

Academic Honesty Guide

Note for Faculty and Teaching Staff:

The Academic Honesty Guide is meant as a reference for faculty, staff, and students. Sections of it can be distributed in class as you go, or appended to your syllabi. Use it and adapt it as you see fit. Please send any suggestions you may have for the guide to the Teaching and Learning Committee.

Sections of the Guide:

- I. The Introduction: What is Academic Honesty (including common expectations, dishonest behaviors, and the importance of open communication)
- II. Wabash's Academic Honest Policy and Appeals Process (from the Academic Bulletin)
- III. Plagiarism and Source Use (including definitions and common expectations)
- IV. Frequently Asked Questions (based on questions Wabash students raised in focus groups and on surveys about academic honesty)
- V. Appendix I (resources for faculty and teaching staff): Sample Exercises and Models for Classroom Use
- VI. Appendix II (resources for faculty and teaching staff): Case Studies for Class Discussion

The appendixes at the end of the Guide include sample assignments and case studies that you may wish to adapt for your classes. All exercises originated in Wabash classrooms; all case studies are based on Wabash experiences.

One guiding principle for Wabash students: The Gentleman's Rule

The student is expected to conduct himself at all times, both on and off the campus, as a gentleman and a responsible citizen.

Introduction:

I. What is Academic Honesty?

In its most basic form, academic honesty is the application of the Gentleman's Rule to your scholarly work. It means that we are all expected to act as ethical and responsible citizen of an academic community. Most faculty and staff expect that you will follow these common standards:

Common Expectations about Academic Honesty

- When you submit any work for a class (papers, oral reports, homework, exams, art work, creative writing, translations, posters, lab reports, etc.), you are claiming that it is your own, except where you clearly cite other sources.
- Exams, tests, and quizzes—take-home or in-class—are to be completed without reference to textbooks, notes, online sources, other people, or other authorities unless the professor explicitly states otherwise.
- Do your work independently—without collaborating with other students, parents, or friends—unless the professor explicitly states otherwise. Note that going to the Writing Center or other trained, official peer tutors at Wabash during designated tutoring hours is an exception to this principle: unless your professor says not to, you should always feel free to go.
- If you submit work for one class, you are claiming that you have not previously or simultaneously submitted the same or very similar work to another class. Always consult with the professor(s) in advance in these cases.

The following list describes behaviors that are generally considered academically dishonest. Note that this list is not exhaustive.

Academically Dishonest Behaviors

- Cheating on a test.
- Allowing others to cheat off of you.
- Copying someone else's work and claiming it as our own.
- Failing to clearly indicate the boundaries between your ideas and ideas that come from other sources (this applies to all assignments, both written and oral).
- Falsifying or making up data for research or lab projects.

- Collaborating with others when it is not allowed.
- Turning in the same paper (or other type of work) to more than one course.
- Using an online translator to complete your language homework.

Behaviors such as, but not limited to, those above can have severe repercussions on your college career, and on your entire life.

Grey Areas & The Importance of Communication

While the lists above may seem straight-forward, people can mean lots of different things when they talk about “honesty” or “ethical behavior.” Sometimes it is difficult—for professors and for students alike—to determine what counts as honest or dishonest behavior. What if, for example, your professor says that you have not clearly distinguished between your own work and the ideas from a source—but you had no intention to deceive? Have you committed academic dishonesty?

Plus, different academic fields sometimes have different standards: what counts as proper source use for scholars of English may be shoddy source use according to psychologists. What scientists see as productive group-work, historians may see as cheating. We will return to this issue in the FAQ section, but the point for now is that there are grey areas. Academic honesty is not a concrete set of rules; rather, it is a set of community standards we define together. It can mean slightly different things in different places. Therefore, in order to maintain community standards and be as fair as possible, we all have a responsibility to voice our questions and expectations. **The most important thing you need to know about maintaining academic honesty is that you should always feel free to ask questions and raise issues.**

If I have a question, who should I ask?

- The professor of the course is always the best choice.
- The Writing Center [Lilly Library 2nd Floor, or (765) 361-6024. From a campus phone, you can just dial 6024]. Zachery Koppelman is the director of the Writing Center. His email is koppelmz@wabash.edu.
- The Coordinator of Writing Across the Curriculum: Prof. Crystal Benedicks [Center Hall 112 or (765) 361-6156 or benedicc@wabash.edu]. Prof. Benedicks can help with source use issues.
- The Dean of Students Office [Center Hall 115 or (765) 361-6310. From a campus phone, you can just dial 6310]. The Dean of Students Office is especially useful if you have questions about behavioral issues beyond source use, but you should usually go to your professor first.

II. Wabash College's Academic Honesty Policy and Appeals Process

(From the Academic Bulletin)

This section gives the official Wabash College Academic Honesty Policy, including information about how we handle charges of academic dishonesty.

As an intellectual community, Wabash requires the highest standards of academic honesty. Cases of academic dishonesty are adjudicated by the Dean of the College, who will meet with students charged with academic dishonesty and make decisions about continuation at the College. Faculty report cases of academic dishonesty to the Associate Dean of the College. The penalty for a first offense is decided by the professor and reported to the Associate Dean of the College. The Associate Dean of the College will inform the student that should he feel wrongly accused he can appeal the determination to an Appeal Panel comprised of elected Faculty and advised by the Dean of the College. The penalty for the second offense is expulsion from the College, pending an automatic review by the Faculty Appeal Panel. The student may appeal the decision of the Appeal Panel directly to the President of the College.

Acts of academic dishonesty may be divided into two broad categories: cheating and plagiarism. Cheating may extend to homework and lab assignments as well as to exams. Cheating is defined in three principal ways: copying from other students or from written or electronic materials; providing or receiving unauthorized assistance to or from another student; and collaborating on take-home assignments without faculty authorization.□□

Plagiarism is the unacknowledged use of someone else's material. There are three common kinds of plagiarism. One is to use the exact language of a text without putting the quoted material in quotation marks and citing its source. A second kind of plagiarism occurs when a student presents as his own without proper citation, the sequence of ideas or the arrangement of material of someone else, even though he expresses it in his own words. The language may be his, but he is presenting and taking credit for another person's original work. Finally, and most blatantly, plagiarism occurs when a student submits a paper written by another, in whole or in part, as his own.

Details of the Appeals Process

1. Faculty will report instances of academic dishonesty to the Associate Dean of the College as specified in the Academic Bulletin and Faculty Handbook. The Associate Dean of the College will inform the student that should he feel wrongly accused, he can appeal the strike to an Appeal Panel (AP) composed of three faculty members, one elected from each Division.
 - a. Students will have ten (10) days to initiate a repeal of a strike. The AP will be bound to act expeditiously and confidentially on such appeals and resolve them, as best able, with regard to the Academic Calendar of the College.
 - b. In all appeals, the Panel will receive statements from the student and the faculty member. The Associate Dean of the College will discuss all appeal cases with the AP before they issue their decision.
 - c. The AP will keep all names, details, and other specific information confidential in every case.
 - d. If the appeal involves a member of the AP, the Dean of the College will appoint another faculty member from the appropriate division to substitute.
 - e. The AP will issue a written response to all parties, student and faculty, signed by all members of the AP.
 - i. In cases where a faculty report of academic dishonesty is not upheld upon review, the Chair of the AP will inform the faculty member of the decision.
 - f. Students and faculty may appeal the decision of the AP to the President of the College, who is the final arbiter of all cases.
 - g. The AP will automatically review second strikes arising from a violation of the academic dishonesty policy, following the procedures outlined above.
 - h. Faculty will retain the right to assign grades within the class in all cases.
 - i. The AP will keep and retain abstracted records of appeals and decisions for conversation and the education of the Wabash Community.

The AP will report annually, at the last regular faculty meeting of the academic year, on the general features of the cases reviewed to stimulate faculty discussion of the evolution of community standards.

III. Plagiarism, Source Use, and Academic Honesty

Academic honesty can be especially tricky when it comes to writing. The following definitions and models are meant as a basic background; individual professors will provide you with more information and practice as you move through your time at Wabash. Remember, always ask somebody if you are uncertain about what to do.

Why use sources in the first place?

Most people don't have great ideas all by themselves. Our ideas come from interactions with others: books, movies, websites, articles, poems, teachers, friends, parents, etc. In other words, we are always using "sources" when we think things through. When we write an academic paper, we include citations to show the sources that influenced the ideas in that paper. Citations serve as signposts to your readers and as a way of giving credit where it's due.

Definitions of some common words associated with source use

Plagiarism: you have plagiarized if you have not clearly and correctly indicated when you are using ideas or information from a source other than yourself. Note that it is possible to unintentionally plagiarize. If you are ever in doubt, cite!

Quotation: When you quote, you are copying the exact words of someone else into your paper and marking their boundaries clearly with quotation marks. You are always required to include an in-text citation or footnote (depending on which citation style is appropriate for the paper) when you quote. An entry in the Works Cited or Bibliography page is not enough.

Paraphrase: When you paraphrase something, you put someone else's idea or information into your own words. As with quotation, you are always required

to include an in-text citation or footnote when you paraphrase. An entry in the Works Cited or Bibliography page is not enough.

Summary: When you summarize a source, you give an overall sense of that source's argument or idea. Summary is especially useful when you are trying to describe the main point of a long piece of work, like a book or sophisticated article, in a short space. Be sure to clearly indicate in the text of your paper the author and title of the work you are summarizing.

Citation: To cite a source is to indicate that you are drawing on that source in this particular part of your paper. All sources must be cited. Citations come in many forms, depending on your discipline, but the most common are in-text parenthetical citations and footnotes.

MLA, APA, Chicago Manual of Style, etc.: These are all different citation styles that are used by different disciplines. More information on them is included in the FAQ section. You should always check with the professor to see which style is appropriate.

Common Expectations about Source Use

Please note that these are only general principles. Check with your professor about the requirements for individual assignments.

- All words that come directly from a source must be indicated by quotation marks (or, in the case of a long block quote, other clear formatting). This includes short phrases or even single words, not just whole sentences.
- Cite not just quotations, but also ideas, data, paraphrases of sources, and summaries of sources. It is not enough to put an entry in the Bibliography or Works Cited page. Some people mistakenly believe that only quotations need to be cited, but this is not the case.
- If you have used sources, include in-text citations or footnotes AND a Bibliography or Works Cited page, unless your professor tells you otherwise.

IV. Frequently Asked Questions

MLA, APA, Chicago . . . it gets confusing! Why are there so many different citation styles? Why don't we just decide on one universal style?

Different disciplines use different citation styles because each discipline approaches the question of making and recording knowledge differently. The differences are not arbitrary; they are tied to disciplinary logic. There are many different styles, but the two most common are MLA (Modern Language Association) and APA (American Psychological Association).

Note the differences in the citations below¹.

MLA Works Cited entry:

Wordsworth, William. *Lyrical Ballads*. London: Oxford U.P., 1967. Print.

MLA in-text citation:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (Wordsworth 263).

APA Bibliographic entry:

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science*, 11, 7-10.

APA in-text citation:

According to Berndt (2002), the quality of one's friendships is tied to one's ongoing social development.

MLA style, which is mostly used in the humanities, uses parenthetical references to give the page number in the source that corresponds with the point the author is making. On the other hand, APA style, which is used in many of the social sciences, emphasizes which year a certain experiment took place or conclusion was drawn. In other words, it's important for humanities scholars to be able to pinpoint where in a piece of writing a certain idea is articulated. For many social scientists, it's important to know what year a certain experiment took place or conclusion was drawn. This is because humanities scholars often use textual analysis as their main form of analysis, while social scientists often use data analysis or experimentation (there are exceptions to these generalizations; see below).

¹ Thanks to the Purdue OWL for these examples

How do I know which style to use?

The only way to know for sure is to ask the professor. In general, fields in the humanities (Division II) tend to use MLA, social scientists (Div III) tend to use APA or Chicago, and math and sciences use various styles, including AMS (American Mathematical Society) and ACS (American Chemical Society). However, there are always exceptions to these guidelines, so you should plan to ask your professor.

How do I cite _____?

Most scholars don't know offhand how to cite everything. What they do know is how to look up the information they need. Two good resources are Diana Hacker's *Rules for Writers*, a required book for all Wabash students, and the Purdue University Online Writing Lab (OWL) at <http://owl.english.purdue.edu/>. Be careful about using other online sources. The guidelines change periodically, and not all sites are up-to-date.

I don't have to cite things that are "common knowledge," but how do I know what counts as "common knowledge?"

This is tricky. There is not one right answer to this: what counts as "common knowledge" depends on the social/academic group in which you are writing. For example, there are things that may be "common knowledge" among your friends, but that would not be familiar to anyone else. Similarly, different academic groups assume different types of base knowledge. It can be especially difficult for beginning students to figure out what kinds of knowledge are assumed and which must be cited. A rule of thumb: when in doubt, cite. If you are uncertain (as even advanced scholars are, sometimes), remember to ask someone such as the professor or the Director of the Writing Center (Julia Rosenberg, X6024).

If I write a whole paragraph that quotes or paraphrases the same source a few times, how often do I cite the source? Is a citation at the end enough?

In this situation, your goal is to make sure that the reader understands which parts of the paragraph are your own ideas and which come from the source. You can usually accomplish this through a mixture of citation and signal phrases (for example, phrases like "according to X," or "As X believes"). You don't have to include a citation after every single sentence, but you should

make sure that there are enough citations and signal phrases so that the reader is always clear about whether or not you are paraphrasing and where you are paraphrasing from. Every time you quote directly from the source, cite it. When in doubt, cite it.

How many quotes should I use in my paper?

This depends on the type of paper. Some disciplines (and genres of writing) rely on quotation more than others. In your English classes, for example, you may be expected to use quotes from a book you are reading in order to support your interpretation of the book. However, social scientists tend to prefer more paraphrase and summary than quotation, because in these fields the information being conveyed is often more important than the exact words in which it is conveyed. As always, your professor can give you the most accurate information, so ask.

As a general rule of thumb, make sure to rely on paraphrase and summary when you can. Quotations should be used when you want to draw attention to the specific words of the source. They should be trimmed to focus on only the parts that apply to your paper.

Finally, keep in mind that you never want the quotations to overwhelm your own voice. Make sure there is more of *your* writing in the paper than any source's.

Is it academically dishonest to ask others to help me with my work? What's the difference between getting help from a friend and going to the college tutors?

College tutors are trained not just to know a lot about their subject, but also to teach others how to learn. If a peer is giving you the answers or telling you how to solve a problem, you are likely both committing academic dishonesty because you are not learning anything from the assignment and/or because your answers don't represent your own work. On the other hand, tutors can give you ideas about how to approach difficult issues so that you can solve them on your own.

Is it academically dishonest to use an online translator for my language assignments?

Yes. The goal of language assignments is for you to grapple with a new

language—by yourself. Moreover, professors need to be able to see what their students do and don't understand. If you copy answers from an online translator, you are not demonstrating your own abilities. Below is a statement from the Modern Languages Department about academic honesty expectations. Remember, if you are uncertain, ask your professor.

Instances of Academic dishonesty in Modern Languages & Literatures courses include, but are not limited to: handing in work done by someone else as your own (in paper or electronic format), handing in writing assignments in the target language that have been translated by someone else or processed through an on-line language translator, copying from websites, assisting others in cheating, and any other form of plagiarism. Any copying, plagiarizing, or cheating of any kind will result in a failing grade on the assignment, may result in a failing grade for the course, and will be penalized pursuant to the disciplinary measures set forth by the College.

Is “copyright infringement” academic dishonesty?

Note: the information below is supplied by John Lamborn, Head Librarian and Director of the Lilly Library.

In a word, “Yes!” Willful use of copyrighted material without proper *attribution* (acknowledgement) and, in some cases, *permission* of the copyright holder is equivalent to theft. That doesn't mean you can't use copyrighted material. It simply means that you need to know *how* to use such material in compliance with copyright law.

Most modern intellectual and artistic property is covered by copyright as soon as it is given tangible form. Always assume that the work of others *is* covered by copyright and use it accordingly. Include appropriate attribution and applicable copyright notices. Learn the “fair use” provisions of copyright law that permit use of copyrighted material without the permission of the copyright holder (still, you must provide attribution!). When uncertain if your intended use is covered by “fair use” provisions, seek permission.

Where can I learn more about copyright infringement?

Note: the information below is supplied by John Lamborn, Head Librarian and Director of the Lilly Library.

For information about copyright compliance at Wabash College, and to learn about copyright infringement, fair use, and acquiring permission for use, please visit: www.wabash.edu/copyright.

If you have any questions about copyrights or copyright infringement, Dr. Lamborn can help. You can find him in the library, email him at lambornj@wabash.edu, or reach him at extension 6081

What if my professor says I've committed academic dishonesty, but I had no intention to deceive? How can I avoid being punished for an honest mistake?

There are some simple ways to avoid this situation:

- Ask your professor or another faculty/staff member if you are unsure of any academic honesty grey areas. The Writing Center staff and director are good resources.
- Review the lists of common expectations in the Introduction section.
- In your written and oral work, always make sure that you clearly mark the boundaries between your own ideas and those that come from other sources.

If you find yourself accused of academic dishonesty but you did not intend to cheat, you should first explain your side of the story to your professor. If a “strike” has been levied against you that you feel is unfair, you may appeal it to the Academic Honesty Appeals Committee. Dean of Students Mike Raters can help you with this process.

Appendix I: Exercises and Models

The exercises and models below have been used in Wabash classrooms to teach responsible source use. They can be adapted as needed. An easy way to adapt them is to switch the sample texts and citation styles to texts and styles that are more appropriate to the class in which they are used.

The following are models of proper and improper source use. After each model, there is an exercise.

Model # 1) A Real-Life Plagiarism Case²

In 1967, Professor William McCain, president of the University of Southern Mississippi, published an article in the *Journal of Mississippi History*. This article that was later found to be suspiciously similar to a Master's thesis titled "The Public Career of David Holmes, 1809-1820." Frances Racine, a graduate student at Emory University, wrote this thesis. In his article, McCain did mention Racine's thesis, but only in a footnote where he stated that he had "relied heavily" on her work (qtd. in "Joint Inquiry" 530). The footnote did not adequately indicate how extensively he had borrowed from her or how close his words were to hers. A committee found him guilty of plagiarism.

Passage as written by Racine in the original Master's Thesis

Wilkinson occupied the town and fort and immediately began to strengthen the fortifications to organize a garrison for the protection of the town as well as that area of the Gulf Coast. Not only was he to cooperate with and to aid the federal agents in adapting and administering the federal Indian policy in the Territory, but he was also responsible for punishing those Indians and whites who defied laws of Indian policy. As superintendent of Indian Affairs within the territory, Holmes faced three important problems: the acquisition of Indian lands, the sale of liquor to the Indians, and the squatters on Indian lands.

Passage as re-written by McCain in the article

General Wilkinson occupied the town and fort and began to strengthen the fortifications and to organize a garrison for the protection of the town and the

² This information can also be found online at <http://www.wabash.edu/alumni/docs/Academic%20Honesty3.pdf>. All information in this introductory paragraph is taken from the following article: "The American Historical Association and the AAUP: A Joint Inquiry into an Issue of Attribution," *American Historical Association Newsletter* 10 (January, 1973), 1-13.

Gulf Coast. He seems to have been expected to cooperate with and to aid the federal Indian agents in administering federal Indian policy. He was also responsible for punishing the Indians and whites who defied the laws. As superintendent of Indian Affairs, he faced three fundamental problems which concerned the acquisition of Indian lands, the sale of liquor to Indians, and the white squatters on Indian lands.

In this case, the version published as an article was too close to the original Master's thesis. The author of the article could have avoided this situation if he had done two things: 1) more clearly indicated his source, and 2) written a more careful paraphrase—one that was not too close to the words of the original.

Exercise: Write a version of this passage that is not academically dishonest. You may use any citation style you prefer. You will have to look up how to cite an unpublished Master's thesis.

Model #2) Paraphrase and Summary: What are your obligations to the original document?³

The following is an excerpt from a letter written by Dr. Martin Luther King, Jr. In 1963, he traveled to Alabama to join a peaceful protest of racial segregation in Birmingham. He and other protesters were arrested and jailed. Several (white) Alabama clergymen publically criticized the protesters, claiming that race issues ought to be settled by the courts, not protested in the streets. In response, King wrote the following open letter to the clergymen.

DR. MARTIN LUTHER KING, JR.

LETTER FROM BIRMINGHAM JAIL

—the first four paragraphs—

April 16, 1963

MY DEAR FELLOW CLERGYMEN:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities “unwise and untimely.” Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and

³ Thanks to Prof. Jill Lamberton for this exercise.

financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their “thus saith the Lord” far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial “outside agitator” idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

The following are two sample student paraphrases of this letter. Read each one closely. What are its strengths and weaknesses? Finally, compose your own paraphrase. How is it different from the first two?

Paraphrase #1

In his “Letter from Birmingham Jail,” Martin Luther King Jr. slams a group of clergymen for accusing him of being “unwise and untimely” in his civil rights leadership. King lets the clergymen know that they are wasting his time by troubling him and his secretaries with criticism. He basically shows them how they do not know how to interpret the Bible—even though they are religious leaders! King, on the other hand, is following the example of the Apostle Paul. King says the clergymen are wrong to imply that he should not come to Birmingham because his organization has an office in Birmingham and he is the president. He also unleashes his famous zinger, “Injustice anywhere is

a threat to justice everywhere.” I agree with him. Basically, at the end of this piece, the clergy know that they should be embarrassed to have criticized Dr. King. He has very little patience for them and answers their arguments on every count.

Paraphrase #2

In his “Letter from Birmingham Jail,” Martin Luther King Jr. explains why he is in Birmingham by saying, first, that he has organizational ties to the Alabama Christian Movement for Human Rights. Second, he tells the clergymen that he is aware of the interconnectedness of all communities and states. He says he cannot sit still in Atlanta and not care about what happens in Birmingham because injustice anywhere is a threat to justice all over the world. Human beings are inescapably caught in a network of mutuality and woven together in a garment of destiny. Whatever affects one person directly, affects all persons indirectly. For this reason we can never afford to believe in a narrow, provincial way that there are “outside agitators” where injustice exists. Furthermore, any United States citizen should not be considered an outsider when he or she is within the United States.

Paraphrase #3: Your Turn...

Appendix II: Case Studies

The following cases are all based on true Wabash stories. Each case presents a “grey area” situation and asks students to decide to what extent academic honesty has been violated. Some of these might provide interesting discussion in your classes.

You studied hard for your chemistry test with a group of classmates. After the exam, as you are returning to your room, one of the guys you studied with asks you what was on the test (he’s taking it later in the day). You don’t want to cheat, but you also don’t want to let your friend down. He’s a well-liked senior, and you value his opinion of you. You compromise and tell him to pay particular attention to Chapter 3.

Have you committed academic dishonesty?

What could you have done to avoid this situation?

You spent hours on your translation homework for Spanish. As a final step, after you are finished, you run the original Spanish text through an online translator to check if you did it right. Based on what the online translator tells you, you modify some of your work.

Have you committed academic dishonesty?

What could you have done to avoid this situation?

You are halfway through a psychology test when you notice that your friend is cheating. You say nothing.

Have you committed academic dishonesty?

What could you have done to avoid this situation?

You wrote a paper for your history class. You’re pretty happy with the results, but you want to get a second opinion. You tried going to the Writing Center, but they didn’t have any appointments left and the paper is due tomorrow morning. You email it to your uncle, who is a high-school English teacher. He fixes some run-on sentences and re-writes your introduction. You also ask a senior English major who lives in your house to look at it. He changes some of your word choices and gives you a really good idea for a new conclusion.

Have you committed academic dishonesty?

What could you have done to avoid this situation?

You are feeling insecure about a short paper for your English class. You didn't really like or understand the novel that you're supposed to be writing about. However, the paper is due tomorrow—you have to write something. You go to sparknotes.com and read about the novel, then you write a couple of pages based on the information you found there. You put everything in your own words, and you include sparknotes in a bibliographic entry at the end of your paper.

Have you committed academic dishonesty?

What could you have done to avoid this situation?

You and a friend work together on your math homework. He's more advanced, so you copy some of his answers. You figure it's not a big deal because he explained to you how he got the answers and you understood him. Plus, the homework isn't worth that many points. Now, however, the professor is suspicious because your answers are so similar.

Have you committed academic dishonesty?

What could you have done to avoid this situation?

You have to write a paper on Shakespeare. Luckily for you, you got the top grade in your class last year for a paper you wrote on *Hamlet*. You edit the paper a little, change the introduction, add a few paragraphs about new stuff you've learned in class, and then you turn it in.

Have you committed academic dishonesty?

How could you have avoided this situation?

Your professor calls you into her office and tells you that you have plagiarized your paper. She shows you some websites and articles that you used in your research, and points out that some of your sentences are suspiciously close to the sentences in the sources. Plus, you organized your argument exactly the same way one of your sources organized the argument. You see the similarities when your professor points them out, but you had no intent at all to deceive. You didn't realize that your language and organization were so close to your source's. You must have internalized some of that language and structure without realizing it. Plus, you listed all the sources in your bibliography. You didn't try to hide anything or steal anyone's words! You are distraught to be accused of plagiarizing. Now you might even get a strike.

Have you committed academic dishonesty?

What could you have done to avoid this situation?

What do you do now?

ACKNOWLEDGEMENTS

The Teaching and Learning Committee gratefully acknowledges Grinnell College for their permission to base our guide on their education materials. We are also thankful to Julia Rosenberg, Jill Lamberton, John Lamborn, and the Modern Language Department for their contributions to this booklet.