

## STUDENT ACADEMIC DISHONESTY – GCSU Student Handbook

**Policy Statement:** Georgia College & State University acknowledges the need to preserve an orderly process with regard to teaching, research, and public service, as well as the need to preserve and monitor students' academic rights and responsibilities. **Since the primary goal of education is to increase one's own knowledge, academic dishonesty will not be tolerated at Georgia College & State University. Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of assignment, an oral reprimand, a written reprimand, an F or a zero for grade work, removal from the course with a grade of F, to suspension or exclusion from the University.**

Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

- a) Cheating on an examination;
- b) Collaborating with others in work to be presented, contrary to the stated rules of the course;
- c) Plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own. When direct quotations are used in themes, essays, term papers, tests, book reviews, and other similar work, they must be indicated; and when the ideas of another are incorporated in any paper, they must be acknowledged, according to a style of documentation appropriate to the discipline;
- d) Stealing examination or course materials;
- e) Falsifying records, laboratory results, or other data;
- f) Submitting, if contrary to the rules of a course, work previously presented in another course;
- g) Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.
- h) Students accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at Georgia College & State University.

### Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

**Common knowledge:** facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact.

**However, you must document facts that are not generally known and ideas that interpret facts.**

Example: According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; consequently, you need to cite your source.

Paraphrase: using someone's ideas, but putting them in your own words. Paraphrasing does NOT mean changing a word or two in someone else's sentence, changing the sentence structure while maintaining the original words, or changing a few words to synonyms. If you are tempted to rearrange a sentence in any of these ways, you are writing too close to the original. That's plagiarizing, not paraphrasing. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

*Produced by Writing Tutorial Services, Indiana University, Bloomington, IN*

Types of Plagiarism (from <http://www.chem.uky.edu/courses/common/plagiarism.html>)

- a) Direct copying from original sources.
- b) Direct copying from original sources, but with footnotes.
- c) Rewording a sentence (paraphrasing) without a citation
- d) Borrowing organization
- e) Submitting someone else's work (example: copying homework, working in groups when your instructor said to work individually).
- f) Failing to reference/footnote source material

**Any of the above types of plagiarism will result in an earned grade of zero on a lab report. If you plagiarize in your rough draft, then you will earn a zero on the rough draft. If you plagiarize in the final draft, then you will earn a zero on the final draft. If you plagiarize in the rough draft and I don't 'catch' it, but I 'catch' it in the final, then you will earn a zero on both the rough draft and the final.**

For you lab report, you need a minimum of 3 references. References format is posted online.

Scientific writing does NOT use quotes. You should paraphrase and provide an in text citation.

Read the original text and determine if the following students committed plagiarism.

**Original text**

Cotton plants (*Gossypium hirsutum* L.), attacked by herbivorous insects release volatile semiochemicals (chemical signals) that attract natural enemies of the herbivores to the damaged plants. We found chemical evidence that volatiles are released not only at the damaged site but from the entire cotton plant. The release of volatiles was detected from upper, undamaged leaves after 2 to 3 d of continuous larval damage on lower leaves of the same plant.

Rose et al., 1996. Volatile Semiochemicals Released from Undamaged Cotton Leaves: A Systemic Response of Living Plants to Caterpillar Damage. *Plant Physiol.* 11 (1): 487-495.

**Student #1.** Cotton plants are eaten by herbivorous insects release volatile chemicals that attract natural enemies of the herbivores to the damaged plants. Researchers found that chemicals are emitted from the entire cotton plant (Rose *et al.*, 1996).

**Student #2.** When insects eat cotton leaves, the cotton plant responds to the attack by releasing volatile semiochemicals. These chemicals are released from both the damaged leaves and also from undamaged leaves that are above the damaged leaves (Rose *et al.*, 1996).

**Original text**

In choice experiments, *S. exigua* caterpillars selected a slightly phosphorus (P)-biased P:C (carbon) ratio in their diet that supported good performance, in terms of survivorship, development, pupal mass and pupal lipid content. This implies that through diet switching, *S. exigua* caterpillars are able to select an optimal diet. Caterpillars constrained to a C-biased diet showed increased mortality and delayed growth but, contrary to previously studied species, no increase in food consumption or lipid accumulation is observed, suggesting differences between *Spodoptera* species in the mechanisms for coping with protein limitation relative to carbohydrate intake.

M. Merckx-Jacques, Despland, E, Bede, J. 2008. Nutrient utilization by caterpillars of the generalist beet armyworm, *Spodoptera exigua*. *Physiological Entomology* 33, 51-61

**Student #3.** Merckx-Jacques and colleagues (2007) found that *S. exigua* caterpillars can select an optimal diet. When *S. exigua* caterpillars are given a choice between a phosphorus-biased or carbon-biased diet, they chose the P-biased diet. This is an optimal choice and leads to high growth and performance.

**Student #4.** Caterpillars constrained to a C-biased diet showed higher mortality and slower growth, but no increase in food consumption or lipid accumulation. This is contrary to previously studied species and suggests differences between *Spodoptera* species in the mechanisms for coping with protein limitation relative to carbohydrate intake (Merckx-Jacques *et al.* 2007).

### **Original Text**

In summary, then, our general conclusions are: (1) Populations of producers, carnivores, and decomposers are limited by their respective resources in the classical density-dependent fashion. (2) Interspecific competition must necessarily exist among the members of each of these three trophic levels. (3) Herbivores are seldom food-limited, appear most often to be predator-limited, and therefore are not likely to compete for common resources.

Hairston, N. G., F. E. Smith, and L. B. Slobodkin. 1960. Community structure, population control and competition. *American Naturalist* 44:421–425.

**Student #5.** Hairston and colleagues (1960) concluded that herbivores are not limited by availability of food but instead herbivore populations are regulated by predators. This means that herbivores do not compete with each other for food.

**Student #6.** Hairston, Smith & Slobodkin proposed what became known as the ‘World is Green’ hypothesis (Hairston, Smith & Slobodkin, 1960). They proposed that the reason that so much of the world is green is that herbivore populations never get large enough to eat all of the available plant resources because predators keep the populations of herbivores in check.

**Student #7.** Hairston and colleagues (1960) concluded that a) herbivores are seldom food-limited and probably don’t compete for resources and b) producers, carnivores, and decomposers are limited by their respective resources in the classical density-dependent fashion.

### **How can I avoid plagiarizing?**

Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can’t see any of it (and so aren’t tempted to use the text as a “guide”). Write out the idea in your own words without peeking.

**Read the following text, then flip this paper over and paraphrase what you just read. Be sure to add the in-text citation. After you are done ask a peer to check your writing for accuracy & plagiarism.**

Herbivores face substantial problems that begin at the level of nutritional chemistry. Most plant tissues contain a great deal of carbon, but low concentrations of nitrogen. Herbivores must also overcome the physical and chemical defenses of plants. Some physical defenses are obvious, such as thorns that deter some herbivores entirely and slow the feeding rate of others. However, plants also often deploy a variety of more subtle physical defenses. Grasses incorporate large amounts of abrasive silica into their tissues, which makes feeding on them difficult and which has apparently selected for specialized dentition among grazing mammals. Many plants toughen their tissues with large quantities of cellulose and lignin, producing leaves that are fibrous and difficult to chew.

Molles, M. 2008. *Ecology: Concepts and Applications*. 4<sup>th</sup> edition. McGraw Hill Higher Education. Boston, USA.