



Thesis/Dissertation Workshop



CENTRAL
MICHIGAN UNIVERSITY

Office of Graduate Studies

Jennifer Schisa, Ph.D., 131 Foust Hall

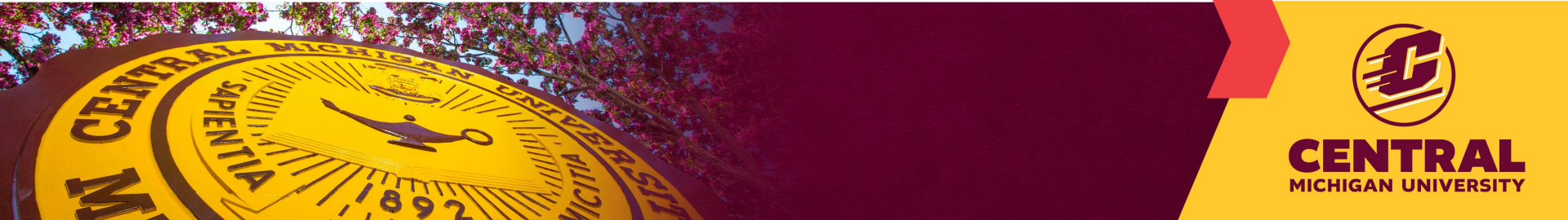
Interim Director of Graduate Studies

Kara Owens, 251 Foust Hall

Assistant Director, Research and Graduate Studies

989-774-3873

cgsthesis@cmich.edu



Workshop Goals

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

- Brief overview of milestones for Thesis/Dissertation projects
 1. Format
 2. iThenticate tool
 3. Guidelines for use of AI
 4. Avoiding Copyright violations



CENTRAL
MICHIGAN UNIVERSITY

Milestones for Thesis/Dissertation Projects

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.



CENTRAL
MICHIGAN UNIVERSITY

Thesis/Dissertation Milestones, continued



[Grad Studies Deadlines](#)

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



[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

- 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
- Grad Studies will email you with any necessary revisions (you have ~1 month to resolve)



CENTRAL
MICHIGAN UNIVERSITY

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



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



Who can use the Journal Article option?

1. Your program must allow this option – see your Program 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 with 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



How to Format Document with Journal Article option

For all Chapters:

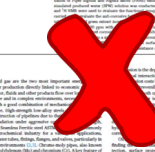
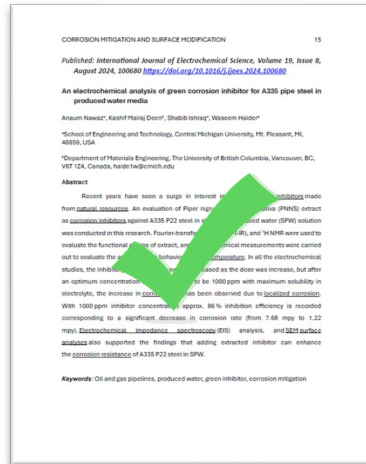
- Follow the formatting requirement of the (intended) journal for each chapter (they can vary across chapters)
- Graduate Studies reviews to ensure consistent formatting
- You may include an introduction and/or conclusions chapters in addition to the journal article(s), depending on your program requirements



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



CENTRAL
MICHIGAN UNIVERSITY

Common Formatting Issues

Overall

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

5

Acknowledgments

I want to express my sincere gratitude and appreciation to my dissertation chair, Dr. Anne Homan. Your guidance, expertise, and unwavering support have been instrumental in completing this dissertation. Your requirements and promptness in providing feedback were truly exceptional. Your insightful comments, constructive criticism, and encouragement pushed me to sharpen my thinking and brought my work to a higher level. I am deeply thankful for your dedication and the time you invested in helping me shape this dissertation.

I am also thankful to the members of my dissertation committee, Dr. Georgina Wilson and Dr. Teri Marry. Your diverse perspectives, valuable suggestions, and thought-provoking questions have significantly enhanced the quality of this research. Your expertise in your respective fields has been invaluable, and I am grateful for your time and effort in reviewing my work and providing constructive feedback.


Most importantly, I want to acknowledge how my entire committee enabled me to elevate the voices of the nurse leaders who participated in this study. Your collective commitment to ensuring that their critical perspectives were accurately represented and prominently featured has significantly enriched this research and its potential impact on the profession. My chair and committee's collective wisdom, patience, and support have shaped this work. I am fortunate to have worked with such an esteemed group of academics who understand the significance of amplifying the voices of the nurse leaders at the heart of this work.

I am eternally grateful to my family for their encouragement and understanding during this demanding period. Their love and support provided the emotional foundation that sustained me throughout this journey. To my children, thank you for your love and for bearing with me during the long hours of research and writing. I thank my daughter, Opal, for her willingness to read through my papers, provide unbiased feedback, and correct my grammar. I am grateful.

To my older son, Oh, I am grateful for your understanding as you've been living your life and pursuing your own path. Your independence has allowed me to focus on this work, knowing that you are capably navigating your own journey. Your occasional check-ins and words of encouragement meant more to you than you know.

A special note of appreciation goes to my youngest, Jason. Your reliability, maturity, and kindness made this journey significantly easier. You consistently stepped up, doing what needed to be done without complaint, demonstrating a level of responsibility beyond your years. Your good nature and thoughtful actions lightened my load and filled me with pride. Jason, your support has been invaluable, and I am profoundly grateful for the exceptional young person you are. You are awesome, KID!

This accomplishment is as much yours as it is mine. Thank you all for being my steadfast support system and for making this journey yours.



SOCIAL CAPITAL AND CAREER ADVANCEMENT IN HIGHER EDUCATION 4

Acknowledgments

I want to express my sincere gratitude and appreciation to my dissertation chair, Dr. Anne Homan. Your guidance, expertise, and unwavering support have been instrumental in completing this dissertation. Your requirements and promptness in providing feedback were truly exceptional. Your insightful comments, constructive criticism, and encouragement pushed me to sharpen my thinking and brought my work to a higher level. I am deeply thankful for your dedication and the time you invested in helping me shape this dissertation.

I am also thankful to the members of my dissertation committee, Dr. Georgina Wilson and Dr. Teri Marry. Your diverse perspectives, valuable suggestions, and thought-provoking questions have significantly enhanced the quality of this research. Your expertise in your respective fields has been invaluable, and I am grateful for your time and effort in reviewing my work and providing constructive feedback.


Most importantly, I want to acknowledge how my entire committee enabled me to elevate the voices of the nurse leaders who participated in this study. Your collective commitment to ensuring that their critical perspectives were accurately represented and prominently featured has significantly enriched this research and its potential impact on the profession. My chair and committee's collective wisdom, patience, and support have shaped this work. I am fortunate to have worked with such an esteemed group of academics who understand the significance of amplifying the voices of the nurse leaders at the heart of this work.

I am eternally grateful to my family for their encouragement and understanding during this demanding period. Their love and support provided the emotional foundation that sustained me throughout this journey. To my children, thank you for your love and for bearing with me during the long hours of research and writing. I thank my daughter, Opal, for her willingness to read through my papers, provide unbiased feedback, and correct my grammar. I am grateful.


To my older son, Oh, I am grateful for your understanding as you've been living your life and pursuing your own path. Your independence has allowed me to focus on this work, knowing that you are capably navigating your own journey. Your occasional check-ins and words of encouragement meant more to you than you know.

A special note of appreciation goes to my youngest, Jason. Your reliability, maturity, and kindness made this journey significantly easier. You consistently stepped up, doing what needed to be done without complaint, demonstrating a level of responsibility beyond your years. Your good nature and thoughtful actions lightened my load and filled me with pride. Jason, your support has been invaluable, and I am profoundly grateful for the exceptional young person you are. You are awesome, KID!

This accomplishment is as much yours as it is mine. Thank you all for being my steadfast support system and for making this journey yours.




Examining Mock-defendant Plea Understanding and Decision-making using a Between-subjects Design 1



Examining Mock-Defendant Plea Understanding and Decision-Making Using a Between-Subjects Design

MOCK-DEFENDANT PLEA UNDERSTANDING AND DECISION-MAKING 1



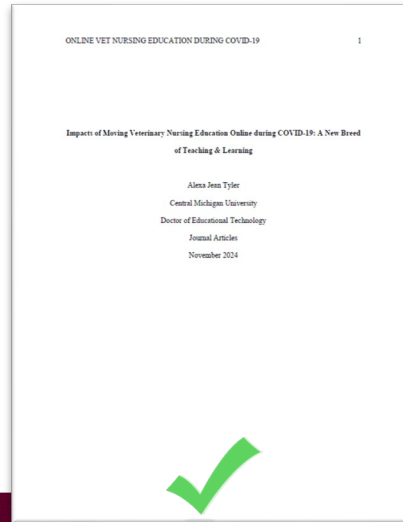
Examining Mock-Defendant Plea Understanding and Decision-Making Using a Between-Subjects Design



Common Formatting Issues

Preliminary Pages

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



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 MMPF-3 91

Table 4. Correlations between MMPF-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
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	-.15	.04	.04	.10	-.12
Blends/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 MMPF-3 92

Table 4

Correlations between MMPF-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
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	-.15	.04	.04	.10	-.12
Blends/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 $p < .05$.



2. *iThenticate* reports must be attached to the Completion Approval Form *prior to submission* (as of March 8, 2025)

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

- A. Faculty member requests an *iThenticate* 2.0 account
- B. How to use the *iThenticate* 2.0 tool with CMU-specified filters
- C. How to view and navigate *iThenticate* Similarity reports – when can you exclude a source
- D. How to interpret *iThenticate* Similarity reports



CENTRAL
MICHIGAN UNIVERSITY

2A. Request an iThenticate account

- How to request account:
 - Faculty with full graduate faculty email Kara Owens, beery1kl@cmich.edu.
 - We do not provide accounts to students due to license agreement limits
- When to request account:
 - Request before student writes prospectus
 - **KEY POINT:** Upload student drafts regularly and discuss reports with student in the process of mentoring their academic writing to ensure original, independent, and ethically-conducted writing.
 - Accidental plagiarism is common.



CENTRAL
MICHIGAN UNIVERSITY

2B. Using the *iThenticate* 2.0 Tool

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

- Goal at submission: 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) – (it does not include CMU-specific filters)
- **MUST be careful in setting the CMU-specified Filters and Exclusions.** Completion approval forms that have *iThenticate* reports generated with incorrect settings will be returned – see next slide.



CENTRAL
MICHIGAN UNIVERSITY

Go to settings using the link in the left sidebar

Check ALL possible content for comparisons.

Exclude ONLY bibliography, quotes and citations.

Do NOT exclude any Sections

- My Files
- Shared With Me
- Trash
- Settings**

Select your default Similarity Report settings.

Compare submissions to the following content: ?

- Crossref
- Crossref Posted Content
- Internet
- Submitted Works
- Publications

Exclude from Similarity Report: ?

- Abstract
- Small Matches
- Methods and Materials
- Bibliography
- Quotes
- Preprint Sources ?
- Citations

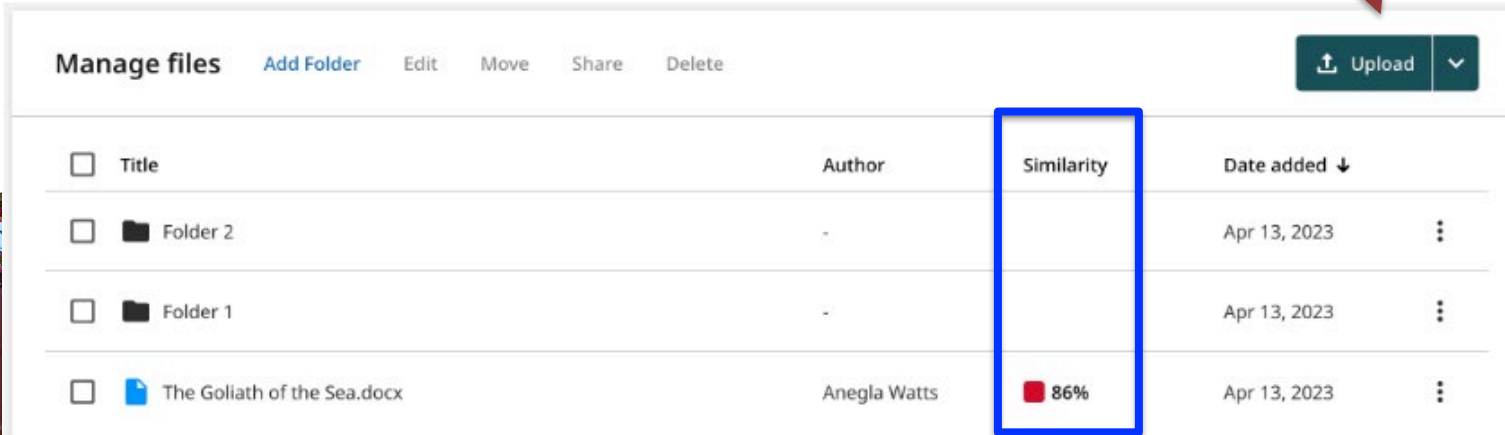
Save Reset

PRO TIP: You can double-check your settings; they appear on the first page of the report





2B. How to upload a file

1. After setting filters, select **My Files** from the left sidebar.
2. Select the green **Upload** button in the upper right area.
3. On the Upload page, enter author name and click **Confirm at the bottom of the page**. Wait a few minutes for the file to 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



Overall Similarity Percentage is not useful

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

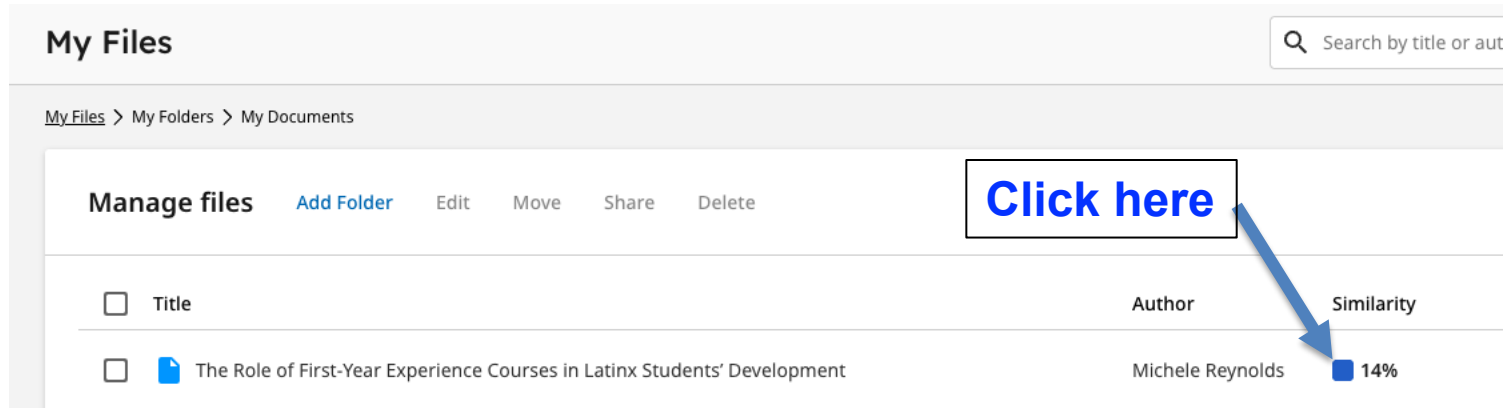
- A high overall Similarity percentage does not always indicate plagiarism.
- A low overall Similarity percentage does not mean a lack of plagiarism.
- You should never have 0% Similarity if you generate report correctly (we are happy to help if you get stuck). *We do not accept reports with 0% similarity.*





CENTRAL
MICHIGAN UNIVERSITY

2C. How to View 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).



The screenshot shows a 'My Files' interface with a search bar and a list of documents. The document 'The Role of First-Year Experience Courses in Latinx Students' Development' by Michele Reynolds has a similarity score of 14%. A blue box with the text 'Click here' and an arrow points to the 14% similarity score.

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



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 C



Dissertation

April 2024

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

17% Overall Similarity

Filters

Match Groups

Sources

Show overlapping sources

- 1 Internet 1%

repository-tnmgrmu.ac.in

40 text blocks 323 matched words
- 2 Publication <1%

Manser, Kelly A.. "Testing Actor and Partner Medi...

8 text blocks 211 matched words
- 3 Internet <1%

academicworks.cuny.edu

3 text blocks 128 matched words
- 4 Internet <1%

www.researchgate.net

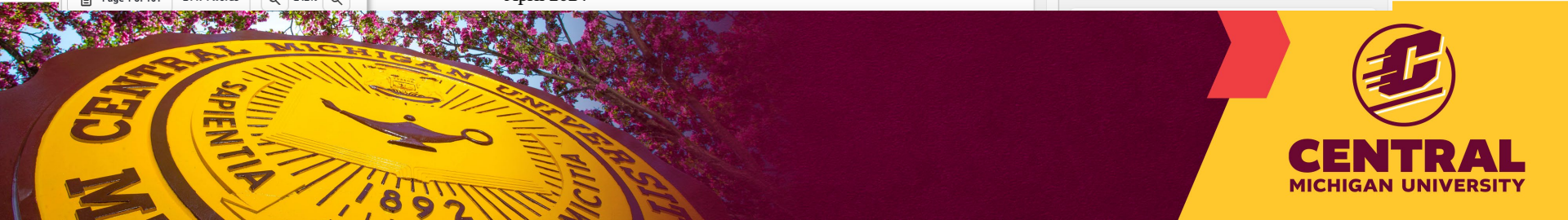
12 text blocks 121 matched words
- 5 Internet <1%

www.cmich.edu

3 text blocks 108 matched words
- 6 Internet <1%

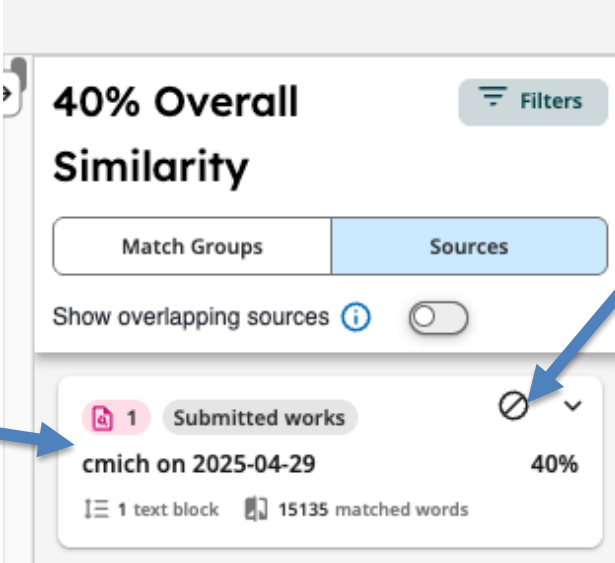
pubcovid19.pt

11 text blocks 91 matched words



When can you exclude a Source? ONLY if a prior draft was uploaded

NOTE high overall similarity to a recent *Submitted work*



The screenshot shows a plagiarism report interface. At the top, it displays '40% Overall Similarity' with a 'Filters' button. Below this are two tabs: 'Match Groups' and 'Sources', with 'Sources' selected. A toggle for 'Show overlapping sources' is present. The main content area lists a source: 'Submitted works' with a red icon and a '1' in a pink circle. The source is 'cmich on 2025-04-29' with a 40% similarity score. Below the source name, it shows '1 text block' and '15135 matched words'. A blue arrow points from the 'Submitted works' icon to the text 'Submitted work' in the note on the left. Another blue arrow points from the 'exclude source' symbol (a circle with a diagonal line) to the text in the key point box on the right.

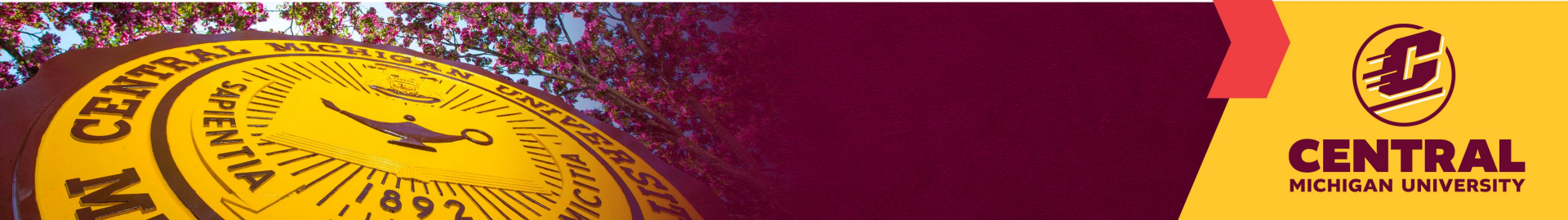
If you ran a report on an earlier draft of the same document, then you may exclude this submitted work by clicking on the 'exclude source' symbol (may need to repeat if multiple drafts were uploaded).

KEY POINT: Do not exclude any other sources – not even student's own published work.
Double check on 1st page of report



2D. How to Navigate and Interpret Similarity Reports

The screenshot displays the iThenticate web interface. At the top left is the iThenticate logo. The user's name, Greg Wojt, and the document title, 'Pedagogical Paradigms in Social Studies: From Traditional Classrooms to Online Environments', are shown in the header. A red arrow points to a download icon in the top right corner. Below the header, there are tabs for 'Similarity 12%', 'Flags', and 'AI Writing --%'. The main content area shows the document title 'PEDAGOGICAL PARADIGMS IN SOCIAL STUDIES' and the page number '1'. On the right side, a sidebar displays the '12% Overall Similarity' report. It includes a 'Filters' button, a 'Match Groups' tab, and a 'Sources' tab. A toggle for 'Show overlapping sources' is present. The report lists one source: 'Internet' with the URL 'www.untdallas.edu' and a similarity of 1%. It also indicates '37 text blocks' and '416 matched words'.



8% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text
- Cited Text





Exclusions

- 4 Excluded Sources




Double-check correct settings

- Filters
- Exclusions (prior drafts only)

Match Groups

-  **450 Not Cited or Quoted** 8%
Matches with neither in-text citation nor quotation marks
-  **0 Missing Quotations** 0%
Matches that are still very similar to source material
-  **0 Missing Citation** 0%
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted** 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 4%  Internet sources
- 7%  Publications
- 0%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

More Information in pdf

Page 3 has Top
Sources

All text in document
matching source 1
will be pink.

Text matching source
2 will be blue, etc..

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Internet	scholarworks.waldenu.edu	<1%
2	Internet	www.wicheckpoint.org	<1%
3	Internet	www.coursehero.com	<1%
4	Publication	Subhas C. Misra, Sandip Bisui. "Modelling vital success factors in adopting person..."	<1%



Faculty can also use the live report window within *iThenticate*

In the main report window, with Sources selected, you see how many matches there are to each Source. Click on the center of the box of the first source to view more details.

12% Overall Similarity Filters

Match Groups Sources

Show overlapping sources

1 Internet 1%

37 text blocks 416 matched words

Click on arrows to see each match

1 Internet 1%

www.untdallas.edu

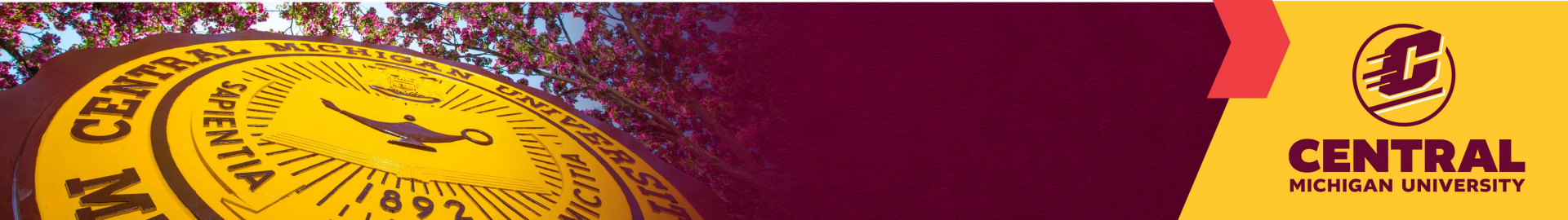
37 text blocks 416 matched words

< 1 of 37 > 10 words

<https://www.untdallas.edu/dlit/for-instructors/olc-quality-scorecard.php>

requirements (e.g., browser version, mobile, publisher resources, secure content, pop-ups, browser issues, microphone, webcam) . **Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments** . Course provides contact information for instructor, department, and program . II. Course Technology and Tools Requisite skills for using technology tools (websites, software, and hardware) are

[View Full Source Text](#)



Review the document for matches in the main window

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

48

3

Exclude this Text

According to the Bureau of Labor Statistics' *Employment Projections 2021-2031* there are projected 203,200 openings for RNs each year through 2031 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S. (www.aacn.org). The deficit will inevitably lead to the rationing of the labor resources, which may occur at either the nurse level or institutional level (Min et. al, 2019). Administration-led budget cuts typically drive

Click here

Internet

www.coursehero.com <1%

9 text blocks 116 matched words

3 of 9 28 words

<https://www.coursehero.com/file/184643372/Nursing-Shortage-Factsheetpdf/>

rkforce is expected to grow by 6% over the next decade. The RN workforce is expected to grow from 3.1 million in 2021 to 3.3 million in 2031, an increase of 195,400 nurses. The Bureau also projects 203,200 openings for RNs each year through 2031 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S. • The Advanced Practice



CENTRAL
MICHIGAN UNIVERSITY

What might be a concern and require revision?

- Two or more complete sentences in a row identical/nearly identical to a given source or identical to multiple sources (patchwork plagiarism).
- Multiple, complete sentences scattered throughout document that match sources
- 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>



CENTRAL
MICHIGAN UNIVERSITY

Examples that require revision

Open field (OF) test

76 Exploratory and anxiety-like behavior was assessed in an open field box. The OF test 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 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. One hour after the start of the test, the mice were gently removed from the box and returned to their home cages.

57

1

6

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



CENTRAL
MICHIGAN UNIVERSITY

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 (Coben & 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

More examples requiring revision (most often in the Literature review section)



Example we would NOT consider plagiarism

KEY POINTS:

- Many words and phrases will be highlighted in the report, e.g. short definitions – this is OK.
- 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 22 in understanding the factors underlying 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.



CENTRAL
MICHIGAN UNIVERSITY

3. The use of GenAI tools

iThenticate 2.0 checks for the likelihood of AI-generated writing

The screenshot shows the 'AI Writing' section of the iThenticate 2.0 interface. At the top, there are three tabs: 'Similarity 23%', 'Flags', and 'AI Writing 0%'. Below the tabs, a summary box states '0% detected as AI' with an information icon. A paragraph explains that the percentage indicates the combined amount of likely AI-generated text and likely AI-generated text that was also likely AI-paraphrased. Below this is a 'Submission Breakdown' section with a horizontal bar chart showing 0% for 'AI-generated only' and 0% for 'AI-generated text that was AI-paraphrased'. To the right, there are three navigation cards: 'FAQs' (with a question mark icon and a 'View FAQs' link), 'Resources' (with a book icon and an 'Explore' link), and 'Guides' (with a star icon and a 'View guides' link). A 'Hide Disclaimer' link is also present. A blue arrow points from the 'Guides' card towards the text 'Risk of false positives of all 'AI detectors' - Use Caution!'.

Risk of false positives of all 'AI detectors' - Use Caution!

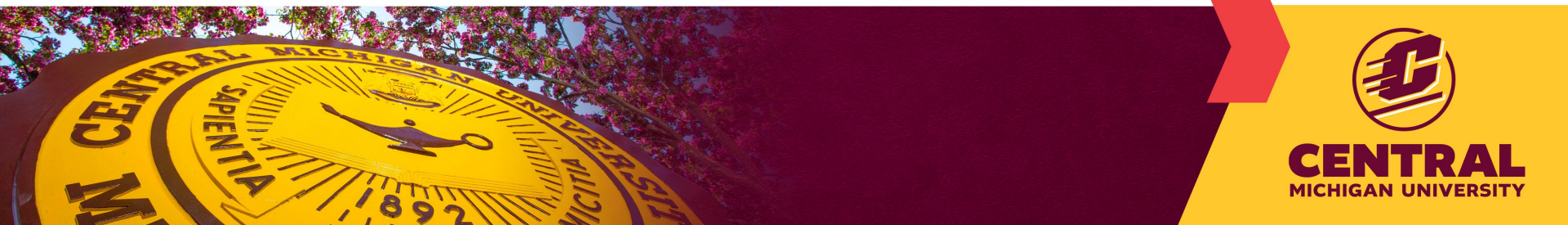


Articles regarding the AI detection tool associated with *iThenticate*

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

<https://guides.turnitin.com/hc/en-us/articles/28477544839821-Turnitin-s-AI-writing-detection-capabilities-FAQs>

<https://www.turnitin.com/solutions/topics/ai-writing/> False positive rates



3. Guidelines for the use of AI

- The *Embracing AI* Go Grant steering committee has 3 workgroups to develop recommendations for CMU policy and training re. the use of AI in Fall 2025.
- Programs and Advisors should provide guidelines to students describing possible benefits and risks of using GenAI , 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>



CENTRAL
MICHIGAN UNIVERSITY

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 agreed upon (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> .



4. Copyright

- A. Is any of your work (figures, text, etc..) previously published?
- B. Are you including any third-party materials (figures, text, other that was created by other people)?



CENTRAL
MICHIGAN UNIVERSITY

4A. Copyright, your own published work

Three steps

- 1) Contact the copyright holder (usually the publisher of your work) to obtain permission to include the figure(s)/text in your thesis.
 - Check the journal website to request permission for use in thesis/dissertation
 - Determine if article is covered by creative commons license
- 2) Include the email, memo, or creative commons license providing permission from the publisher for use of material in your thesis/dissertation into a page of an Appendix at the end of your thesis/dissertation (see examples next slides).
- 3) Ensure you have cited the publication in your thesis/dissertation.



CENTRAL
MICHIGAN UNIVERSITY

4A. Copyright, your own published work

Example of pasting a
permission email into a
page in the Appendix

- Jud et al., 2008: [ELSEVIER copyright email response](#)

[External] Re: Permissions form [240625-022908]

RA

Rights and Permissions (ELS) <Permissions@elsevier.com>

Wednesday, June 26, 2024 at 12:49 AM

To:

Thank you for contacting us.

We hereby grant you permission to reprint the material below at no charge in your thesis subject to the following conditions:

1. If any part of the material to be used (for example, figures) has appeared in our publication with credit or acknowledgement to another source, permission must also be sought from that source. If such permission is not obtained then that material may not be included in your publication/copies.
2. Suitable acknowledgment to the source must be made, either as a footnote or in a reference list at the end of your publication, as follows:
"This article was published in Publication title, Vol number, Author(s), Title of article, Page Nos, Copyright Elsevier (or appropriate Society name) (Year)."
3. Your thesis may be submitted to your institution in either print or electronic form.
4. Reproduction of this material is confined to the purpose for which permission is hereby given
5. This permission is granted for non-exclusive world English rights only. For other languages please reapply separately for each one required. Permission excludes use in an electronic form other than submission. Should you have a specific electronic project in mind please reapply for permission.
6. Should your thesis be published commercially, please reapply for permission.

This includes permission for the Library and Archives of Canada to supply single copies, on demand, of the complete thesis. Should your thesis be published commercially, please reapply for permission- Canada

This includes permission for UMI to supply single copies, on demand, of the complete thesis. Should your thesis be published commercially, please reapply for permission-ROW

7. Posting of the full article online is not permitted. You may post an abstract with a link to the Elsevier website www.elsevier.com, or to the article on ScienceDirect if it is available on that platform.
8. Article can used be in the University library if it is embedded in the thesis and not used commercially.

Kind regards,

Thomas Rexson Yesudoss

Copyrights Specialist

ELSEVIER | HCM - Health Content Management



4A. Copyright, example of Creative Commons license specific to the Source – to paste in a page of the Appendix

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

CCC | RightsLink



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

Copyright © 2022, © The Author(s) 2022. Published by Oxford University Press on behalf of Genetics Society of America.

Creative Commons

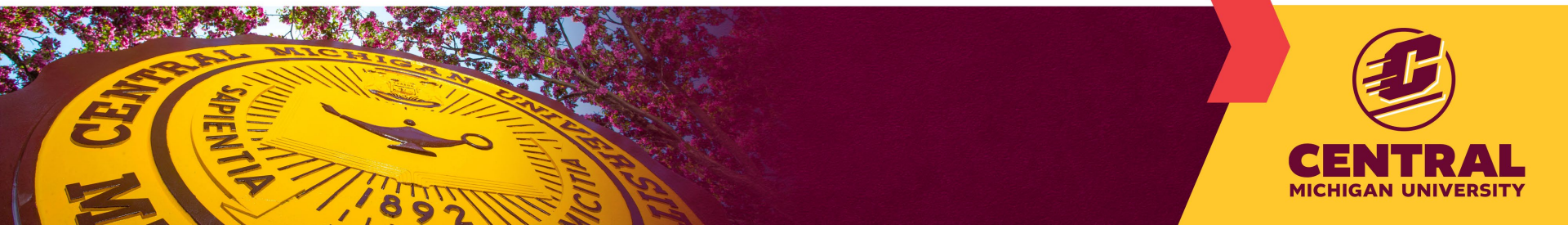
This is an open access article distributed under the terms of the [Creative Commons CC BY](#) license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

You are not required to obtain permission to reuse this article.

4B. Copyright, published work of others

Four steps

- 1) If the material falls under Fair use, you certify this on the Completion Approval Form.
- 2) If not, contact the copyright holder (usually the publisher of the work) to obtain permission to include the figure(s)/text in your thesis.
 - Check the journal website to request permission for use in thesis/dissertation
 - If covered by creative commons license, include the license
- 3) Include the email or memo providing permission from the publisher for use in your thesis/dissertation in an Appendix at end of your thesis/dissertation.
- 4) Ensure you have cited the publication in your thesis/dissertation



Thank you for coming!
Questions?



CENTRAL
MICHIGAN UNIVERSITY