Jody Greene on Academic Integrity and Paper Guidelines

All the following is material offered by Jody Greene, Director of the Center for Innovations in Teaching and Learning (CITL)

Academic Integrity

Unfortunately the university switched in 2015 from a statement of Academic Integrity (http://registrar.ucsc.edu/navigator/section1/academic-integrity.html) to redirecting students to the Academic Misconduct Policy (http://www.ucsc.edu/search/?cx=012090462228956765947%3Ad0ywvq7bxee&cof=FORID%3A9&ie=UTF-8&q=academic+integrity). I think the move from code to policy and the shift from integrity to misconduct makes it more rather than less difficult to use the existing primary resources on a syllabus. I still like and use a version of the original academic integrity statement.

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript.

I also use this, which used to appear on the website on Academic Integrity (I recognize that this is too vague for many instructors, but it does appear on all of my syllabi):

From UCSC Website resources on Academic Integrity

"Academic integrity... focuses on standing up for the five values fundamental to the academic process, even when it is difficult to do so. The value of academic honesty is primary and a prerequisite to the other four ... trust... fairness, respect and responsibility."

"...Without trust, there are severe limits in the cooperation needed to accumulate knowledge or verify the achievement of requisite skills and perspectives among students... Fairness guarantees that students are not disadvantaged by the dishonesty of a few. Respect means acknowledging the worth and work of others and not treating them as objects. Responsibility is defined in terms of accountability... taking action in the face of wrongdoing." (Drinan, 1999)

I also include the following on my syllabi:
PREPARATION FOR CLASS

With regard to coming prepared for class, **the principles of academic integrity require that I** come having done the things necessary to make the class a worthwhile educational experience for you. This requires that I:

- reread the text (even when I’ve written it myself), clarify information I might not be clear about,
- prepare the class with an eye toward what is current today (that is, not simply rely on past notes), and
- plan the session so that it will make it worth your while to be there.

With regard to coming prepared for class, **the principles of academic integrity suggest that you** have a responsibility to yourself, to me, and to the other students to do the things necessary to put yourself in a position to make fruitful contributions to class discussion. This will require you to:

- read the text before coming to class,
- clarify anything you’re unsure of (including looking up words you don’t understand),
- formulate questions you might have so you can ask them in class, and think about the issues raised in the directed reading guide.

WRITTEN ASSIGNMENTS

With regard to written assignments, **the principles of academic integrity require that I**:

- devise meaningful assignments that grow out of and further the work done in the classroom,
- provide you with a clear description of that assignment so that you know what is expected of you and what I’ll be looking for when I grade it,
- give due and careful consideration to your paper when evaluating it and assigning a grade, and
- confront you if I suspect that you have plagiarized or in other ways not handed in work that is entirely your own.

With regard to written assignments, **the principles of academic integrity require you to**:

- start your research and writing early enough to ensure that you have the time you need to do your best work,
• hand in a paper which you yourself have done specifically for this course and not borrowed from someone else or recycled from an earlier course,

• not be satisfied with a paper that is less than your best work,

• seek only appropriate help from others (such as proof-reading, or discussing your ideas with someone else to gain clarity in your thinking), and

• **give full and proper credit to your sources.**

Let me expand on this last point, since it applies to both you and me.

By its very nature, education and the accumulation of knowledge is a shared enterprise. None of us has the time, let alone the background knowledge required, to learn everything on our own. Virtually everything we know has come to us because someone else has taken the time to think about something, research it, and then share what s/he’s learned with us in a class lecture or, more likely, in an article or book. This is every bit as true for me as a teacher as it is for you as students. I’d have very little to teach if all I could talk about is what I’ve learned solely on my own.

In a class lecture it would be too disruptive if I stopped to cite all of my sources, but I know, and you need to know, that I am sharing with you the things I’ve learned from hundreds of different authors. What I contribute is the way I bring their ideas together into a coherent whole so that it makes sense to you.

If this is true for me, how much more so for you. I have many more years of education and reading behind me than you do. I don’t expect you to do original research. Instead, I expect you to read about the research of others, and to bring together their ideas in such a way that makes sense to you and will make sense to me. Therefore, it’s essential for you to cite your sources in any research paper you write. The academic reasons for doing so are to give credit to those who have done the original research and written the article or book, and to allow me to look at them if I needed to find out if you have properly understood what the author was trying to say.

But at a practical level, citing your sources is a way to show that you’ve sought assistance with the assignment. If your paper contains no citations, the implication is that you have done a piece of original research, but maybe that wasn’t the assignment. Citations (along with the bibliography) show that you have consulted a variety of resources if the assignment required. They’re also an acknowledgement of your indebtedness to those authors.

So don’t feel you need to hide the fact that you’re drawing from one of your sources. That’s what it’s all about.

Below are two further documents you may find useful—one, a way of being completely clear with students about your expectations related to the use of outside sources; the second, a simple document that outlines my expectations for all papers submitted in my courses.
The Use of Secondary Sources

What follows are my expectations surrounding the responsible use of and respect for intellectual property.

I have no (NO) expectation that you will draw from secondary sources for the writing of a paper for this course. Since some of you will, inevitably, so do, I am offering these guidelines, but I would prefer that you NOT use secondary sources for papers for this course and the inclusion of these guidelines should not be understood as encouraging you to use outside sources.

FIRST (very first before you do anything else):
Decide in advance whether you will or will not be discussing secondary sources in your paper.

THEN (and only then)
If you decide NOT to discuss any secondary sources in your paper, do not look at any secondary sources. This includes Wikipedia, sparknotes, etc. None.

If you DO decide to discuss secondary sources in your paper:

1. You must include a Works Cited list, correctly formatted, which includes everything you consulted (even if you only looked at it for 12 seconds). Every last thing. Whether you discuss it in the paper or not.

   Please use the following helpful resource for ALL citation questions. Pick a citation format (MLA or Chicago) and stick with it.

   http://guides.library.ucsc.edu/citesources

2. You must consult at least one article from an academic journal if you plan to use secondary sources. That is—you may not ONLY consult Wikipedia.

3. You must also discuss (discuss—that is, quote from, explicate, and analyze) at least one quotation from the academic article in the body of your paper.

   Finally, it would be my preference that you NOT consult Wikipedia, sparknotes, smartlitquotesfordummies, or whatever else you can find through a google search. SKIP THE GOOGLE SEARCH and go directly to the library webpage where you will find article databases. This is how you do an academic search as opposed to a search on, say, how to make a quiche or quiet the seatbelt chime in your station wagon.

   My very favorite search engine is called RESEARCH LIBRARIAN. Try it. You may be wowed and astounded.
Please contact me if you have questions.

Plagiarism information from UCLA: http://guides.library.ucla.edu/citing/plagiarism

UCSC disciplinary code for academic misconduct: https://www.ue.ucsc.edu/academic_misconduct

GENERAL GUIDELINES
for paper writing, in any course, and in almost any discipline
(Keep these for future reference).

1. All papers must have a title—a title different from that of the poem/text you are working on. Use it to catch your reader’s attention. Don’t attach a separate title sheet—just put the title at the top of the first page of your paper, by your name.

2. Number the pages. Staple them together. Do not just turn over the corner. If we lose sheets of paper, we’ll assume the pages were missing when you handed the paper in.

3. Double-space your paper. Also, use a 12 point font. Leave 1” margins, at least.

4. All papers must be typed and proofread. If we find more than two or three flagrantly obvious mistakes in your paper—typos that are clearly not “mistakes”—the paper will be returned to you and marked as a late paper. Handing in a paper full of typos is a sign that you didn’t give yourself enough time to take care of the final stage of paper-writing, proofreading.

5. Do not ever spell the name of a poet/author incorrectly in your paper. It shows disregard not only for the material, but also for the paper topics, which include the author’s name.

6. If you do not know the proper conventions for quoting poetry or prose, both within the text of your essay and in indented quotations, find out how to do it correctly. The sooner you learn to do this, the sooner you can stop worrying about it. The same goes for those of us who have to read your papers. If you have an MLA handbook, use it. If you don’t have one, I would strongly recommend that you get one. Papers with mistakes in this area will be returned and marked as late papers. If you can’t understand what to do from the style manual, go get any secondary text of literary criticism and copy the conventions of citation.

Online version: http://guides.library.ucsc.edu/citesources
7. **Always cite poetry by line number, not page number.** Always cite prose by page number. Always cite something or other after every quotation from the text.

8. Do not include a bibliography/Works Cited unless you are referring to texts not assigned in the course.

9. Always quote from the text exactly. Check your quotations as you proofread. Just open the book, find each quotation in your paper, and compare. You will be amazed at how often you have subtly changed word order, punctuation, and even the words themselves, in the process of quoting from a text.

10. **THIS IS VERY IMPORTANT:** Before beginning to write any paper, pull out the last couple of papers you have written for any course. Look carefully at the things that have been corrected in your papers, and try not to make those mistakes this time. This is the easiest and perhaps the only way to improve your writing permanently and irreversibly.

11. **A Thesis** is a statement that a reasonable person could disagree with. In a literature course, a thesis must be supported by evidence from a primary text.

12. **Explication** is the most fundamental tool of textual argument. This means that you need to cite from the primary text, and then you need to explicate each quotation, restating its concerns in your own words in a way that supports the arc of your argument. In literary studies, the ratio of explication to quotation is at least 3:1. This means, roughly, that if you quote three lines of prose from the text, you should spend at least 9 lines discussing those three lines. This is of course not an exact science, but it might help you to see that