



Thesis/Dissertation Workshop



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Office of Graduate Studies

Jennifer Schisa, Ph.D., 131 Foust Hall

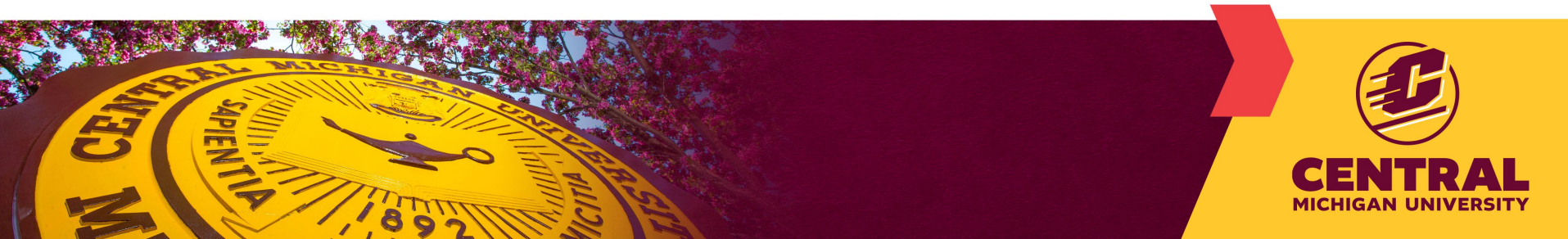
Interim Director of Graduate Studies

Kara Owens, 251 Foust Hall

Assistant Director, Research and Graduate Studies

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cgsthesis@cmich.edu



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. Guidelines for use of AI
4. 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 7-page Guidelines pdf *before you begin writing*
- Refer to today's slides and training videos



OGS Deadlines

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



Thesis/Diss. webpage

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 written by the student
 - Dissertation: 2 or more articles written by the student
 - If you co-author an article due to a major contribution 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 requirement of the (intended) journal for each chapter (they can vary across chapters)
- 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

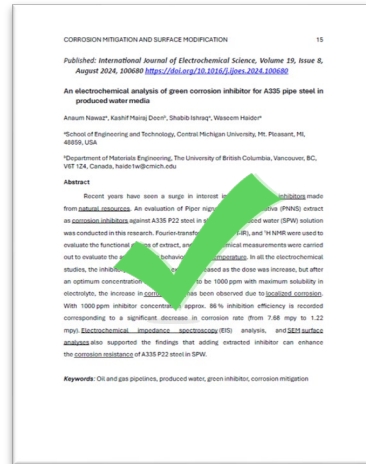


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How to Format Journal Article-style documents

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](#)

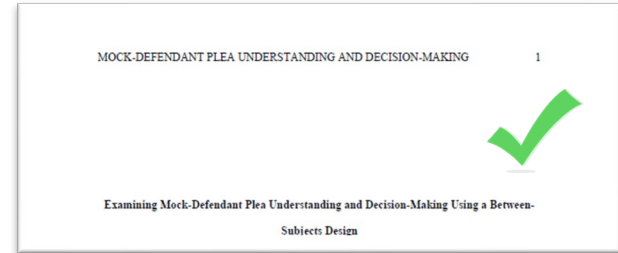
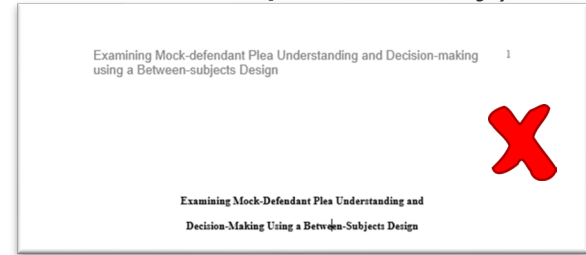
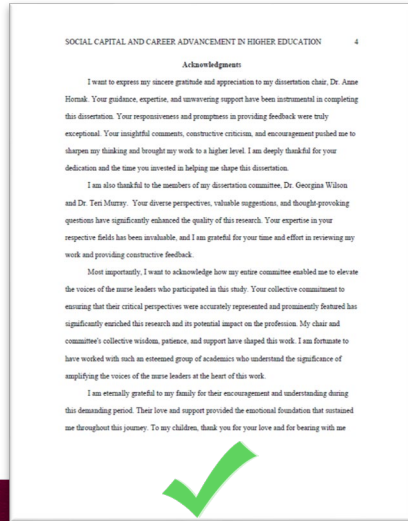
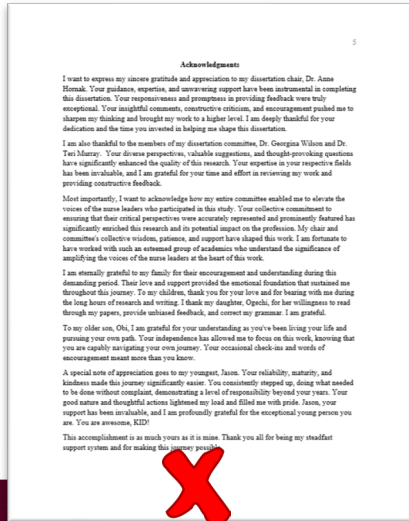


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Common Formatting Issues

Overall

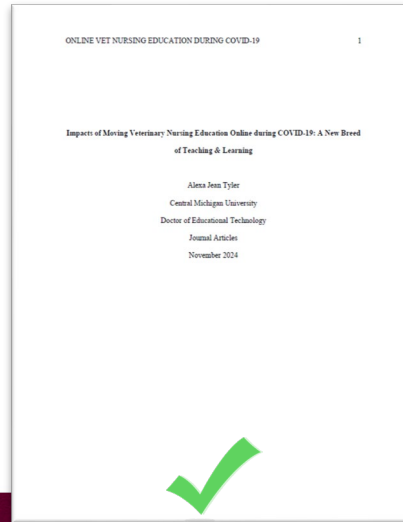
- Extra space between paragraphs (should be double-spaced only)
- Header does not meet requirements



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/hits per day	-.03	.25	-.20	.16	.15	.03	.11	.20	-.11
Flavors typically used ^a									
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
Blend/Combinations	-.11	-.05	-.05	.09	-.03	-.11	-.13	.01	-.16
Reasons cited for vape use ^b									
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

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

^bCorrelations 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									
Past 30 day usage	.19	.21	-.03	.10	-.19	.12	-.12	.13	.01
Past 7 day usage	.10	.17	.00	.15	-.11	-.03	.04	.05	-.06
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Mint	.15	-.01	-.07	-.07	.12	.12	.07	.10	.04
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Candy	-.07	.05	-.20	.06	-.13	.04	.04	.10	-.12
Blend/Combinations	-.11	-.05	-.05	.09	-.03	-.11	-.13	.01	-.16
Reasons cited for vape use ^b									
Ease of use	-.07	-.01	-.03	-.13	-.07	-.19	.14	-.08	-.18
Taste	.06	.15	.03	-.13	-.14	-.02	-.03	.13	-.12
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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

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2. *iThenticate* reports must be attached to the Completion Form (started March 8, 2025)

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

- A. Faculty request an *iThenticate* account
- B. Using the *iThenticate* 2.0 tool with CMU filters
- C. Opening *iThenticate* Similarity report
- D. Interpreting *iThenticate* Similarity reports

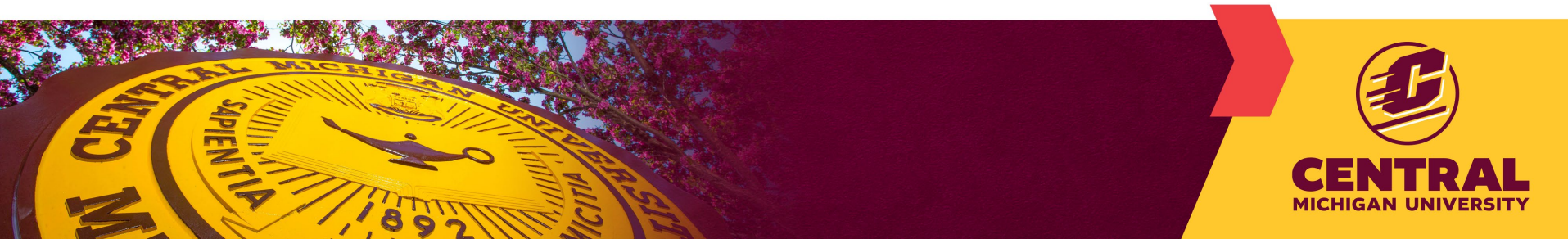


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2A. Request an iThenticate account

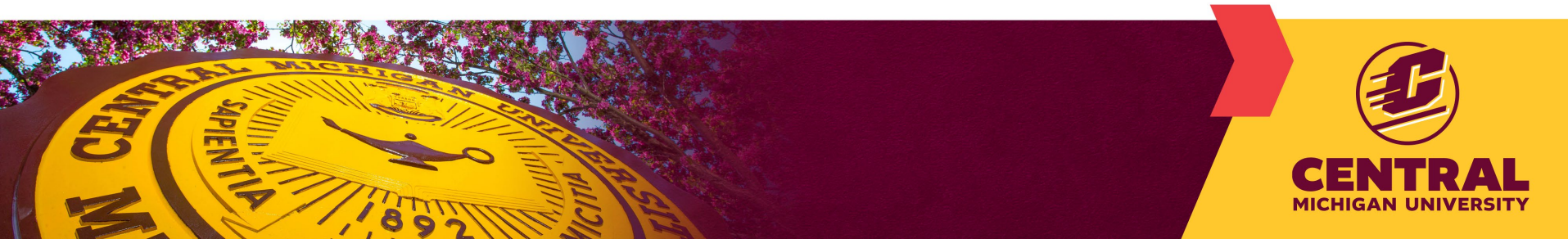
- Faculty with full graduate faculty can request an account from Kara Owens, beery1kl@cmich.edu.
- We can not provide accounts to students due to limits of our license agreement.

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



2B. Using the *iThenticate* 2.0 Tool

- Goal: generate a single *iThenticate* report for the FINAL document that was approved by the committee (no track changes comments remain)
- Recording of training provided by *iThenticate/turnitin* is posted on our website (available until April 1, 2026)
- **MUST be careful in setting the CMU-specified Filters and Exclusions.**
Completion forms that have *iThenticate* reports generated with incorrect settings will be returned.



On the Settings page, exclude ONLY quotes and bibliography.

Do NOT exclude any Sections

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



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2B. Upload a file: *iThenticate* 2.0

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.

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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Overall Similarity % is not useful

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.
- You should never have 0% Similarity if you generate report correctly (we are happy to help if you get stuck).



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2C. Opening Similarity Report

- To see a detailed Similarity Report, click on the %, 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 Your Perspective?



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

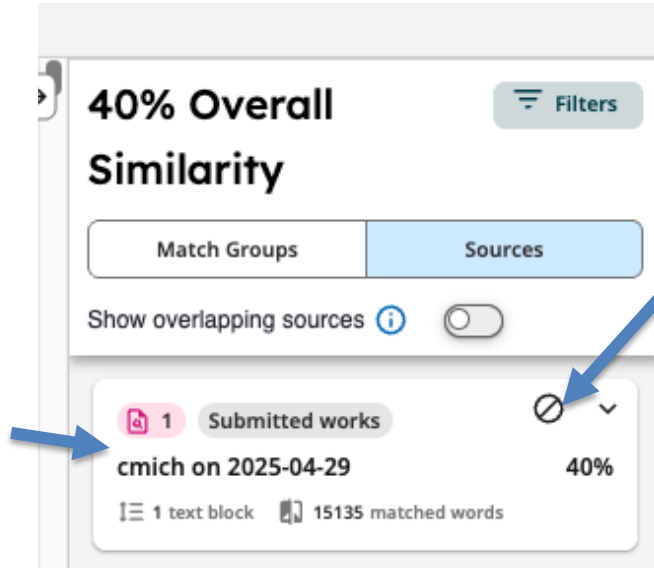
- 1 Internet repository-tnmgrmu.ac.in 1%
40 text blocks 323 matched words
- 2 Publication Manser, Kelly A.. "Testing Actor and Partner Medi... <1%
8 text blocks 211 matched words
- 3 Internet academicworks.cuny.edu <1%
3 text blocks 128 matched words
- 4 Internet www.researchgate.net <1%
12 text blocks 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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Modify report ONLY if prior drafts were checked

NOTE high overall similarity to a recent Submitted work



If you ran a report on an earlier draft of the same document, then you may exclude this submitted work by clicking on the 'exclude source' symbol (may need to repeat if multiple drafts were uploaded).

KEY POINT: Do not exclude any other sources – not even student's own published work.



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2D. Interpreting Similarity Reports

iThenticate

Greg Wojt

Pedagogical Paradigms in Social Studies: From Traditional Classrooms to Online Environments

Similarity 12% Flags AI Writing --%

PEDAGOGICAL PARADIGMS IN SOCIAL STUDIES 1

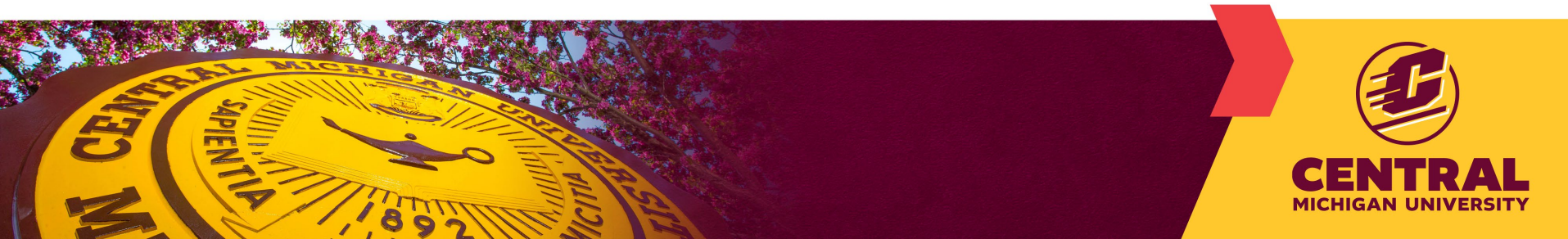
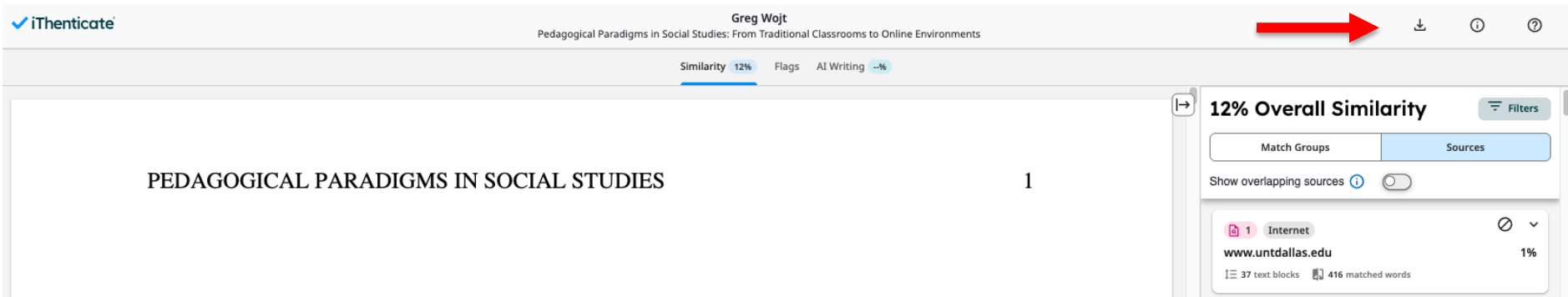
12% Overall Similarity Filters

Match Groups Sources

Show overlapping sources ⓘ

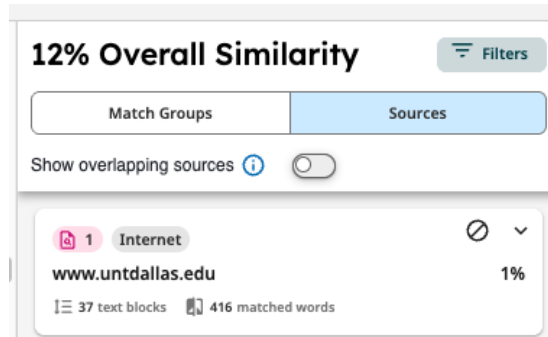
1 Internet
www.untdallas.edu 1%

37 text blocks 416 matched words

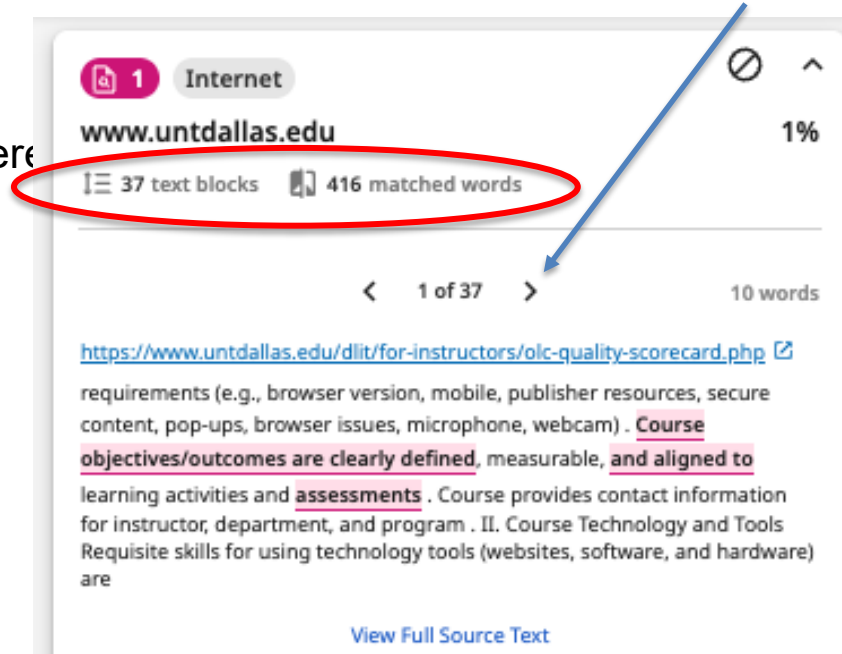


Drilling in using the report window w/in *iThenticate*

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,
Version 1.2, Hamilton-Kinder (Chula Vista, CA) with grids of infrared beams spaced 2.5
1 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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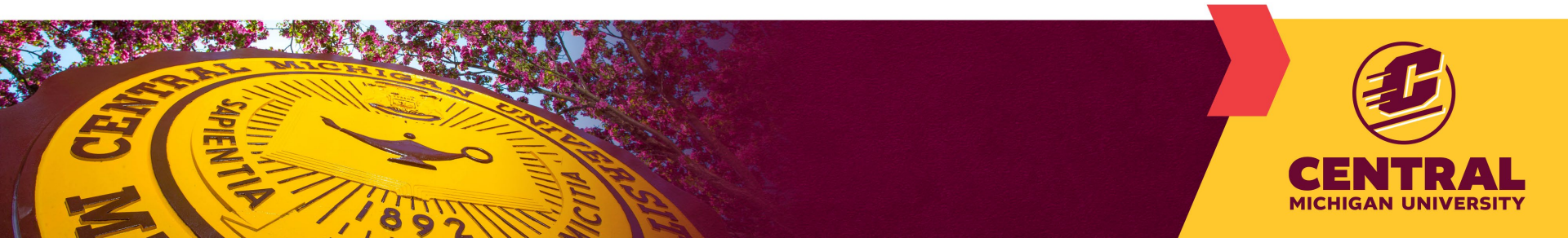
Scrolling within the *iThenticate* software window

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

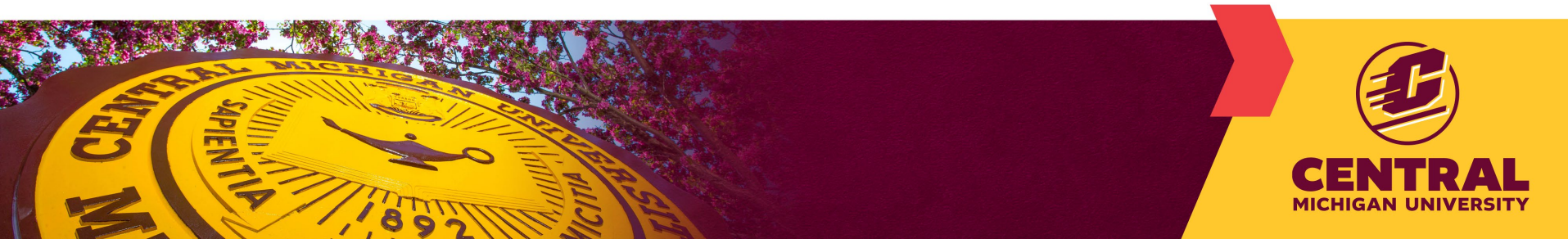
The screenshot displays the iThenticate software interface. On the left, a document is open with several lines of text. A specific line is highlighted in purple, and a blue arrow points to it from the text 'Click on 97'. The highlighted text reads: 'already significant differences between wildtype and R6/2 mice at this early stage (Figure 6A and 6C). By 10 weeks of age, R6/2 mice were significantly impaired in all categories tested and none of the behaviors improved with our circuit manipulations (Figure 6A-C). R6/2 mice displayed significantly fewer basic (large animal movements from one point to another, $p = 0.0007$) and fine/head (small animal movements such as grooming, $p < 0.0001$) movements. These reductions in movements were not rescued with the manipulation of the two distinct neuronal populations in the M1 cortex (Figure 6A). While rearing behavior (standing on rear limbs) was normal at week 5, R6/2 mice, irrespective of treatment, showed a significant decline in this test at week 10 (Figure 6B). R6/2 – untreated, Emx-Inh-hCTZ and Pv-Exc-hCTZ groups of mice covered significantly shorter distance in the center of the open field compared to wildtype mice at weeks 5, 6 and 10'.

On the right, the 'Publication' pane is active, showing a citation for 'Passoni, Alice. "Innovative Therapeutic Strategy ... <1%'. Below the citation, it indicates '1 text block' and '8 matched words'. A link to the source text is provided: https://gateway.proquest.com/openurl?res_dat=xri%3Apoqm&ft_dat=xri%3Aappdis%3A30776835&ft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Adisertation&url_ver=Z39.88-2004. Below the link, a snippet of the source text is visible: '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'.



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, complete sentences scattered throughout document
- 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). Innumeracy, 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

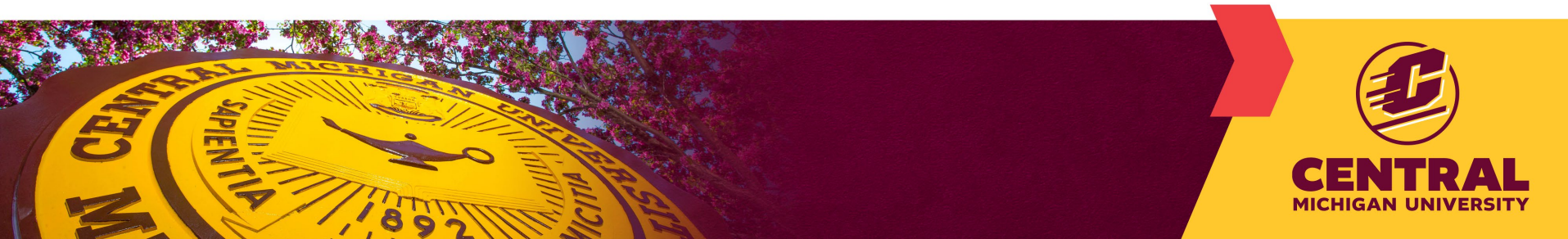
22 researchers focused on populations commonly identified and referred to as racial/ethnic minorities in the United States, including African Americans, American Indians, Alaska Natives, Asians, Native Hawaiians, and other Pacific Islanders and Hispanics/Latinos. Zavala et al. (2021) claimed that despite substantial progress in understanding the factors underlying 22 cancer health disparities, marked inequalities persist. 8 They provided a review of the cancer disparities experienced by rural racial/ethnic minority groups. In this review, there were several recommendations made 22 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.



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3. Guidelines for use of AI

- We decided not to activate the AI report option in *iThenticate* because of the significant risk of false positives of all 'AI detectors'
- 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 must be acknowledged in a thesis/dissertation:
<https://apastyle.apa.org/blog/how-to-cite-chatgpt>



More Guidelines on use of AI

- The work in a thesis or dissertation is required to be original, independent, and ethically conducted. CMU considers GenAI tools to be useful in some situations (e.g. editing) but not appropriate as a replacement for original thought (e.g. GenAI cannot be used to write literature reviews in a thesis/dissertation).
- Before using GenAI tools, students are expected to obtain permission from their committee chair. If the chair agrees any usage is appropriate, the specific GenAI tool(s) should be defined (e.g. MS Copilot).
- Need to consider the risk of uploading sensitive or confidential scholarly data that are subject to ethical or legal requirements. Students are subject to all guidelines and policies from CMU OIT including but not limited to the Data Stewardship policy that outlines three classifications of data that require varying levels of protection, , <https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p03030.pdf> .



Training on *iThenticate* 2.0

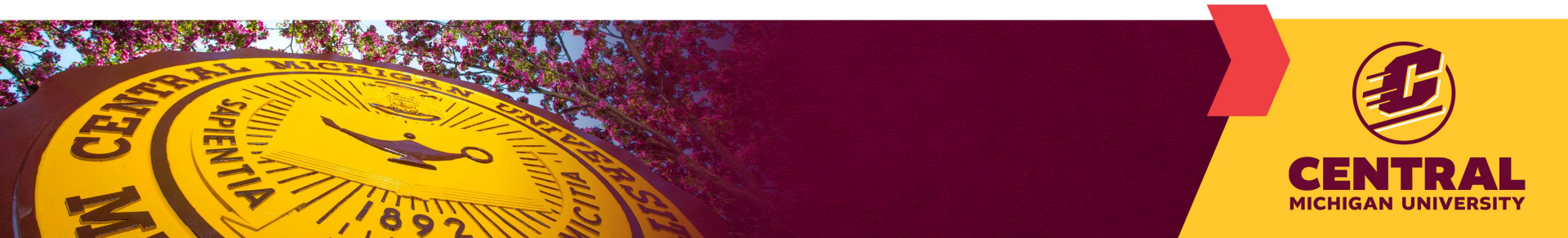
iThenticate/turnitin provided a virtual training session which was recorded; it will be available from the link on the Grad Studies website until April 1, 2026.



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Imaging-associated stress causes divergent phase transitions of RNA-binding proteins in the *Caenorhabditis elegans* germ line

Author: Elaswad, Mohamed T; Munderloh, Chloe

Publication: G3: Genes, Genomes, Genetics

Publisher: Oxford University Press

Date: 2022-07-08

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