

“Everybody DOESN’T Do It!”

Despite the belief, shared by many, that plagiarism is pervasive at Indiana University, it is important to know that everybody doesn’t do it—and that a lot of those who do are caught and suffer real consequences. We know for a fact that our students have been informed early on about plagiarism in the composition courses taken on this campus, and we hope that they will find the message reinforced in *every* course they take, thereby helping to create a culture that discourages plagiarism. We can achieve this goal by providing clear instructions to students, using best practices on our syllabi and in our classrooms, and working to head off problems before they arise. Sometimes, however, despite our best efforts, we find clear evidence that a student has plagiarized. Faculty: if you impose a sanction of any type (and that includes rewriting all or part of a paper) as the result of your determination that plagiarism has occurred, you *must* report it to the Office of Student Ethics and follow the procedures outlined in the *Code of Student Rights, Responsibilities and Conduct*. Our hope, however, is that the plagiarism website will serve as a useful tool for reducing incidences of plagiarism across the College of Arts and Sciences.¹

The links on this website are intended to bring together in one place the rich resources available on this campus to help students and faculty deal with the issue of plagiarism. Students may be asked to browse, they may be sent to specific links, or they may be asked to take one of the tutorials or self-tests as an educational tool (note: the tutorials cannot be proctored, nor can the results be provided to faculty or a certificate provided to students—the goal is simply to educate students).

The groups who have contributed to this project—the College’s Committee for Undergraduate Education, the Plagiarism Task Force, the Campus Writing Program and Writing Tutorial Services, the Office of Student Ethics, Ted Frick and the School of Education, the Wells Library, the Teaching and Learning Technologies Center, and faculty representatives from each of the three departments teaching the courses that satisfy the College’s composition requirement—have provided a great deal of useful information. We encourage you to read it, but even more, we encourage you to engage with it actively. Take the tutorials and self-tests. Feel free, faculty, to use the wording that other faculty have created as you design your own course syllabi—we are offering these options to you as templates. And you don’t have to cite them.

Catherine Larson
Associate Dean for Undergraduate Education
College of Arts and Sciences

(June 2006)

¹ The Bloomington Faculty Council has also dealt with the topic recently. For more information, consult the work of the *ad hoc* TurnItIn subcommittee of the Educational Policies Committee, the Student Affairs Committee, and the Technology Policy Committee (2004-05).