PhD Student Handbook

Academic Year 2022–23

Economics
College of Arts and Science
University of Missouri

Contents

1 Introduction

This handbook is to help you (the student) understand our PhD program's policies and procedures. It highlights both the Department's role as well as your responsibilities as a student. The MU Graduate School's website (https://gradschool.missouri.edu) describes other University procedures.

Generally, the handbook for your Year 1 applies to your full time in our program; any exceptions will be explicitly communicated to you.

Terms: DDS abbreviates Director of Doctoral Studies; MU, University of Missouri, Mizzou, and the University all refer to our university; the Department is our Department of Economics.

2 Application & Admission

Please see https://economics.missouri.edu/grad/apply#phd for the latest information.

3 PhD Academic Program

Our PhD program trains you in economic theory and quantitative methods in Year 1 core classes, after which more specialized electives are taken in Year 2. For most students (unless transferring), Section 3.1's 72 credit hour plan of coursework, research, and examination is required.

Just as academic honesty is important for professors in economics, academic honesty is important for students in economics. Our statement on academic honesty is in Appendix B.

3.1 PhD Plan of Study

The five-year schedule is below. Graduation in four years is possible with only slight modification: the comprehensive exam (dissertation proposal) moves to Year 3 Spring or the following summer/fall, and the Year 5 activities (job market, defense, graduation) move to Year 4. You may request exceptions from the DDS.

Each class is 3 credit hours unless otherwise stated.

Before Fall Semester Year 1

First Monday of August: "math camp" begins (all students)

August week before semester starts: Graduate Teaching Orientation (all students)

Early August: MACCS (international students; see Section 4.1)

Fall Semester Year 1	*Spring Semester Year 1*
Econ 9451: Advanced Micro Theory I	Econ 9452: Advanced Micro Theory II
Econ 9453: Advanced Macro Theory I	Econ 9454: Advanced Macro Theory II
Econ 9472: Adv'd Econometric Theory I	Econ 9473: Adv'd Econometric Theory II

⇒ Qualifying exams (end of Year 1); see Section 3.6

⇒ Summer: ask to work on research with a professor (can ask DDS for suggestions)

⇒ Summer: 1 credit hour of Econ 9085 (to facilitate funding payment)

Fall Semester Year 2	*Spring Semester Year 2*
Econ 9xxx (field; see Section 3.7)	Econ 9xxx (field; see Section 3.7)
Econ 9xxx (elective)	Econ 9xxx (elective)
Econ 9xxx (elective)	Econ 9xxx (elective)

⇒ Choose advisor/committee by summer; see Section 3.5

⇒ Research paper over summer (due Dec. 15 in Fall Semester Year 3); see Section 3.8

⇒ Summer: 1 credit hour of Econ 9085 (to facilitate funding payment)

Fall Semester Year 3	*Spring Semester Year 3*
Econ 9413: PhD Research Workshop	Econ 9413: PhD Research Workshop
Econ 9085: Problems (PhD Students)	Econ 9085: Problems (PhD Students)
Econ 9090: PhD Dissertation Research	Econ 9090: PhD Dissertation Research

⇒ Submit D1 and D2 forms during Year 3; see Appendix A

⇒ Year 3 Fall: submit form to add MA degree

⇒ Year 3 Spring: submit M1 and M3 forms to get MA degree

⇒ Summer: 1 credit hour of Econ 9085 (to facilitate funding payment)

Fall Semester Year 4	*Spring Semester Year 4*
Econ 9413: PhD Research Workshop	Econ 9413: PhD Research Workshop
Econ 9085: Problems (PhD Students)	Econ 9085: Problems (PhD Students)
Econ 9090: PhD Dissertation Research	Econ 9090: PhD Dissertation Research

⇒ Comprehensive exam (dissertation proposal) and D3 in Year 4; see Section 3.9

⇒ Summer: 1 credit hour of Econ 9085 (to facilitate funding payment)

Year 5

Econ 9090 (at least 2 credit hours per semester, 1 in summer)

⇒ Job market; see Section 3.12

⇒ Dissertation defense (final oral exam) and D4 around March or early April of Year 5

⇒ Graduation in May

If a Year 5 student has not yet passed the comprehensive exam (dissertation proposal), then they must participate fully in one of the Econ 9413 research workshops (but official enrollment is not required). Such students only need to register for 1 credit hour each semester (assuming all other courses have been completed), but such international students must submit a reduced course load request through myStatus (go to "F-1 student," then "Reduced course load"), which will as for the academic advisor to confirm the student has completed all formal coursework. Also, the Graduate School requires the comprehensive exam to be passed at least seven months before the dissertation defense.

The Econ 9413 research workshop lets you practice presenting your in-progress research and practice listening and asking questions about your peers' research. You may choose which section (divided by field) to attend.

3.2 Courses

Course listings are available online. All possible economics (ECONOM) courses are listed in the course catalog. To see the courses actually offered, visit the Schedule of Classes on myZou, selecting the desired term (semester), subject "Economics," and Course Number "greater than or equal to" 9000; then click the Search button. Our website is less promptly and reliably updated but may contain the syllabus for most classes.

3.3 Minimum Credit Hours

Typically, you take 9 credit hours every fall and spring semester (3 courses times 3 credit hours each) before your comprehensive exam, and after that 2 credit hours every fall and every spring. You also register for 1 credit hour of Econ 9085 each summer (to maintain student status, which facilitates your stipend payment). However, sometimes (after Year 1) you may need to drop a course during the semester for some reason, leaving you with fewer credit hours than you had planned. That is ok as long as you satisfy certain minimums, which are the same as for international students: 9 if not TA/RA/GI; 6 if TA/RA/GI; and after passing the comprehensive exam (even if not TA/RA/GI), 2 in fall, 2 in spring, and 1 in summer.

If you are an international student with questions about this or any topic, you may find and contact your international student adviser (assigned by student's family name) through International Student and Scholar Services.

3.4 Transition to Research

The transition from taking classes to doing research is difficult. Some thoughts and suggestions are here: `https://kaplandm.github.io/advice_phd.html`

3.5 Advisor and Committee

The DDS serves as advisor to all PhD students who do not yet have an advisor. It is strongly encouraged to find an advisor by May of Year 2. You will have opportunities to learn about faculty research and work with faculty before that. An advisor must be a Doctoral Faculty Member in Economics as listed in the registrar's catalog.

Your committee includes your advisor plus three other members. At least one of the three must be doctoral faculty. At least two of the three must be from Economics; the third may be from Economics or another department (like Truman, Statistics, Political Science, etc.). You should discuss options with your advisor and try to decide in Fall of Year 3. (You can always change it later, with the Change of Committee Form.)

3.6 Qualifying Examination

After earning at least a C in each Year 1 course, you take the qualifying examination (or "quals") in late May. Although technically a single exam, there are three parts taken on three separate days, one each for microeconomics, macroeconomics, and econometrics. In the summer, you may re-take any part(s) not passed in May. If any part is still not passed after these two attempts (May, summer), then you may continue in our MA program or ask about transfering to another Mizzou PhD program, like in Agricultural and Applied Economics or in the Truman School.

In case of emergency, you must contact the DDS as soon as possible, with as much documentation of the emergency as possible. The DDS can decide whether or not the missed exam counts as one of your two attempts.

3.7 Fields

You complete the field requirement by taking two elective courses in the same area, as listed below. This is usually completed in Year 2, unless the desired field will only be offered in

Year 3. If you take one course in a field, then the Department promises to offer another course in that field within a year; if it is a readings course (not common), then the faculty member will provide the reading list to the Department.

Fields and courses:

- Public Economics: Econ 9415 and 9416
- Monetary Economics: Econ 9430 and 9431
- Quantitative Microeconomic Policy Analysis: Econ 9446 and 9447
- Econometrics: Econ 9474 and 9476

3.8 2nd-year Research Paper

You must submit a complete, original research paper by December 15 of your Year 3. There is no page minimum, but it should have at least one core result and include most of the sections typically found in a journal article on your topic.

The paper is evaluated by your three committee members (see Section 3.5) if you have them, or else by faculty appointed by the DDS (in consultation with your advisor, if applicable). Besides additional feedback, the three faculty will assign one of the following assessments:

- Pass;
- Revise & Resubmit (not enough progress, but can revise and submit again in two months);
- Fail: student must transfer to economics MA, Applied Economics PhD, Truman School PhD, or other program.

If your desired field courses (Section 3.7) are not offered in your Year 2 but will be in Year 3, then you may ask the deadline to be August 15 before your Year 4. The request must be emailed to the DDS by September 1 of your Year 2; the Graduate Studies Committee will accept or reject the request within two weeks.

3.9 Comprehensive Examination

The comprehensive exam is given by your committee. Although the committee may choose otherwise, there is a typical format. The written section is usually the research paper(s) that you have completed so far. The oral section is usually your “dissertation proposal defense,” in which you present both completed research and plans for the remainder of your dissertation, and you respond to questions from your committee (and any other attendees).

There are some logistical caveats, like: MU must be in session on the day of the exam; it must be at least seven months before your dissertation defense; you can still pass even if one committee member votes otherwise; the D3 form must be submitted within two weeks; etc. See the Graduate School's website for details.

3.10 Dissertation and Defense

Your dissertation communicates your original, significant research. The exact structure depends on your research and your advisor's preferences, but often there are three chapters, of which the first two could reasonably be submitted to academic journals. The Graduate School's website describes formatting and other logistical details, and the Department has developed a LaTeX template for your convenience. You should ask for feedback from your committee as you write your dissertation because they will eventually judge whether or not it is acceptable.

Note: when the Graduate School says "cannot be coauthored," they mean you must do 100% of the writing, but it is still ok to work on research with another student or faculty member.[1] Your committee may have stricter requirements about joint research that appears in your dissertation.

The dissertation defense is similar to the oral part of the comprehensive exam. You present your dissertation research, and your committee asks you questions. (Others may also ask questions; the defense is public.) If successful (no more than one dissension or abstention), then your D4 form is filed.

3.11 Satisfactory Progress

"Satisfactory progress" means: a) following the schedule in Section 3.1 (unless permitted otherwise by DDS), including submission of D1, D2, D3, and D4 forms, and submission of forms to earn an MA degree in Spring Year 3; b) earning a C grade in each course and cumulative GPA of at least 3.0; c) passing the research paper and qualifying and comprehensive examinations; d) if applicable, retaking the MACCS every September until you score 4.

3.12 Job Market

During Year 5, you will be on the job market. Most of your time will be spent preparing and submitting applications, practicing for interviews, and doing interviews, besides related tasks like travel logistics. This means you will not have much time for research.

The Department wants to help you succeed. Your committee members will write recommendation letters (after you ask them) and help you revise your job market paper; we

[1] Source: email from Ashley Siebenaler to Dave Kaplan, September 13, 2021; full quote: "Typically, for our case, coauthored would refer to it being written by multiple authors."

can practice “mock” interviews with you; we have LaTeX templates and examples; we can give you feedback on a practice job talk; we have some funding for travel to first-round AEA/ASSA interviews; and for whatever else you need, we will do our best to help. See our job market guide for details and links.

4 Funding

You can expect to be offered funding through Year 5, working as a teaching assistant (TA), research assistant (RA), or graduate instructor (GI), or through a fellowship. The work positions are typically “half-time” (average 20 hours per week; 0.5 FTE). Funding is reviewed each semester and may be changed or discontinued due to lack of satisfactory progress (Section 3.11), violation of requirements in your official appointment letter, or poor work performance. All these positions provide a stipend (salary) plus waivers for tuition and medical insurance (i.e., your tuition and insurance premium will be paid for you). The tuition waiver does not cover certain “fees,” which you can pay from your stipend. (Technically, non-resident tuition is “tuition” plus a “non-resident fee”; both are paid for you.) Contact the DDS or review your funding offer letter for the current annual stipend amount.

As part of your “12-month” position, you will be paid year-round, including over the summer. In summer, you may work one year as a TA for one of our 8-week online classes, but there are relatively few of such TA positions, so other years you may work as an RA for a professor if such opportunities are available, or just work on your own dissertation research.

Position-specific details follow; explicit responsibilities and expectations for all positions are listed in Section 4.5.

4.1 Teaching Assistant (TA)

TAs work with faculty members in lower-level undergraduate classes, some upper-level undergraduate classes, and occasionally graduate classes. Duties may include holding office hours to answer student questions, replying to student emails or online posts, attending class, proofreading exams, proctoring (supervising) exams, and grading. Some classes have a discussion section led by a TA (subject to English proficiency requirement). A “grader” is a TA whose position is focused on grading.

All incoming students are required to register for the Graduate Teaching Orientation (GTO). You should receive a registration link by email in June or July; the orientation is sometime during the week before classes start.

4.1.1 International Students

International students have additional orientation events as well as English language requirements and opportunities for growth.

Incoming international students have additional events through the International Teaching Assistant Program (ITAP). Mizzou's Assessment of Classroom Communication Skills (MACCS) is essentially an English proficiency test in early August; you will be registered by the Department.

You should try to score well on MACCS because it determines your eligibility for teaching positions, and (as part of making satisfactory progress) you will continue to take MACCS annually until you earn the highest score. The highest score (4) is required to be a graduate instructor. If you do not score a 4, then you will take MACCS again the next year, and meanwhile you may take an English language class (see options below). The second-highest score (3) is required to lead your own discussion section as a TA. The lowest score (1) may only be a "grader."

If for some reason you think you would do relatively better on TOEFL or IELTS than MACCS, those scores can be used instead, but they expire after 2 years, whereas your MACCS score never expires.

If you want to improve your MACCS score, there are various English language classes and programs available, including the following. The GRAD classes are detailed here. Any student quotations are from economics PhD students who previously took the classes.

1. MU Accent Modification & Pronunciation Program (AMP, `https://umurl.us/amp`)
   - Target: for students and others "who wish to improve their communication skills for everyday work/social interactions and/or public speaking."
   - Cost: a few hundred dollars for summer (12 sessions), and twice as much for fall or spring (24 sessions); check website for exact cost.
   - Comment (positive): "I enrolled in the AMP last summer, and it was very helpful to improve my English pronunciation. Although I paid by myself, it was worth doing it. AMP matches one instructor with one student (one-on-one meeting), so it gave me a lot of help compared to other programs at Mizzou."
   - Comment (negative): "it was minorly useful only for reducing foreign accents but not useful (at all) to improve one's English overall speaking ability."
2. ELSP 0400 (details on the English Language Support Program web page)
   - Target: students who score 1 (or low 2/2P, or NR) on MACCS.
   - Cost: free.
   - Comment (from student who did not think AMP was very useful): "better than the AMP courses (though not significantly)"; also, depends a lot on how good

the instructor is (some "really good," some less good), and instructors change frequently.

3. GRAD 7302 (ITAP 7302)
   - Target: students who score 2P on MACCS.
   - Cost: free.
   - Comment (from student who did not think AMP was very useful): "better than the AMP courses (though not significantly)"; also, depends a lot on how good the instructor is (some "really good," some less good), and instructors change frequently.
4. GRAD 7303
   - Target: students who score 2 on MACCS.
   - Cost: free.
   - Comment (from student who did not think AMP was very useful): "better than the AMP courses (though not significantly)"; also, depends a lot on how good the instructor is (some "really good," some less good), and instructors change frequently.
5. GRAD 9304
   - Target: students who score 3 on MACCS.
   - Cost: free.
   - (No student comments.)

4.2 Research Assistant (RA)

RA positions are generally offered by individual faculty members, who decide whom to hire and what the work entails.

4.3 Graduate Instructor (GI)

Instructor experience is very helpful for getting an academic job, and you can expect to have had this opportunity offered to you before you start the job market process in Year 5. The one caveat is that (for international students) a MACCS score of 4 is required.

Each GI is responsible for their own lecture section of a class, but the Department will provide support and resources. Often a GI teaches one of many sections for the same class, in parallel with a faculty member teaching the other sections.

4.4 Graduate Fellowships

The Department provides a limited number of graduate fellowships that do not require any work. We also nominate the best applicants to compete for a number of university-wide fellowships that combine stipdends from the Graduate School in some years and assistantships from the Department in others.

4.5 TA/RA/GI Responsibilities

- You are required to be in town (Columbia, MO) starting Monday of the week before classes start, to attend any pre-semester planning meetings, and you are required to remain in town through the end-of-semester grade submission deadline, unless your supervisor explicitly says otherwise in writing.
- You should contact your supervising faculty member as soon as possible after receiving your appointment letter.
- You should work responsibly and ask your supervisor for help when needed.
- The standard TA/RA position (0.5 FTE, "half-time") is for 20 hours of work per week on average. Although you may work less some weeks, you should be prepared to work 20 hours each week.
- As a GI/TA, you may not cancel a class, discussion, or office hours unless absolutely necessary. If possible, another TA should substitute for you to avoid cancellation. You must discuss with your supervising faculty before any cancellation or substitution. (A GI's supervisor is assigned based on the course they're teaching.)
- As a GI/TA, you may be expected to interact with students. If you have reasons (e.g., medical) to refrain from close interaction with students, please let your supervisor know as soon as possible.
- As a TA, you are expected to follow instructions given by either the head TA or the instructor (including GI). Failure to comply may result in reduction or withdrawal of future funding. Exceptionally good work will also be recognized and rewarded if possible.
- In large lecture courses, all substantive matters regarding a TA's duties are to be decided by the supervising faculty in consultation with the assistants.

4.6 Residency

If you are a US citizen (or permanent resident), then you can become a Missouri resident, for which we may offer financial incentives (because it reduces tuition). The registrar's office has details on the required documents and application process. Additional questions can be sent to `residency@missouri.edu`. Just to clarify, over the summer, you do not need to earn money or have a bank transaction every few days; there are other ways to document your presence in Missouri. From an email (2aug2021):

> Students can keep a personal calendar of their work and have it signed by a supervisor, or there are other ways they can turn in proof of presence to accompany the bank statements. So to answer your question, they wouldn't necessarily have to work at something else besides their dissertation in the summer to qualify. Other ways to prove presence in the state of Missouri include, but are not limited to: Verizon cell phone records showing origination of calls made and dates, gym membership swipes in/out for Mizzou Rec or any other gym, (there should be a swipe log anywhere that a card is used to gain entry, such as dorms, gated communities like TODD, or a library—they can ask for a swipe log at their front desks if necessary); or anything else they would like to provide to prove presence in Missouri during the summer months.

5 Graduate Student Awards

Thanks to the great financial generosity of many donors, we make a number of awards to our many outstanding graduate students. (Students also win campus awards and conference awards for their research.) Departmental awards are usually given in late summer or fall, based on recommendations by the DDS to the department chair, with input from the Graduate Studies Committee and other faculty when helpful. For past winners and additional details, visit our website.

5.1 Awards, Fellowships, and Scholarships

The Dr. John Kuhlman Graduate Fellowship supports an excellent student while honoring the legacy of a renowned Mizzou economics professor.

The Stanley R. Johnson Fund for PhD Student Excellence in Economics supports students doing dissertation research while honoring a Mizzou economics professor and department chair whose decades of service here included numerous awards and honors.

The Whitney Hicks Graduate Student Fellowship in Economics supports graduate students while honoring the life and legacy of a Mizzou economics professor and department chair whose 1965–2000 career included awards for research and teaching.

The Maw Lin Lee Memorial Scholarship celebrates the life of a beloved Mizzou applied econometrics professor while offering financial support to help graduate students focus more on academics and research.

The Korea Studies Graduate Student Scholarship is awarded for academic merit to a student fluent in Korean and/or interested in studying the Korean economy. The department chair (or a committee/persons authorized by the chair) selects recipients and decides award details, with the approval of the Dean of the College of Arts and Science.

The Norman Bowers Scholarship is for students working on dissertation research on labor topics with a strong policy focus. It is awarded for quality dissertation research, with special preference for focusing on the well-being of vulnerable groups in the labor market or for exemplifying the careful use of empirical data, especially internationally comparative data.

Sometimes the Harry Gunnison Brown Fund is used to award outstanding students. Reasons may include exemplary first-year coursework and qualifying exam performance; excellence in teaching; or promise for making a significant research contribution.

5.2 Financial Awards for Presentations

The Department may provide partial financial support for student presentations at professional meetings. You should ask the DDS for support as early as possible, to maximize the probability of available budget. You must also apply for CPTA funding from the Graduate Professional Council (GPC) and a Professional Presentation Travel Scholarship from the Graduate School.

6 Student Groups

6.1 Economics Graduate Student Association (EGSA)

EGSA serves the graduate students in the Department of Economics as a professional student organization at the University of Missouri. Its mission includes:

- promoting communication between its members and faculty;
- obtaining information about economic fields;
- promoting the economics profession;
- addressing specific concerns of graduate students in the Economics Department.

EGSA officers (like president, vice-president, treasurer, secretary) are elected each year by fellow students. A modest budget is usually provided for EGSA events.

6.2 Graduate Women in Economics (GWE)

Our GWE group was founded to encourage mentoring relationships between female students and female faculty members, to help address female underrepresentation at all stages of the economics profession. Our group's mission is to unite female graduate students who study economics at Mizzou and to improve their university experience through social events and professional development.

A Required Forms

Like any Mizzou PhD student, you must complete forms D1 through D4. The DDS can help answer any questions you have. All forms are available online here.

D1 Form (Qualifying Examination Results and Doctoral Committee Approval): This form is used to report results of the PhD Qualifying Exam. It also serves as an official record of the members of a student's doctoral committee and insures that the configuration of the committee meets stated requirements.

D2 Form (Plan of Study for the Doctoral Degree): The purpose of this form is to plan the program of study which the student will follow and certify that all doctoral committee members approve the program, including the recommended hours of transfer credit. The D2 is submitted with our Department-specific "PhD Program of Study" that lists all classes taken or planned to satisfy degree requirements, and which must be signed by the committee members and DDS.

D3 Form (Doctoral Comprehensive Examination Results): The purpose of this form is to record the official result of the doctoral comprehensive examination.

D4 Form (Report of the Doctoral Dissertation Defense): The purpose of this form is to record the official results of the dissertation defense.

B Departmental Statement on Academic Honesty

[*Ed.: the following is difficult to read due to the complex vocabulary and grammar, but the ideas are important; for a simpler discussion of plagiarism, see also resources linked from the Mizzou Library.*]

Honesty is essential in the pursuit of knowledge and in the learning environment of a campus. Open and forthright inquiry is the basis for the development of knowledge, while deception undermines the exchange and verification of ideas. In a learning environment, each student expects to be given the same opportunities and to be judged on the same basis as every other student. If one student seizes an advantage through deception or collusion, all students are not being treated fairly.

The Department seeks to promote a healthy intellectual atmosphere. We state as a principle that:

> Cheating or dishonesty in any form is inconsistent with academic inquiry. Any effort to gain an advantage not freely given to all students is dishonest. This is true whether the effort is successful or not, whether the action happened "a little bit" or "a lot," or whether the individual is giving or receiving assistance.

Violations of standards of academic honesty may apply to any academic work, including exams, problem sets, and course papers, as well as student theses, dissertation proposals or dissertation drafts. Violations carry severe penalties, ranging from failure in the particular assignment or course to expulsion from the University.

The instructor in each class will provide the students at the beginning of the semester with guidelines in areas unique to that class. If the student has any doubt about the application of course policies, the student should obtain clarification from the instructor before any questionable action is taken.

The following are general practices in Economics. When an instructor determines that other policies are required for a particular class, the guidelines provided by the instructor replace these general rules. The guidelines below are meant to provide an indication of academically honest actions. Not every circumstance is covered. The examples below are for clarification and do not change the basic principle that any act which results in a misrepresentation of fact or the gaining of an unfair advantage is dishonest.

B.1 In-Class Examinations

Unless specified otherwise by the instructor, examinations are "closed book," meaning that during the test referring to any source of information, such as notes or books, is prohibited. Passing information between students, for example speaking, exchanging or showing examinations, is not permitted.

B.2 Class Assignments and Take-Home Examinations

In the case of take-home examinations, communication with any individual (save the instructor) regarding course material or the exam is prohibited. Even very general discussions about any topic related to the examination should not occur during the period between receipt of the examination questions and the submission of all examination papers.

Take-home examinations may be either "closed book" or "open book." In the case of closed book examinations, the student may not refer to any source of information. An examination is assumed to be closed book unless indicated otherwise by the instructor. In open book examinations, access to personal written notes and published material is permitted but other sources of information, such as the notes of another student or discussions with anyone other than the instructor, may not be used.

Class assignments differ from take-home examinations. Students may consult with one another regarding course content; however, the completed assignment must be the student's own intellectual product. Unless the instructor explicitly permits groups of students to work together, team or group efforts are not allowed.

In class assignments where students respond to questions based on assigned readings, it is not necessary to provide a citation for the material because the source is known by the instructor. (Note, this is in marked contrast to a term paper or research papers, where citations *always* must be provided; see below.) However, under no circumstance may a student copy or closely paraphrase any source materials in producing answers. It is also strictly prohibited to copy, paraphrase, or use in any manner the answer of another student.

B.3 Academic Papers

Any student paper submitted in the course of academic studies must be the student's own work. Students may, however, solicit and incorporate the suggestions by others, both in matters of content and style. Where the help of particular individuals is significant, it is appropriate to include in the paper a written acknowledgement identifying them by name. This includes the case where the student obtains the services of an editor to help improve the paper's prose. Where an important substantive point made in the paper is based on a suggestion, the individual who made the suggestion is often identified in a footnote. The exception is that the contributions of the student's instructor or advisor need not be cited in this way. Whatever help the student receives, the basic content must be that of the student; the extent of contributions by others must be clear to the instructor or advisor.

The use of written materials with insufficient attribution, normally without the approval of the author, is called plagiarism. The issue of plagiarism is most problematic in a research paper or assignment that requires a student to describe the work of others, or in work that describes a student's own research that builds on published work. The central rule to be followed is that the student should write the text so that the reader of the paper will be able to determine which ideas or arguments are the student's own, and which are due to others. In addition, the prose must be original to the student, except for direct quotations where it is clearly indicated that the text is copied directly. Such indication is provided by using quotation marks or indenting the quoted passage.

The standards for academic papers (assigned research papers, literature reviews, research proposals) are very strict. Any idea or argument that is not credited to some source is assumed to be the original work of the student. Hence, it is important that the reader be told explicitly when any idea or argument is taken from the work of others.

There are several ways of providing the reader with information on sources. In the simplest approach, the text provides the reader with an explicit discussion of how the student has used the literature. (E.g., "As Solow (1989) argues…"; "We can see from this model (adapted from Becker (1982, p. 20)....") Alternatively, footnotes can be used (e.g., a footnote could read, "The theory presented in the following section comes from Marshall (1927), as cited in Jones (1990)"). Any equation or model based on another's work that is presented in a student paper should cite the source. Even if the student has modified an equation or model, the reader must be given the source of the original. (E.g., a footnote following an equation might say, "This model is similar to that of Andrews (1984, p. 22), although I have omitted prices and included a productivity shifter.") In the case of the equation, a figure, graph, table, or direct quotation taken from another source, it is desirable to indicate in the citation the page number, as well as the article or book. In the examples above, a reference list must be provided at the end of the student's paper showing full bibliographic detail on each reference cited. Alternatively, such information can be provided in a footnote, or, in some cases, in the text. Whatever approach is used, there should never be any question in the reader's mind where the ideas presented come from.

It is not acceptable to paraphrase a source, even changing words, if the original sentence structure is maintained. Consider the following example.

It is acceptable to write:

> In a recent paper, Brock (1992, p. 168) noted, "In the decade of the 1980s the banking systems of a number of economies—including those of Argentina, Chile, Costa Rica, Malaysia, Norway, Texas, and Venezuela—collapsed in the face of external shocks. However, the collapses did not occur immediately following the external shocks. In general, macroeconomic stability efforts were followed by investment booms before the collapses."

It is normally not "good style" to quote a source at great length unless there is a particular reason to do so; however, extended quotations, if properly attributed, do not constitute academic dishonesty.

The following is also acceptable:

> Brock has recently noted that in those cases over the last ten years where banking systems have collapsed due to external events, an investment boom has immediately preceded the collapse. Such investment booms appear to have resulted from government guarantees on foreign loans established to stabilize the economies (Brock, 1992, p. 168).

However, the following would be plagiarism, even though the reference is given:

> In the last decade, banking systems in Argentina, Chile, Malaysia, and several other economies collapsed as the result of external shocks. Yet these collapses

> did not occur immediately. Macroeconomic stability efforts were followed by investment booms, which preceded the collapses (Brock, 1992, p. 168).

This is to be viewed as plagiarism because the sentence structure and paragraph cadence are borrowed from Brock. The citation tells the reader only that the information is taken from Brock, or that the Brock paper provides support for the assertion made in the paragraph. Since quotes are not used, the presentation is assumed to be that of the writer.

A student's claim that he or she did not intend to plagiarize is not an acceptable defense. It is the responsibility of the student to avoid inadvertent plagiarism by using necessary care in research methods as well as citation style.

A useful discussion of plagiarism, especially as it relates to paraphrasing, is found in J. Gibaldi and W. S. Achtert, MLA Handbook for Writers of Research Papers (Modern Language Association, 1984), pp. 19–23. See also, MU School of Law, 1992 Student Handbook, pp. 50–51.