## Academic Integrity Tutorial

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| ***About This Tutorial***  http://www.isu.edu/library/research/ait/images/topborder.gif  This tutorial is a review of concepts and topics that have been presented in other classes. As such, this tutorial is designed to do two things:   |  |  |  | | --- | --- | --- | | * **Part One** provides an overview of the importance of academic integrity, four different types of academic dishonesty and its consequences as well as tips to avoid becoming academically dishonest. * **Part Two** describes how to document sources and quotes, how to paraphrase correctly, as well as offering direction on where to go for help on campus and online. |  | A pile of books. | | This tutorial is meant to raise awareness of plagiarism, cheating, and academic dishonesty. | | |   http://www.isu.edu/library/research/ait/images/bottomborder.gif | |
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about.html

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| ***Overview of Part One: Academic Integrity***  http://www.isu.edu/library/research/ait/images/topborder.gif  Upon completing this half of the tutorial you will understand   |  |  |  | | --- | --- | --- | | * The benefits of academic integrity, * Four types of academic dishonesty * The consequences of academic dishonesty, , * Tips for avoiding academic dishonesty, |  | A pile of books. | |  |  |  |   http://www.isu.edu/library/research/ait/images/bottomborder.gif |

aitabout.html

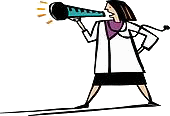
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| ***The Benefits of Academic Integrity***  http://www.isu.edu/library/research/ait/images/topborder.gif  **To Idaho State University**  Instructors are here to teach important skills about critical thinking, writing, and using sources, as well as the course content. If students cheat, plagiarize, or are academically dishonest, materials and skills are not learned thus the credibility of the students and the University is reduced. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Hands reaching up.A contract. |  | **To the Student**: Academic honesty provides the following opportunities for students to:   * Learn the skills and knowledge they will need to be successful in their chosen career. * Create trust between peers and professors. * Provide the satisfaction of knowing ethical principles have been followed. * Earn the right to take full credit for work accomplished. * Form the habit of self-reliance. * Avoid the serious consequences of academic *dishonesty*.  |  |  |  | | --- | --- | --- | |  |  |  | | |  |  | | **To Potential Employers**: Hiring employees that are competent in the field they have been trained in and will act ethically allow employers to trust that their business will continue to function in a successful way. This success maintains the basis of a stable economic society.  http://www.isu.edu/library/research/ait/images/bottomborder.gif |  |  | |

Benefits.html

***Four Types of Academic Dishonesty***

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| **Academic dishonesty** includes:  **Plagiarism**   1. Copying or stealing someone else’s work and claiming it as original whether downloaded from the web or taken from someone else. 2. Copying, pasting or purchasing work from the internet without properly citing. |  |  |

**Fabrication**

1. Invention(making up data, facts, or sources)
2. Suppression (omitting facts or data),
3. Distortion (misrepresenting facts or data).

**Cheating**

1. Using forbidden items during tests or assignments (calculators, notes, books, cell phones, other student’s work or brains, etc.).
2. Obtaining test questions or answers before a test, or hiring another student to do homework or take exams.
3. Misrepresenting oneself as another student for the purposes of taking an exam or submitting an assignment on their behalf
4. Obstructing or changing grades received.
5. Going against the rules of a given class.

**Aiding and Abetting Dishonesty**

1. Helping another student **plagiarize**, **fabricate**, or **cheat** is also considered dishonest.
2. Failing to report any of these is a violation of the Code of Academic Honesty.

## acaddishon1.html

## The Consequences of Academic Dishonesty

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The *Idaho State Universities* policies on cheating, plagiarism and other forms of academic dishonesty and their consequences are found in [Section IX: Student Conduct](http://www.isu.edu/policy/fs-handbook/part6/6_10/6_10b.html):

*a. Any penalty imposed for academic dishonesty shall be in proportion to the severity of the offense.*

*b. Penalties that may be imposed by the* ***instructor*** *are:*

*(1)* ***Warning****: The instructor indicates to the student that further academic dishonesty will result in other sanctions being imposed.*

*(2)* ***Resubmission of work****: The instructor may require that the work in question be redone to conform to proper academic standards or may require that a new project be submitted. The instructor may specify additional requirements.*

*(3)* ***Grade reduction****: The instructor may lower a student's grade or assign "F" for a test, project, or other academic work.*

*(4)* ***Failing****: The instructor may assign "F" for the course.*

*(5)* ***Failing with notation****: The instructor may assign "F" for the course and instruct the Registrar to place notation indicating academic dishonesty on the student's permanent transcript.*

*c. Penalties that may be imposed at the* ***University*** *level are:*

*(1)* ***Suspension from the University****: This is the administrative withdrawal of the offending student by the University. The student is suspended for a length of time, determined by the University, that may depend upon the circumstances that led to the sanction.*

*(2)* ***Expulsion from the University****: This is the most severe penalty for academic dishonesty and may be imposed by the University for extreme or multiple acts of academic dishonesty. Once expelled, the student is not eligible for readmission to the University.*

*d. Combinations of penalties may be imposed.*

*e. Withdrawal from a course does not exempt a student from penalties for academic dishonesty. [[1]](#endnote-1)*

Often academic dishonesty is unintentional, but the consequences are still the same. Be aware of what is written and used in research material and give proper credit for all sources.



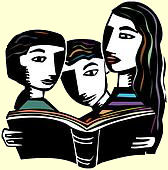
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## Tips for Avoiding Academic Dishonestyhttp://www.isu.edu/library/research/ait/images/topborder.gif

Listed below are several strategies for helping students avoid academic dishonesty.

* **Plagiarism**: Use research materials appropriately. Document all sources that are quoted or paraphrased in papers or material used. If there are any questions on how to document sources, get help from appropriate sources, such as class instructors, librarians, or the ISU Writing Center.
  + **Consult one of the many style guides (APA, MLA, Chicago, etc.) specified by your professor or program or look here [for more information on citing and documenting sources](http://www.isu.edu/library/help/citations.shtml)**
  + **A popular online citation guide is the** [**Purdue Online Writing Lab**](http://owl.english.purdue.edu/owl/)
* **Fabrication**: Avoid re-submitting graded work from another class without permission. Fabrication is a form of lying and students will be held accountable for giving false information or re-submitting work under false pretenses. Allow enough time to finish assignments by budgeting extra time for research, writing, and proofreading.
* **Cheating**: Understand and follow the guidelines class instructors have laid out in introductory lectures or in the syllabus. Ask instructors for clarification on instructions if there are any questions. Instructors may have different expectations and policies. Check with class professors to see if they allow students to study from previous semesters' exams and tests. Set sufficient time aside to study for exams.
* **Aiding and Abetting Dishonesty**: Follow the rules when working with other students on in-class or out-of-class projects, papers, or speech. Be careful about giving help when fellow students should be working alone. Avoid being dishonest by not lending homework, copies of exams or quizzes or providing answers to other students. Protect your work from being copied while doing assignments or taking tests. Report students that are cheating or being dishonest in any way to appropriate authorities.

## avoid1.html.



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| ***An Example of Unintentional Plagiarism at Idaho State University***  http://www.isu.edu/library/research/ait/images/topborder.gif |
| |  |  |  | | --- | --- | --- | | A computer. |  | Many students plagiarize as a result of not taking the time to understand and apply correct methods of citing properly. Usually when this is done, no harm is intended. There are, however, some students that deliberately plagiarize with the intent to be dishonest. For a student to use someone else's work without proper citations is an act of stealing. The following two examples of plagiarism are actual cases that happened on the Idaho State University campus. | |
| Brent\* lost his job as a construction worker in Pocatello as a result of the economic down turn. He returned to ISU to finish his education after a ten year absence. Enrolled in Professor Wilson's English 110 class, Brent was assigned to write an essay on Shakespeare. He enjoyed learning about Shakespeare and writing the essay but failed to give credit to the sources used in his research. Brent had taken English 101 and 102, but it had been years since he had written essays or been in class. He had simply overlooked proper citation methods.  When the errors were brought to Brent's attention, he was embarrassed and apologetic, assuring Professor Wilson that he had made the mistakes innocently. Brent was asked to rewrite the paper and correct the citations, which Brent willingly did. His work improved and he developed useful writing skills as a result of the class.  \* Names have been changed. |

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| ***An Example of Plagiarism at Idaho State University***  http://www.isu.edu/library/research/ait/images/topborder.gif  A classic example of intended plagiarism happened when Prof. Wilson asked his English 110 class to write a 3-4 page literary essay on William Faulkner's "A Rose for Emily." When grading the papers, Prof. Milton noticed Brittney's paper appeared to be more professionally written than other work she had done in class. Prof. Wilson suspected plagiarism. Going to one of the many plagiarism search engines, Prof. Milton typed in the first line of Brittney's essay. Immediately the search engine brought up a scholarly review entitled "Language, Subjectivity and Ideology in 'A Rose for Emily'" by Semiramis Yaocyoolu in the *Journal of American Studies of Turkey*. Except for the opening and closing paragraph and minor changes, all three pages of the essay had been plagiarized verbatim. | | |
| |  |  |  | | --- | --- | --- | | Prof. Wilson called Brittney into his office. When he asked if she had copied the essay from somewhere else she denied the charges. Prof. Milton then laid a copy of Yaocyoolu's review alongside the student's copy to prove it had been copied. Brittney became angry and left the room. She didn't return to class the rest of the semester. Prof. Milton was required to write a plagiarism report and submit it to ISU authorities. **Brittney did not receive credit on the assignment and received an F in the class.** |  |  | | | |
| Following are short excerpts from the original and copied manuscripts: | | |
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| --- | --- | --- | --- |
|  | **Original** |  | **Copied** |
|  | Emily's economic uselessness is revealed when a deputation knocks "at the door through which no visitor had passed since she ceased giving china painting lessons eight or ten years earlier" **(1772). The description of the house is a superb example of a metonym operation further consolidating the connections between Emily and her house.** The gaze of the narrator gradually moves inside the house, revealing obnoxious details which point towards death. The house smells of "dust and disuse." When the man servant opens the blinds, a "single sun-ray" reveals "a crayon portrait of Miss Emily's father" (1772). |  | Emily's economic uselessness is revealed when a deputation knocks "at the door through which no visitor had passed since she ceased giving china painting lessons eight or ten years earlier" **(468). The portrayal of similarities between Emily and her house.** The gaze of the narrator gradually moves inside the house, revealing obnoxious details which point towards death. The house smells of "dust and disuse." When the man servant opens the blinds, a "single sun-ray" reveals "a crayon portrait of Miss Emily's father" (468). |

**This is the end of the module. Please return to the** [**main module page**](http://www.isu.edu/library/research/ait/aitsitemap.html)**.**

**Please take this module's** [**quiz**](http://www.isu.edu/library/research/ait/quiz/index1.html) **before moving on to Part Two. Return to Moodle to take the quiz, so you can get credit for it.**

## Quiz 1: <http://www.isu.edu/library/research/ait/quiz/index1.html>

## Overview of Part Two- Plagiarism

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| Upon completing this half of the tutorial you will understand   * What is common knowledge * Where and how to use in-text citations * How to build a references list * How to paraphrase * How to edit, evaluate and proofread * Where to go for writing and research help, |  | Quill and book. |

## plagabout.html

## Defining ‘Common Knowledge’

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| If a fact is *generally known and agreed to*, it may be regarded as **common knowledge**. Facts that are considered "common knowledge" do not have to be cited. Such as the U.S. Declaration of Independence was signed in 1776. Also the fact that Charles Dickens was born on February 7th, 1812 or that most humans are born with ten fingers and toes are considered common knowledge.  Common knowledge can consist of:   * **Facts that are found in such resources as encyclopedias, textbooks, and standard historical works** * **Facts that are found un-cited in at least four other sources** * **Facts that you knew before you sat down to research your paper or speech** |  | Nose in a book. |

Some "facts" that may ***not*** be common knowledge and need to be cited include: **opinions, interpretations, judgments, speculations, theories, claims, and assertions.** Also factsthat an author is trying to *establish* or *disprove*that are **controversial** should be citedhttp://www.isu.edu/library/research/ait/images/bottomborder.gif

## comknow.html

## Citing Document Sources- Part 1: In-Text Citations

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| A student writing. |  | When using someone else’s work, whether written, musical, or artistic material, a **citation** must be given to indicate the source(s) used. A citation is a notation, either in footnotes, endnotes, or in the text of your work, that identifies;   * **Whom** you quoted or who created the ideas that you paraphrased * **Which** book or article or other source you found the material in * **Where** the material you used can be found in that source ( a page number, for example) * **When** the source was published |

**Citations acknowledge the ideas or works of other authors; failing to do so is plagiarism**

Work that require citations include:

* Someone else's idea, theory or opinion
* Music drawings, designs, dance, photography and other artistic or technical work created by someone else
* Reproductions of tables, graphs or any other graphic element produced by someone else
* Facts and information that are not generally known
* An unusual or distinctive phrase, a specialized term, a computer code, quantitative data
* A paraphrase or summary of someone else's spoken or written words[[2]](#endnote-2)Contributions of ideas by others with whom you have collaborated

## Citing Document Sources- Part 1: In-Text Citations (Continued)

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There are numerous formats used to document (cite) sources. In all of them, the basic purpose is simple: provide enough information to readers to enable them to locate the source you used and the material you incorporated. The reader can refer to the references (also known as the bibliography) ─see Part II: Building a list of references─ for more information

An in-text citations should include the

* **author's name,**
* **year of publication**
* **page number** 
  + **Many reference formats require a page number only if a direct quote is used in your work**

**Direct quotes use the exact words of the author, which is the opposite of [paraphrasing.](C:\\Users\\R\\AppData\\Roaming\\Microsoft\\Word\\paraphrase.html)**

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## citation.html

## Citing Document Sources- Part 2: Reference List

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## Depending on the style format your instructor requires, you will need to include a complete list of all sources that you cited in your paper. This list is placed at the end of your document and, depending on the style format you are using, will be either labeled: References or Bibliography

## “References” includes only include documents that received an in-text citation

## “Bibliography” includes in text citations plus other sources consulted for background information

## 

## Books; journal articles and other periodicals; web sites require the following information:

* **author's name,**
* **title of the work (book, article),**
* **publication information (title of the journal, publisher, publication date), and**
* **page number(s) of the passage you used.**
* **Web address (URL) or DOI (Document Object Identifier), if using Web sites or online articles**
* **date visited, if using a Web site**

The purpose of your bibliography is to allow readers to locate the original documents you referred to with your in-text citations so they can check your facts or provide extra sources to help with their research.

## References are listed alphabetically by last name of the first or primary author.

## Despite the similarities noted above, each style format has its own unique features🡪make sure you follow the format precisely!

## The formatting for Some sources (artwork, musical compositions, photographs, video, etc.) may vary. [For more information on bibliographies and in-text citations](http://www.isu.edu/library/help/citations.shtml)

## referencing.html

## Paraphrasing

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Paraphrasing is taking a section of original text and summarizing in your own words the ideas or points of an argument made by another author. You must document this with an in-text citation. When paraphrasing, take care that you do not distort the intent or meaning of the original source material.

For example, here is an original passage of a text:

|  |  |  |  |
| --- | --- | --- | --- |
| Public outrage at the death of Sherlock Holmes in "The Final Problem," published in the December 1893 [issue] of *The Strand* magazine, was immediate. Women wept, men wore crepe mourning bands in their hats, and in a letter to Arthur Conan Doyle, a reader addressed him as "You Brute!" (Tibbetts, 184).  **Proper paraphrasing of this passage will look like this**:   |  | | --- | | Sherlock Holmes was an incredibly popular character. In fact, when Sir Arthur Conan Doyle chose to kill off his most famous creation, his readers treated the death of the fictional detective just like the death of an actual person. Some readers wore mourning, others cried. Doyle even received hate mail from long-time fans. **(Tibbetts, 184)**. |   The main ideas and facts from Tibbetts' passage have been taken and rewritten in the students own words. Tibbetts’ distinctive phrases are gone and there is a **notation** at the end that cites the page in *The Encyclopedia of Novels into Film* to show where the student got these ideas. [[3]](#endnote-3)3 |  | Holmes. Sherlock Holmes as he appeared in *The Strand*. |

paraphrase.html. Deleted following image code in order to insert this images of Holmes: <TD WIDTH="3%"></TD><TD VALIGN="top"><IMG SRC="images/holmes2.jpg" BORDER="0" HEIGHT="201" WIDTH="141" Alt="Shakespeare."></TD>

## Editing, Evaluating and Proofreading

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Carefully editing can save time while working through a research and writing assignment. Things to watch for while editing:

* Change distinctive words and phrases when paraphrasing. Make sure the work has truly been rephrased into your own words but still conveys the author’s meaning.
* Cite page numbers and authors when quoting
* Cite author and year when paraphrasing (for some style formats, a page number is also included).
* Make sure quoted material has quotation marks around it.
* Check that quotes and paraphrased material are in listed in the bibliography/references and vice versa.

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| http://www.isu.edu/library/research/ait/images/writing5.jpg |  | Reread the finished work more than once before turning it in. For many students, researchers, and writers, writing involves dozens of small edits, rewrites, changes, and rough drafts. Check for clarity, continuity and correctness.  Having someone proofread the work if possible. Proofreading can also help catch run-on sentences, typos, missing citations and other problems. |

edit.html

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## Where Can I Go For Writing and Citation Help?

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[ISU Writing Center](http://www.isu.edu/success/writing/index.shtml). Either visit their web site, or go to their office in the Rendezvous Building Room 323 for in-person help.

**Instructors** may give helpful information on:

* which citation format they require (i.e, APA, MLA, Chicago, etc.)
* what kind of bibliography to use
* explanations on what they want in the speech or paper
* advice and help with the assignment.

[Eli M. Oboler Library](http://www.isu.edu/library/). Librarians at the first-floor reference desk can locate style manuals and writing guides to help write citations. They can also help perform research.

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| **Online Help**   * [Citing Sources](http://www.isu.edu/library/help/citations.shtml). This page was put together by library staff to help locate style guides and citation examples. * [Son of Citation Machine](http://citationmachine.net/index2.php). This page has online tools that can help write citations. NOTE: Check to make sure citations conform to the style the instructor wants used. * [Citation Wizards](http://21cif.com/tools/cite/). This page will cite materials in MLA, CSE and APA formats in addition to finding other citation engines. NOTE: Check your citations to make sure they are in the proper format. * [Purdue University Online Writing Lab (OWL)](http://owl.english.purdue.edu/owl/) Has detailed information and examples of how to format in MLA, APA and Chicago styles |



help2.html

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QUIZ

The final section of this module is a 10 question quiz.

* Choose your answer, then click the submit button. Sometimes, you may have to scroll down to find it.
* The Academic Integrity Tutorial will display a response to your answer. Read the response, then go to the next question.
* You can take the quiz over again, but you must complete it before retaking any questions.
* The last page of the quiz displays a summary of your answers. You will be able to print out your results.
* Please clear your cookies now, so you can be able to print out the correct quiz score. For those using **Mozilla Firefox** go to Tools in the main task bar. Select: Clear Private Data. Then check the boxes marked Cookies and Cache. For those using **Internet Explorer** go to Tools in the main task bar. Select: Delete Browsing History... Click on the Delete Cookies button.

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## Endnotes

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1. “Idaho State University Policies and Procedures, Part 6. Student Affairs, Section IX. Student Conduct”, 28 September 2012” Idaho State University. http://www.isu.edu/policy/fs-handbook/part6/6\_9/6\_9a.html [↑](#endnote-ref-1)
2. . “What is Plagiarism.” The Academic Integrity Tutorial. 28 September 2012. York University. <http://www.yorku.ca/tutorial/academic_integrity/plagcite.html>

   3 Tibbets, J., Welsh, J. The Encyclopedia of novels into Film,2nd ed. (2005), 184.

   endnotes.htm.

   ## Bibliography

   http://www.isu.edu/library/research/ait/images/topborder.gif

   Tibbets, J., Welsh, J. *The Encyclopedia of novels into Film*,2nd ed. (2005) New York: Facts on File

   “What is Plagiarism.” The Academic Integrity Tutorial. 21 June 2005. York University. 12 July 2005 [‹http://www.yorku.ca/tutorial/academic\_integrity/plagdef.html›](C:\\Users\\spencer\\AppData\\Local\\Temp\\‹http:\\www.yorku.ca\\tutorial\\academic_integrity\\plagdef.html›)

   biblio.html [↑](#endnote-ref-2)
3. [↑](#endnote-ref-3)