

**Upper School
Packer Collegiate Institute**

Academic Integrity Handbook

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Foreword

Like many schools of its sort, Packer experiences violations of academic integrity on a regular basis. Some are deliberate; others are unintentional. A variety of factors contribute to these violations: fatigue, stress, lack of information, overwork, bad planning. In many cases, students don't want to cheat; they do so because they feel as if it's their best option for success, or because they don't want to let a teacher down, or because they feel at fault for their failure to plan ahead.

Discussions with students who have violated Packer's academic integrity policies reveal several themes:

- Most outright plagiarism took place late the night before a paper was due.
- Students expressed confusion about what needs to be cited and what doesn't.
- Students didn't want to let their teachers down by asking for an extension or by coming to class without work done.
- Students felt pressure to do well and thus were tempted to cheat.

Discussions with teachers who suspect students of academic dishonesty reveal other themes:

- Teachers didn't always discuss explicitly in their classes the proper procedures for using secondary sources.
- Some teachers assumed that students had been taught these procedures elsewhere.
- Some teachers weren't sure of the practices within their discipline.
- The increased use and availability, and ever-changing nature, of electronic resources make it hard to stay current on proper citation: how does one cite a webpage? A blog? An electronic newspaper?

Packer students use secondary sources automatically; for them, "research" is a warm-up, an instinct at the beginning of a process, not an end in itself. The ubiquity of information makes confusing the concept of "common knowledge"; if a definition is accessible on a dozen websites and can be found in ten seconds, how can it not be common knowledge?

It's clear that teachers want their students to know how and what to cite, and that students want to act with integrity and do things the right way; it's also clear that

neither always has the information they need, readily and easily accessible. We hope that herein both students and faculty will find information that supports teaching and learning; that teachers can easily incorporate into their lessons; and that students can use as a resource when they have a question about proper citation.

Chapter 1: What is academic integrity, and why is it important?

Having integrity means being honest, upholding certain ethical principles, and feeling a sense of personal responsibility for our behavior and actions. Having *academic* integrity means being honest, ethical, and responsible about our scholarship—our work habits, our research practices, and the work we produce.

Academic integrity is an integral part of any learning community because students and teachers rely on each other to achieve common educational goals. While we are at Packer, we all benefit from the exchange of ideas and information in class discussions. We also have access to a wealth of resources every day: teachers, books, the library, the Internet, colleagues, and fellow students. Because we use and benefit from these resources every day, it is important for all of us at Packer to know how to acknowledge their contributions to our learning and work. Teachers are responsible for establishing clear, consistent expectations for students' academic integrity and for providing ample instruction on how to achieve it. Students are responsible for learning how to research, use, and cite sources and for applying that knowledge consistently to their work.

What are the benefits of academic integrity? Well, when we acknowledge the resources we used to write a paper or find a solution to a problem, we also draw attention to the work we did to use those resources in our own work. In other words, correctly citing or attributing our sources gives evidence of our scholarship. When we benefit from the work of others without citing those contributions, we seriously damage our credibility as students and scholars with the school and with each other.

Another drawback of academic dishonesty is that it fundamentally defeats many of the goals of education. Academically dishonest behavior generally falls into two categories: cheating and plagiarism. While students sometimes feel that cheating or plagiarizing will help achieve the goal of doing well on an assignment, the effect of this behavior is often the opposite. When we engage in academically dishonest behavior, we don't learn the skills and content necessary to do well in our academic pursuits; we stunt our growth as students and as learners because we use other people's ideas in place of developing our own. As noted by Ms. Genaro in her course expectations, "Education is not just about **what** you learn; it's also, and equally, about **how** you learn. Mastering the process of learning, of using all available resources properly and effectively, is as much a part of learning as producing a

quality exam or paper" (American School of London). While cheating on or plagiarizing an assignment may result in short term gains, those who cheat or plagiarize are worse off in the long term because they have not developed the skills necessary to succeed, and they cannot replicate the work under different circumstances. Another drawback to cheating and plagiarism is that they present a false representation of what students know, making it difficult for teachers to assess student learning and tailor instruction to meet students' needs.

Common violations of academic integrity include:

- working together on assignments when collaboration is not permitted
- cheating on a test or sharing information about the content of a test
- copying or sharing homework
- handing in the same paper for more than one class
- relying on excessive help from a parent or tutor to complete an assignment
- using information from a secondary source without citing it at all
- using information from a secondary source without citing it properly
- consulting a secondary source when a teacher has asked you not to
- photocopying and distributing material from a print or online source without citing it
- including pictures or information in a PowerPoint presentation or on a handout without citing the source.

Recent examples of plagiarism in the news:

In 2007, 34 first-year MBA students at Duke University's Fuqua School of Business were penalized for collaborating on a take-home exam. Though students were allowed to use notes and other materials to complete the test, they were instructed to work alone. When the professor noticed "unusual consistencies" in the students' responses, he reported them to the school's honor council. All students at Duke receive a copy of the school's honor code before they enroll and are required to uphold the code in both spirit and action as a condition of enrollment at Duke. As a result of their actions, nine students faced expulsion, fifteen received a one-year suspension and a failing grade in the course, nine received only a failing grade in the course, and one student received a failing grade for the exam.

Chambers, Stanley B. Jr. "34 Duke students found to have cheated." 29 April 2007. [Newsobserver.com](http://www.newsobserver.com). 10 August 2008.
<<http://www.newsobserver.com/1366/story/568984.html>>

In 2006, 55 recently graduated students at Ohio University's School of Mechanical Engineering were asked to return their degrees and re-write their Master's theses after an investigation revealed that all 55 students had plagiarized parts of their theses. In an interesting turn of events, the investigating committee's harshest criticism was not for the students, but for three faculty advisers who were responsible for overseeing most of the students' thesis projects. The committee found that these professors either failed to properly oversee the students' research and progress on their work or simply ignored the students' repeated breaches of academic integrity. The university's review board rescinded the students' degrees, required them to re-write their theses and defend them again, and required them to re-enroll for one credit hour—a significant penalty considering that most of the students had gone on to Ph.D. programs! The review board also called for the dismissal of two of the professors, one of whom was the mechanical engineering department chair. The board suggested that the third professor not be allowed to oversee thesis projects for a period of two years.

Lederman, Doug. "Student Plagiarism, Faculty Responsibility." [Inside Higher Ed](http://www.insidehighered.com). 1 June 2006. 10 August 2008.
<<http://www.insidehighered.com/news/2006/06/01/plagiarism?>>

In 2002, noted history scholar and writer Stephen Ambrose was confronted with the charge that he had plagiarized from the work of another historian, Thomas Childers, while writing his book *The Wild Blue*. While Ambrose did footnote Childers, he took more than simply Childers's ideas—he copied his exact words without citing them, appreciating Childers' elegant prose style. The incident blew over, but in the next two weeks, news reporters uncovered over seven more instances of plagiarism in Ambrose's work. When confronted with the new charges, Ambrose became defiant and claimed, "I am not out there stealing other people's writings. If I am writing up a passage and it is a story I went to tell and this story fits and a part of it is from other people's writing, I just type it up that way and put it in a footnote."

Plotz, David. "Why Stephen Ambrose's Plagiarism Matters." Slate.com. 11 January 2002. Washington Post. Newsweek Interactive Co. LLC. 10 August 2008. <<http://www.slate.com/?id=2060618>>

Chapter 2: What needs to be cited and why?

According to the *Modern Language Association Handbook for Writers of Research Papers* (MLA), whenever writers go beyond their personal feelings, thoughts, experiences, and inclusion of common knowledge in writing assignments, they need to credit other people's information and ideas. Such writing can include the use of primary and secondary sources. Writers who search for, identify, evaluate, and assimilate information are required to cite their sources in a uniform and consistent style.

What sources need to be cited?

The following types of sources, both print and electronic, including those found on subscription databases, need to be cited, both parenthetically within one's writing and in a works cited page.

- **Books:** any books, including reference books such as dictionaries, encyclopedias, almanacs, etc., and sources found in *World Book Online Reference Center*, *Gale Biography Resource Center*, *Britannica Online School Edition*, *GrolierOnline*, etc.
- **Periodicals:** including print or online magazines, scholarly journals, newspapers, and sources found on *ProQuest*, *EBSCO*, *Opposing Viewpoints*, etc.
- **Other print and non-print sources:** (as viewed in the MLA table of contents):
 - television or radio programs
 - sound recordings
 - film or video recordings
 - performances
 - musical compositions
 - paintings, sculptures, or photographs
 - interviews
 - maps or charts
 - cartoons or comic strips
 - advertisements
 - lectures, speeches, addresses, or readings
 - manuscripts or typescripts
 - letters or memos
 - legal sources

- Other electronic sources:
 - documents from an Internet site
 - entire Internet sites

2. What information needs to be cited?

When writers use any of the following in their own writing, they must credit their sources both parenthetically and in a works cited page:

- Direct quotations
- Another person's ideas or theories
- Facts that are **not** common knowledge. Common knowledge is information that most people know, such as that John Kennedy was elected President of the United States in 1960, or that is easily available in a wide variety of sources.
- Paraphrases
- Summaries

3. What is a bibliographic composer, and how can I use it?

An online bibliographic composer allows writers to set up a personal account, create a new list of works cited for each assignment, and enter relevant information for different types of sources based on MLA or APA format. Bibliographic composers can:

- create proper formats with correct punctuation for a wide variety of sources, including print and non-print (images, interviews, films, websites) sources and subscription databases.
- create a citation for each source that can be checked for errors, edited, copied, or deleted.
- include online tutorial and help functions so that users can ask questions about citations via e-mail.
- save lists of citations automatically.
- analyze the types, medium, and timeliness of sources used. For instance, the program can group books together, articles together, websites together; it can also list sources from oldest to most recent.
- sort lists of sources alphabetically, by media type, by date, or by primary, secondary or tertiary sources.

- convert lists of sources to Microsoft Word.
- share lists of sources with teachers.
- e-mail lists of sources directly to other people (for instance, a teacher) without having to cut and paste the information into a separate e-mail program.
- create notecards for direct quotations, paraphrases, and “My Ideas.” This function allows writers to separate information they’ve gotten from sources from their own independent thinking about their topic.
- link works cited to notecard function. Clicking on the name of a source can users directly to the notecards they’ve created based on that source.

Many colleges use bibliographic composer programs such as RefWorks, a citation manager; NoodleBib (www.noodletools.com) is available at Packer.

Chapter 3: Overview of MLA style: parenthetical citations and works cited, with examples and online resources

An MLA-style citation provides the following information about a source, so that a reader can verify information or read further by identifying and locating the source.

- Name of the creator of the work (if available)
- Title of the work
- Publication information

MLA citation requires that writers use a certain format to identify their sources; that format includes the order of information, capitalization, and punctuation.

Capitalization

Capitalize the first and last words of all titles and all other words that are nouns, pronouns, verbs, adjectives, adverbs, and subordinating conjunctions (after, although, as, because, before, even though, if, that, unless, until, when, whenever, where, while).

Do not capitalize the following unless they are the first or last word of the title: articles; prepositions; coordinating conjunctions (and, but, for, nor, or, yet so); and the word “to” when it’s part of an infinitive (to dance, to sing, to shout, to skate; for example: *How to Win Friends and Influence People*).

Punctuation

The titles of the following types of sources should be underlined or italicized:

- An album, compact disk, record, etc.) *Yoshimi Battles the Pink Robots*
- Book *For Whom the Bell Tolls*
- Film *Dirty Dancing*
- Magazine *National Review*
- Newspaper *New York Times*
- Painting *Mona Lisa*
- Play *August: Osage County*
- Television program *Battlestar Galactica*

The titles of the following types of sources should be placed in quotation marks:

- Chapter or essay in a book
 - Encyclopedia article
 - Episodes of television program
 - Newspaper and magazine article
 - Poem
 - Short story
 - Song
- “The Hirohito Riddle”
 - “Nuclear Energy”
 - “Treehouse of Horror”
 - “The Ethics of Climate Change”
 - “Lady Lazarus”
 - “A Good Man Is Hard to Find”
 - “Take a Chance on Me”

Examples of MLA citations

Not all sources are covered here. Examples are given for common types of sources often cited by students. If you need guidance in citing a source not included here or need help properly citing a source, please ask a librarian or refer to the most recent edition of *MLA Handbook for Writers of Research Papers*. Copies can be found at the information desk in the Blackburne Library.

Books: In most cases, use this format: Author. *Title*. Place of publication: publisher, year of publication.

A book with one author:

Morgan, Ted. *Reds: McCarthyism in Twentieth-Century America*. New York: Random, 2003.

A book with the two authors: Note that the second author is listed with his first name first, last name last.

Chang, Jung, and Jon Halliday. *Mao: The Unknown Story*. New York: Knopf, 2005.

A book with an editor: Note that the editor's name is listed with his first name first, last name last, and that his name comes **after** the title.

Living Through the Civil Rights Movement. Ed. Charles George. Detroit: Greenhaven, 2007.

A specific work such as a poem, short story or play, in an anthology or collection:

When citing the specific work, use the proper rules of capitalization and punctuation for titles.

In most cases, use this format: Author of specific work. "Title of Specific Work." *Title of anthology*. Name of editor of anthology. Place of publication: Publisher, year of publication.

Joyce, James. "Araby." *The Portable James Joyce*. Ed. Harry Levin. New York: Penguin, 1976.

A special part of a book, such as a preface or analytical essay:

You will see that three names are included in this format: the name of the author of the special part; the name of the author of the original work; and the name of the editor of the edition that includes the special part. Page numbers are given for the location of the special part.

Nussbaum, Martha. "Wuthering Heights: The Romantic Ascent." Wuthering Heights. By Emily Bronte. Ed. Richard J. Dunn. 4th ed. Norton Critical Edition. New York: Norton, 2003. 397-410.

An article from a print magazine or newspaper article:

In most cases, use this format: Author. "Article Title." Magazine title date of publication: page numbers.

Note that there is no period following the publication's title.

Kandell, Jonathan. "Acadia Country." Smithsonian May 2008: 46-55.

Robertson, Campbell. "Fleeting Stage Glory, Savored and Survived." New York Times 19 May 2008, late ed., sec. E: 1+.

An article from a magazine or newspaper from an online database such as ProQuest:

In most cases, use this format: Author. "Article Title." Newspaper title date of publication and page number of print version (if known). Name of database. Publisher of database. Name and location of library providing access to database. Date article was accessed online. <url of database's search page>

Note that there is no period following the publication's title or the url.

Kandell, Jonathan. "Acadia Country." Smithsonian May 2008: 46+. ProQuest Platinum. ProQuest. Packer Collegiate Inst. Lib., Brooklyn, NY. 20 May 2008 <<http://proquest.umi.com/login>>

Robertson, Campbell. "Fleeting Stage Glory, Savored and Survived." New York Times 19 May 2008, late ed.: E1. ProQuest Newspapers. ProQuest. Packer Collegiate Inst. Lib., Brooklyn, NY. 20 May 2008 <<http://proquest.umi.com/login>>

An encyclopedia article:

Most encyclopedia articles do not have authors; therefore, the example below does not include one. If you are citing an encyclopedia article with an author, begin the citation with author's last name followed by a period.

Well-known encyclopedias such as the *Encyclopedia Britannica* and *World Book Encyclopedia* do not require full citations. Use the format that follows.

"Title of Article." *Name of Encyclopedia*. Edition or copyright year ed.

"Kyoto." *World Book Encyclopedia*. 2007 ed.

An article from an online encyclopedia or biographical dictionary:

"Title of Article." Title of encyclopedia. Number of volumes. Place of publication: Name of publisher, year of publication. Name of database accessed to find article. Publisher of database. Name of library providing access to database, location of library. Date of access <url of database start page>

"Matt Groening." St. James Encyclopedia of Popular Culture. 5 vols. Chicago.: St. James, 2000. Biography Resource Center. Gale. Packer Collegiate Inst. Lib.,

Brooklyn, NY. 20 May 2008 <<http://infotrac.galegroup.com/itweb/?db=BioRC>>.

A web page:

In most cases, use this format: Author of article or page. "Title of Article on Web Page." *Name of website*. Sponsoring organization. Date article or page was updated. Date you last accessed the web page <url of article or web page>

You must provide as much of the information above as you can find; however, all web page citations must include the name of the web site, the date accessed and the url.

Note: in the example below the Center for Disease Control is the sponsoring organization for the web site. Correctly identifying a sponsoring organization can be confusing so it is advised that seek help from a teacher or librarian if you uncertain.

"Fruit and Vegetables Benefits." Eat Fruit and Vegetables Everyday. Center for Disease Control. 20 May 2008 <<http://www.fruitsandveggiesmatter.gov/benefits/index.html>>

An image found online:

In most cases, use this format: Creator of image. Title of Image. Medium of image. Date image was created. Location of original image. Date image was accessed online. <image url>

Eakins, Thomas. The Biglin Brothers Racing. Oil on canvas. 1872. National Gallery of Art, Washington, D.C. 20 May 2008 <<http://www.nga.gov/cgi-bin/pimage?42575+0+0+gg68>>

Citing sources in your text using parenthetical citations and a works cited list

The example paragraph below uses information from three sources: a book, an encyclopedia, and a web page. To cite these sources within your writing, a

parenthetical citation is used to match the text that requires citations to the corresponding entry in the works cited lists. This enables your readers to identify in your writing information that you found elsewhere, and to locate that information for themselves if they so choose.

The standard format for a parenthetical citation is (Author's last name page number). Note that there is no comma or "p." between the last name and page number, and that the period comes outside the parenthesis. If you are citing a book written by someone named Smith, and using a quotation found on page 73, your parenthetical citation would look like this: Your sentence (Smith 73).

If your source does not have a named author, use a shortened version of title in the parenthetical citation. For example, you are quoting a page from a website entitled Urban Cooking, and what you are quoting doesn't identify an author. Your parenthetical citation would look like this: Your sentence (*Urban Cooking*). This enables your reader to move from your writing to your works cited page and to identify your source.

If the works cited list includes more than one entry by the same author, a shortened version of the title follows the last name. For example, you are using two articles written by Samantha Livingston; one is entitled "Green Space in New York City," the other "Not Enough Parks." Your parenthetical citations would look like this: Your sentence (Livingston "Green Space" 36). If you use only the author's last name, your readers won't know from which article the information you are using comes.

A shortened title for a parenthetical reference should use a key word or words that distinguish the title for your reader in your works cited list.

Example of parenthetical citations within a paragraph

Polar bears live in places in the northern hemisphere where the ocean freezes during winter, including Canada, Greenland, Russia and Alaska ("Polar Bear," World Book). It is believed that global warming is threatening the polar bear's survival. Research shows that as ice caps form for shorter periods of time each year, polar bears struggle to consume enough food through hunting to develop sufficient fat stores to support them through their summer fasting period ("Polar Bear," World Wildlife). In Canada's western Hudson Bay area, "bears are not coming ashore as fat

as they used to . . . and changes in cub production and survival have occurred” (Lunn 193).

Works Cited

Lunn, Nick. Afterword. *The World of the Polar Bear*. By Norbert Rosing. Buffalo: Firefly, 2006. 193.

“Polar Bear.” World Book Encyclopedia. 2007 ed.

"Polar Bear." World Wildlife Fund. 15 Aug 2008 <<http://www.worldwildlife.org/species/finder/polarbear/item590.html>>

Chapter 4: Research in individual disciplines

Below are sample assignments for various academic disciplines, so that as teachers seek ways to teach citation, they can use or adapt these assignments for the work in their classes. If your department is missing, please contact one of us and we'll be happy to include an assignment for you.

Department: Arts

Course: Intermediate Dance

Assignment: Research paper: history of a dance movement or choreographer

Types of possible resources: newspapers; magazines; dance recordings; photographs

What would be considered common knowledge?

Possible practice assignments/exercises:

- Students could find three types of sources (photo, video, online newspaper) for one topic (Mark Morris, for instance), and create a correct citation for each type of source.
- Students could write a paragraph in which they use a quotation, a paraphrase, a parenthetical citation, and author named in a signal phrase to describe a certain style of dance.
- Students could be given the article referred to below, accompanied by the following text, and be asked to insert quotation marks and parenthetical citations, correctly and where necessary. They could be asked to create a properly formatted citation for the article.

Sample writing assignment to be distributed to students:

We all have in our minds stereotypical images of dancers of ballet: female dancers balancing precariously on pointe; strong men in tights muscularly lifting their partners; dozens of dancers pirouetting dozens of times around a stage, maintaining their balance and their poise. We think, often, of ballet as precisely and demandingly technical.

Yet we know, of course, that there is more to ballet than technique. When we see *The Nutcracker*, we want to feel Clara's wonder. When we see *Vienna Waltzes*, we want to bask in the beauty of the scene, to feel transported to nineteenth century Vienna.

Joan Acocella sees the false dichotomy of technique and emotion in the Kirov Ballet's recent performances at City Center. She alludes to the elegance, detail, and correctness for which the Kirov is justly known, while bemoaning the lack of feeling, of intuition in its principal female dancers. As an example, Acocella describes one dancer as having hair the color of Barbie's, along with the emotional range of Barbie. This is not a compliment.

Fortunately, Acocella also sees promise, specifically in the dancing of Diana Vishneva, in whom she sees imagination and the ability to create a scene along with technical talent. Citing the ballet *Scheherazade*, Acocella sees much to admire in Vishneva's performance. When she desires the Golden Slave and runs her hands down her body, we in the audience can feel what the dancer feels. Acocella does not suggest that Vishneva should be coaching the Kirov's debutants, but she does think that the company could benefit from Vishneva's example.

Acocella clearly believes that dancing correctly is an important element of ballet, but her review of these performances indicates that correctness without heart leaves a ballet incomplete.

The title of the article is "Doll Houses," and it was written by Joan Acocella. It appeared in the April 21st, 2008 edition of *The New Yorker*.

Department: English

Course: English 11: The Individual in Society

Assignment: Literary analysis paper incorporating a critical source

Types of possible resources: a critical essay from a book, such as a Norton critical edition or *Novels for Students*, a critical essay from a reputable online source such as Internet Public Library, a critical essay from an electronic database such as Gale or Twayne Author Series, an editor's or author's introduction to the text.

What would be considered common knowledge? The rule of thumb in Packer's English department is that if fewer than four people in your class know the information, it is not common knowledge and therefore must be cited. Another good rule of thumb is that anything you have to look up has to be cited. In our department, common knowledge might be the date of a book's publication, the dates of a historical event, or that Jane Austen is the author of *Pride and Prejudice*.

Possible practice assignments: Once students have found a secondary source they want to use, they should complete a works cited entry for the source according to proper MLA format and then complete an annotation that identifies and comments on the main idea, supporting details, accessibility, and overall usefulness of the source.

Department: Health

Course: 9th/10th Grade Health

Assignment: Find articles describing social anxiety disorder and provide a summary of the condition.

Types of possible resources: Online periodicals, reference sources, websites

Possible practice assignment:

Here are some paragraphs from an article found in ProQuest, published in *U.S. News and World Report* on April 28, 2008. Give examples of a direct quotation and a paraphrase. Use the proper MLA format to cite this article by Matthew Shulman:

Being More Than Shy: Social Phobia Can Interfere with Work, Life, and Relationships

It's a condition that can make leaving one's house a terrifying ordeal. Asking someone out on a date can induce panic attacks. And the thought of speaking up in class or at a meeting can be so frightening that sufferers will try to avoid the situations entirely. It's called social anxiety disorder or social phobia, and while often debilitating—a new survey underscores its harmful effect on relationships—it's treatable.

At times, the disorder is difficult to distinguish from normal shyness, and some experts claim it's over diagnosed and over treated. Most estimates place the number of Americans with social phobia at about 15 million, but critics counter that those estimates include many people who are merely shy, not sick.

Puzzlingly, people with social anxiety are often gregarious and outgoing individuals—in certain contexts. Many have little trouble interacting with close friends and family in familiar settings. But when they are taken out of this comfort zone, their reactions can take a damaging toll on their relationships, education, and careers. "Those with social phobia tend to marry later in life, if at all, and regularly have trouble dating for fear of embarrassment," says Jerilyn Ross, president of the Anxiety Disorders Association of America.

The April survey, which Ross's association conducted among 287 people with the disorder, found that 35 percent thought their social phobia caused them to avoid

intimacy with their partners. Yet it also highlighted the benefits of getting help: After receiving treatment, 59 percent reported improvements in their romantic relationships. Other research has found that socially phobic people tend to avoid participating in classroom activities and may drop out of school or college entirely. Many are underemployed and may even forgo career advancement if it means assuming public speaking roles or managing other employees.

Students may use the citation formatting found in NoodleBib or they may use other sources of MLA formatting.

Department: History

Course: 10th Grade U.S. History

Assignment: Influential American research paper

Types of possible resources: Essays from *Dictionary of American Biography* and Encyclopedia of World Biography, accessed from Gale Biography Resource Center.

What would be considered common knowledge? Dates and other biographical information relating to vital statistics such as place or birth, marriages, children.

Possible practice assignments/exercises: Prior to the research project, students learn to use an online biographical dictionary to research individuals relating to topics they are covering in class.

Getting Started

1. Have all students navigate their web browser to the Library web page. Have them bookmark the page if they haven't already done so.
2. Take them through the steps of logging onto the database page. Remind them that Library databases are available in school and at home.
3. Have students follow the link to the Gale Biography Resource Center. Since it sometimes take a few minutes for all students to connect to the database, use this time to describe the scope of this database.

Searching by Name

1. Explain that the database will search by the last name, first name format if the "Start of last name" option is clicked. Or, it will search by keyword if "Name contains" is click.
2. Remind students that this database requires that names be spelled correctly. Use Charles Lindbergh as an example. Search "Linberg" and show that no results are found.

3. Search Lindbergh again, this time spelled correctly. Point out the list of results that includes Charles and Anne Lindbergh. Point out the brief description tags and birth/death dates give for each.

4. Follow the link to Charles Lindbergh. Explain that each citation represents an article from a biographical source. Point out the narrative, thumbnail, magazine article, and website tabs.

Individual Work

1. Students should now start searching the database on their own to search for two or three individuals and select narrative essays to takes bullet notes

- Name
- Date of birth
- Claim to fame (what this person is noted for)
- Interesting Facts (list the interesting things you've learned from your reading today)

2. Circulate through room answering questions.

3. After about five minutes, check in with class to be sure no students are having trouble locating information.

Citing Sources

Each fact sheet should conclude with a proper MLA-style citation for the essay used to fill in the necessary information. Creating these citations requires students to understand several key facts about citing online databases:

- A database like the Gale Biography Resource Center provides access to material previously published in print sources, such as the *Dictionary of American Biography* or the *Encyclopedia of World Biography*. Ask students to identify the original print source of their essays.
- Most biographical essays have no stated authors. Students learn that citations without authors begin with the title.

- Because the internet is constantly changing, the date any web-based resources is accessed is included in the citation. This is true even if the source was originally published in print format
- The name and location of the library providing access to the databases is required for MLA citation

Use either a web-based citation generator, such as NoodleBib, or an example of a properly formatted citation to explain the rules of punctuation and order of information need for students to create citations for their sources.

Department: Math

Course: any math course

Assignment: Research the contributions of a famous mathematician

Types of possible resources: Online or print encyclopedias, biographical reference sources

What would be considered common knowledge?

Possible practice assignments/exercises:

Look for biographical information about John Nash in the Gale Biography Resource Center (library subscription database), and read an article that describes his work. Also, cite the book or film about John Nash, *A Beautiful Mind*. Provide quotations and paraphrases from these sources, as well as the correct citations for online reference sources, books, and/or films.

Department: Science

Course: Chemistry

Assignment: Lab report

Types of possible resources: class data sets, journal publications, classmates, lab handouts, web sources

What would be considered common knowledge?

Possible practice assignments/exercises:

- Students could given the article linked [here](#), accompanied by the following text, and be asked to insert quotation marks and parenthetical citations, correctly and where necessary. They could be asked to create a properly formatted citation for the article.

Sample writing assignment to be distributed to students:

We are fortunate to live in an environment in which we are immersed in a recycling culture. Recycling is not only encouraged, it's darn near mandatory, and those of us who don't recycle are chastised publicly for our lack of consideration for our planet. We eschew plastic water bottles for Nalgens (which are also plastic); we turn up our noses at plastic grocery bags, smugly loading up our reusable canvas totes; we write on both sides of paper and gently chide those who only single-side their work.

This is all a great start, but as Natalie Angier points out, the plastic revolution has a long way to go. Noting the myriad of plastic items in her office, she acknowledges that life without plastic may well be a hard life indeed. And the very plastics that we hold so near and dear to our hearts—our cell phones, our laptops—are not, in fact, quite as easy to recycle as those water bottles.

The thrust of Angier's article is not about recycling; rather, it focuses on the other end of the plastic chain: production. Despite our raised consciousness about the danger that plastics hold for the environment, the United States produced more plastic in December of 2007 than it did the previous year. The good news is that on the horizon there appear to be alternatives to the way that plastic is made now, alternatives that might bring us some environmental hope.

A polymer is a long molecular chain made of smaller chemical units; scientists liken this chain to a necklace, a necklace that human beings rather than Mother Nature creates. Though humans are not quite as adept as nature in creating these polymers, Professor James Moore suggests that our willingness to spend money on creating polymers from renewable sources is a possible alternative to creating plastic from fossil fuels.

And here's where chemistry comes in: both natural and synthetic polymers feature a lot of carbon atoms, and the trick will be to find the right natural carbon, so that artificial polymers can do what synthetics do. Angier offers a nice little chemical recipe at the end of her piece, intriguing the scientist in me while also appealing to the consumer in me. It's clear that we're not going to be able to rely on recycling to get us off this plastic mountain that we're climbing; instead, we've got to figure out a new way to create this substance that without which we are clearly unwilling to live.

Based on an article by Natalie Angier, published in the *New York Times* on April 15, 2008.

Department: World Languages

Course: Spanish IV/V

Assignment: Presentation on Spanish culture, an item in the news, or a historical topic

Types of possible resources: BBC En Espanol Online, Spanish newspapers such as *La Vanguardia*, Spanish language websites, Spanish language journals from electronic databases

What would be considered common knowledge?: Any material that has been covered in class and about which students have read in their textbook is considered common knowledge, as well as historical dates and facts.

Possible practice assignments/exercises: Students completing a presentation on a topic from the news could collect information on the news item from three sources: a major world news source (BBC En Espanol), a Spanish newspaper (*El Diario*), and a Spanish language blog, cite each source according to MLA format, and compare each source's coverage of and approach to the issue.

Tips for teachers—helping students avoid plagiarism

One of the greatest hindrances to academic honesty is the lack of consistency in teachers' policies about the use and citation of sources. Vastly different expectations between and within departments confuse students, undermine colleagues' efforts to teach proper citation practices, and encourage poor scholarship and academically dishonest behavior.

Here are some guidelines for teachers to follow to help support and encourage academic integrity in their students.

- Packer teachers are required to include an academic integrity statement in course expectations that outlines basic do's and don'ts for their classes. Review the policy with students and reiterate it throughout the year. Let students know that academic integrity matters to you, and that you are being vigilant.
- Be explicit in your assignments about the kinds of behaviors that are acceptable when completing the work. Can students collaborate? Can they work with a parent or tutor? Can they use secondary sources? If so, which ones? Reinforce the expectations with each assignment.
- Avoid overly general or open-ended assignments that can easily be plagiarized from another source. Know what resources are "out there" that students might be tempted to use.
- Break long assignments into smaller chunks or stages, and monitor students' progress either by collecting work, conferencing with students about their progress, or spot-checking work.
- Whenever you assign work that requires students to research information, gather data, or find images for analysis, devote time in class to teaching students how to correctly cite their sources (ideally according to MLA style) and how to construct a works cited page. Ask for support from the library or a colleague if you are not comfortable doing this.
- Evaluate students' use and citation of secondary sources as part of their successful completion of an assignment.
- Be consistent in your expectations for students' academic integrity and in enforcing the consequences of academically dishonest behavior. If a student cheats or plagiarizes, or if you suspect that a student has cheated or plagiarized after you have clearly stated your expectations for the assignment, report the matter to the dean.

- Model academic integrity by correctly citing sources (including images) in your handouts, lectures, and PowerPoint presentations. If you give students photocopied readings, write the full source citation at the top of the first page.

Tips for students-avoiding plagiarism

- Don't leave the assignment until the last minute. Many plagiarism cases referred to the SFJC are the result of a student's panic because an assignment is due the next day. If you're running out of time, you can ask for an extension. The worst thing that can happen is that your teacher will say no, and you will lose points off your paper.
- Bookmark every single page (not just every website) you look at, so that you can easily identify your sources.
- Never cut and paste directly from a website into your paper without immediately citing your source. You may want to highlight or identify in different color print any information that you take from a source, so that you know what needs to be cited.
- Review assignments for citation requirements and guidelines, so that you know what's expected.
- Don't use secondary sources unless the assignment explicitly asks you to. If you're unsure whether it's acceptable to use sources, ask your teacher.
- Review in this handbook the section on "What needs to be cited."
- If you're confused about what sources to cite, you can check this handbook, talk to your teacher, or consult a librarian.
- If you know that you're using source information but you can't remember where you got it, ask a librarian to help you track it down.

If you use secondary information incorrectly, you risk failing the assignment and being referred to the SFJC. If you are in eleventh or twelfth grade and are placed on probation, you will risk having to explain to the colleges to which you've applied or been accepted that you acted dishonestly. A teacher's displeasure and a lower grade are far preferable to this outcome.

Additional resources

The following websites offer detailed advice and information about how and what to cite, and about research practice.

“Examples of Plagiarism.” Academic Integrity at Princeton. 2008. Princeton University. 26 Aug. 2008 <<http://www.princeton.edu/pr/pub/integrity/08/plagiarism/>>.

Hacker, Diana. Research and Documentation Online. 28 Aug. 2008 <<http://dianahacker.com/resdoc/>>.

Teuber, Andreas. “Examples of Plagiarism.” Andreas Teuber Home Page. 2 Aug. 1999. Brandeis University. 28 Aug. 2008 <<http://people.brandeis.edu/~teuber/usemexamples.html>>.

“You quote it, you note it!” Vaughan Memorial Library. 2004-2005. Acadia University. 26 Aug. 2008 <<http://library.acadiau.ca/tutorials/plagiarism/>>.

“Warning Signs and Prevention.” 1 August 2007. Duke University Libraries. 20 August 2008 <<http://library.duke.edu/research/plagiarism/warning/index.html>>.

“Word for Word/Paraphrasing.” How to Recognize Plagiarism. 21 June 2005. Indiana University Bloomington, School of Education. 26 Aug. 2008 <<http://www.indiana.edu/~istd/examples.html>>.