Plagiarism *(continued from Page 7)*

how to correct the errors, and explain where to go for more information.

Finally, do not ever insult a student. Such behavior in the classroom will eventually result in an instructor being placed on inactive status. Further, police your classrooms and your responses to students for errors in grammar, spelling, syntax, and other mistakes that place you at a distinct disadvantage with students who have been around the writing block a few times (OK, a rather contorted pun)!

Make certain, too, that you establish expectations for each assignment. Rubrics are an excellent starting point to achieve this goal. Also, rotate and update standardized exam questions to avoid the "answer pool syndrome" common in Frat Houses in ground based schools. Yes, they do exist online. Students do loan each other papers. We have had examples of students submitting a paper by another student from an earlier class and examples of students plagiarizing other students' discussion posts.

Why do students plagiarize and cheat? Some simply do not believe the course is important enough to their degree path to warrant any extra effort; in other words, they simply play the lottery and take the risk. Some are confused about the rules of documentation and some have not learned how to locate and track credible sources. Often these students have postponed taking even basic gen-ed courses until the junior or senior year because, as they sometimes openly declare, they hate to write. These are students we need to work with to educate.

Students often plagiarize because they have little confidence in themselves and/or simply do not understand the material. This has long been an issue with open-enrollment schools. Students are coming into our classes who have never read a book all the way through; students who have never written anything more detailed than a text message or tweet, and students who have never had to analyze a piece of writing more complicated than a movie review.

Every week we receive reports from vigilant instructors who have uncovered cheating and plagiarism. Usually, the action to be taken is rather straightforward. Let the student know that you know and that this is unacceptable behavior. Try to make a judgment concerning if this is an honest error (allow correction and resubmission) or malicious intent (be firm and use the tools available to you to discipline the student). Gather documentation and use this as a teaching moment if at all possible. One caution: adherence to MLA or any other citation style is great, but even this should not overshadow a demonstration of sound critical thinking by our students.

Finally, understand that cheating in its many forms is fairly widespread but a strong deterrent is that you establish a culture of integrity early in the students' experience in your classroom. "Academic integrity is a key teaching responsibility," to quote Dr. Gallant.

Academic Copyright and Fair Use Links
Dr. Ray Uzwyshyn, Director of Libraries

- Best Practices, from the American University Center for Social Media
  http://centerforsocialmedia.org/fair-use/*best-practices*
- Copyright and Fair Use, from the Stanford University Libraries
  http://fairuse.stanford.edu
- Copyrights and Wrongs, from the American Association of University Professors
  http://www.aaup.org/AAUP/programs/legal/topics/copy.htm
- The Copyright Crash Course, from the University of Texas at Austin
  http://copyright.lib.utexas.edu
- Copyright Term and the Public Domain in the United States, from Cornell University
  http://copyright.cornell.edu/resources/publicdomain.cfm
- A Map of Use Issues, from the University of Minnesota
  http://www.lib.umn.edu/copyright/usemap
- Public Domain Slider, Section 108 Spinner, and Fair Use Evaluator, from the American Library Assoc.
  http://www.ala.org/ala/issuesadvocacy/copyright/crtools/index.cfm
- *Tales From the Public Domain: Bound By Law?* A comic book from public domain scholars at the Duke University Law School http://www.law.duke.edu/cspd/comics/