Academic Honesty and Integrity at Chalmers –

What Are the Rules of the Game?

1. Introduction

To study is to turn the knowledge of others into one's own knowledge.

Studying also means beginning to learn the rules of the game applicable to one's occupational field. In many professions, there exist more or less explicit rules for how recognition is paid to the contributions of colleagues and predecessors. An important motivating force behind academic work is getting the credit for one's advances. Special rules of the game are needed to secure this practice. In research and all academic activities, including report writing, the written texts are arena where acknowledgements are made.

To use your years of academic studies to learn as much as possible, it is wise to start referring to the work of others correctly from the start. This will require you to read and study the texts of others on a more intensive basis, thereby learning the subject more thoroughly.

During your years of education, you will get the opportunity to show that you truly master your knowledge by means of various examination questions, project reports and written compositions. The Examiner will assess that you have learned what you were supposed to learn, as opposed to merely reciting the knowledge of others. Turning in papers that you have not yourself written may be one of the legal definitions of cheating.

Cheating during your studies is to "attempt to deceive in connection with an examination or other evaluation of a student project"—the disciplinary rules of Chalmers. It might also take the form of collaborating on a certain assignment beyond the rules of the game, not citing your use of the previous work of others, distort data by, for example, omitting trial experiments that do not "fit in", or using aids for an examination assignment that have not been approved by Chalmers.

Plagiarism is a special type of cheating—repeating the texts of others without having reworked the subject into your own knowledge. In addition to using the facts by rephrasing them into their own words, writers must also learn to correctly cite their sources. In your future professional life, you will be further developing and refining the achievements of others in research and development. Fairly and even-handedly acknowledging the use of the work of others is a basic prerequisite of the academic world—part of upholding academic honesty and integrity.

If an individual at Chalmers—student or researcher—were to be academically dishonest, the reputation would suffer of not only the individual responsible for the misconduct, but so would Chalmers as an academic institution along with all those working at Chalmers. Consequently, there are good reasons for protecting one's own academic honesty, as well as our collective honesty and integrity as an academic institution.

This written document will deal with the prevailing practice of academic integrity. Avoiding plagiarism is not all that transparent because you might plagiarize unintentionally if you are unaware of the rules of the academic game. Therefore, you will learn the most common ways in which to use and refer to the work of others while you study at Chalmers. Note that in doing so; you also increase the effectiveness of your own learning.

The key aspect of the Chalmers work of counteracting cheating and plagiarism is to discuss and inform students of the current established policy to which they must adhere. To the greatest extent possible, teachers should frame examination questions in such a way that plagiarism is rendered more difficult. By the time Bachelor's theses and examination projects are approaching, students must be informed of the current rules. This guide is part of this preventive work and deals with the need for clear rules of collaboration in completing a student assignment, in addition to the correct treatment of source materials. We shall also outline the consequences of the incorrect treatment of sources, as well as how Chalmers actively works to prevent and handle plagiarism and other forms of cheating.

2. How May I Differentiate Between the Various Contributors to a Text?

How should we treat the research findings of others? How should we cite the sources we use? To what extent are we allowed to collaborate? This guide summarizes much of the prevailing practices; however, it does not lay claim to being all-inclusive. Bear in mind that YOU as the writer are responsible for ensuring that your papers do not plagiarize the works of others.

During the course of your studies, you should learn the trade of acknowledging the work of others, as well as following the rules of the academic game to prove what you have learned to enable the Examiner to evaluate your work.

It is the responsibility of the Examiner to ensure that the rules applicable to each test date are clearly posted. For example, if collaboration with other students is permitted, it must be clearly stated how such collaboration should take place. If you as a student experience that the examination rules are not clearly posted, you should discuss your opinion with the Examiner. But you are advised to do so *before* you submit your exam answers for final marking by your teacher.

Students must be able to discuss their *draft* reports and hand-ins without running the risk of being accused of plagiarism and cheating.

2.1. Collaboration

In their educational years at Chalmers, it is quite common that students are given the opportunity to collaborate with their fellow students. This practice is valuable for both educational and assessment purposes. It is essential that the rules established for this collaboration be explicit for each and every instance in which such collaboration may take place.

When submitting homework papers and reports of laboratory experiments, it is customary that all students taking the course get the same assignment. That is why it is important that every student be fully aware of the limits of such collaboration. In some courses, especially those in mathematics and computer programming, it is customary to be able to discuss an assignment with one's classmates; however, every student must submit his or her answers individually.

The purpose of a collaborative assignment is educational—it enables you to be creative in the company of your classmates but thereafter, it requires you to carefully go over all details of the assignment on your own and complete the final draft report in your own words.

Consequently, there ought to be considerable differences between the final reports and answers handed in by the students. If you have difficulty in describing your train of thought or in explaining the steps you may have left out leading to your final conclusion, the interpretation may be that you have copied the work of another individual.

For larger and more comprehensive project assignments, it is customary that students of a project team divide the tasks and then assemble their separately written sections into one larger team report. Please note that each and every author of such a team-written report is responsible for the *entire* report, i.e. the mistake of one of the authors affects everyone on the team. As a team member, you should, therefore, assure yourself that everyone on the team has the same understanding of the meaning of rendering improper assistance, in addition to assuring yourself that team members have the courage to criticize each other if they discover something that may be interpreted as cheating on the part of other team members. It may be considered superfluous to note that you are naturally not allowed to submit the work of someone else in your own name even if you have the permission of the other author. Remember that you are here to study and by discussing and revising all sections of a collaborative report, you gain in-depth learning experience of what your assignment is all about.

2.2 Using Literature

A well-known quotation of Newton's goes as follows: "If I have seen further, it is by standing on the shoulders of Giants." (Cohen 2002). This quote captures the truth that new knowledge is based on the research of others and on paying recognition to these predecessors.

Reports and other academic texts are part of a larger scientific body of knowledge. When you make use of previous research findings, such as course literature and articles, you must cite these authors as you make use of their prior work.

When drafting reports and academic papers, you should briefly cite the sources you have used in your running text. All of your source materials (articles, books, web pages, etc.) must also be included in their entirety in your source listing.

There are many different systems for handling source materials but all of them fulfill the same needs, such as differentiating between your own thoughts and conclusions and those of other people, in addition to making it easier for the reader to locate the sources you have used.

If you wish to wish to use the pictures of others, you need to gain the permission of the originator, in addition to citing him or her in your text. As an author, it is up to you to find out how to correctly cite the sources you have used. You will find thorough instructions of how to properly cite various types of documents in the Chalmers Library Reference Guide at http://www.lib.chalmers.se/education/guides/ which you will find on the Library home page.

2.2.1 Always Draft Your Own Written Materials

It might appear problematic to get an assignment to gather materials within a certain field, report on what *other people* are saying, while at the same time putting *your own* thoughts about the subject into *your own* words. Thus, you use the previous findings of others in order to support your own reasoning in a new context. If you are charged with doing this as part of

your university studies, you need to show proof that you have learned something rather than only reproducing or regurgitating the knowledge of other people.

The idea is to make use of the *information* contained in the source materials to support your reasoning while *expressing this information in your own words.* Thus, it is hardly ever advisable to use the wording and text structure of other authors. Instead, refer to nothing but the plain facts.

In the next paragraph, you will find an example of a source being plagiarized, as well as an example of how you may correctly use the information contained in the same source. In the following excerpt of a report, the author intends to make a comparison between Gothenburg and Stockholm as port cities and has located a source with the necessary statistics.

<table>
<tr><td colspan="2">Example 1. Original Text

The ports handling the largest amount of goods during the fourth quarter of 2008 were the port of Gothenburg with 11.0 million tons, followed by Brofjorden Preemraff with 5.5 million tons and in third place, Trelleborg with 2.7 million tons. The above three ports accounted for approx. two-fifths of the total goods handled by Swedish ports. The ports of Helsingborg and Stockholm accounted for the bulk of passenger traffic with 2.3 million and 2.1 million passengers, respectively.

Source: Statens institut för kommunikationsanalys (2009) Sjötrafik 2008 kvartal 4. (SIKA Statistik Sjöfart 2009:5) http://www.sika-institute.se/Doclib/2009/Statistik/ss_2009_5.pdf (2009-02-28)</td></tr>
<tr><td>Example of Plagiarism</td><td>Example of Correct Version of Text</td></tr>
<tr><td>The port that handled the largest amount of goods in 2008 was the Port of Gothenburg with 11.0 million tons. The Ports of Helsingborg and Stockholm accounted for the majority of passengers with 2.3 and 2.1 million, respectively (Swedish Institute for Transport and Communications Analysis, 2009).</td><td>There are several differences between Gothenburg and Stockholm as port cities. According to the Swedish Institute for Transport and Communications Analysis (2009), Stockholm is a larger port city in terms of passenger traffic, while Gothenburg is the port city that processes the largest amount of goods. However, the top port in terms of passenger traffic is Helsingborg.

To gain a better understanding of the port cities of Sweden, the statistics should be analyzed according to the types of goods handled and in terms of the different time periods involved.</td></tr>
<tr><td>Comment

The above sentences are almost copy cats of the originals. Excessive borrowing of the structure of a text may also result in plagiarism. Even if you cite your source, do not produce a text that is identical to</td><td>Comment

The purpose of the above text, comparing Gothenburg and Stockholm as port cities, guided the way the information contained in the source was used. The author does not use the original wording but only makes use of</td></tr>
</table>

the original text. Further, the source reference only refers to the last sentence. Never lift entire paragraphs *verbatim* from another author to then edit and present them as your own text.	the *information* contained in the source by incorporating it into his own text for a different purpose than the text of the source he used.

The facts you have gathered should be clearly visible in your text through the process of cross-referencing works that support the statements and assertions you make about your subject—statements that may otherwise be questioned. Write your text into your own words and use your sources to *verify or support* the information you use. Rarely or never excerpt large pieces of the source text into your own text. It is, however, not sufficient to only reword the text. The source must always be mentioned, as in the example below.

Example 2. Original Text Solar energy can also be used in a so-called hybrid system, which, besides solar cells and batteries, also consists of a different type of generator. The most common types of generators are those powered by diesel or petrol, but there are also hybrid systems composed of solar cells, water turbines or wind power. The additional generator eliminates the need for large banks of batteries since it can be powered up to supply needed electricity when the sun is not shining or when batteries may need to be recharged. **Source:** Energimyndigheten (Swedish Energy Agency, 2009) *Fakta om solceller: Tillämpningar*. http://www.energimyndigheten.se/sv/Energifakta/Energikallor/Sol--/Fakta-om-solceller/Tillampningar (2009-05-13)	
Example of Plagiarism	**Example of Correct Version of Text**
One way of avoiding large banks of batteries is to use a hybrid system composed of solar cells and batteries, in addition to another type of generator usually powered by diesel or petrol.	One way of avoiding large banks of batteries is to use a hybrid system composed of solar cells and batteries, in addition to a type of generator that is usually powered by diesel or petrol (Swedish Energy Agency, 2009).
Comment Even if the writer rephrases the original, the source must be mentioned in the running text. It is critical to be able to differentiate between your own information, thoughts and conclusions and those of other writers.	**Comment** By citing the source in the running text, the author shows readers the origin of the background information.

In addition, it is not permissible to use texts based on sources in other languages by translating them directly into your own text, with or without any source listings. Using a source text in English, then translating and using it as if it were your own wording, is also plagiarism.

If you wish to reproduce something word-for-word from a source, you may insert a quote into your text by, for example, surrounding the words of another writer by means of quotation marks. Besides using quotation marks, you must also cite the source reference correctly.

In Example 3, the author intends to use a quote from the paragraph below excerpted from an article on Darwin and his theory of evolution.

Example 3. Original Text **The natural environment described by Darwin is nowadays badly damaged or is even about to disappear. How do you view this situation?** –There are indications that the human race have set out on a giant surge of exterminations by quickly multiplying, conquering and extinguishing the living environments of many animals and plants. This is sad because the travelling companions along our life paths are important to us. It is highly unfortunate that religious and other male growth dogmas lead to increased population growth, e.g. through the Catholic Church decrees against women's rights to self-determination and family planning using contraceptives. **Source:** Nordin, Torgny (2009), Grattis Mr. Darwin: I år fyller han 200 år. *Göteborgs-Posten*, May 24, 2009.
Correct Use of Citations
Malte Andersson, Professor of Ecologic Zoology at the University of Gothenburg, clearly expresses his viewpoint by stating " It is highly unfortunate that religious and other male growth dogmas lead to increased population growth, e.g. through the Catholic Church decrees against women's rights to self-determination and family planning using contraceptives" (Nordin 2009).
Comment The use of a quote is justified. The statement is sharply worded and the use of quotation marks shows the person who stands behind it. Note that both quotation marks and a source reference must be included.

2.2.2 Examples from Mathematics and Computer Programming

In both Mathematics and Computer Programming, it is essential to acknowledge the literature or individual who has brought about the main, supporting idea behind what you are

presenting. In these two fields, it is not uncommon to re-use tried-and-true standard wording or code sections without putting them in quotation marks.

It is, however, of utmost importance that you cite the sources from which the wording comes, not primarily because you re-use someone else's wording but because you wish to acknowledge the originator behind the ideas without claiming to be the person who discovered them yourself. Even if you further develop someone else's idea, you must show the origin or source of the original idea.

Example 4. Standard Algorithm

```
//binary search
System.out.print (”What number are you looking for?”); System.out.flush ();
int  number = Integet.parseInt(myIn.readLine());
int first = 0, last = n-1, middle = 0;
while (first < last){
  middle = (first+last)/2 //index for the middle of the subfield
  if (number < a[middle]) last = middle + 1;
  else if (number > a[middle]) first = middle + 1;
  else break; //equal, we found the number
}

if (number == a[middle]) System.out.println(“The number was found at place number “+
middle);else System.out.println(“The number was not found in the field”);
```

Source: Skansholm, Jan (2005) *Java direkt (”Java Directly”)*. 5th edition, Lund: Studentlitteratur.

Example of Plagiarism	**Example of Correct Version of Text**

System.out.print(”Number to look for:?”);
System.out.flush();
int input =
Integet.parseInt(myIn.readLine());
int left = 0, right = n-1, position = 0;
for (int k =0, k <
Math.log(a.size())/Math.log(2), k++){
  position = (left + right)/2
  if (input < a[position]) right = position +
1;
  else if (input > a[position]) left = position
+ 1;
  else break; //equal, we found the number
}
if (input == a[position])
System.out.println(“At position“+ middle +
“we found the number”);
else System.out.println(“Not found!”);
	//binary search. Reuse of implementation
	from course literature (Skansholm 2005)
	System.out.print(”What number are you
	looking for?”); System.out.flush();
	int = Integet.parseInt(myIn.readLine());
	int first = 0, last = n-1, middle = 0;
	while (first < last){
	  middle = (first+last)/2 //index for the
	middle of the subfield
	  if (input < a[middle]) last = middle + 1;
	  else if (input > a[middle]) first = middle +
	1;
	  else break; //equal, we found the number
	}
	if (input == a[middle])
	System.out.println(“The number was found
	at place number “+ middle);
	else System.out.println(“The number was
	not found in the field”);

Comment This version does not mention that the underlying idea is the standard algorithm for binary search. Despite major differences, this is considered to be plagiarism.	**Comment** Re-using code in order to make it part of a larger system is positive because such re-use is a key part of the technique of programming. It is, however, essential to note the origin.

2.2.3 Universally Known?

What is widely known to the target audience of your text does not need to be supported or verified by means of a source listing. In every discipline, there are such universally known truths and often, this situation calls for some balanced judgment to determine what is within the domain of generally known principles. As your knowledge of the subject matter and field are deepened, you will become more confident of your judgment in these cases.

2.2.4 Referencing Sources in a Text: Where and How Often?

Avoid routinely placing your source reference at the end of every paragraph. Source references should rather be placed directly into the sentence in which the information from the source is used; as a result, there will occasionally be many source references in one and the same paragraph.

In the example below, the introduction to a thesis, three different sources are referenced. The first source is a UN report, the second is a fact sheet from the UNFPA web site (United Nations Population Fund is a subsidiary organ of the UN General Assembly) and the third source is a report by several authors.

According to current estimates of the global population, there will be 9.1 thousand million humans on earth in 2050 (United Nations 2005). Most of these people will be living in cities, at least 20 of which are projected to have more than 20 million inhabitants (UNFPA 2005). As early as 2030, half of humanity will be slum dwellers, if current growth rates are maintained (Cotton et al. 2006).
Source: Palme, Ulrika (2007) *The Role of Indicators in Developing Sustainable Urban Water Systems*. Gothenburg (Doctoral Dissertations at the Chalmers University of Technology: 2009)

3. How to Act If You Suspect Someone of Plagiarism?

What follows is applicable to students registered at Chalmers, whereas students registered at the University of Gothenburg or other universities must adhere to the rules that apply to those educational institutions.

3.1. How Does a Suspicion Arise?

In most cases, plagiarism is discovered by paragraphs of texts being recognized as belonging to another source, by mixing together different writing styles into one single document, by incorrectly referencing source materials, etc. As a result, the experienced eye of an Examiner plays a major role in discovering this type of cheating.

Each and every examination report and Bachelor's thesis *must* be tested by means of "Urkund", a web-based service designed to discover plagiarism. It is up to the Examiner to make sure that this service is consulted. Other types of projects and texts *may* also *be subjected* to tests of authenticity in which case it is important that all student coursework be subjected to the same tests in a consistent manner.

Note that "Urkund" in and of itself is unable to decide whether cheating might have occurred. Certain types of cheating will never be discovered and it is unfortunately not possible to state a definite limit to the number of hits that may constitute plagiarism. Each case must be evaluated and handled individually by the teacher or Examiner and many of them can be cleared up through a conversation with the student involved.

If a teacher, supervisor or classmate suspects plagiarism in an individual case, he or she should immediately report this suspicion to the Examiner of the course who will then handle the situation along the same lines of procedure as when cheating is suspected in other cases, as outlined below.

Even unintentional plagiarism may result in a situation in which the assignment is given a failing or lower mark for courses with graded marking scales. In an instance where plagiarism is discovered, an assignment is considered to be poorly performed. It is the Examiner's responsibility to outline the examination requirements in such a way that they become clear to the students involved.

Should the Examiner decide *that* plagiarizing has occurred as part of a deliberate attempt to cheat, the matter will be discussed with the Deputy Head of the specific department that deliver the course. In the event that the teacher or Examiner together with the Deputy Head of the department consider that the act of plagiarizing was committed with the intent to cheat, the matter must *always* be reported to the President of Chalmers according to the disciplinary rules of the university. At this stage, the official process involving the Disciplinary Board takes over and a formal investigation of the matter begins.

3.2. The Formal Process When Cheating is Suspected

Students, teachers and other Chalmers employees share the collective responsibility to report a *well-founded* suspicion that the Chalmers disciplinary rules have been violated to the Chalmers President. If a case of cheating is suspected, the first item of the Chalmers disciplinary rules applies, i.e. an attempt to deceive in connection with an examination or evaluation of a student project. This rule applies to examinations on the premises of the university, to exams conducted at home, as well as other instances when the performance of a student is assessed.

In order to decide whether a possible case of plagiarism has been done *intentionally,* Chalmers officers need to establish whether or not if the student *was aware of* the university rules in terms of unlawful ways in which the materials of others could be used while still deliberately violating the rules.

Attempts at deception include all attempts to use prohibited aids to answer examination questions. Aids not allowed include all those that may be helpful in answering examination questions and that have not been explicitly permitted. An example is plagiarizing the work of another individual.

A report of a disciplinary matter is sent to the affected student with a copy to the Student Ombudsman. The student is given the opportunity to address the matter within a certain time period by stating his or her views.

The Chair of the Disciplinary Board decides whether the circumstances of the matter justify dropping the case or referring it to the Board for further investigation.

If the matter is dropped, it is removed from the university agenda. Such a decision is communicated to the student, as well as to the person who initially reported the violation, by sending them a record of the minutes of the meetings leading to this decision.

If the matter is referred to the Disciplinary Board, the student is given a copy of the violation notice together with an investigatory report and is then afforded the opportunity to state his or her viewpoint. The Student Ombudsman is also given copies of all relevant documents.

It is up to the Disciplinary Board to ensure that an adequate investigation of the matter be conducted. Thereafter, the matter is examined and discussed at a formal meeting of the Board. The matter is presented by the person submitting the report, with the student given the opportunity to state his or her opinion before members of the Board. The student is supported by the Ombudsman and is also permitted to bring another individual to support his or her case.

The disciplinary measures at Chalmers' disposal are either to issue either a warning or a suspension. The issuance of a warning carries with it a notation in the university rolls. A suspension means that the student is temporarily excluded from the university educational activities, examinations or other academic pursuits at Chalmers. A student may be suspended for a specified period of up to six months.

A copy of the record of the minutes is sent to the student and the Student Ombudsman. The person who initially reported the violation is also notified of the outcome. The student is given the opportunity to appeal the decision of the Board to either issue a warning or a suspension before the Chalmers University Board.

All decisions concerning disciplinary matters are official documents and are, therefore, in the public domain and may be read by anyone who so desires.

3.4 How Chalmers Is Organized to Address Questions of Academic Integrity

There are several organisations at Chalmers that deal with the type of questions treated in this guide. Below you will find a listing of a number of organisations addressing these issues, with links to their web sites. Readers of the printed version of this guide should be aware of the fact that the URLs of websites frequently change and if a particular link were to be out-of-date, it is wise to use the search tool that may be reached from most web pages at the Chalmers website.

The Chalmers Library offers training in information literacy and provides guidance in the proper treatment of source references. Information can be found in their web pages http://www.lib.chalmers.se/education/

The Chalmers Library: http://www.lib.chalmers.se

The Centre for Competence and Knowledge Building in Higher Education (CKK) provides Chalmers faculty and doctoral students with continuing educational professional development, including formulating examination questions in such a way that plagiarism is prevented.
CKK: http://www.ait.gu.se/english/research_groups/ckk/

The Centre for Language and Communication provides assistance to students in terms of their written assignments, e.g. completing their Bachelor's thesis projects.
http://www.ait.gu.se/forskargrupper_lab_centra/facksprak_kommunikation/
Writing guidelines used in the educational programmes:
http://wiki.portal.chalmers.se/CHOCS/uploads/Resources/bscguide.pdf

Chalmers Open Communication Studio (CHOCS) provides a collection of links and offers tutorials: http://wiki.portal.chalmers.se/CHOCS/pmwiki.php/Main

The Deputy Head of First Degree and Master's Programmes ("Viceprefekt") for each department has the responsibility to coordinate all its work related to academic honesty and integrity. Tasks include ensuring that the faculty is adequately briefed on the rules and guiding principles of Chalmers in this area and that academic honesty and plagiarism are recurring topics of discussion among the teaching staff. Teachers who suspect possible incidents of cheating must initially turn to the Deputy Head of his or her department in accordance with the rules stated above.

The Student Ombudsman has the responsibility to represent the interests of students when conflicts arise between students and teachers, with disciplinary matters as examples.
http://www.chalmers.se/sections/ar_student/studentservice/studerandeombudsman

The Disciplinary Board is bound in its work by the disciplinary rules of the university.
Responsible Officer: Emma Bengtsson, Administration and Services
The Disciplinary Board:
http://www.chalmers.se/en/sections/education/current_students/joint_rules_and_dire/rules-discipline/disciplinary-committee
The Chalmers disciplinary rules:

http://www.chalmers.se/en/sections/education/current_students/joint_rules_and_dire/rules-discipline

The Chalmers Ethics Committee works in accordance with the Chalmers ethics policy,
Web site: http://www.chalmers.se/insidan/EN/about-chalmers/organization/professional-ethics
The Chalmers ethics policy:

http://www.chalmers.se/insidan/EN/about-chalmers/organization/professional-ethics/ethics-policy-for

Chair: Yngve Hamnerius.
Administrative Officer: Katarina Källgren

Urkund is administered by the Ping Pong Group
http://www.urkund.com/int/en/
Responsible Officer: Peter Lundin

The Vice President, First Degree and Master's Programmes, and the Committee on First Degree and Master's Programmes ("Grundutbildningsnämnden") may be contacted at vicerektor.grundutbildning@chalmers.se

4. Would You Like to Learn More?

Substantiation on the Chalmers web site

This document, and a great deal of additional information, can be found through the Chalmers website for current students: http://www.chalmers.se/en/sections/education/current_students

During the 2008-2009 academic year, the Swedish National Agency for Higher Education ("Högskoleverket") arranged a series of seminars on the subject of plagiarism. These seminars gave rise to a website with a great deal of useful information:
http://www.csc.kth.se/~kristina/plagiat/index.html

Literature Used

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Henriksson, Ann-Sofie (2008) *Att förebygga plagiat i studentarbeten – en pedagogisk utvecklingsmöjlighet*. [In Swedish] Uppsala: Uppsala universitet (Rapportserie från Avdelningen för universitetspedagogisk utveckling: 7)

MIT (2007) *Academic Integrity at the Massachusetts Institute of Technology: A Handbook for Students*. http://web.mit.edu/academicintegrity/handbook/handbook.pdf (November 20, 2008)

Purdue OWL (2008) *The OWL at Purdue: Avoiding Plagiarism*. http://owl.english.purdue.edu/owl/resource/589/01/ (November 20, 2008)

This guide is presented by a working group in with in Utskottet för pedagogik och kompetensutveckling (The working group for pedagogy and competence development) under Grundutbildninsnämnden (the Committee for First Degree and Master Programmes). The guidelines are not to be regarded as a legally binding document. The applicable rules are set out in the Rules of Discipline at Chalmers.

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Contact person: Bernt Wennberg, e-mail wennberg@chalmers.se