academic integrity
TOOL KIT
for faculty & instructors

best practices

FOR PROMOTING ACADEMIC INTEGRITY

1 CLEARLY DEFINE COLLABORATION

Clearly articulate what group work should and should not look like in your classroom. If you permit students to work together on an assignment, go a step further and explain what working together means in the context of your class.

2 ARTICULATE EXPECTATIONS FOR ONLINE RESOURCES

Explain to your students your expectations when it comes to using the internet to complete their assignments. Compile a list of preferred online sources where students can learn more about the topics in your course.

3 INCORPORATE SYLLABUS STATEMENTS

Setting course-specific, clear expectations for students via the syllabus is important. Share your obligation to report to SAA and potential grade impacts for academic misconduct from the Code.

5 PREPARE PROCTORS

Plan a proctoring strategy, including the use of seating charts, plans for where phones & backpacks will be stored and multiple versions of the exam to deter students from cheating behaviors. Consult our proctoring 101 guide for more tips.

4 ALWAYS USE TURNITIN ASSIGNMENTS IN MOODLE

Turnitin is a plagiarism detection software that can be used through Moodle. This is a great resource that generates an originality report by matching student papers with other submitted papers and internet sources.

UNAUTHORIZED COLLABORATION IS A COMMON VIOLATION AT LSU. IT IS HELPFUL TO ADD A SYLLABUS STATEMENT THAT OUTLINES THE DEGREE TO WHICH AN ASSIGNMENT SHOULD BE PREPARED INDEPENDENTLY.

resources

STUDENT ADVOCACY & ACCOUNTABILITY
LSU.EDU/SAA - 225-578-4307

FOR FACULTY & INSTRUCTORS

LSU LIBRARY RESEARCH GUIDES

The LSU Libraries website has several research guides that are classified by course number. Faculty can work with a librarian to develop the guide that should be used with your course content.

OWL BY PURDUE

The Online Writing Lab sponsored by Purdue University is one of the best resources for citation, reference pages and questions about paraphrasing. Share the link with students in your Moodle course and syllabus.

USE THE SAA SYLLABUS CHECKLIST

Use the syllabus checklist to be sure that you have provided the complete and current information to your students each semester. SAA updates syllabus statements annually so be sure to verify your statements often.

USE THE SAA PROCTORING 101

We have put together a guide for proctoring exams that has must dos, don'ts, tips and suggestions whether you proctor 5 students or 500 in an exam setting. There are tips for quizzing methods and developing multiple exam versions as well.

TURNITIN FEEDBACK STUDIO

Turnitin is a plagiarism detection software that can be used through Moodle. This is a great resource that also allows the grader to provide feedback using the Feedback Studio. Students will be able to see both comments and the similarity report in one screen, along with the grade. Use this link to view the tutorial.

KNOW THE TECHNOLOGY

Communication technology is always changing, studying apps are launching everyday and cheating is becoming a big business. Stay up to date on the latest technology used by your students by consulting the SAA list of concerning technology published each semester.

SUBMIT A REPORT 24 HOURS/7 DAYS AT LSU.EDU/LSUCARES

GENERAL STATEMENT ON ACADEMIC INTEGRITY

High standards of academic integrity are crucial for the University to fulfill its educational mission. To uphold these standards, procedures have been established to address Academic Misconduct. LSU Students are responsible for submitting work for evaluation that reflects their performance. If the Student has a question regarding the instructor's expectations for assignments, projects, tests, or other items submitted for a grade, it is the Student's responsibility to seek clarification from the instructor. All students are expected to read and be familiar with the LSU Code of Student Conduct, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

PLAGIARISM & CITATION METHOD

As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another person and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use _____ *(please add the citation method appropriate for the course here)*. Ignorance of the citation method is not an excuse, please see https://owl.english.purdue.edu for assistance.

One tool available to assist you in correct in text citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs.

GROUP WORK & COLLABORATION ON ASSIGNMENTS

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that your performance on each assignment can be evaluated. If a group/partner project is assigned, the student may still have individual work to complete. Seeking clarification is your responsibility as a student.

Students may work together on homework assignments to learn the material but may not copy and may not divide the work amongst group members to be completed.

USE OF INTERNET SOURCES

Use of internet sources to complete homework assignments is prohibited. You may use your textbook, notes and in-person tutors to understand the material. Consultation of internet tutors, answer keys, websites showing how to complete certain problems, Googling for answers to questions or check your answers, and other use of the internet in this course is prohibited.

THESE STATEMENTS ARE MEANT TO BE HELPFUL, BUT YOU MAY NEED TO ADAPT THE LANGUAGE FOR YOUR COURSE.

LSU RESOURCES TO INCLUDE

Consider adding information about supplemental instruction, tutoring through Center for Academic Success, Disability Services, Library assistance and/or Writing Lab that you feel might be helpful for your students. When listing references, provide the web address and physical location on campus.

CLASSROOM DISRUPTION PROCEDURES

Share what you will do if the class is disrupted by a student. This may include asking a student to leave if they come in late to class or answer a phone call. Additionally, you may want to put a statement about healthy challenging of the instructor or course material and how you expect students to do this in your course. Some courses have especially controversial topics and it would be a good idea to address resources for students in considering the material in your syllabus; in addition to how to respond to material and classmates in respectful manners.

GROUP MESSAGING APPLICATIONS & CLASS EMAILING

Students are increasingly dependent on technology to communicate with each other and with you. Consider addressing the use of GroupMe, What's App, and other group text applications, along with sending class email messages, for your course. It is not your responsibility to patrol student communication, but if you are clear in your stance in how information from class is to be shared it can cut down on issues with group communication technology.

VERIFYING ABSENCES

Per LSU PS -22, the instructor has the final authority on accepting documentation for absences. If you require a doctor's excuse or other documentation, be prepared to check the authenticity or to submit any suspicious documents to SAA. You may want to include this in the syllabus or discussion with the class early in the semester.

GRADING RUBRIC / GRADE APPEAL

Including a detailed rubric for how you grade each assignment is helpful for students, especially the high achieving students. Be transparent for items you will take points off for and for your expectations on the grammar and use of in-text citation needed. If this is not included in your syllabus, creating individual assignment sheets and adding them to Moodle is also a good practice.

Adding your College or the general LSU grade appeal policy to your syllabus can set a tone in your course where dialogue about the grade is welcomed throughout the semester. Including this information also shows the student that you take grading seriously and want it to the fair and consistent.

THESE TIPS COME FROM CONVERSATIONS WITH STUDENTS & FACULTY AT LSU

proctoring 101

TESTING ENVIRONMENT

REPETITIVELY ARTICULATE CLEAR EXPECTATIONS

Exam and quiz instructions, expectations and procedures should be clearly stated in the syllabus and in an exam sent 24 hours prior to each exam. Additionally, the lead proctor should read the same instructions to the group at the start of the exam and allow for questions prior to distributing the exam or quiz. Some instructors print the same instructions on the front of the exam.

PROCEDURES MATTER

Use of seating charts, LSU ID checks, backpacks at the front of the room and other procedures matter in protecting the integrity of the exam. Designing an exam with two versions, allowing a seat in between each student and asking for all work to be shown in math problems are also procedures that create an environment of integrity.

NEVER STOP MOVING

The best rule to use is 1 proctor / 40 students. As a proctor, you should never stop moving - - until it is time to start collecting exams. It is always helpful to have one proctor still moving in the crowd while the other collects exams. The proctor should be vigilant in watching student movements and in getting a second opinion on suspicious behavior BEFORE confronting the student.

ELIMINATE DISTRACTIONS

The purpose of testing is to assess learning, not working under pressure. Be aware of distractions and eliminate them. Limit bathroom breaks and ask students to remain seated until they wish to leave. Have backpacks organized in such a way that pick up is not disturbing to others still testing. Have a procedure for confrontation that does not create a scene. If you plan to announce the time, do so on a large projection screen rather than calling out the time. Proctors should be seen but not heard as they circulate.

BE CONSISTENT

Treating all students similarly is critical to protecting the testing integrity. Set rules and share consequences - - then follow them every time without exception. Be prepared that if an error is made by a proctor that the student may need to retake an exam or quiz. Ultimately, handle issues quickly and quietly during the exam or quiz.

THIS GUIDE IS MEANT TO PROVIDE AN OVERVIEW OF BEST PRACTICES IN PROCTORING - - IT CONTAINS TIPS PROVIDED BY LSU FACTULY & STAFF BUT IS NOT RESEARCH SUPPORTED

test design

MULTIPLE VERSIONS OF THE EXAM

It is a best practice to have 2 or more versions of the exam in multiple choice, math-based and diagram-based exams. You may opt to have the same questions in a different order or to use slightly different numbers in math-based problems. Beyond this, it is not a good idea to recycle exam questions from semester to semester - - if you do this, do not return the exam to the students once graded.

FORMULA SHEETS / NOTES SHEETS

If you allow a formula or notes sheet to be brought to the exam, ask each student to submit the sheet with the exam. If the student does not have a formula or notes sheet, consider asking them to attach a blank sheet of paper where they write that they did not have a sheet to submit. This eliminates guess work later on or claims that the sheet may have been lost. Provide detailed and clear parameters for what can be included on the sheet and it's size, etc.

BLUE BOOKS

Ask students to bring blank blue books to the exam and collect them upon arrival. Then redistribute the blue book with the exam questions. This eliminates the temptation for student to write something in the book ahead of time.

IN CLASS QUIZZES (PHONE APPS/CLICKERS)

If you use phone apps (like TopHat) to administer quizzes or to take attendance, be certain you know how the app operates. So apps allow for use outside of the classroom, which would make coming to class unnecessary. Additionally, you will want to check the date/time of the quiz to be sure it is only available during the class time. Clickers are less popular but they too can be used by other students and this may be hard to track. Consider paper/pencil quizzes or Moodle based quizzes with a randomizing of the questions.

HONOR STATEMENTS

LSU does not have an official honor code statement, however, some faculty ask students to write or sign the exam cover sheet with a statement that the work completed on the exam/quiz is their own work. Research shows that having to write a statement like this and sign can significantly reduce cheating behaviors.

STEPS TO WRITING RESEARCH PAPERS

1. Select a topic
2. State the objective or thesis
3. Prepare a working outline
4. Develop a preliminary bibliography
5. Taking notes & Annotated bibliography
6. Write the rough draft
7. Edit to arrive at the final draft

1 SELECT A TOPIC

Choose your subject carefully, keeping in mind the amount of time you have to write the paper, the length of the paper, your intended audience and the limits of the resources. The topic of the paper is what you want to say about the subject. To narrow the topic, you need to read the background articles about your subject in books, journal articles to form an opinion or viewpoint about it. Don't start by taking notes, simply read through some of the articles from a library database search and jot down the main ideas you are seeing. Avoid controversial topics and sensational subjects that are not scholarly, too technical, or will only restate the research material. As you read, ask questions like the following:

- Who are the important people involved?
- What are the major issues?
- What are my opinions regarding the topic?
- Why is this an important, interesting subject?
- How has the problem (or issue) developed? When? Where?

Example of a topic for a five page paper:
Too broad - Sports are enjoyable
Better, but still too broad - Swimming is enjoyable
Narrowed topic - Swimming is enjoyable because it is challenging for most people.

Narrowing the topic for extensive research can be more complicated. Using Wikipedia and other blog-like web resources is not a good idea because the information is too broad and can be inaccurate. Be careful beginning with sources that are not peer-reviewed or scholarly.

2 STATE THE OBJECTIVE (THESIS)

Before you begin your research for your paper, you need to compose a thesis statement that describes the viewpoint you are going to express and support in your paper. Since your purpose in the rest of the paper is to prove the validity of your thesis, your thesis statement provides a controlling idea.

This idea will help you choose resource materials and will limit your note taking.

Example:
Thesis - Ancient Greek culture is reflected in the lives of present day Greeks.
Controlling idea - "reflected in" - The writer will look for materials that describe characteristics of ancient Greek culture and characteristics of modern Grecian culture, and for any similarities between the two.

Compose your thesis statement carefully, for it is the key to a good paper. As a matter of fact, a good thesis statement can outline your paper for you. There are several common errors that students make when composing thesis statement. Some of these are listed below, with examples:

1. A thesis cannot be a fragment; it must be expressed in a sentence.
> **Poor:** How life is in a racial ghetto.
> **Better:** Residents of a racial ghetto tend to have a higher death rate, higher disease rates, and higher psychosis rates than do any other residents of American cities in general.

2. A thesis must not be in the form of a question. (Usually the answer to the question could be the thesis.)
> **Poor:** Should eighteen year old males have the right to vote?
> **Better:** Anyone who is old enough to fight in a war is old enough to vote.

3. A thesis must not contain phrases such as "I think." (They merely weaken the statement.)
> **Poor:** In my opinion most men wear beards because they are trying to find themselves.
> **Better:** The current beard fad may be an attempt on the part of men to emphasize their male identity.

4. A thesis should not be written in figurative language.
> **Poor:** Religion is the phoenix bird of civilization.
> **Better:** As long as man can conceive the idea of a god, religion will rise to give man a spiritual reason for existence.

5. A thesis must not be expressed in muddled or incoherent language.
> **Poor:** In Act One of Othello, to cause them to feel fury against Othello, Iago fuels Brabantio, Othello, Roderigo, and Cassio with deceit by telling them lies.
> **Better:** In Act One of Othello, Iago deceives several characters in order to further his plot to destroy Othello's life.

③ PREPARE A WORKING OUTLINE

A working outline is important because it gives order to your note taking. As you do your research, you may find that you need to review your plan if you lack information about a subtopic or have conflicting information. Nevertheless, it provides a good starting point and is essential before you start to take notes.

Begin by listing the topics you want to discuss in the paper. (You should have a general idea of these from the initial reading you have done and your general knowledge of the topic.) Then, divide the items on the list into major topics and subtopics. An example of a working outline is presented below:

Thesis statement - Ancient Grecian culture is reflected in the present day Greeks.
Working outline:
Ancient Greeks
    Religious beliefs
    Family Structure
    Artistic Pursuits
Modern Greeks
    Religious beliefs (note differences)
    Family structure (note modern differences)
    Artistic pursuits

Under each section of the working outline, you will be adding the sources and notes about each. You will put the outline to the side for the time being to develop the preliminary bibliography and then you will merge the bibliography with the outline before taking notes.

④ DEVELOP A PRELIMINARY BIBLIOGRAPHY

A preliminary bibliography is a list of potential sources of information. You can start with the LSU Libraries Database by searching peer-reviewed and scholarly sources. You may need to request the full articles and/or books via Interlibrary Loan and this is the step to do that.

You will want to begin to format your bibliography by understanding the citation style for the paper and formatting the sources into a list. Using EasyBib.com or a software such as EndNote will assist you in keeping large amounts of sources organized. If you are writing a shorter five or ten pages paper, consider using the Microsoft References tool in Word.

Once the bibliography is formed, you can write some notes for sources you have already reviewed:

An example of what a bibliographic note might look like:

Tillich, Paul. Systematic Technology. 3vols. Chicago: University of Chicago Press, 1951-63.
(esp. vol. 1 - ch. 2) bibliographic information; also ch. 4 for dissenting opinions

You will want to do this for each of the sources, checking the abstract, methods and discussion section of journal articles and the table of contents in books. Once you have the preliminary notes on what you are looking for, you can move on to the outline because we will come back to complete the annotated bibliography.

5 TAKING NOTES

After you have your working outline and preliminary bibliography, you can start taking notes. Be sure to notice that taking notes does not mean copying and pasting from web resources or even from journal articles. While you may have many resources in digital format, copying directly from those resources can cause issues in paraphrasing, citation and synthesis of the material. Years ago, researchers would use index cards to make notes (which is still an acceptable practice). Most researchers today use programs like EndNote or Microsoft Word to create digital note cards.

Begin each note card by including the title of the source (or short hand) and the page / chapter to use for citing. This is very important because you MUST cite all material even if you have not used the exact words of the text. Be sure to write all notes in your own words and only use direct quotes when the information is worded in a particularly unusual or impactful way. Read the example below and pay attention to the paraphrasing that summarizes the content of the passage and the other items included on the "note card."

Thesis: Man's attempts to create a healthier and more prosperous life often have unforeseen detrimental effects upon the very environment he hopes to improve.

Sample Text: Ecology and Its Implications
In Malaysia recently, in an effort to kill off mosquitoes, American technologists sprayed woods and swamplands with DDT. Result? Cockroaches, which ate poisoned mosquitoes were slowed in their reactions that they could be eaten by a variety of tree-climbing lizards, which in turn could be eaten by cats, which

promptly died of insecticide poisoning. The cats having died, the rat population began to increase; as rats multiplied, so did fleas: hence the rapid spread of bubonic plague in Malaysia. But that is not all. The tree-climbing lizards, having died, could no longer eat an insect that consumed the straw thatching of the natives' huts. So, as Malaysians died of the plague, their roofs literally caved in above their heads. *from Peter A. Gunter. The Living Wilderness. Spring 1970*

Note card:
"Ecol. & Its Implications"   Spr. '70, p. 31
Living Wilderness *(topic from outline)*
Recently the use of DDT in Malaysia, originally intended to kill mosquitoes, started a chain reaction of events leading to bubonic plaque and the actual collapse of Malaysian's huts.

FINAL OUTLINE WITH ANNOTATED BIBLIOGRAPHY

As you are taking notes and making "note cards" for each important topic in each source, you will be making big steps towards the annotated bibliography. Once you have completed all of the notes, it is time to merge the "note cards" with the working outline.

This step in organizing your notes should yield an annotated bibliography within the final outline. The final outline is similar to the working outline but it has subsections that are details found when taking notes. These subtopics will house the notes on the topic and the source. You will need to go through your notes to find key subtopics and highlight them or just move the notes around in the document to get the like concepts together.

Then you need to consider if the subtopics should be arranged in chronological order or in another way that makes sense given the thesis. Here is an example:

Thesis statement - Ancient Grecian culture is reflected in the present day Greeks.
Outline with notes:
1. Ancient Greeks
    A. Religious beliefs
        1. Ceremonies
            - Rites of Passage in Ancient Greece: Literature, Religion, Society. Bucknell Review, Vol. XLIII, No. 1. Edited by Mark W. Padilla. Lewisburg, PA: Bucknell University Press, 1999: Discusses the intersection of religion and society in ancient Greek culture - good examples of ceremonies and other rituals

research papers

A RESOURCE TO SHARE WITH STUDENTS

7 **ROUGH DRAFT**

After you have completed the final outline and annotated bibliography, you can begin writing the rough draft. It is important to remember that this rough draft will be revised. You need to allow time for this part of the process as revision is the key to avoiding plagiarism. Concentrate on the content of the paper, following your outline and expanding the ideas in it with the information from your notes.

Your paper should consist of three parts: the introduction, the body of the paper and the conclusion. The introduction should state the thesis, summarize the main ideas of the paper and capture the reader's interest. The body of the paper should develop each section of the outline without copying material directly from the sources. When you use information from a note, cite the source in the sentence. The formatting is not important right now, but to save time you can use Easybib.com or Microsoft References to create the in-text citation and references page as you write. The conclusion should summarize your findings and restate the thesis.

8 **EDITING & FINAL DRAFT**

When you have finished the rough draft, read through it again and revise it. Pay particular attention to the content and organization of the paper. Does each paragraph have a topic sentence that relates to the thesis? Is each idea supported by evidence? Are there clear transitions from one section to another? You may want to have someone else proof read the paper and provide you with edits and even feedback. Check out the Writing Lab or other resources on campus.

The final draft should be your best work on the topic and should include in-text citations and a reference list. Use the format that your instructor has identified and go to OWL at Purdue online for assistance with citations or formatting. If you are using footnotes, be certain the numbered passages correspond to the correct sources.

Before submitting the paper for a grade check the list below:

- **Look for spelling and grammar errors highlighted by Microsoft Word**
- **Read the introduction and conclusion to be sure that the thesis is clearly stated and supported in both places**
- **Read for repetition: words used too much or phrases that could be retated**
- **Double check in-text citations**
- **Double check required formatting such as cover page and reference list**