



Thesis/Dissertation Workshop



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Office of Graduate Studies

Jennifer Schisa, Ph.D., 117 Park Library

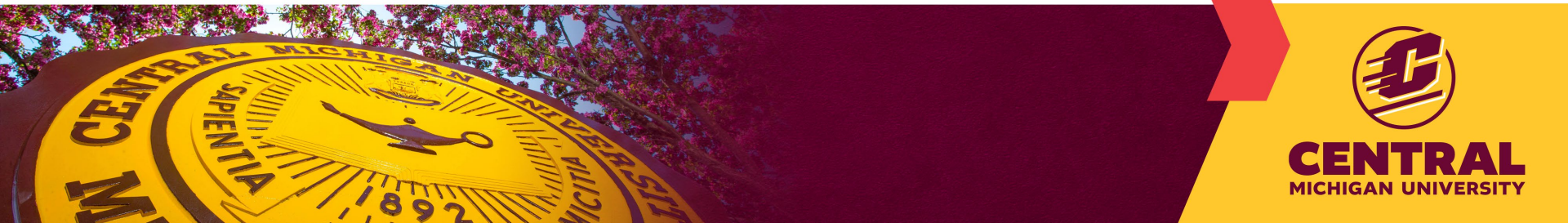
Interim Director of Graduate Studies

Kara Owens, 116 Park Library

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.

*Brief overview of Milestones

1. Format
2. iThenticate tool
3. Guidelines for use of AI and how to write the AI Acknowledgement statement
4. Understanding and Avoiding Copyright violations



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Thesis/Dissertation Milestones

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

Oral defense and Revisions of your final thesis/dissertation

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

Submit to Office of Graduate Studies - details on next slide



Thesis/Diss. Webpage has Guidelines pdf, Workshop recording, and new iThenticate video (to be posted soon)



Submit to Graduate Studies

1. Complete a Plan A (Thesis) or Dissertation Sign-Off form through DocuSign
 - a. Carefully read 5 statements in DocuSign before certifying by initialing. If you have questions, email cgsthesis@cmich.edu. Do not submit incomplete documents.
 2. Email your final, defended, committee-approved thesis/dissertation to cgsthesis@cmich.edu before the target graduation deadline (e.g. July 2, Aug. 5, Aug. 27)
- Grad Studies will email you with any necessary revisions (you have ~1 month to make revisions)



[Grad Studies Deadlines](#)



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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



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 introduction and/or conclusions chapters in addition to the journal article(s), depending on your program requirements. We suggest using the format style of one of your main chapters.



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

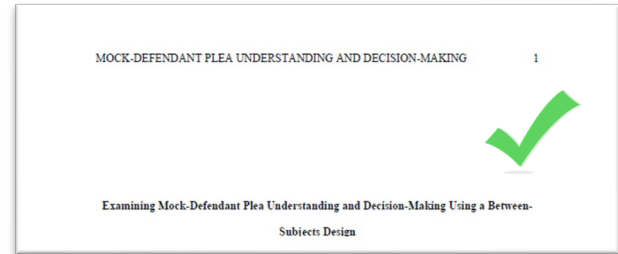
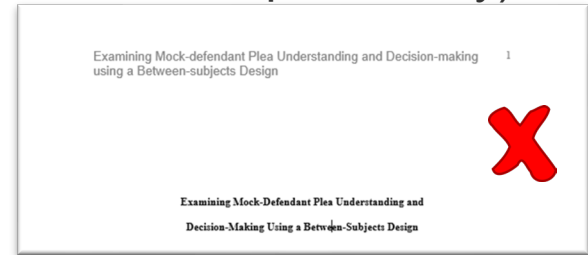
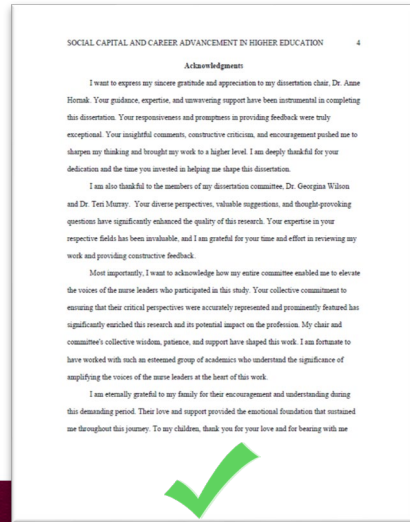
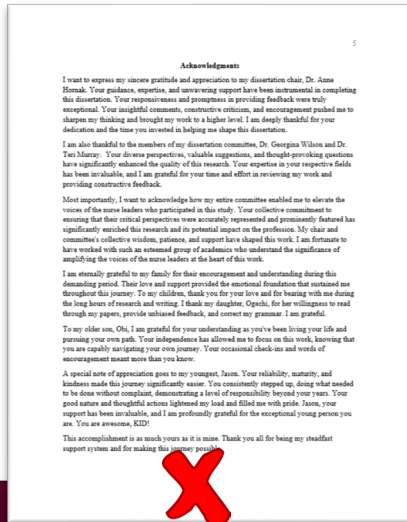


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Common Formatting Issues

Overall

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

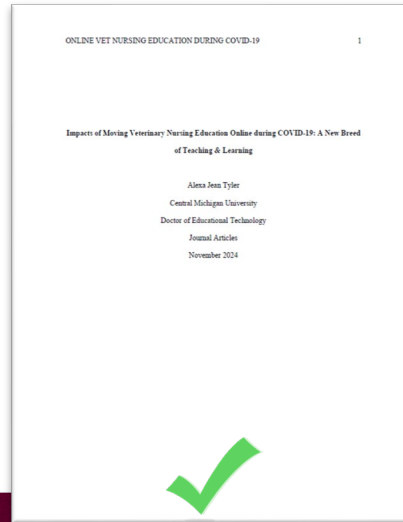


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Common Formatting Issues

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 MMPI-3 91

Table 4. Correlations between MMPI-3 scores and Frequency, Flavor, 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/hrs 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 MMPI-3 92

Table 4
Correlations between MMPI-3 Scores and Frequency, Flavor, and Reasons Cited for Use

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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
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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
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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
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2. *iThenticate* reports must be attached to the Completion Approval Form (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 – how to exclude prior drafts of document
- D. How to interpret *iThenticate* Similarity reports



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2A. Request an iThenticate account

- How to request account:

- Faculty with graduate faculty status 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. We encourage programs to use iThenticate in their writing courses.
 - Accidental plagiarism is common.



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2B. Using the *iThenticate* 2.0 Tool

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

- The first time you use *iThenticate*, you **MUST** carefully select the CMU-specified **Filters and Exclusions**. Completion approval forms that have *iThenticate* reports generated with incorrect settings will be returned – see next slide.
- Goal at submission: generate a single *iThenticate* report for the FINAL document that was approved by the committee (no track changes comments remain)



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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 or small matches

- 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

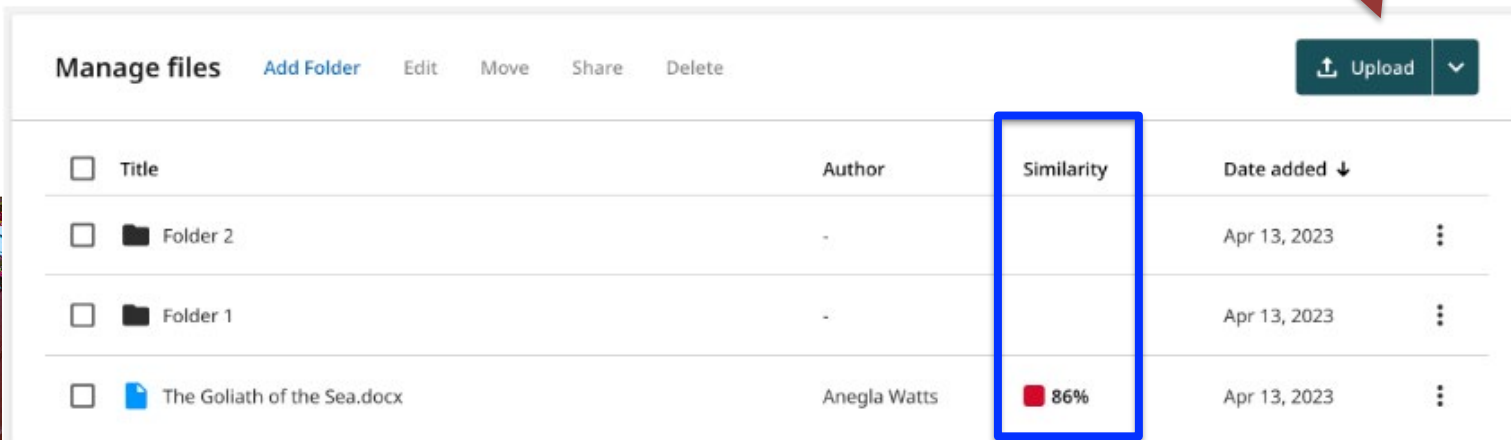
Save Reset

PRO TIP:
Students, you can double-check the settings; they appear on the first page of the report – help your advisor!





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.

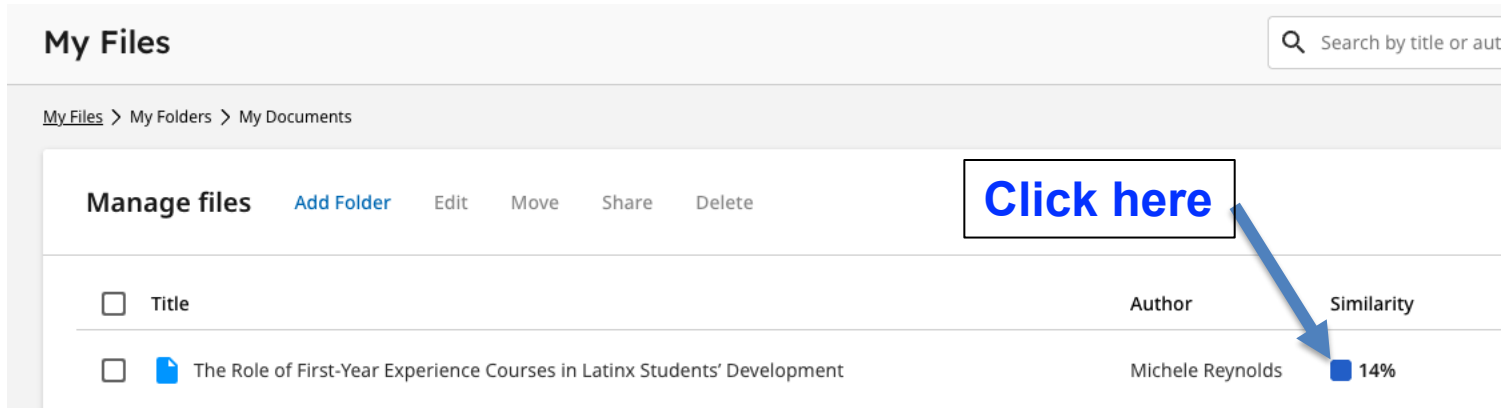
- A high overall Similarity percentage does not always indicate plagiarism.
- A low overall Similarity percentage does not mean a lack of plagiarism.
- You should never have 0% Similarity if you generate report correctly (we are happy to help if you get stuck). *We do not accept reports with 0% similarity.*





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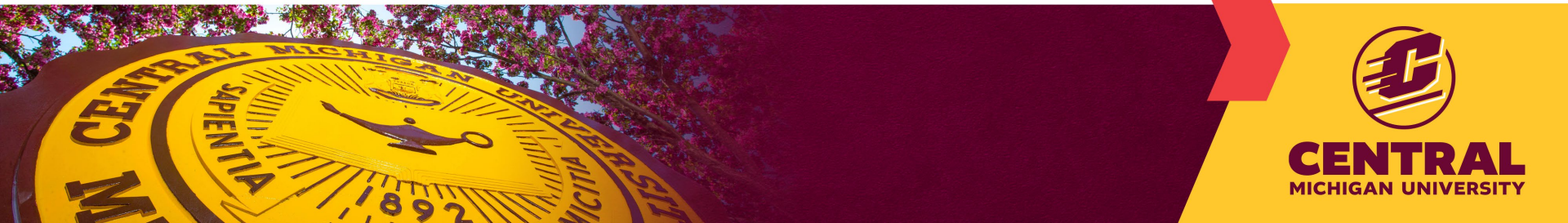
2C. How to View and Create Similarity Report

- 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 file management interface titled "My Files". At the top right, there is a search bar with the placeholder text "Search by title or aut". Below the search bar, the breadcrumb path is "My Files > My Folders > My Documents". A toolbar contains the text "Manage files" followed by buttons for "Add Folder", "Edit", "Move", "Share", and "Delete". A blue box with the text "Click here" and a blue arrow points to a blue square icon with "14%" next to it in the "Similarity" column of a table.

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



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 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 repository-tnmgrmu.ac.in 1%

40 text blocks 323 matched words
- 2 Publication Manser, Kelly A.. "Testing Actor and Partner Medi... <1%

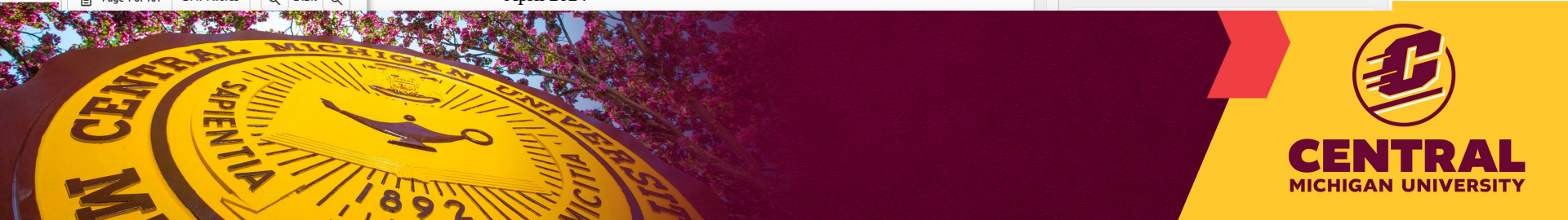
8 text blocks 211 matched words
- 3 Internet academicworks.cuny.edu <1%

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%

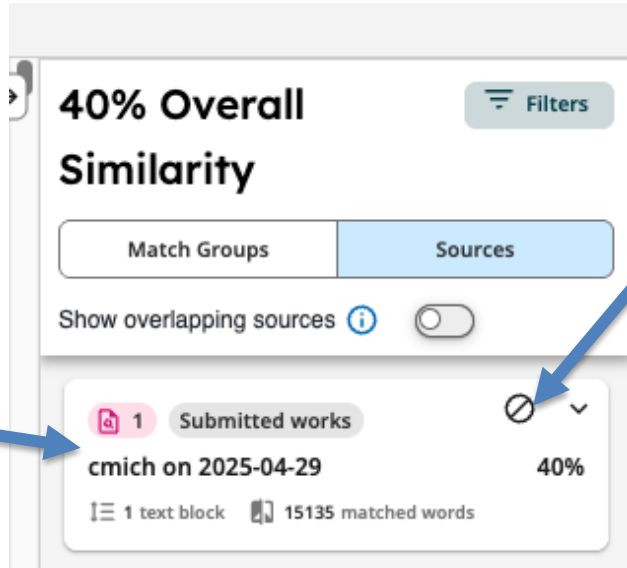
11 text blocks 91 matched words



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What to do after uploading multiple drafts?

Exclude them to create useful report



NOTE high overall similarity to a recent *Submitted work*

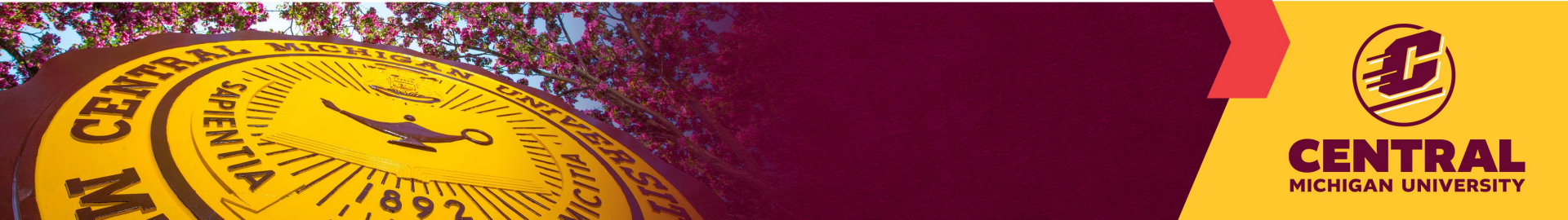
If you ran a report on an earlier draft of the same document, then you need to exclude this submitted work by clicking on the 'exclude source' symbol (repeat if multiple drafts were uploaded).

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. On the right side of the header, there are icons for download, help, and a red arrow pointing to the right. 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. Below these, there is a toggle for 'Show overlapping sources'. A single source is listed: 'Internet' with a lock icon, a '1' in a red box, and the URL 'www.untdallas.edu'. The source is marked as '1%' similar, with '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](#)



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Review each page of the document for matches in 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

According to the Bureau of Labor Statistics' *Employment Projections 2021-2031* there

Exclude this Text

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 <1%
www.coursehero.com
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



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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>



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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 x16) 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.**



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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 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 to advance research and reduce cancer health disparities. 22 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 on use of AI

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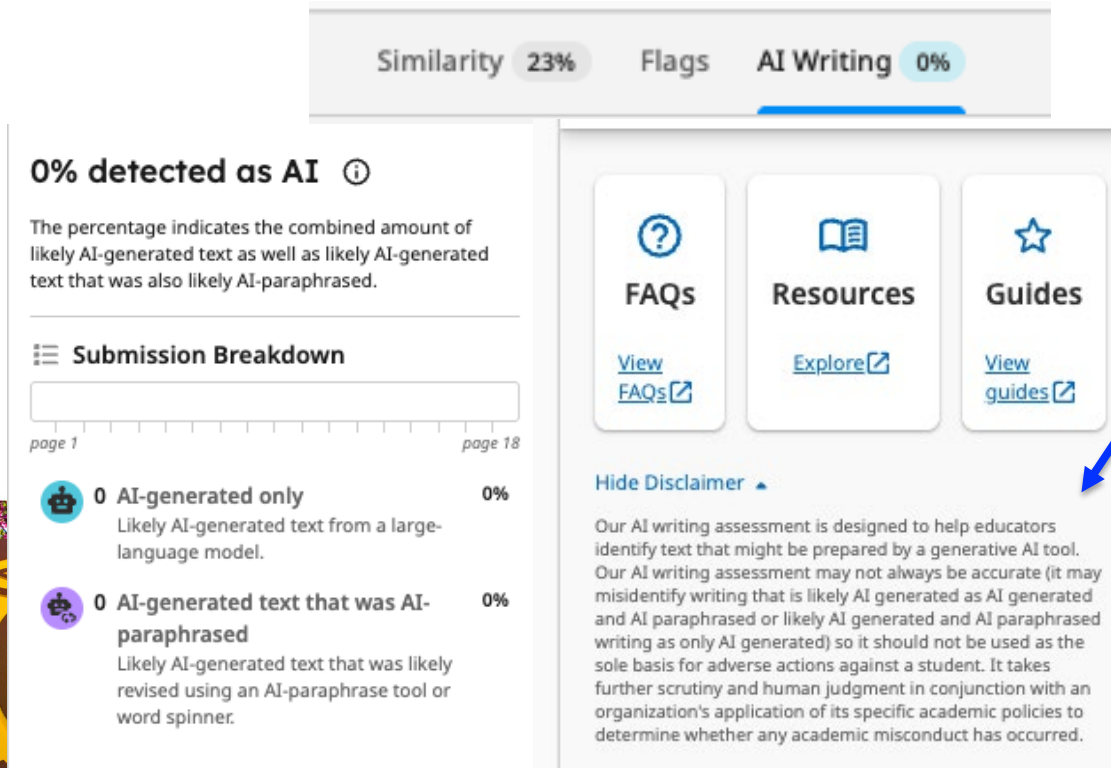
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Author: Elaswad, Mohamed T; Munderloh, Chloe

Publication: G3: Genes, Genomes, Genetics

Publisher: Oxford University Press

Date: 2022-07-08

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