**Academic Integrity at Las Positas College
Support for Faculty**

Introduction:

Over the past two years, the Academic Senate, the Faculty at large, Student Services, and the Administration have attempted to respond to the increase in the frequency and change in the

modalities of student cheating and plagiarism. This increase has likely been fueled by a number of factors, including the intensified pressure on students to succeed and get top grades; the marketing of "study" websites and sharing of test banks on the Internet; an increase in the technologies enabling cheating and plagiarism; and a generational tendency by students to see information as freely available as opposed to individually "owned" intellectual property that should be cited. Now, we face the pandemic, which combines these factors with an unprecedented shift to educating nearly all of our students online.

We provide below a variety of approaches to talking about cheating and plagiarism with students as well as strategies to reduce it and strategies to detect it. In these pandemic times, we hope that faculty, and students, find them useful.

Recommended Syllabus Language and Links:

As was recently recommended in the Persistence Project orientation (November 2020), be explicit in your expectations but stress the goal of the class--a community of learners that accepts mutual accountability for doing one's own work and supporting each other. Praise students for their commitment to their learning, and talk about helping each other maintain that commitment. As Director of Student Equity & Success Shawn Taylor put it in the orientation, frame your syllabus around the carrot, not the stick. Penalties should be there so that students go in knowing what to avoid and the consequences of failing to do so, but they should not dominate the presentation.

As far as enumerating the definition of cheating and plagiarism or college policies, we recommend against just providing a link to policies or helpful websites. However, links can provide accountability in syllabi and ways for students to expand their understanding of academic integrity. When providing extra information about links, consider summarizing the basic content in student-friendly language or building a class discussion, assignment, or unit around the link's resource.

Tone:
- Strike a tone of encouragement as students face learning challenges;
- Talk about community and personal benefits of academic integrity, even as you stress the seriousness of cheating and plagiarism and have penalties (grading, reporting) clearly explained.

- Avoid an adversarial student-teacher relationship ([Moro](), [Harwell]());
- Consider avoiding statements that put full responsibility for understanding academic honesty on the student or just refer them to a link.
- Focus on learning and growth mindset, the importance of study and practice, referencing the 2 hours of homework and practice expected per Carnegie unit;
- Remind students about learning supports and supports for students with disabilities, stressing growth mindset;
- Encourage questions in class and in office hours;
- Talk about the difficulty of learning under stress and when dealing with trauma.

Specifics:

- Be clear about when collaboration or imitating a model is appropriate and when it is not.
- Be clear about ideas as intellectual property, needing a citation whether they are directly quoted, paraphrased, or summarized, and consider a short definition of each term.
- Clarify when it is acceptable to go online to obtain information and when that will be considered cheating or when the source of the information found will need to be cited.
- If you grant that "common knowledge" does not have to be cited, explain what that is.
- Note that if a student's work is primarily quotes, paraphrases, and summaries of other people's ideas, they can also be downgraded or failed for plagiarism. Work with students on paragraph development or recommend the relevant Smart Shop.
- Remind students about "self-plagiarism," using work from a previous essay. The instructor might permit some reuse if there are substantive changes and if they are informed in advance.
- Note that expectations for avoiding the exact wording of a source may be trickier if describing a biological process, a mathematical operation...provide discipline-specific guidance.
- Be clear about penalties and consequences; consider varying them depending on seriousness of error:
  - Explain whether "failure" on the assignment means an F or a zero.
  - If there is a grading rubric that includes academic integrity as a criterion, explain whether the student will receive a zero for just that criterion, or whether the plagiarism will trump all other criteria and result in an F or a zero?

- If additional points will be taken from a student's total score in the class, decide whether you want to communicate the reason for this serious and uncommon step.
- Explain the circumstances in which a student will be allowed/required to rewrite or redo an assignment.
- Explain the circumstances in which rewriting or redoing the assignment will not be a possibility.
- Explain the circumstances in which a student will be reported to the Dean of Student Services through Maxient, the new reporting software.
- Explain the circumstances in which a student's error will be reported on Maxient as "urgent," triggering immediate intervention from the Dean of Student Services, and under what circumstances it will be reported as non-urgent. (Note that it is reported in both cases.)
- Consider whether you want to remind students about potential college penalties: "up to and including suspension from classes." Remember that the catalog does not mention dismissal from the college/expulsion, and this really will not happen.
- Avoid phrases like "you are responsible to familiarize yourself with [link]" unless there are some more specifics in your syllabus or class activities that work with the information at that link.

Links:

Academic Honesty Statement (catalog, p. 33)
Statement of Affirmation by the Las Positas College Academic Senate on Academic Integrity

 This is a detailed list of everything that constitutes cheating and plagiarism. (It is the former Academic Honesty Statement.) It deserves sustained attention. Students might do a reading activity where they work in small groups to read, paraphrase, and check their understanding of various definitions. Providing an annotated version of the "Statement of Affirmation" and going over it in class will clarify these definitions.

Student Honor Code
Internet "Study Tools" and How to Avoid Them

 This webpage, in the "Resources for Students" section of the LPC academic integrity website, details how study sites ranging from CourseHero to Quizlet can be used for cheating and plagiarism, even if they have some benefits. Links on the various types of sites available detail the cheating and plagiarism risks.

2020-2021 Catalog:

Student Grievance Policy: "The Chabot-Las Positas Community College District encourages all students to pursue academic studies and other College-sponsored activities. In pursuit of these goals, the student should be free of unfair or improper action from any member of the academic community. The Chabot-Las Positas Community College District accords every student the right of protection. Students, however, must also be aware that they are responsible for complying with all College regulations and for meeting the appropriate College requirements" (32).

Examples of Syllabus Language Provided by Faculty:

Many faculty use excerpts from the links provided above. Below are examples of syllabus language that were less common but may be helpful to emulate--it is likely best to adapt these to the voice, tone, and style of your particular syllabus:

- Know that the principles of **academic integrity** will inform everything we do, whether taking tests, summarizing our readings, writing essays, or compiling research essays or projects. **Make sure all your work is original to this course and to you.** Seek out and accept help from others, but make sure that others don't get so involved in helping you that they write portions of your assignment. Do not use websites to develop your ideas or writing unless your instructor gives you permission. For more information on what types of websites to watch out for, see http://www.laspositascollege.edu/academicintegrity/studytools.php. Do not, of course, submit an essay that is written in part or in total by anyone but you.
- Before you leave this section of the syllabus, I will have you review a 4-minute Academic Integrity video in the Credo Citations and Academic Integrity module and take the Academic Integrity quiz there. This will be the second activity for your Week 1 Assignment 1 review of the syllabus.
- The grade you earn in this class must be based on your own work. Plagiarism and cheating, including copying another student's work, copying from the Internet, and/or getting help from a family member or friend, will not be tolerated. By enrolling in this class, you agree to uphold the standards of academic integrity described in the catalog at [link].
- Studying and working with others (or consulting the Internet) can be a great way to learn...however, make sure that your work is truly your own. It will be tempting to try to find shortcuts online when they are so convenient. Remember that if you choose to cheat and artificially inflate your grade, you not only affect yourself, but you compromise the integrity of education for your classmates.

- In addition to the conduct code, the LPC policy on plagiarism and other forms of cheating also apply to online courses. All work must be original. Every assignment and exam essay you submit will be checked by a plagiarism program. Minor incorrect citations will merit a reduction in grade. Major plagiarism will merit a "0" on the assignment or exam and will be forwarded to the Dean of [x] and VP of Student Services. Cutting and pasting responses into quiz or exam essay question responses is also forbidden and will result in a "0" for that quiz or exam essay.
- Honesty is the policy! This is an individual participation course and each student is responsible for completing their own assignments, quizzes, tests and projects. After all, when you are on the job, you are the one who will need to know this information--not your roommate, or your spouse, and certainly not me! Quizzes and Tests are open textbook because I don't believe memorization is the only way to learn.
- You will be challenged in this class, but challenge and struggle are VITAL to learning. You must struggle with the concepts to be able to learn and understand them. I will be facilitating this struggle through active learning and group activities in Canvas. Your voice and perspective are vital to the entire class. . . . You are here to learn. So is everyone else! To learn, we must use our own brains to think, create, practice, engage in the content. But we also must use each other as sounding boards, refer to our textbooks or other articles, and get feedback from others. I expect you, as a learner, to do this work as your own. I also encourage you to work collaboratively on most assignments. Assessments should be individual, and any student found violating this policy will receive a 0 on the assessment. This score may not be dropped. The student will be referred to the Dean of Student Services.
- The grade you earn in this class must be based on your work, and you will be penalized if you are dishonest. Although you will be asked to collaborate on assignments and to compare answers, especially in the lab, the grade you earn in this class must be based on your work. . . . The LPC academic honesty policy is posted at this web address: http://www.laspositascollege.edu/facultystaff/honesty.php. More importantly, academic honesty demonstrates courage, the courage to succeed or fail based on your own preparation and effort or lack of them.

Recommended Syllabus Information about Academic Supports:

We now have the Student Support Hub, linked from the Global Navigation Menu on Canvas, but there is no substitute for individual instructor guidance towards resources that will help students succeed in your particular course. Here is a list of resources to highlight:

[RAW Center](#)
- Help with reading and writing provided by faculty in 20-minute increments.
- Review of papers by faculty via paper drop-off service.

[Tutorial Center](#)
- Help with coursework from students who have earned high grades in subject and taken a tutor training course
- NTUT 200, a non-credit course designed to maximize students' use of academic support. Free and easy!

[Smart Shops:](#)
- Academic Honesty (English/ESL)
  - Workshop designed to clarify LPC's academic honesty policies. Includes information about deceitful "study" sites that often lead students to plagiarize and cheat, sometimes unknowingly.
- Citing & Avoiding Plagiarism (library)
  - Introduction to plagiarism and how to avoid it using NoodleTools. Topics covered include: citations, styles of citing, creating a bibliography, and in-text citations.
- Preparing for Tests (mathematics)
  - A workshop introducing students to the brain research that suggests strategies that can be used to improve performance in math and other subjects.
- Conquering Math Anxiety (mathematics)
  - An introduction to the different types of math anxiety and discussion of strategies to help alleviate it.
- (Ex)Citing Research Workshop (library)
  - A hands-on workshop for students needing help with finding sources, citing sources, using NoodleTools, and other academic research needs.
- Integrating Quotes (English/ESL)
  - Support for introducing, contextualizing, discussing, and properly citing source material.
- Paragraph Structure (English/ESL)
  - In-depth and interactive look at all the paragraph elements: topic sentences, supporting details, and paragraph concluding sentences. Support for students writing well-structured and well-developed paragraphs at the college level.
- Silent Reading (English/ESL)
  - Focused time for course reading with the support of an instructor. The workshop begins with an overview of useful reading strategies.
- Using Brain Research to Change How You Learn (mathematics)
  - Sharing of strategies to help students succeed in math and other classes

Library Resources:

- Library tutorials (linked from the library website homepage under "Research Help" --> "Tutorials" --> "Citing & Plagiarism"):
  https://libraryguides.laspositascollege.edu/c.php?g=296813&p=1980004
- Libguide (linked from library website homepage under "Citation Help"-->"Plagiarism" tab):
  https://libraryguides.laspositascollege.edu/citationhelp/plagiarism

- Custom library research workshops/orientations - at faculty request: (under "Services" --> "For Faculty") and embedding of librarians for research-based assignments.
  https://libraryguides.laspositascollege.edu/faculty
- Library classes: Each library class addresses citing and plagiarism as one of the topics covered.
  - LIBR 1: Working with Sources (1 unit)
  - LIBR 4: College Research Techniques (.5 unit)
  - LIBR 6: Research in Special Subjects (.5 unit)
  - LIBR 7: The Open Web and Search Engines (.5 unit)
  - LIBR 29: Independent Study, Library Studies- (variable unit)
- NLIB active courses: (starting Fall 2021; part of a new 12 hour certificate of completion in Basic Research Skills)
  - NLIB 201: Getting Started with Research (3 hour)
  - NLIB 202: Gathering Information (3 hour)
  - NLIB 203: Evaluating Information (3 hour)
  - NLIB 204: Using Information (3 hour)

Teaching Resources/Best practices/Creative ideas:

Even with well-worded syllabi and strong campus supports, some students will be determined to cheat and plagiarize, and others will do it accidentally due to a number of factors. LPC instructors have shared a variety of teaching strategies to further reduce cheating and plagiarism in their classrooms:

- Creating Quizzes to help students learn principles of Academic Integrity:
  - Credo module and quizzes on Citations and Academic Integrity
  - Academic Integrity quizzes to precede each essay (for English and focused on plagiarism but can be adapted--coming to Canvas Commons soon)
- Embedding Reminders/Activities around Academic Integrity:
  - in every assignment;

- before every assessment;
- as the first question of a quiz;
- in a grading rubric;
- in a syllabus quiz;
- in or before every module (perhaps set an academic integrity quiz as a Canvas module "requirement.")

Examples:

For this assignment, I require you to show all the steps of your solution. Do not use a calculator and include all graphs and diagrams necessary in order to obtain your solution. If you need help please visit the Tutorial Center or a Concurrent Support course.

For this assignment, I require you to identify if the work and answer provided are correct. If incorrect, please provide a detailed explanation on why and where the mistake was made, then give a complete solution. If you need help please visit the Tutorial Center or a Concurrent Support course.

For lab exercises, I require that you complete them individually online. You will earn full points if you complete all parts of the exercises, even if they are not all correct. Although you are welcome to communicate with your classmates about lab exercises, do not copy exact words and results. If two or more students submit identical wording for a given lab exercise, students involved will receive zero points for that part of the exercise. If you need help please visit my office hours. [Amber]

For this assignment, I require that you provide complete graphs. Include all order pairs of interest on the graph and on a table, include properly labeled axis, and draw and label the equations of any asymptotes. If you need help please visit the Tutorial Center or a Concurrent Support course.

For this assignment, I require that you do your own reading and do not use Internet sources to support your reading without permission. For help with reading, use RAW, Smart Shop on Sustained Silent Reading, a student tutor in the Tutorial Center, or your instructor.

For this assignment, I require that you do your own thinking without going online to get ideas. For help developing your own ideas about the reading, we will have x, y, and z assignments. If you need additional help, visit the RAW Center, the Smart Shop on Sustained Silent Reading, a student tutor in the Tutorial Center, or your instructor.

For this assignment, I require that you create your own bibliographic entry in MLA/APA style because I have taught you how to create and format an entry. This will enable you to proofread entries for accuracy if you use tools like citation tips on databases or NoodleTools at a later date.

For this assignment, I require that you edit for proper coordination and subordination, avoiding run-ons and fragments, on your own and without using an aid like Grammarly. This will help you edit your own writing unassisted and judge the merit of suggestions you get from tools like Grammarly if using them in other contexts.

For this assignment, I will guide you in using Grammarly to support your editing of your own work. You will be taught to use Grammarly Premium, which is accessible to students through the LPC library website. Remember that like any suggestions you receive as you revise and edit your paper; YOU are ultimately the writer/decision maker, so use Grammarly responsibly: Always contact me if you are unsure about the correctness of Grammarly's suggestions.

For this assignment, I require that you come up with your own sentences, using appropriate vocabulary that we have learned, and do not use a translator or any other Internet source.

- Dedicating class time to an assignment, lesson, or unit on academic integrity
  - Providing real-world examples of costs of cheating and plagiarism
  - Defining common terms that students may not know (patchwriting, self-plagiarizing)
  - Teaching students how to take notes to prevent plagiarism mistakes later
  - Sharing and discussing common scenarios where a student might be tempted to cheat
  - Showing examples of accidental plagiarism
  - Having students collaborate on writing honor code, focusing on inclusivity and positivity to counter/complement the punitive tone of code
  - Asking your department to dedicate some website real estate to academic integrity; then, reference it in class
- Creating opportunities for low stakes practice
  - Having students practice using their class resources to help them answer questions instead of going on the Internet.
  - Providing lots of practice for paraphrase in class, with students sharing paraphrases and judging how accurate and free of plagiarism they are.
  - Providing lots of practice for tagging and citing paraphrased ideas and interpretation; students may forget to create an attributive tag or signal phrase

for paraphrased information, and if they additionally do not cite it, it looks like they are passing it off as their own knowledge or interpretation.
- Creating quizzes and peer review opportunities where students identify the plagiarized sentence.
- Considering the embedding of a librarian to answer questions when preparing a research paper.
- Letting students use equations that normally they would have to memorize.
- To build towards memorization of equations or scientific laws or grammar/citation rules, creating a low stakes/no stakes quiz where they have to write them down—see if they know it
- Working in a competition! Provide extra credit for those who finish first.
- Avoiding computational questions and focusing on questions that ask students why an answer is correct or not.
  - For example: In math, asking a student to argue why arcsin(sin(120degrees)) is not 120 degrees
- Creating "self-quizzes" for students to complete after finishing the week's studying. Encouraging them to do the quizzes on their own without referring to the book so that they will be better prepared for their eventual exam.
- Having students work in groups, and saying that a person chosen at random must be able to explain how the problem was solved. That way, strong students won't do all the work.
- Using Turnitin.com as a teaching tool, having students use a common website and deliberately copying the wording of the original; then, reading and discussing the originality reports.
- Use Hypothesis, a digital and social annotation program, to ensure students do their reading and engage with it. It is embedded as an app in Canvas.
- Providing examples of an excellent, satisfactory, and failing essay or other writing assignment that show where citation and attribution has been done well, where it has some mistakes, and where it has been ignored.
- Scaffolding large assignments and requiring the scaffolding assignments (outline, draft, etc.) to be done before the final draft is written. Checking in on all steps to be familiar with students' developing work, which also helps value the process over the final outcome. Note: this may require more generous late policies so that students don't abandon the project (and the class) because of a feeling that they cannot catch up, and it may require instructors to have students write over a longer period while other things are happening in the class so that the instructor has time to review the scaffolding assignments.

- Creating "authentic" assignments by requiring that students answer questions by drawing on the personal.
- Discussing various cheating and plagiarism scenarios with students. On Course has an exercise called "The Purchased Paper" in which students read a story about a student who bought a paper and asks them to consider who was most at fault for his decision to do so (the student, enabling friend, teacher, parent, boss). Discussing various scenarios that apply to your class in particular can be helpful:
    -

Scenarios

- When monitored by Proctorio, a student keeps their coach just out of view or takes the test in a noisy room.
- A student gets help from their children or family members in writing and editing their work (ESL/ foreign language).
- A student uses copy and paste on a research paper without noting page or source.
- A student is working on an essay and decides to go online to "get some ideas" before starting the essay.
    - This opens the student up to plagiarism because they may use ideas from the website they visited without citing them, and these ideas may influence their own ideas, meaning that sentences that look like "their own work" are not.
- A student knits together a paper from quoted outside source material, but it makes up 85% of the paper.
- A student doesn't understand the "how much is too much" part of quoting. A student once submitted a Wikipedia article as a paper, in its entirety, without any other content.
- A student gets information from a Google search that is not a published reference, so they neglect to cite it.
    - If students knew exactly how to find and cite sources (at a Library Orientation, for instance) and just how easy it is to do, many more would do it successfully.
- A student copies online information instead of using their resources (such as their lab manual or textbook) for assignments.
- A student looks up a test essay question on their phone before typing it in.
- A student shares computer files because they do not know how to use the program.

- A student writes their ideas in Spanish (or native language) and then uses a program on the Internet or an application on their phone to translate the work into Spanish (or target language).
- A student asks a native speaker, heritage speaker, or more advanced student of the target language to do the work for them (ESL/ English/ foreign language).
- A student who feels insecure about their reading/writing skills can abandon a draft that doesn't seem to be working, or on which they received a lot of suggestions for revising. Then they turn to alternative sources in order to feel "successful" in the course.
- A student, "Jordan," has been anxious about math for as long as they can remember. "I'm a bad test taker," Jordan says, "and sometimes I also procrastinate on doing my homework and other assignments because I feel bad when I don't understand them right away." One thing that makes Jordan feel better is talking through their math assignments with their friend Taylor, who has already taken this math class. Taylor and Jordan put on their headsets and chat away...it feels so much better and more relaxed, like they're gaming together (as they often do), just now they are also talking about how to solve these math problems. The date of Jordan's first math midterm rolls around and Jordan is feeling more anxious than ever. Jordan decides to wear their headset during the exam and call Taylor for some peace of mind. Taylor is more than happy to help-- they just want to see Jordan pass the class and feel better.
- Some possible proctoring issues are:
    - 1. Teacher does not record or watch students while testing, and doesn't know what is going on
    - 2. Teacher watches video without audio, and Jordan says the house was busy/noisy so they needed to wear a headset
    - 3. Teacher records video and audio but Jordan just makes it seem like they are talking to themself while taking the exam (only wearing one earbud so it does not show on video)
- A student has cheated before and/ or seen another student cheat and the teacher didn't appear to notice or care. The student decides to continue cheating.
- Students who aren't able to cheat in the classroom do so online simply because they can.
- Too many work/ home responsibilities limit the study time a student has for an upcoming test. So, instead of working with the instructor to create a mutually-agreed solution (a deadline extension or an alternative assignment), the student decides to use cheating apps/websites to complete the test. The

teacher recognizes that notation or wording is not in the textbook or used in the class, and identifies the cheating.

- Students don't understand how to paraphrase and cite a source.
- A student does not understand U.S. academic expectations and how cheating is defined.
    - Some students in China, for instance, were taught to copy passages from textbooks. They believed that they were learning the language that way. When asked about this method, the instructors replied that students couldn't do better than what was already published, so why should they try?
- The student needs to pass an exam in order to pass a class in order to transfer.
- Students feel overwhelmed because they're working and/or taking too many units.
- A student believes that cheating is the only way they'll ever get through a math class.
- Students are unaware that their sharing of work or files constitutes cheating or plagiarism.

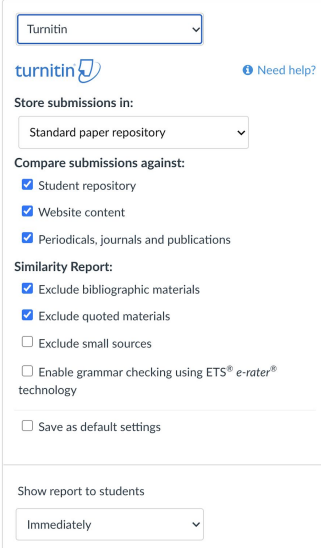# Prevention/Enforcement/Reporting Tools:

Quizzes and Tests:
- Include an honor statement in each quiz and test.
- Ask students to explain how they solve a problem in words--could be done on ConferZoom
- Write a new exam each time you teach the class.
- For in-person classes, provide all paper used to problem-solve.
- For lab reports, have each lab group design its own experiment and take its own data.
- Give oral video exams. Students videotape themselves solving the problem on a whiteboard with the live Zoom session visible on a computer screen nearby. Instructor shares their screen live during the Zoom session to display the problem, and the fact that the computer screen is visible in the video recording ensures that the students took the exam at the correct time. Instructor then has students scan/photograph their whiteboards and submit the image to Canvas. Finally, instructor then grades the scans while listening to the uploaded videos.
- Incorporate a "verbal" element that is random—if a student gets "chosen" to do a verbal part, choose a problem that the student got full marks on and ask them to do one

or two similar problems out loud; half of the grade for the assignment will be based on those problems.

- Look for similarities in coding when grading and ask students to explain their code if you have concerns.
- Growth mindset grading: allow retakes on quiz or test for partial credit, and allow unlimited tries to submit homework answers so that students are well-prepared for assessments.
- Tell students that they cannot print the test or have any other window on their computer open or any other electronic device on. They can only have their notes. Even if the instructor does not monitor this, it encourages note taking and can be used to ferret out cheating after the fact.
- Use a test pool so that students don't get the same questions in the same order and have more difficulty sharing screenshots of quiz questions and sending results to each other.
- Use question groups feature when writing a Canvas quiz. For example, if the exam covers 10 lectures, one can create a question group for lecture 1, a question group for lecture 2, and so on. Put about twice as many questions in each group as each individual student will actually get: for example, the question pool within the group would be four questions, and each student would get two.
- Make sure that questions don't exactly match those of test banks.
- Provide each student with different numbers and/or expressions in their online exams--questions are scrambled for each student. Require students to upload pictures of their handwritten work to receive credit for taking the exam.
- Reduce points on quizzes and tests and give more weight to individual work. Consider giving no points to quizzes and stressing that the point of them is learning and practice.
- Do not have a time limit on quizzes.
- Tell students that quiz log will record every time they navigate away from the exam page.
- Require students to make short personal videos using the target language for a vocabulary test.
- Require students to write a paragraph using the target grammar for a grammar test.
- Do not return the exams when students complete them. Review of exams must happen in office hours.

[Turnitin](#):

Turnitin.com is a useful tool for detecting plagiarism in papers that are checked against websites and a database of student submissions. Like all plagiarism and cheating software, it is best used with an introduction for students. It has to be set to exclude quoted materials, for instance, or students will get flagged for quotes that they have properly cited. It will sometimes flag another student's paper as a source when our student has clearly not been in touch with that student. In this case, the students have probably used wording that is in a print source or from a web source that is not picked up by Turnitin (CourseHero, for example).

Plagiarism Review

Turnitin ⌄

turnitin ⌐   ⓘ Need help?

Store submissions in:

Standard paper repository ⌄

Compare submissions against:
☑ Student repository
☑ Website content
☑ Periodicals, journals and publications

Similarity Report:
☑ Exclude bibliographic materials
☑ Exclude quoted materials
☐ Exclude small sources
☐ Enable grammar checking using ETS® e-rater® technology

☐ Save as default settings

Show report to students

Immediately ⌄

[Proctorio](#):

- Proctorio is also a useful tool to catch but primarily deter cheating.
- Sensitivity can be set to notice head movements and keystrokes.
- Some instructors do not use it because they are uncomfortable with the surveillance; in addition, others have found that a student can have a coach just out of screen range or get around it in other ways. See suggestions to prevent cheating above.
- If you use Proctorio, make sure you communicate the settings to students: will you be monitoring their computer screens, their noise levels (using their microphone), their movements (using the camera)? Communication is key to reducing student anxiety.
- To further reduce student anxiety, make sure you allow students the opportunity to test their hardware with proctorio by setting a dummy quiz. Allow about a week's worth of time so that students who are having technical problems can come to you for help or they can get help from Proctorio or LPC's Technical Support.

[Maxient](#):

- The [incident referral form](#) will ask instructors if the matter is "Urgent" or "Non-Urgent": answer urgent if it is serious enough that immediate intervention of an administrator is important or if you think the student would benefit from it in the short term.
- Completion of Academic Honesty Smart Shop is recommended to student but not required for now.
- Students have to have a clean record to be considered for Mertes scholarships, and their transfer colleges sometimes contact us for information on the student's record. In developing reporting policies for your classes, balance the need to report more often, so that students' repeated cheating and plagiarism doesn't go unnoticed, with providing students with opportunities to learn from their mistakes.

Approaching Students Who You Suspect Have Cheated or Plagiarized:

- Share your concern at what you have discovered or suspect--concern for the student's learning, concern for the climate of integrity in class, concern for the impact of cheating on other students;
- "Can you explain how to solve this problem in your own words?"
- "I am concerned that you may have cheated; I will set up an office hour or Zoom appointment to do an oral quiz."
- "This sentence/paragraph interested me--tell me about your process!" (i.e. how you developed this idea...this will sometimes inspire a student to say that they went on the internet, or used SparkNotes to write a summary, etc…)
- If you have concerns about the student taking action against you, turn to your dean for support either before or after the student meeting. Students do have a grievance policy, but deans are very supportive of faculty and can advise you on how to have a successful meeting.

Conclusion:

In Conclusion, Keep the Following in Mind:

While many instances of cheating and plagiarism are deliberate and borne out of laziness or a lack of ethics, many others are accidental. Students often don't understand the rules beyond "don't cut and paste" or are used to math classes in high school where they can bring in the formulas on an index card. Some instances of cheating and plagiarism stem from different understandings of learning that vary from culture to culture, and this is particularly true with our international students and resident students who are recent immigrants but is also true of different generational "cultures," familial cultures influenced by college-attendance versus a lack of college-attendance, etc. Finally, our students are under a great deal of stress, stress that pre-dates the pandemic. As it is expressed on the Academic Integrity website:

> Las Positas College recognizes that students are under a great deal of pressure, what with the high number of units they may be taking, the necessity of holding down a part-time or even full-time job, and the stress of confronting challenging course material and expectations. However, the college also knows that its students understand the practical and ethical value of doing their own work and of developing their knowledge and skills so that they can be adequately prepared for their future careers.

Be clear about the seriousness of cheating and plagiarism and the penalties that will result. Report students more often now that we have a clear and easy process. At the same time, spell out what students might not understand, walk them through some academic dishonesty scenarios to spark discussion, and provide low stakes practice. Follow through on the warning, failing, rewriting, and reporting steps that your syllabus promises.

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