in the First World War, and even discovered that it (and the xenophobia surrounding it) bolstered their sense of solidarity more effectively than purely religious motivations had.

**Explanation:** This paraphrase, while an accurate summary of the above passage, is nevertheless plagiarized, because it contains no citation of the passage from which its main ideas are obviously derived.

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**The Wrong Way to Paraphrase #2**

**Original Passage:** 
"To the young American architects who made the pilgrimage, the most dazzling figure of all was Walter Gropius, founder of the Bauhaus School. Gropius opened the Bauhaus in Weimar, the German capital, in 1919. It was more than a school; it was a commune, a spiritual movement, a radical approach to art in all its forms, a philosophical center comparable to the Garden of Epicurus."


**Paraphrase:** As Tom Wolfe notes, to young American architects who went to Germany, the most dazzling figure was Walter Gropius, founder of the Bauhaus School. Gropius opened the Bauhaus in
the German capital of Weimar in 1919. It was, however, more than a school, it was a commune, a spiritual movement, a philosophical center like the Garden of Epicurus.


**Explanation:** While the author of this intended paraphrase mentions the source and gives a full citation in a footnote, this excerpt is nevertheless plagiarized, because it is in fact not a paraphrase at all but a nearly verbatim reproduction of the source. It is too similar to the original. Rather than concisely summarizing the ideas, it uses the phrasing and structure of the original.

Should be included in the first draft. It is simply too easy to omit a reference accidentally and then forget the source of a fact, quotation, or paraphrase.

**Whose idea is it, anyway?**

One of the most complicated aspects of source citation is learning how to distinguish "borrowed ideas," which must be cited, from "common knowledge," which does not need to be cited. A simple guideline is that well-known or easily accessible facts, such as the winner of the 1908 World Series, or commonplace observations, such as Einstein's prominence in modern physics, need not be cited. Unique ideas, controversial or especially important facts, and novel insights all must be cited (although other items may need to be cited which meet none of these criteria). This is a judgment that often depends on the writer and his or her academic community. What the audience of an academic journal considers common knowledge may not be seen the same way in a freshman composition course.

To be safe, be attentive to where you encountered a particular idea. Just as with paraphrasing, good note taking is invaluable for tracking the origin of ideas. And of course, the best advice remains: when in doubt, cite. Consult your instructor if you need help clarifying this issue.

**Example**

**Original Passage:** "With voice vote elections, and with participation limited to the more stable elements of the population, rich men won elections. Rochester's fifty wealthiest taxpayers, along with their relatives and business associates, accounted for 61 percent of the trustees elected between 1817 and 1825."


**Paraphrase:** The wealthy dominated Rochester politics in the 1810s and 1820s. In fact, of the trustees elected from 1817-1825, fully 61 percent came from the fifty richest men and their families and friends. 1

Explanation: This passage must be cited, because the author has used specific information not readily available elsewhere.

Plagiarism and Collaboration
Plagiarism and unauthorized collaboration are very closely related areas of scholastic dishonesty. Although this document discusses unauthorized collaboration elsewhere, it is nevertheless valuable to examine in greater detail the relationship between unauthorized collaboration and plagiarism. In simplest terms, plagiarism and unauthorized collaboration both involve the same fundamental deception: the representation of another's work as one's own.

Because of this connection, group efforts that extend beyond the limits approved by the instructor often constitute plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching, but require each student to write a separate report; if the students collaborate while writing the report, they are guilty of both unauthorized collaboration and plagiarism. In this example, each student submits a written work misrepresented as his or her own, which in fact he or she has borrowed from other, unattributed sources: the other students. Remember, plagiarism includes not just copying from a published source, but also submitting work obtained from any source as one's own. If you have any questions, ask your instructor for guidelines regarding collaboration.

Multiple Submission
A second issue of academic integrity closely related to plagiarism is the submission by a student of the same paper for two courses, which some institutions label "self-plagiarism." The University of Texas at Austin classifies such conduct under the more general heading of scholastic dishonesty. Because of the unfair academic advantage gained from this conduct, students may not submit a paper or project that is substantially the same for two courses, unless expressly authorized to do so. When approved by the instructor, however, students may re-work or supplement previous work on a topic.

Citation Conventions
After determining when to cite, the writer must decide how to cite. The two basic formats are a numbered reference note (either footnote or endnote) and a method of parenthetical reference. When using either a footnote, which appears at the bottom of the page, or an endnote, which appears at the end of the article, chapter, or book, the writer customarily gives a full bibliographic citation in the first reference to a particular source, and an abbreviated citation for subsequent references. The full source citations are also listed in the bibliography.

Parenthetical references, placed within the text, follow either the format devised by the Modern Language Association (MLA), which cites the author's name and a page number in parentheses, or a format like that recommended by the American Psychological Association (APA), which cites the author's name and the publication date in parentheses. The author-date method only includes a page number reference if appropriate. Both methods stress brevity in the parenthetical reference and rely on a list of works consulted for complete bibliographical information.
Scholars vary widely from discipline to discipline in the citation styles they most commonly use. Writers in the humanities, for example, usually use either a numbered reference note or the MLA parenthetical reference, while authors in the natural and social sciences tend to use the author-date parenthetical reference. Because many other formats and styles exist, it is best to check with your instructor about the format most appropriate for your course and assignment.

The following examples illustrate basic citation techniques. This information is not intended to substitute for a handbook or style manual. In addition, the Undergraduate Writing Center has a number of resources which provide a more thorough review of the primary citation formats, including information on citing periodicals, anthologies, and works with multiple authors.

**Examples**

1. **Footnote or Endnote, following the guidelines of the Chicago Manual of Style:**


   A subsequent reference to the same source:


   A bibliographic reference for the same source:


2. **Parenthetical reference method from the MLA Handbook for Writers of Research Papers:**

   A reference to the source from the above example would simply read "(Lears 157)" in the text. All systems of parenthetical reference require a list of works cited, which in this example would contain the entry:


3. **Author-date method, from the Chicago Manual of Style:**
The reference to the above source would read "(Lears 1994)" and, if a particular page number was required, "(Lears 1994, 157)." This method is used most often in the social and natural sciences when references are made to another researcher's work.

The entry in the list of works cited follows a slightly different format:


Again, this is an extremely abbreviated discussion of citation conventions, illustrating the format for only the most basic source, a book by a single author. For more detail about the exact format best suited to your writing project, consult your instructor, one of the recommended style manuals, or the Undergraduate Writing Center.

**Style Manuals and Research Guides**

Style manuals are extremely important resources on scholarly writing. They all include, at a minimum, guidance on research, writing, and documentation of sources. While many different manuals and formats exist, they all stress clear and concise citations which assist the reader in identifying and locating any referenced sources. You should base the decision about which manual or handbook to follow on the conventions in your discipline, the recommendations of your instructors, and the manual that you find most useful. The following is a list of some of the most helpful and commonly used style manuals and research guides.


Timeless advice for clear and concise writing.


**Academic Integrity in the Information Age**

An issue of growing importance for student writing and research is the proliferation of electronic documents and information sources. CD-ROMs, on-line journals and encyclopedias, e-mail discussion lists, and Web sites of all sorts have opened a new world of information to researchers, as well as raised new concerns about academic integrity in the information age.

When using the new media as source information, you must take extra care to provide the proper citation. Furthermore, when taking notes on a computer from printed material, you must be especially mindful not to incorporate the writing of the source material into your notes, which you may then accidentally copy into your paper as an unattributed quotation or paraphrase.

Such simple mistakes result from the failure to observe basic writing procedures, especially proper note taking and proofreading. Good note taking skills are particularly important with electronic documents, because the ease of manipulating this information makes sloppiness and mistakes more likely and the adverse consequences potentially greater. "Cutting and pasting" is not an alternative to taking notes, because note taking is not just about transferring information but about arriving at and organizing original thoughts.

**How to Cite a Site: Attribution of Electronic Documents**

The most recent editions of a number of the most prominent style manuals, such as the *MLA Handbook for Writers of Research Papers* and Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, include suggestions for citing electronic documents. Remember that these conventions are still in the process of being developed, so it is important to remain up-to-date and to check with your instructor about how to cite electronic information.

The following are the MLA suggested formats for citing some of the most frequently used electronic documents. These brief examples do not fully cover the topic, and are not intended to substitute for a reference manual. The [Undergraduate Writing Center](#) also maintains on-line resources on citing electronic documents.

**Examples**

**CD-ROM:**

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**Web Site:**


Many other electronic documents and citation formats exist. For more specific information, check with your instructor, a research manual, or the Undergraduate Writing Center.

**Works Consulted**


