



Thesis/Dissertation Workshop



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Office of Graduate Studies

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Workshop Goals

Goals: Graduate students and Committee Chairs understand the Office of Graduate Studies guidelines for Thesis and Dissertation preparation.

1. Format
2. iThenticate tool
3. Avoiding Copyright violations



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Overall Timeline for Thesis/Dissertation

Selection of research topic and committee members (3), including chair

- Chair and at least one additional member must be from CMU
- All members must have Graduate Faculty Status (GFS)
- See complete Guidelines posted on our website



[GFS Form](#)

Prospectus approval by Graduate Studies – PLAN AHEAD

- Review board (IRB/IACUC/IBC) approval was obtained/is attached
- Committee members sign off with their approval
- Some programs require a proposal defense



[OGS Forms](#)

You can register for a max. of 3 thesis or 6 dissertation credits before your prospectus is approved by Graduate Studies.



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Overall Timeline, continued

Conduct your research and Write your thesis/dissertation

- Read 6-page Guidelines pdf before you begin writing
- Refer to today's slides and upcoming training videos



OGS Deadlines



Thesis/Diss. webpage

Oral defense and Revisions of your final thesis/dissertation

- Work with your chair and program to schedule your defense
- Make revisions requested by your committee

Submit to Office of Graduate Studies (OGS)

- Complete a Plan A (Thesis) or Dissertation Sign-Off form through DocuSign and submit your final, defended, committee-approved document to cgsthesis@cmich.edu before the target graduation deadline
- OGS will email you with any necessary revisions (you have 1 month to resolve)



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1. Format: What are the two options?

Journal Article Compilation or Traditional thesis/dissertation

- These options vary in terms of the APA Formatting requirements beyond the preliminary pages.
- Flexibility and efficiency *for students publishing their research*
- Preliminary Pages are identical for both options



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Preliminary pages APA Format: ALL documents

Preliminary pages – follow CMU requirements of APA Style:

- Title page (CMU specific)
- Acknowledgements/Dedication (optional)
- Abstract
- Table of Contents
- List of Tables (only required if tables are within text)
- List of Figures (only required if figures are within text)

Entire document:

- 8½" x 11" page size
- 1" margins all around
- Header:
 - one-line title in ALL CAPS (left aligned)
 - page number starting with 1 (right aligned)



Template/Example
Paper



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Who can use the Journal Article-style option?

1. Your program must allow this option – see your Handbook
2. Number of articles with the student or committee chair as lead author
 - Plan A Thesis: 1 or more article
 - Dissertation: 2 or more articles
 - If you co-author an article but don't write it, you may include the article in an Appendix, but it does not count towards the minimum # of articles.
3. Publishing requirement
 - You must have submitted or intend to submit your article(s) for publication



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How to Format Journal Article-style documents

For all Chapters:

- Follow the formatting requirements of the (intended) journal(s)
- Graduate Studies reviews to ensure consistent formatting
- You may include an introduction and/or conclusions chapters in addition to the journal article(s), depending on your program requirements

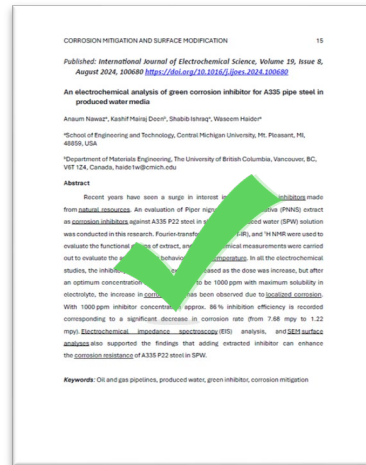


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How to Format Journal Article-style documents

For all Chapters:

- Your document should appear as you submit it to the journal, not how it appears when published



How to Format Traditional Thesis/Dissertation

APA Style

- Use APA format throughout document
- Exception to APA: for references – you may use the style most appropriate for your field

Entire document:

- 8½“ x 11” page size
- Double-spaced
- 1” margins all around
- Header:
 - one-line title in ALL CAPS (left aligned)
 - page number starting with 1 (right aligned)



[Template/Example Paper](#)

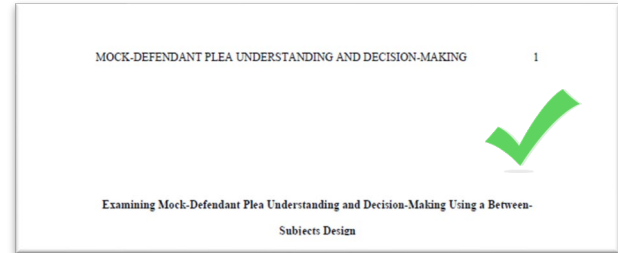
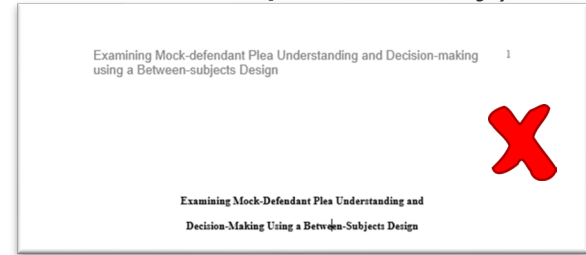
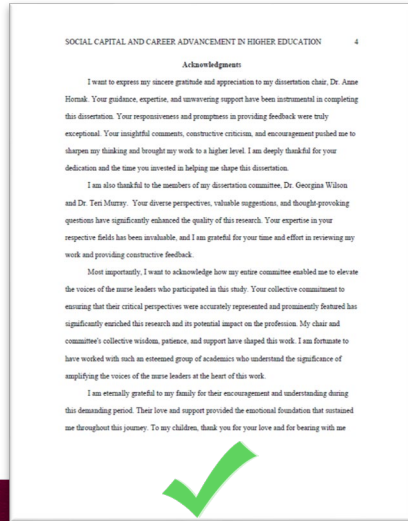
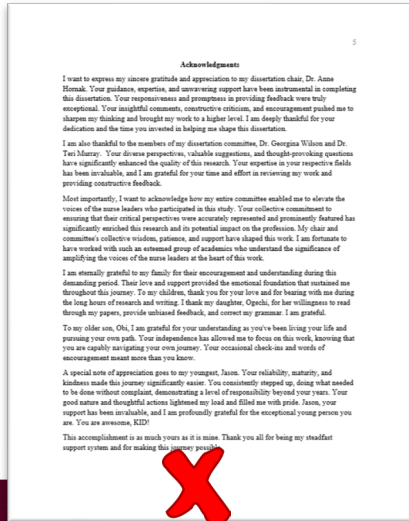


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Common Formatting Issues

Overall

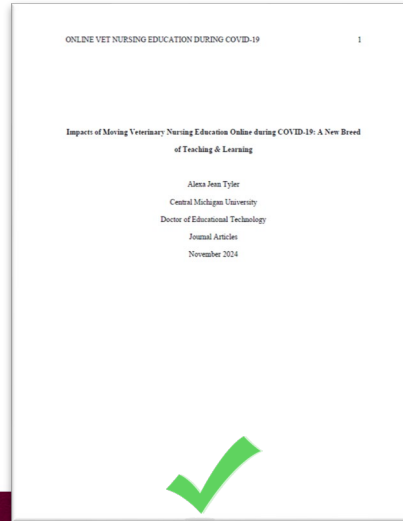
- Extra space between paragraphs (should be double-spaced only)
- Header does not meet requirements



Common Formatting Issues

Preliminary Pages

- Title page is not formatted using CMU specifications
- List of Tables/Figures missing when tables/figures are in text



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Common Formatting Issues

Tables/Figures

- Number and title do not follow APA style
- Sizes are too large and spill into 1" margin

PREDICTING CHARACTERISTICS OF VAPE USE WITH THE MMPI-3 91

Table 4. Correlations between MMPI-3 scores and Frequency, Flavors, and Reasons Cited for use

	RC4	RC1	RC2	RC4	RC6	RC7	RC8	RC9	SHY
Frequency of vape usage									
Past 30 day usage	.19	.21	-.03	.10	-.19	.12	-.12	.13	.01
Past 7 day usage	.10	.17	.00	.13	-.11	-.03	.04	.05	-.06
Uses/vlns per day	-.03	.25	-.20	.16	.15	.03	.11	.20	-.11
Flavors typically used ¹									
Menthol	.06	.07	-.05	.13	-.07	-.04	.13	-.10	-.19
Mint	.15	-.01	-.07	-.07	.12	.12	.07	.10	.04
Fruit	.01	.19	-.13	.29	.14	.26	.04	.34	.03
Candy	-.07	.05	-.20	.06	-.13	.04	.04	.10	-.12
Blends/Combinations	-.11	-.05	-.05	.09	-.03	-.11	-.13	.01	-.16
Reasons cited for vape use ²									
Ease of use	-.07	-.01	-.03	-.13	-.07	-.19	.14	-.08	-.18
Taste	.06	.15	.03	-.13	-.14	-.02	-.03	.13	-.12
Feeling (high alertness)	-.06	.03	-.12	.04	-.05	.08	.06	.06	-.09
Satisfaction	.04	.11	-.03	-.02	.04	.11	.07	-.08	-.06
Dependence/addiction	.18	.00	.10	.06	-.02	.03	-.02	-.08	.14
Can be used indoors	.18	.14	.18	.02	.05	.04	.21	.08	.12
Social image	-.05	-.02	.02	-.15	.10	.14	-.05	-.10	.05
General curiosity	.10	-.05	.04	-.16	-.13	-.19	-.02	-.19	-.19
Used by friends/family	-.11	-.31	.03	-.14	-.12	-.20	-.29	-.46	.06
Other	-.05	.12	-.17	.11	.22	-.05	.03	-.04	-.14

¹Correlations were only reported for flavors that at least 10 participants selected. All correlations above .26 ($r = .26$), indicated in bold, are significant at $p < .05$.

²Correlations were only reported for reasons cited for vape use that at least 10 participants selected. All correlations above .29 ($r = .29$), indicated in bold, are significant at $p < .05$.



PREDICTING CHARACTERISTICS OF VAPE USE WITH THE MMPI-3 92

Table 4

Correlations between MMPI-3 Scores and Frequency, Flavors, and Reasons Cited for Use

	RC4	RC1	RC2	RC4	RC6	RC7	RC8	RC9	SHY
Frequency of vape usage									
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Past 7 day usage	.10	.17	.00	.15	-.11	-.03	.04	.05	-.06
Uses/vlns per day	-.03	.25	-.20	.16	.15	.03	.11	.20	-.11
Flavors typically used ¹									
Menthol	.06	.07	-.05	.13	-.07	-.04	.13	-.10	-.19
Mint	.15	-.01	-.07	-.07	.12	.12	.07	.10	.04
Fruit	.01	.19	-.13	.29	.14	.26	.04	.34	.03
Candy	-.07	.05	-.20	.06	-.13	.04	.04	.10	-.12
Blends/Combinations	-.11	-.05	-.05	.09	-.03	-.11	-.13	.01	-.16
Reasons cited for vape use ²									
Ease of use	-.07	-.01	-.03	-.13	-.07	-.19	.14	-.08	-.18
Taste	.06	.15	.03	-.13	-.14	-.02	-.03	.13	-.12
Feeling (high alertness)	-.06	.03	-.12	.04	-.05	.08	.06	.06	-.09
Satisfaction	.04	.11	-.03	-.02	.04	.11	.07	-.08	-.06
Dependence/addiction	.18	.00	.10	.06	-.02	.03	-.02	-.08	.14
Can be used indoors	.18	.14	.18	.02	.05	.04	.21	.08	.12
Social image	-.05	-.02	.02	-.15	.10	.14	-.05	-.10	.05
General curiosity	.10	-.05	.04	-.16	-.13	-.19	-.02	-.19	-.19
Used by friends/family	-.11	-.31	.03	-.14	-.12	-.20	-.29	-.46	.06
Other	-.05	.12	-.17	.11	.22	-.05	.03	-.04	-.14

¹Correlations were only reported for flavors that at least 10 participants selected. All correlations above .26 ($r = .26$), indicated in bold, are significant at $p < .05$.

²Correlations were only reported for reasons cited for vape use that at least 10 participants selected. All correlations above .29 ($r = .29$), indicated in bold, are significant at $p < .05$.



2. iThenticate reports must be attached to the Completion Form (started March 8)

FOCUS POINT: Primary Responsibility to avoid plagiarism lies with the student, and the committee chair. Grad Studies will briefly review reports.

- A. Faculty request an iThenticate account
- B. Using the iThenticate tool (upgrade to 2.0 happening this week; zoom training for faculty at NOON, Mon. April 7, 2025 – need to register!)
- C. Interpreting iThenticate reports
- D. Interpreting AI reports (coming with upgrade to 2.0 with training)

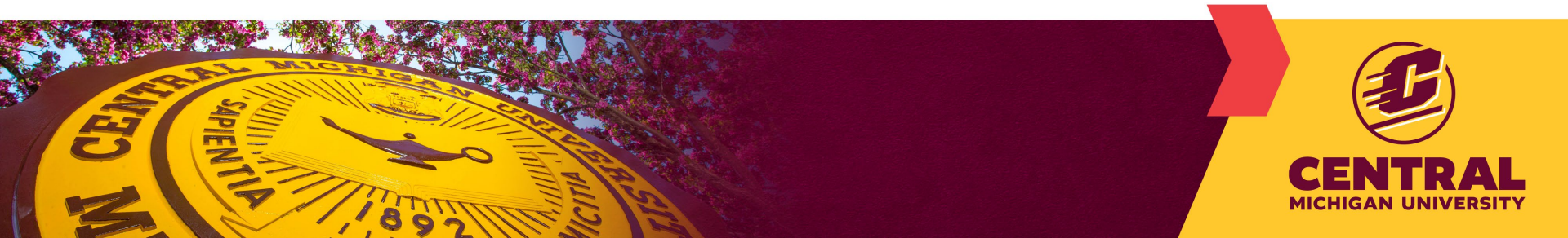


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2A. Request an iThenticate account

- Faculty with full graduate faculty can request an account from Kara Owens, beery1kl@cmich.edu.
- We can not provide accounts to students due to limits of our license agreement.

Access iThenticate 2.0 at: <https://cmich.turnitin.com/home/>



2B. Using the iThenticate 2.0 Tool

For faculty with *iThenticate* accounts you have already received, or will receive, an email with directions from Turnitin - it's not spam (company name for iThenticate). The migration to *iThenticate* 2.0 started today, Thursday April 3, 2025. Starting today, you will no longer have access to the old *iThenticate* software. All of your files will be migrated to *iThenticate* 2.0; however, there may be 1-2 days without complete access so please plan accordingly.

Reminder: a training session for iThenticate 2.0 is scheduled for Monday April 7, 2025, 12-1pm. The training will be recorded, but you are encouraged to attend if possible.

You need to pre-register to get an individual zoom link:

<https://turnitin.zoom.us/meeting/register/mDIMPurvRMMy50Mgay-nfYQ>

Recording of training will be posted on our website (available for 1 year)



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On the Settings page,
exclude quotes and
bibliography.



Check all possible
repositories.



Folder Name •

My Documents

Check to exclude quoted text from comparison of documents submitted in this folder

☒ Exclude quotes

Check to exclude bibliography from comparison of documents submitted in this folder

☒ Exclude bibliography

Check to exclude phrases associated with this folder (or with your account) from comparison of documents submitted in this folder

☐ Exclude Phrases

Check to exclude match instances from reports that are below the set word count.

☐ Exclude Small Matches

Check to exclude sources below the set thresholds from reports.

☐ Exclude Small Sources

Exclude Sections:

Check to exclude the Abstract from comparison of documents submitted to this folder.

☐ Abstract

Check to exclude the Methods and Materials section from comparison of documents submitted to this folder. If

☐ Methods and Materials

Limit searches to these repositories •

Documents submitted in this folder will search checked repositories.

☒ Crossref

☒ Crossref Posted Content

☒ Internet

☒ ProQuest

☒ Publications



2B. Upload a file: iThenticate 2.0 preview

1. Select **My Files** from the sidebar.
2. Select the **Upload** button.
3. On the Upload page, enter author name and document title, and click **Confirm**. It will take a few minutes for the file to save and process.
4. To view the Similarity Report, select **Open** from the progress box or select the file from **My Files**.

Manage files				Add Folder		Edit	Move	Share	Delete	Upload	
<input type="checkbox"/>	Title	Author	Similarity	Date added ↓							
<input type="checkbox"/>	Folder 2	-		Apr 13, 2023							
<input type="checkbox"/>	Folder 1	-		Apr 13, 2023							
<input type="checkbox"/>	The Goliath of the Sea.docx	Anegla Watts	86%	Apr 13, 2023							



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2C. Interpreting Similarity Reports

KEY POINT: Do NOT focus on the overall Similarity percentage; this number can be very misleading.

- A high overall Similarity percentage does not always indicate plagiarism.
- A low overall Similarity percentage does not mean a lack of plagiarism.



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2C. Interpreting Similarity Reports

To see a detailed Similarity Report (in 2.0), click on anywhere in the row of the document, and a new window will open with a marked-up version of the document (example next slide).

My Files

Search by title or aut

My Files > My Folders > My Documents

Manage files



Add Folder

Edit

Move

Share

Delete

<input type="checkbox"/>	Title	Author	Similarity
<input type="checkbox"/>	 The Role of First-Year Experience Courses in Latinx Students' Development	Michele Reynolds	 14%

Click here



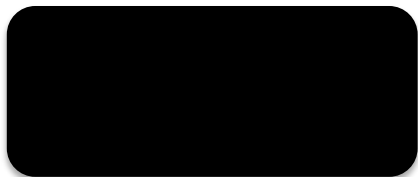
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1

EXPLORATION OF THE PERCEIVED STRESS SCALE

1

Exploration of the Perceived Stress Scale (PSS) and Personal Dimensions of
COVID-19 for IMG/FMG Physicians. Did Getting Vaccinated Change



Dissertation

April 2024

Page 1 of 101 21474 words

242%

When Sources is selected, you see each source (1-6 shown here) and the # words from each source that match in the thesis.

17% Overall Similarity

Filters

Match Groups

Sources

Show overlapping sources

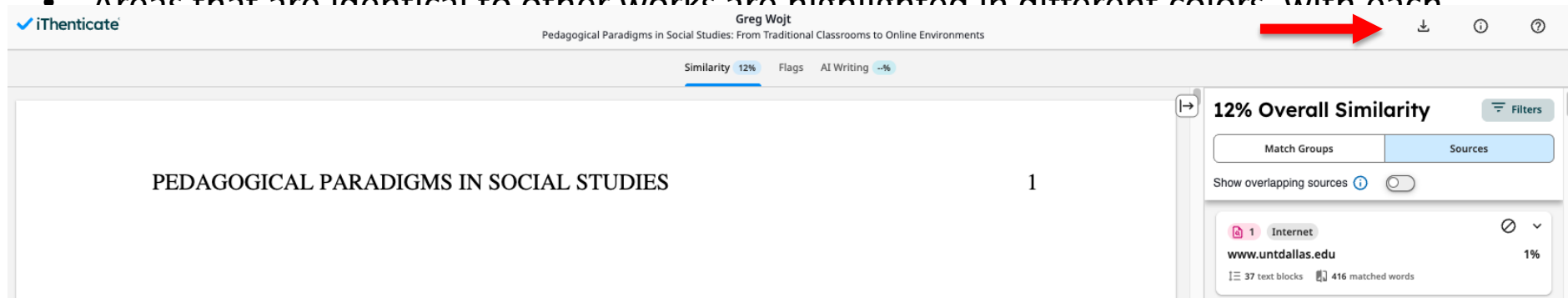
- 1 Internet repository-tnmgrmu.ac.in 1%
40 text blocks 323 matched words
- 2 Publication Manser, Kelly A.. "Testing Actor and Partner Medi... <1%
8 text blocks 211 matched words
- 3 Internet academicworks.cuny.edu <1%
3 text blocks 128 matched words
- 4 Internet www.researchgate.net <1%
12 text blocks 121 matched words
- 5 Internet www.cmich.edu <1%
3 text blocks 108 matched words
- 6 Internet pubcovid19.pt <1%
11 text blocks 91 matched words



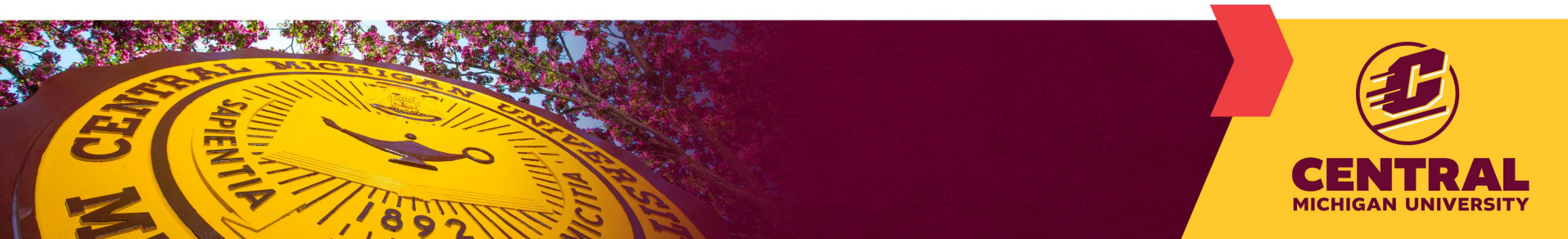
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2C. Interpreting Similarity Reports

- Areas that are identical to other works are highlighted in different colors, with each

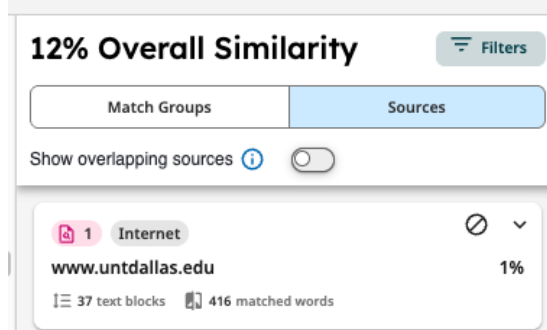


The screenshot shows the iThenticate web interface. At the top, the iThenticate logo is on the left, and the document title "Pedagogical Paradigms in Social Studies: From Traditional Classrooms to Online Environments" by "Greg Wojt" is in the center. On the right, there are icons for download, help, and a question mark. A red arrow points to the download icon. Below the title bar, there are tabs for "Similarity 12%", "Flags", and "AI Writing --%". The main content area displays the text "PEDAGOGICAL PARADIGMS IN SOCIAL STUDIES" followed by the number "1". On the right side, a sidebar titled "12% Overall Similarity" contains a "Filters" button, a "Match Groups" button, a "Sources" button, and a toggle for "Show overlapping sources". Below this, a source is listed: "1 Internet www.untdallas.edu" with a "1%" similarity score. At the bottom of the source list, it says "37 text blocks" and "416 matched words".

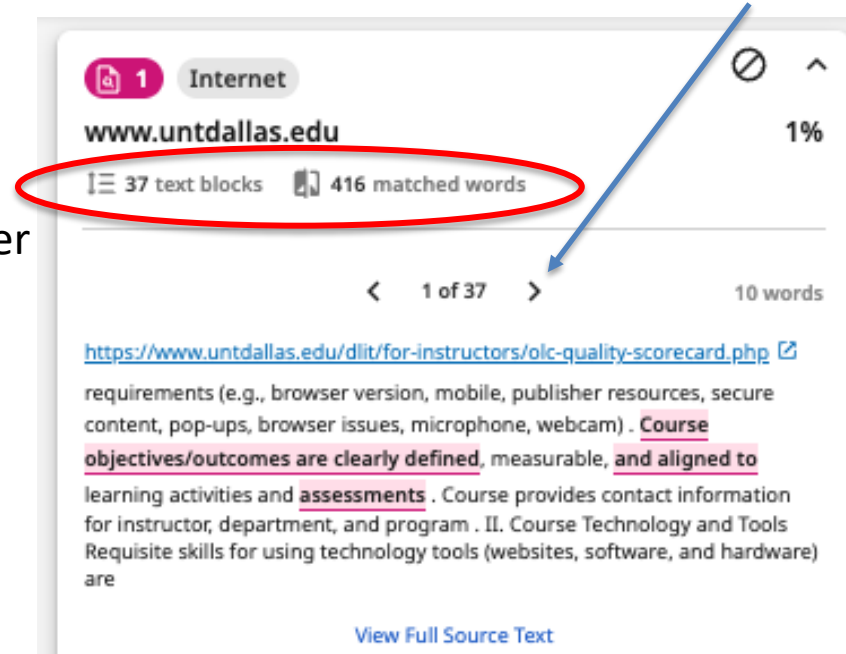


Drilling in using the report window w/in *iThenticate*

In the main report window, see how many matches there are to a given Source. In the right sidebar under Sources, click on the center of the box of the first source.



Click on arrows to see each match



Example: Drilling in using the report window, continued

Open field (OF) test

76 Exploratory and anxiety-like behavior was assessed in an open field box. The OF test
57 apparatus consisted of a Plexiglas box (47.5 cm x 25.5 cm x 21 cm); Motor Monitor,
1 Version 1.2, Hamilton-Kinder (Chula Vista, CA) with grids of infrared beams spaced 2.5
cm from the OF floor (used to measure horizontal activity) and 7.5 cm from the OF floor
(used to measure vertical, or rearing activity) around the sides of the OF. Each of the
infrared grids consisted of 16 photobeams in each direction (16 x 16) in which the location
of the mouse could be tracked each time the infrared beams in the area were blocked by
movements of the mouse. The automated software was connected to the system used to
measure the overall movement of the mice, as indicated by the number of breaks in the
gridded infrared beam system. 6 One hour after the start of the test, the mice were gently
removed from the box and returned to their home cages.

If you see two sentences in a row identical/nearly identical to a source – may be accidental plagiarism.
**Should be paraphrased to reduce wording and structure similarities.



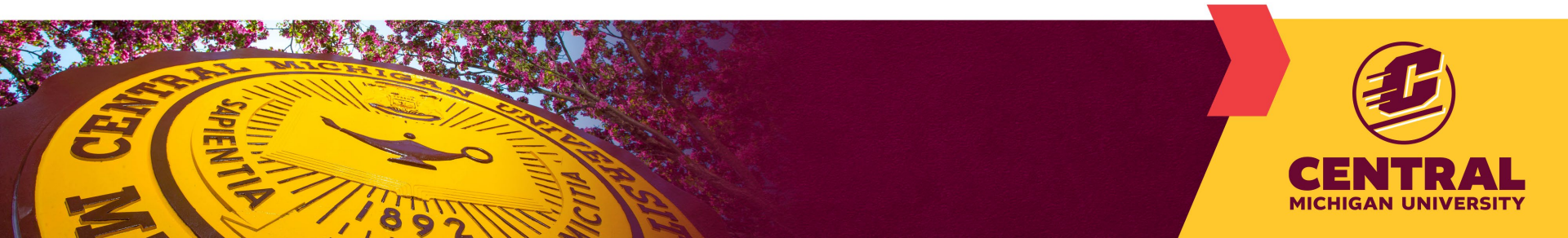
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Scrolling within the *iThenticate* software window

If you click on a region of highlighted text, the right window moves to the corresponding source text. **Ensure there is a citation for every significant, highlighted region.

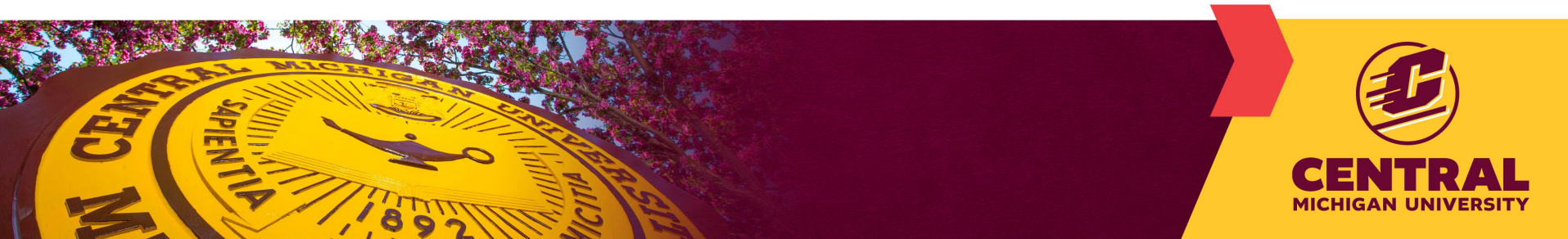
Click
on 97

The screenshot displays the iThenticate software interface. On the left, a document snippet is shown with several lines of text. A specific phrase, "already significant differences between wildtype and R6/2 mice at this early stage (Figure 6A and 6C)", is highlighted in purple. To the left of this text, there is a small icon with the number "97" and a blue arrow pointing towards it, with the text "Click on 97" above it. The right-hand pane of the software shows a "Publication" window. At the top, it displays "Passoni, Alice. 'Innovative Therapeutic Strategy ... <1%'". Below this, it indicates "1 text block" and "8 matched words". A URL is provided: https://gateway.proquest.com/openurl?res_dat=xri%3Apoqm&rft_dat=xri%3Aappdis%3A30776835&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Adisertation&url_ver=Z39.88-2004. The text below the URL states: "e levels of 7-dehydrocholesterol were not significantly different between WT and R6/2 mice at all analysed time-point. Interestingly, the levels of 24SOHC did not decrease with aging and did not show significant differences between WT and R6/2 mice until 12 weeks. This result is consistent with the alteration of desmosterol levels at 12 weeks, indicating a significant reduction in Chol synthetic pathway and a subsequent reduction of 24SOHC level, as the main discar". At the bottom right of the pane, there is a link that says "View Full Source Text".



What might be a concern and require revision?

- Two or more complete sentences in a row identical to a given source or identical to multiple sources (patchwork plagiarism).
- Multiple, scattered complete sentences identical to a given source
- To avoid plagiarizing, sufficient paraphrasing to change wording and sentence/paragraph structure is needed. See APA Avoiding Plagiarism Guide: <https://apastyle.apa.org/style-grammar-guidelines/citations/plagiarism>



Examples OGS would consider plagiarism

the efficacy of countries in developing literacy skills through successive generations. The gains made in some countries illustrate the pace of progress that is achievable (Cohen & Alkema, 2017; Holzer & Lerman, 2015; Kanter, 2009; Kirsch & Lennon, 2017; Kocor & Worek, 2016; National Research Council, 2012; OECD, 2009; OECD, 2013). For example, Korea is among the three lowest-performing countries when comparing the skills proficiency of 55–65-year-olds; however, compared to 16–24-year-olds, Korea ranks second only to Japan (National Research Council, 2012). Similarly, older Finns perform at around the average among the countries taking part in the Survey of Adult Skills while younger Finns are, together with young adults from Japan, Korea, and the Netherlands, today's top performers (OECD, 2013). However, this progress has been highly uneven across countries. For example, in England/Northern Ireland (UK) and the United States, improvements between younger and older generations are barely apparent (OECD, 2013). Young people in these countries are entering a much more demanding labor market and are less prepared than retiring adults (OECD, 2013). England/ Northern Ireland (UK), on the other hand, is among the three highest-performing countries in literacy when comparing 55–65-year-olds; but England/ Northern Ireland (UK) is among the bottom three countries when comparing literacy proficiency among 16–24-year-olds (OECD, 2019). In numeracy, the United States performs around the average when comparing the ability of 55–65-year-olds but is lowest in numeracy among all participating countries when comparing 16–24-year-olds (OECD, 2013; Yu et al., 2019). Of course, the survey data are results from a cross-culture of populations, not cohorts, so some of the observed differences across generations are attributable to changes in the composition of people, such as increased social diversity, income inequality or migration, or to different rates with which skills depreciate with age (OECD, 2013). At the same time, the fact that socio-economic patterns explain part of the observed changes is little consolation to countries whose economic success depends on the quality of their actual labor force, not the hypothetical labor force that they might have had in a different context (National Research Council, 2012; OECD, 2009; OECD, 2013; Kirsch & Lennon, 2017).

Ailawadhi et al. (2018) conducted a study that examined the link between clinical trial participation and cancer outcomes for minorities. These researchers evaluated the impact of patient race and ethnicity in pooled data from nine large national cooperative group clinical trials in patients with newly diagnosed multiple myeloma. Multiple myeloma is an incurable hematologic malignancy with disparities in outcomes noted among racial/ethnic subgroups due to disparities in access to effective treatment modalities. The authors found that among 2,896 patients enrolled for more than 20 years, only 18% were non-White, and enrollment of minorities decreased from 2002 to 2011. The study also revealed that African Americans with myeloma were typically younger and exhibited higher risk factors, including anemia and increased lactate dehydrogenase. Hispanics also had the smallest proportion of patients in trials utilizing novel therapeutic agents. The study concluded that while there are significant disparities in multiple myeloma incidence and outcomes among patients of different racial/ethnic groups, this disparity could be mitigated by access to appropriate therapeutic options provided by clinical trials.

The work of Nazhan et al. (2019) provides another example of this. These researchers examined the impact of the disparity in clinical trial participation by minority patients receiving cancer immunotherapy. The authors revealed that enrollment in pivotal trials leading to the United States' regulatory approval of immune checkpoint inhibitors showed a poor representation of racial/ethnic minority groups. Specifically, African American patients constituted less than 4% of all patients enrolled across multiple trials that supported the approval of immune checkpoint inhibitors for lung cancer treatment. The study also found similar underrepresentation for trials conducted on renal cell carcinoma and other tumor types. The authors recommended using predictive biomarkers to track disease progression in order to identify responders and new strategies to expand the benefit to a more significant subset of patients. Results of the study also suggest that the inadequate representation of



Example OGS would NOT consider plagiarism

KEY POINTS:

- Many words and phrases will be highlighted in the report, e.g. short definitions – this is OK.
- Add quotation marks, with citations, if appropriate.
- We expect every committee chair to discuss the report with their student

researchers focused on populations commonly identified and referred to as racial/ethnic minorities in the United States, including African Americans, American Indians, Alaska Natives, Asians, Native Hawaiians, and other Pacific Islanders and Hispanics/Latinos. Zavala et al. (2021) claimed that despite substantial progress in understanding the factors underlying cancer health disparities, marked inequalities persist. They provided a review of the cancer disparities experienced by rural racial/ethnic minority groups. In this review, there were several recommendations made to advance research and reduce cancer health disparities. Namely, this included developing and sustaining diverse groups that aid in collecting data used for future clinical trials. The researchers also recommended implementing changes to healthcare coverage to ensure equity in access for all minorities and utilizing culturally appropriate community outreach programs to increase cancer screening, among others. Additionally, Zahnd et al. (2021) found that rural African Americans and American Indian/Alaskan Native populations experienced greater poverty and lack of access to care, which put them at a greater risk of developing cancer and experiencing poorer cancer outcomes in terms of treatment and survival. Poverty was further linked to potential factors of lung cancer incidence and mortality, including genetic, epigenetic, and second-hand smoke exposure for racial/ethnic disparities. The authors referenced a 2018 study on second-hand smoke, which was found common among blacks and persons living below the poverty line, in that study's results.

A study conducted by Zahnd et al. (2021) observed that rural minorities, including African Americans and American Indians, face greater poverty and lack of access to care, making them vulnerable to developing cancer and experiencing poorer cancer outcomes in treatment and eventually survival. They experience a greater risk of cancer and encounter poor cancer treatments and outcomes, as well as low rates of survival. Based on the study finding, the authors recommend that it is imperative to develop and implement policies at all



2D. *iThenticate* AI Report – new with version 2.0

- The goal of providing this tool is for committee chairs to assist students in understanding the ethical use of AI in their discipline.
- Programs and Advisors need to provide guidelines to students describing possible benefits of using GenAI and possible risks, including: inaccurate information, data security and privacy concerns, and others.
- The use of GenAI tools should be acknowledged in a thesis/dissertation:
<https://apastyle.apa.org/blog/how-to-cite-chatgpt>



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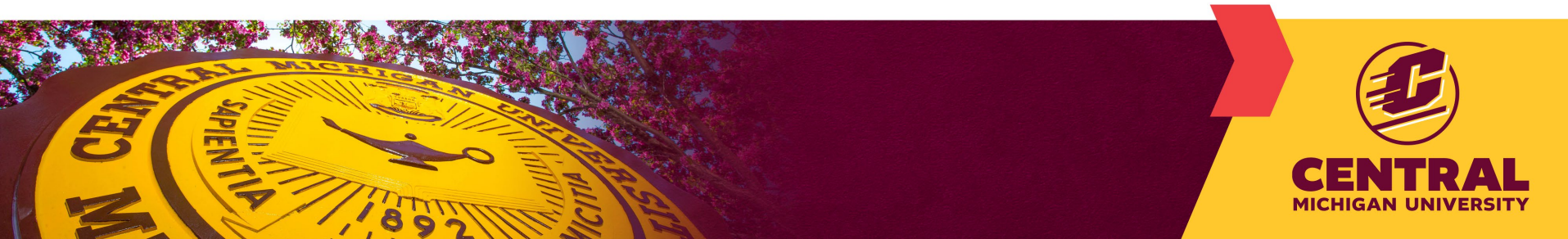
2D. Training on *iThenticate* 2.0 and AI Report

iThenticate will provide an interactive, live, virtual training session which will be recorded and shared. Faculty are encouraged to register and attend at noon on Monday April 7, 2025!

<https://guides.turnitin.com/hc/en-us/sections/22773792790797-AI-writing>

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Elaswad et al., 2022a: [Oxford University Press copyrights](#)

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