Faculty Handbook on Academic Literacy and Academic Honesty
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Understanding Academic Literacy and Academic Honesty

All teachers who assign research-based writing have likely come upon student papers that clearly incorporated language or information from outside sources without attributing it to those sources. Perhaps certain sentences just didn’t “sound like” the student, or the writer related facts or ideas that they clearly could not have invented on their own. While as academics we universally recognize failing to cite outside information as a problem, not all instances of this problem reflect ill intent. Much, perhaps most, of the time, they reflect problems with academic literacy rather than academic honesty. This handbook summarizes current research on the multiple literacy skills required for students to write research papers, distinguishes the “growing pains” of learning to write academically from intentional plagiarism, and offers suggestions and resources both for designing assignments to enhance students’ academic literacy and for responding to cases of academic dishonesty when they arise.

Academic Literacy

Becoming a capable and ethical academic writer is a long-term complex process. The complexity derives from several aspects that constitute college writing, including both writing and information literacy skills. For our international students (and perhaps even for native-born students), the process is more complex because of differing cultural values. Finally, for those who are non-native English speakers, we must add language as a layer to the complexity. We will examine these aspects here.

Writing

At the core of academic literacy is writing. Faculty across the disciplines assign writing because of its unique ability to foster learning (Emig, 1977). Research papers in particular remain a staple of college-level classes: a recent national study of over two thousand writing assignments across the disciplines found that two-thirds of assignments were informative in nature (Melzer, 2009, p. 246). However, many teachers have gone beyond the traditional research paper—a simple explanation of a topic informed by outside sources—“to encourage exploration, synthesis, and creativity” (Melzer, 2009, p. 254).

Although writing seems simple to those of us who have practiced it over time, college writers, especially in their first two years, find themselves in a new environment where writing is a conversation rather than a presentation of knowledge with the correct answers (Bean, 2011). In college, “writing means joining a conversation of persons who are, in important ways, fundamentally disagreeing with each other, or, to make the matter less agonistic, jointly seeking answers to shared questions that puzzle them” (Bean, 2011, p. 22).

In addition, college writers find themselves writing within new genres and disciplines, whether it is a lab report in science, a memo in business, or a literature review in psychology. Their writing in high school, focused on literary analysis, has not prepared them for these kinds of assignments, nor can first-year composition cover all possible future writing situations (Carroll, 2002). Finally, as novice writers, our students view writing an essay as a final product, something which can be done
overnight before the paper is due, rather than an extended process with “discovery, development, and mediation of ideas” (Bean, 2011).

Overall, writing is an aspect of academic literacy that asks students to do the following:

- Write in multiple stages
- Write for a variety of new audiences and purposes
- Write to join a conversation within the existing scholarship

Accomplishing the latter two requires students to master a number of additional literacy tasks:

- [Understanding] genre and discourse conventions.…
- Applying concepts from the discipline
- Developing evidence acceptable in the discipline
- Organizing all this into a single coherent text. (Rafoth, 2011)

To complicate matters further, students do not learn to write once and for all and then simply build on that skill. Specialists in composition studies have long acknowledged that writing ability is very much dependent on context (Carrol, 2002). Each new discipline, each new course, and each new genre of writing presents a new context, and students may have difficulty applying what they learned about writing in a familiar context (such as first-year composition) to a new one. Helping students learn to write effectively therefore requires us to model and explain what good writing looks like in our courses and give them opportunities to practice and reflect on their writing as part of a process.

**Information Literacy**

Because most college writing asks students to draw from the conversation within existing scholarship, college writers must learn how to find and understand how to use this information. In other words, they must be information literate. According to the Association of College and Research Libraries (ACRL) (2000), the information-literate student is capable of the following:

- Knowing the type and scope of information needed for their purpose
- Understanding how to find the information “effectively and efficiently”
- Evaluating the information critically
- Using the information for its purpose
- Using the information ethically
All of these skills together inform academic literacy. When students encounter problems incorporating sources into a research paper, most of the time it is because they have not fully developed the literacy skills we expect of them, perhaps because we have not explicitly taught them those skills or fostered their ability to transfer skills from one context to another. Rather than out of ill will or a desire to game the system, they may fail to cite sources because they are distracted by the many other literacy tasks they must perform. Their problem therefore is one of academic literacy rather than academic honesty.

**International Students: Culture and Language**

For our international students, we can add a third aspect to our understanding of academic literacy and plagiarism: culture. In simple terms, cultures have different value systems towards plagiarism (Shulman, 2009). Our international students, then, must acculturate to a different value system, a complicated process. To begin with, the way we write as Americans very much reflects our cultural values of directness and simplicity. We favor a linear, deductive organization with a clearly stated main idea up front (a thesis), main ideas stated at the beginning of each paragraph (topic sentences), and a sequential progression of ideas along a single line of thought. Writing in many other cultures, including others in the industrialized West, can be much less direct and more inductive, demonstrating a process of thought rather than a final, front-loaded product. Students brought up in different writing cultures therefore may have difficulty acclimating to the writing conventions we take for granted. All of us when faced with the unfamiliar default to what we already know and try to make it work in the new context.

While thinking about cultural differences requires us to generalize, we cannot take a monolithic view of each culture and assume that “student from X country values the use of intellectual property as Y.” That said, we can understand why students from different cultures may plagiarize from a few broad factors. One factor considers traditional approaches to learning in some cultures. In China, for example, effective learning means memorizing and copying, a practice stemming from Confucius (Bloch, 2012). Another factor is linked to the value of harmony, which leads to a behavior of allegiance to authority (Wintergerst & McVeigh, 2010). In other words, departing from the language of an authority may have negative consequences. A third factor is that in some cultures, more value is placed on finding ideas than on properly paraphrasing them (Wintergerst & McVeigh, 2010).

As we can see, cultural factors may have a role in why some international students plagiarize. Nevertheless, we need to have cultural sensitivity when teaching students our cultural values towards intellectual property. For one, if we talk about our academic honesty policies in terms of what is “right and wrong,” if we tell students that their culture is “different,” some international students may interpret this “difference” as being “inferior” (Block, 2012).

Finally, for our international students who are non-native speakers of English, the demands of understanding and writing from texts may complicate their ability to be honest writers in English. That is, they may not have the complex level of academic English to fluently understand and write about, in their own words, the text that they are reading (Block, 2012). Native as well as non-native speakers may also distrust their ability to paraphrase sources accurately and therefore incorporate language from their sources verbatim (Angéil-Carter, 2000).
In all, culture and linguistic ability may result in plagiarism among international students for the following reasons:

- Cultures may have different values towards intellectual property than our own
- Cultures may have different values towards education and ways of showing respect for knowledge than our own
- Academic writing demands strong academic English knowledge

As teachers, we need to be sensitive to our students’ cultures and values, but at the same time, we need to instruct our students to become ethical writers within the rhetorical context of an American university.

**Academic Honesty**

The Westminster College *Undergraduate Academic Catalog* (2012) states:

Westminster College of Salt Lake City operates on the assumption that all academic work is the honest product of each student's own endeavors. The faculty and staff at Westminster expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the college.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member. Cheating on written assignments includes plagiarism, unauthorized collaboration with others or submitting the same material for more than one class without authorization of the instructor.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one's first-hand experience and not acknowledging the source. The student must give credit for the material by identifying the source, using one of the generally accepted citation methods.

Note that the *Academic Catalog* definition of plagiarism primarily focuses on the improper borrowing of “information or ideas” rather than words, and leaves as a separate consideration whether those ideas are expressed in the language of the original source (quoted) or in the student’s own language (paraphrased). When we say that students are being academically dishonest, we determine that they are acting with the intent to deceive faculty and intentionally pass off as their own work they did not complete (Angéil-Carter, 2000). This is indeed a serious offense since our educational system is based on evaluating students on their individual merit and assessing each one’s ability to perform the tasks we have set for them.

The *Academic Catalog* definition does not distinguish the amount of borrowed material, but general notions of plagiarism range from turning in an entire assignment written by someone else to incorporating isolated paragraphs, individual sentences, or isolated phrases. To help clarify the degree of ill intent, Blum (2009) distinguishes three kinds of plagiarism: “deceptive,” which includes “buying” or “using someone else’s freely given paper” and “importing a paper” into the student’s
own assignment; “nonce” plagiarism, which involves using isolated “components from elsewhere” and “patchwriting” (see below); and “uninformed” plagiarism, which results from “imperfect mastery of citation conventions” (p. 27).

The following sections provide information to further help you distinguish, avoid, and respond to problems with academic literacy and academic honesty.

**Why Students Plagiarize**

As suggested above, in many cases students plagiarize because they have not fully acquired academic literacy skills. Here we distinguish between isolated sentences that have been borrowed wholesale from sources rather than entire papers procured elsewhere and submitted as the students’ own. Students may incorporate source information without citation because they conflate *quotation* and *citation*, citing sources only when they quote the original and leaving out citations when they paraphrase. McCabe, Treviño, and Butterfield (2001), summarizing ten years of research into plagiarism, found that “although most students understand that quoting someone’s work word for word demands a citation, they seem to be less clear on the need to citation of someone else’s ideas when the students present them in their own words” (as cited in Blum, 2009, p. 2).

In her ethnography of American students’ attitudes toward plagiarism, the anthropologist Susan D. Blum (2009) argues that this kind of confusion and oversight results from the clash between the ways in which students deal with the many kinds of media that suffuse their lives outside college and the academic requirement to “slow way down, set up boundaries around each little piece of text, trace its origin, and document its source” (pp. 4-5). Their inattention is compounded by the need to dash from one task to another, as many of them have been doing since childhood. Besides desire for maximum gain from minimal effort, students may intentionally plagiarize in response to time pressures, often worsened by poor time management skills and over-involvement in other activities, jobs, or family responsibilities.

Some intentional plagiarists may not see what they have done as a serious problem because they do not share our cultural values. As academics, Bloom (2009) explains, we equate the words we use and who we are. Using someone else’s words without acknowledging them therefore violates their (and our) identity. Many young people, on the other hand, “say and write whatever works for their practical purposes; it need not belong to them alone” (Blum, 2009, p. 61). Their notion of identity is based on performance rather than an essential connection between words and self.

Exacerbating the problem is the failure of faculty to explain to students what they *gain* by acknowledging outside sources. Accomplished researchers recognize that citing sources helps them contribute to an ongoing scholarly discussion. When left to explaining academic literacy to students, however, we often focus on the negative—punishment and how to avoid it—rather than the constructive contributions citing sources makes and the deeper reasons for doing so (Haviland & Mullin, 2009). Students therefore develop little intrinsic motivation to incorporate sources responsibly and instead focus on extrinsic requirements and punishments.

As discussed above, external cultural factors can also lead international students to plagiarize. By defaulting to the conventions of their home academic culture, international students may not at first understand that Americans see incorporating outside sources without attribution as dishonest.
Plagiarism vs. Patchwriting

Like writing, acquiring information literacy is a long-term process. College students, in particular, are challenged by understanding and writing about the sources they find. This includes being able to summarize and paraphrase (Howard, Serviss, & Rodrigue, 2010). Both of these skills first require students to read and understand entire texts. Then they must express the ideas of those sources entirely in the students’ own language, using their own sentence structures as well as their own word choices, clearly indicating with quotation marks whenever they derive language from their sources, and citing any ideas (not just words) that come from elsewhere. Our notion of using sources responsibly therefore has two components: clearly distinguishing the writer’s language from that of the source and citing the source itself. Any writing that fails to do either meets the technical definition of plagiarism.

The way that many college writers read and write about information, however, makes paraphrasing, synthesizing, and citing sources difficult. Rather than reading and understanding texts as a whole, college writers tend to select sentences and patch them into their writing (Howard, Serviss, & Rodrigue, 2010). In this sense, they are patchwriting or “reproducing source language with some words deleted or added, some grammatical structures altered, or some synonyms used” (Howard, Serviss, & Rodrigue, 2010). When students patchwrite, they may cite the sources; however, they are still technically plagiarizing because changing a word or the sentence a little is not an acceptable paraphrase. Moreover, working with sources by patching in isolated “factoids” shifts students’ focus to individual sentences rather than the information in the text, making it easier for them to plagiarize (Howard, Serviss, & Rodrigue, 2010).

Interestingly, researchers have found that when students paraphrase as part of their note-taking process, before they even start writing, they are less likely to unintentionally plagiarize or patchwrite. Angélim-Carter (2000) found that “[m]any of the students who referenced inappropriately were simply using highlighters or underlining on the original texts as they read, and taking no notes” (p. 125). Reading from electronic sources may compound this problem since tools for commenting on PDF and HTML documents are less readily available or comments once made are more difficult to access and work with. Taking the extra step of representing sources’ ideas in one’s own words, however, and writing from those notes helps the writer take ownership of the discourse and distinguish his or her original ideas from those of the sources.

If students are patchwriting, does this mean that they are deliberately trying to cheat? Most likely not. Patchwriting reflects a stage in learning how to be a good academic writer, meaning that it is developmental and not criminal (Block, 2012). Overall, an advanced writer is able to read and write about a text in a way that maintains the original idea but is written in the writer’s words. Explicitly showing students how to read deeply to understand ideas in context, express those ideas in their own words, and incorporate them into their papers along with ideas from other sources will help them spot patchwriting and move on to true paraphrase.
Instructional Design for Academic Literacy

As faculty, we have a responsibility to create meaningful learning opportunities for our students. Rather than only being a way of testing student knowledge, well-designed writing assignments can provide such opportunities. Creative assignments rooted in authentic writing within a particular discipline—the kind of writing professionals in the field actually do—and keyed to the particular goals and readings of the course not only minimize opportunities to plagiarize but also help develop higher-order thinking and better prepare students for their future studies and careers. The following suggestions will help you both enhance students’ ability to successfully complete and learn from your assignments and minimize opportunities for academic dishonesty.

1. **Make assignments unique to the course.** Key the writing assignments to course objectives, as well as course content, readings, and student experiences. Doing so provides an opportunity for students to learn more on their own by giving them a more in-depth way to engage with course content outside class. It also minimizes opportunities for deceptive plagiarism by making it more difficult for students to simply acquire a paper that meets an overly broad topic. Another way to enhance learning and key assignments to your course is to assign authentic forms of writing—kinds of documents that people in your field actually produce (a literature review vs. a generic research paper, for example). Assigning authentic writing produces the added benefit of preparing students for their future studies and careers, reducing the shock of later having to write in ways they were never asked in college.

Other ways to make assignments unique:

- Do not use the same assignment too often.
- Be explicit about how the assignments meet your course goals.
- Require students to make and support an argument or conduct an analysis rather than simply explain a topic.
- Have students work with primary sources, case studies, images, archival content or their own research.
- Develop a limited bibliography that students can draw on for an assignment and be familiar yourself with the content of each source. This will help you spot patchwriting in early drafts and give students a chance to correct it.
- Ask students to compare a geographical, political or historical situation with a current event. This works well with upper-division students and/or a limited bibliography.

2. **Assign writing in several smaller steps.** Have students submit a topic proposal, an annotated bibliography, a draft, and a final revision, for example. Or, have them conduct field research, find sources on a topic, and create a PowerPoint that shows the connection between their research and their sources. Such scaffolding allows students to work on their content and develop it over time while helping them produce work specific to the course (see D’Errico (2001) in the Resources section for more
on scaffolding and staging assignments). Each stage also provides opportunity for instructor and peer feedback, allowing students to develop their writing skills by reflecting on them. Staging an assignment need not require separate comments on multiple drafts. Students can receive feedback from peer reviewers (after you model and discuss effective peer review) or submit each stage of the assignment for a grade, revising each stage to incorporate it into the next.

Staging assignments also discourages plagiarism. Students who are guilty of plagiarizing assignments often point to overwork and procrastination—when they leave work until the last minute, they are more tempted to borrow, buy or copy others’ work. Requiring students to submit ongoing portions of their developing assignment rather than a single final product makes it more difficult for them to pass off others’ work as their own and provides an opportunity for instructors to let them know where they have incorporated others’ ideas without citing them.

3. Provide and discuss models of effective academic writing. Show students examples of good scholarship in your discipline, highlighting the way sources and/or data are used and cited. Analyze journal articles or other texts to show the “moves” that experienced writers make. Within texts, show how expert writers synthesize information from multiple sources to support their own arguments.

4. Have students reflect on their writing. Reflective writing can help students internalize the skills they develop at each stage of the writing process—the choices they made when revising a draft, for example. Students may submit a “cover letter” or other reflection with a final paper submission or portfolio. Such reflection, again best taught by giving students models of what deep reflection looks like, can lead to self-examination and increase student’s awareness of the process so they can transfer it to other contexts. The Reflective Capacities Rubric developed for the college-wide eportfolio helps raise awareness about the various aspects of deep reflection: analysis, interconnections, and self-awareness.

Components of an Effective Assignment

Students may under-perform on assignments because faculty do not state their expectations and explain how students will be evaluated. Effective assignments are, first of all, written down so that students do not have to resort to memory, class notes, or hearsay to know what they are supposed to do. Assignment prompts should explain the context for the assignment—how it ties into the course—and offer specific instructions for what the student is supposed to do (analyze a text, for example, vs. compare conflicting opinions or discuss alternatives). Assignments may include specific learning goals and should indicate the criteria faculty will use to evaluate them. Bigger is not necessarily better: students can be overwhelmed by multi-page assignments that dictate everything they are supposed to do. At the very least, simply following a set of step-by-step instructions limits students’ opportunity to assume creative control of their work and limits higher-order thinking. Examples of good assignments are included in the resources listed below.

Examples of Bad Assignments

The following real-life extracts from Muriel Harris’s “Assignments from Hell” (2007) illustrate common pitfalls that faculty should avoid. Each example shows the entire prompt that students were given:

1. Use intimidating diction:
— Carefully summarize and then faithfully represent and clearly articulate what is at the heart of the reading. You must provide logical links between ideas and responsibly use paraphrase and quotation.

2. **Encourage fragmentary responses, idle speculation, or frivolity:**
   — Compare the soul of an onion with the destiny of man.

3. **Are vague or assume knowledge students don’t have:**
   — Write your first paper over either *The Odyssey* or *The Inferno*; choices for the second paper are *Utopia* or *Candide*.

4. **Pose numerous questions, provoking incoherence:**
   — Compare and/or contrast the reason(s) the U.S. invaded Granada. Be sure to form conclusions on your own after synthesizing your sources. Was the invasion justified? Why or why not? How did the media treat the invasion?

5. **Are too personal:**
   — Relate the feelings of guilt experienced and expressed by Mr. Hooper and the townspeople to a personal experience in which you felt the pangs of guilt (e.g., cheating on an exam, lying to a teacher or parent, defaming the character of a fellow student, receiving unearned praise for work which is not your own). Be specific. Use examples from the story to make comparisons.

6. **Pit novice writers against professionals:**
   — Read Ahren’s “The Great American Football Ritual” and Cleaver’s “Blood Lust.” Using these essays as models, choose and define an activity (such as a sporting event, the drive-in trend, courtship rituals) as a symbol of some aspect of American society. Make sure your essay reveals more than just something about the activity; it should cause the reader to think critically about the society which produces and enjoys that activity.

7. **Have no stipulated audience and/or purpose to help students define the context in which they are writing:**
   — Explore the complexities of an issue; develop and support your own perspective. Possible topics: 1) Bilingual education in the schools. (When funds are limited, should money go to bilingual education or to other language/support programs for other groups?) or 2) Affirmative action or reverse discrimination.

8. **Have contradictory or conflicting audiences:**
   — Using what you have read in Haberman about sex education counseling for teens, write a report to your high school principal.

9. **Emphasize mechanics and format over content:**
   — Summary of a two-page assignment: The first page and a half spell out requirements for page length, late penalties, documentation guidelines, and plagiarism warnings. The concluding paragraph on the second page contains the actual topic. Attached is a list of 65 rules of grammar to heed.

10. **Contain presuppositions:**

— “War, disease, and famine are necessary to the preservation of mankind.” Discuss.

11. Ask for too much or do not indicate the level of generality that is acceptable:

— Write a document analysis, of about 500 words, selected from one of the following documents from the Tierney and Scott volume:

Thucydides
Plutarch, Lycurgus
Plato, Republic
Aristotle, Politics
Edict of Milan and Theodosian Code
Augustine, The Two Cities

Put the document in historical content. Explain and interpret the significance of the document for its own time, and also relate any continuing significance of the document beyond its own time.
Detecting and Responding to Academic Dishonesty

Generally it is better to prevent plagiarism than to focus solely on catching and punishing students who plagiarize. Nevertheless, not all plagiarism can be prevented, and today’s technology makes it easier than ever for students to copy the work of others. Fortunately, today’s technology also makes it easier for faculty to detect plagiarism. It is helpful for faculty members to be familiar with the tools available to determine when material has been taken from sources on the Internet.

When a student who has been struggling with writing suddenly turns in a very well-written paper, or when a student’s paper contains passages that don’t seem to match other parts of the paper in tone, vocabulary, or style, a faculty member may suspect that plagiarism has occurred. Faculty can use two types of tools to determine if material in a paper has been taken from sources on the Web: Google and similar search engines, and plagiarism detection services such as plagiarisma.net and turnitin.com. Each type of tool will be discussed below.

**Google or other search engines.** The quickest and easiest way to determine if material in a document has copied from the Web is to select a distinctive sentence from the document and paste it into Google or a similar search engine. Google will quickly identify similar passages from the Web. Because Google limits queries to 32 words, it may be necessary to check numerous sentences in the document before concluding that material in a document has or has not been plagiarized. The main disadvantage of Google and similar search engines is the limitation on queries. If a large portion of a paper has been taken from several Web sources, identifying the plagiarism sentence by sentence can be quite time-consuming.

**Plagiarisma.net, turnitin.com or similar plagiarism checkers.** These online services will scan an entire document and identify passages that match documents and databases available on the Web. Some of these services will also identify the URLs the passages were taken from, thereby allowing a faculty member to go directly to the website to examine more closely the nature of the plagiarism. Other detection services will indicate the percentage of the document that is original. Plagiarism detection services usually list all material in a paper that matches Web documents even if they are cited properly, so faculty using these services will need to examine each passage in the paper to determine if it has been properly attributed.

Many plagiarism checkers offer to scan a limited number of words free, and they offer to scan longer papers for a monthly or annual fee. It’s best to choose plagiarism checker services carefully; some of them will scan papers and then add them to a database that other students can purchase for a fee. Turnitin.com has faced legal challenges in the past because it acquired and sold student intellectual property (their papers) without their permission.

Once a faculty member identifies plagiarism in a paper or document, the next step is to meet with the student, share the discovery with him or her, and listen to the student’s side of the story. If handled appropriately, the experience can be useful learning opportunity for the student. Students may not be aware that what they did constituted plagiarism. If students seem to have acted out of ignorance, providing the opportunity to revise the paper by paraphrasing, quoting, and citing sources responsibly can give them the opportunity to develop these skills. This ignorance may be difficult to justify, however, if faculty explicitly showed students how to paraphrase and cite sources (in an ENGL 110
class, for example), and some penalty may still be appropriate—applying a late penalty until the revised paper is submitted, for example.

The Academic Catalog indicates that in cases of (deceptive) plagiarism, faculty should observe the following procedure:

Initially, sanctions are the responsibility of the class instructor. The instructor may simply reprimand the student, or may demand the work be repeated, or may give a failing grade for the assignment or exam in question, or may give a failing grade in the entire course. In each case, a short report of the incident will be filed with the appropriate academic dean.

In the case of repeated or more serious violations, the faculty member may recommend to the dean that the student be put on probation, suspended, or expelled from the college. The dean's recommendation will then be sent to the Dean of Students.

Students may appeal such decisions to the Academic Grievance Committee. In the case of an appeal, the student has the right to be present at the hearing and refute the charges. A written copy of the decision will be distributed to all involved parties within 72 hours of the hearing.

The Dean of Students asks that even on a first offense, faculty report cases of deceptive plagiarism to his office. Students will not face serious sanctions unless they have plagiarized in other classes:

When faculty suspect a violation has occurred, please first call the Dean of Students to ensure the student has not violated our policy in a previous semester. If this is the student’s first offense, faculty have a number of options. Sometimes faculty fail the student for the course, sometimes for the assignment, and sometimes they only take a percentage off the assignment. Regardless of that outcome, the student’s name must be added to the master list compiled by the Dean of Students. If there is a second offense with the same student, the Dean of Students then steps in, usually (but not always) resulting in the student being suspended for one semester.

Always email the Dean of Students when a student is caught violating our academic honesty policies to ensure that they have not previously been found responsible of violating our policy. Please do not negotiate if the student’s name should be on the list; this is an important step in our process.
References


Rafoth, B. (2011). Longitudinal research on writing development. Workshop presented at the International Writing Centers Association Summer Institute, Lone Wolf, OK.


Additional Resources

Books (available in the Giovale Library collection)


Articles (available online through Academic Search Premier unless otherwise indicated)


Websites

The Citation Project: http://site.citationproject.net/


University of Houston at Clear Lake Writing Center, Virtual Academic Integrity Laboratory: Understanding Academic Integrity, Plagiarism, and Cheating: http://www-apps.umuc.edu/vailtutor/

The WAC [Writing Across the Curriculum] Clearinghouse: http://wac.colostate.edu/

Online Videos

University of Sydney, Plagiarism and Academic Honesty:
http://www.library.usyd.edu.au/elearning/learn/plagiarism/
—Explains the larger context of a university. Talks a little about paraphrasing.

San Diego State University, Plagiarism: The Crime of Intellectual Kidnapping:
http://infotutor.sdsu.edu/plagiarism/
—Talks about paraphrasing.

University of Southern California, Academic Integrity at the University of Southern California:
https://usccollege.adobeconnect.com/_a839705232/academicintegrity/
—Discusses cultural views of academic honesty. Focuses predominantly on sanctions and punishment. Goes into searching the library.