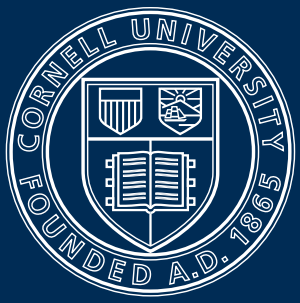
The Essential Guide to Academic Integrity at Cornell



New Student Programs
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Table of Contents

Letter from the Provost and the Vice Provost for Undergraduate Education 2

Code of Academic Integrity 4

Acknowledging the Work of Others 16

Dealing with Online Sources 24

Working Collaboratively 29

Cornell Online Resources 30

For an electronic version of this document please visit
newstudentprograms.cornell.edu/AcademicIntegrityPamphlet.pdf

FROM THE PROVOST AND THE VICE PROVOST FOR UNDERGRADUATE EDUCATION

Dear New Students,

Welcome to Cornell University. We anticipate that your studies here will be both stimulating and rewarding. Before beginning your classes, however, it is crucial to understand Cornell's requirements for academic integrity. Many first-year students do not appreciate that academic integrity is more rigorous and complicated in college than in high school and, as a result, frequently students are not prepared to meet these new academic integrity standards.

To help you learn Cornell's requirements and key concepts of academic integrity, we have prepared this booklet for you. The first document in the booklet is Cornell's *Code of Academic Integrity.* All Cornell students are responsible for reading the Code and understanding and abiding by it. The Code is broad; in regard to your course assignments, it encompasses the work of all our academic disciplines and ways of learning, whether it be taking an exam, writing a paper, working with data, working in a lab, designing in a studio, or collaborating on a group project.

The second document, *Acknowledging the Work of Others,* discusses plagiarism, the use or adaptation of another person's words or ideas without acknowledgement. Plagiarism is the most common form of academic integrity violation at Cornell.

The third piece, *Dealing with Online Sources,* walks you through a writing assignment and helps you avoid the perils of using online sources.

The fourth and very short piece, *Working Collaboratively,* helps you think about the special academic integrity issues associated with group work.

We recommend that you closely read these materials before you start classes and reread them as necessary when you begin work on class assignments. Academic integrity violations are easily avoidable if you understand the

concepts and expectations. If you are uncertain of the concepts in this booklet or would like additional guidance, refer to the Web resources on page 30 of this booklet. When you are uncertain of your instructor's expectations, ask your instructor. Rules vary from class to class and sometimes from assignment to assignment. Instructors create different types of rules for pedagogical purposes and to ensure fairness. When in doubt, ask.

If you find yourself falling behind in your work, we caution you not to take inappropriate shortcuts to complete assignments. New students sometimes have trouble with procrastination, poor time management, excessive extracurricular or academic commitments, or insecurity about academic abilities. If you are having such difficulties with your work or having personal or family problems, talk to your instructor, explain your situation, and ask for an extension. Remember, though, if you do not get an extension, a grade penalty for a late assignment is better than an academic integrity violation for cheating. Also remember that you can speak to your faculty advisor, the advising office in your college, and Gannett Counseling and Psychological Services about problems and worries you are experiencing.

Academic honesty is essential for you to flourish—to learn the materials, develop intellectual skills, gain self-confidence, earn self-respect and the respect of others, and learn to manage your time. Indeed, honesty is the foundation of our academic endeavors. As our *Code of Academic Integrity* states, "the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others."

Cordially,

W. Kent Fuchs
Provost

Laura Brown
Vice Provost for Undergraduate Education

CODE OF ACADEMIC INTEGRITY

Principle

Absolute integrity is expected of every Cornell student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. While both students and faculty of Cornell assume the responsibility of maintaining and furthering these values, this document is concerned specifically with the conduct of students.

A Cornell student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Cornell students have a right to expect academic integrity from each of their peers.

I. GUIDELINES FOR STUDENTS

A. General Responsibilities

1. A student shall in no way misrepresent his or her work.
2. A student shall in no way fraudulently or unfairly advance his or her academic position.
3. A student shall refuse to be a party to another student's failure to maintain academic integrity.
4. A student shall not in any other manner violate the principle of academic integrity.

B. Examples of Violations

The following actions are examples of activities that violate the Code of Academic Integrity and subject their actors to proceedings under the Code. This is not a definitive list.

1. Knowingly representing the work of others as one's own.
2. Using, obtaining, or providing unauthorized assistance on examinations, papers, or any other academic work.
3. Fabricating data in support of laboratory or field work.
4. Forging a signature to certify completion of a course assignment or a recommendation to graduate school.
5. Unfairly advancing one's academic position by hoarding or damaging library materials.
6. Misrepresenting one's academic accomplishments.*

C. Specific Guidelines for Courses

1. Examinations. During in-class examinations no student may use, give, or receive any assistance or information not given in the examination or by the proctor. No student may take an examination for another student. Between the time a take-home examination is distributed and the time it is submitted by the student for grading, the student may not consult with any persons other than the course professor and teaching assistants regarding the examination. The student is responsible for understanding the conditions under which the examination will be taken.

2. Course Assignments. Students are encouraged to discuss the content of a course among themselves and to help each other to master it, but no student should receive help in doing a course assignment that is meant to test what he or she can do without help from others. Representing another's work as one's own is plagiarism and a violation of this Code. If materials are taken from published sources the student must clearly and completely

*[Editor's Note: For additional examples of violations go to theuniversityfaculty.cornell.edu/pdfs/AcadIntegHdbk50912REV.pdf. (Section II)]

cite the source of such materials. Work submitted by a student and used by a faculty member in the determination of a grade in a course may not be submitted by that student in a second course, unless such submission is approved in advance by the faculty member in the second course. If a student is submitting all or part of the same work simultaneously for the determination of a grade in two or more different courses, all faculty members in the courses involved must approve such submissions.

3. Classroom Misconduct and Other Behavior Disruptive to the Educational Process. A faculty member may impose a grade penalty for any misconduct. Students are not authorized to replicate, reproduce, copy, or transmit lectures and course materials presented, or "derivative" materials including class notes, for sale or general distribution to others without the written consent of the faculty or academic staff member or class participant who is the original source of such materials. Other examples of classroom misconduct include, but are not limited to, talking during an examination, bringing unauthorized materials into the examination room, using unauthorized electronic technology during an examination, and disruptive behavior in the classroom.

a. The faculty member must promptly notify the student of the reason for the imposition of a penalty for classroom misconduct and the degree to which his or her grade will be affected.

b. Classroom misconduct is not a violation of academic integrity. The student may, however, seek review by the Academic Integrity Hearing Board on the basis either that the finding of guilt is arbitrary and capricious or that the penalty for misconduct is excessive or inappropriate to the circumstances involved. ("Arbitrary and capricious" describes actions which have no sound basis in law, fact, or reason or are grounded solely in bad faith or personal desires. A determination is arbitrary and capricious only if it is one no reasonable mind could reach.)

c. This section does not limit a faculty member's prerogative to remove a disruptive student from a classroom under appropriate circumstances.

4. Academic Misconduct. Academic misconduct related to integrity in the conduct of scholarly and scientific research and communication is addressed in Cornell University Policy 1.2 (www.dfa.cornell.edu/dfa/treasurer/policyoffice/policies/volumes/academic/misconduct.cfm). Policy 1.2 applies to faculty, staff, and students.

D. Principles for Computer Use and Network Systems

The use of computers and network systems in no way exempts students from the normal requirements of ethical behavior in the Cornell University community. Use of a computer and network system that is shared by many users imposes certain additional obligations. In particular, data, software and computer capacity have value and must be treated accordingly.

Although some rules are built into computer and network systems, such restrictions cannot limit completely what students can do. In any event students are responsible for their actions whether or not rules are built in, and whether or not they can circumvent them.

Standards of behavior include:

1. Respect for the privacy of other users' information, even when that information is not securely protected.
2. Respect for the ownership of proprietary software. For example, unauthorized copies of such software for one's own use, even when that software is not protected against copying is inappropriate.
3. Respect for the finite capacity of the system and limitation of use so as not to interfere unreasonably with the activity of other users.
4. Respect for the procedures established to manage the use of the system.

E. Variances

A faculty member is responsible for informing his or her students and teaching assistants of variances from this Code that apply to work in his or her course. These variances should be clearly stated in writing at the beginning of the course or activity to which they apply.

F. Jurisdiction and Penalties

The authority to determine whether a specific action shall be treated as a violation of the Code of Academic Integrity lies with the Academic Integrity Hearing Board. Those who violate the Code of Academic Integrity will be subject to penalties under this Code and may also be subject to penalties under state and federal laws.

II. ORGANIZATION AND PROCEDURE

A. Students and staff members discovering an apparent violation should report the matter to the faculty member in charge of the course or to the chairperson of the appropriate Hearing Board. The chairperson is responsible for ensuring that all members of the school or college know to whom the report should be made.

B. Primary Hearing

1. Primary hearings are to be held by the faculty member unless the penalties available to him or her are inadequate, in which case, she or he may refer the case directly to the Hearing Board.

2. Notification. If, after investigation, possibly including discussion with the student, a faculty member believes that a student has violated the Code of Academic Integrity, the faculty member shall present the student with the charge. The charge shall include notification of a primary hearing to be held as soon as practical after the alleged infraction has come to the attention of the faculty member, but with at least one week's notice to the student. This notification period may be shortened by the agreement of both parties. The charge shall also include notice of the availability of the Judicial Codes Counselor.

3. Composition. At the primary hearing the following shall be present: the faculty member concerned, the student in question, and a third-party independent witness. The independent witness shall be a faculty member or a student appointed by the Hearing Board Chairperson or the chairperson of

the faculty member's department. The student may also bring to the hearing an advisor and additional witnesses to testify to his or her innocence.

4. Procedure.

a. At the primary hearing, the faculty member shall present evidence in support of the charge against the student. The student shall be given the opportunity to respond and, if he or she wishes, to present evidence refuting the charge.

b. The function of the independent witness is to observe the proceedings impartially, and in the event of an appeal from the judgment of the faculty member, be prepared to testify as to the procedures followed.

c. After hearing the student, the faculty member may either dismiss the charge or, if there is clear and convincing evidence that the student has violated this Code, find the student guilty. ("Clear and convincing" as a standard of proof refers to a quantum of evidence beyond a mere preponderance but below that characterized as "beyond a reasonable doubt" and such that it will produce in the mind of the trier of fact a firm belief as to the facts sought to be established.) If the student is found guilty, the faculty member may impose any suitable grade punishment including failure in the course.

d. A student wishing to seek review of the decision may bring the case before the Academic Integrity Hearing Board of the faculty member's college.

e. A faculty member who gives a penalty for a violation of academic integrity *shall immediately report this action and the nature of the violation in writing to the student and to the record keeper of the faculty member's Academic Integrity Hearing Board*. This record-keeper shall then be responsible for its communication to the record-keeper in the student's college.

f. If the student fails to attend the primary hearing without a compelling excuse, the hearing may proceed in his or her absence.

g. A student charged with violating the Code of Academic Integrity in a course may not drop that course without the consent of the instructor unless the student has subsequently been cleared of the charges.

C. College Academic Integrity Hearing Boards

1. Composition. Each college and school in the University, including the Graduate School and the School of Continuing Education and Summer Sessions, shall establish its own Academic Integrity Hearing Board. A model Hearing Board consists of the following:

a. A chairperson who is a member of the faculty and, preferably, an experienced Board member, appointed by the dean of the college for a two-year term.

b. Three faculty members elected for three-year terms by the faculty of the college, except that in the case of the School of Continuing Education and Summer Sessions, the faculty members shall be appointed by the dean.

c. Three students elected by the student body of the college or appointed by the dean of the college for at least one year, and preferably two-year terms. When possible, student terms should be staggered.

d. A nonvoting record-keeper responsible for keeping clear and complete records of the proceedings.

2. Jurisdiction

a. The student may seek review of the decision of the primary hearing if:

   i. He or she believes the procedure was improper or unfair.

   ii. She or he contests the finding of the faculty member.

   iii. He or she believes the penalty was too strict considering the offense.

b. After holding a primary hearing, the faculty member may bring the case to the Hearing Board if she or he believes a failing grade is too lenient considering the offense.

c. A student found guilty of more than one violation of the Code may be summoned before the college Hearing Board by the dean of his or her college. The Hearing Board may impose an additional penalty for such repeated offenses.

d. The dean of a student's college who receives a report that a student has committed a violation of academic integrity while attending another academic institution or while enrolled in a Cornell-sponsored off-campus program may, if he or she feels the situation warrants, summon the student to appear before the College Hearing Board. The Hearing Board may impose any penalty, including an additional penalty, it feels appropriate for the violation involved.

e. The Academic Integrity Hearing Board shall hear all cases that come before it *de novo.* While the Hearing Board may recommend an increase in any penalty imposed at the primary hearing, it should consider raising the penalty, if it is the student seeking review, only in the exceptional case.

f. The individual seeking review shall notify the chairperson of the Hearing Board of the faculty member's college within ten working days of the primary hearing. An exception to this deadline may be granted at the discretion of the chairperson of the Hearing Board on a showing of good cause.

3. Procedures

a. Each Board shall conform to procedures established by the Faculty Senate.* Any college or school wishing to adopt a Board or procedures varying from this model must receive prior approval from the Dean of the Faculty.

b. The Academic Integrity Hearing Board shall convene as soon as practical after notification of a request for review, although seven days notice should be given to all parties if possible. If a grade for the student in the course must be submitted before a case can be decided, the faculty member shall record a grade of incomplete, pending a decision by the Hearing Board.

c. Those present at the hearing shall be:

   i. The student, who has the right to be accompanied by an advisor and/or relevant witnesses,

   ii. The faculty member, who has the right to bring relevant witnesses,

*Reflects change in nomenclature from Faculty Council of Representatives to Faculty Senate.

iii. The third party independent witness, if a primary hearing was held.

iv. Any other person called by the chairperson

d. Should the student or faculty member fail to appear before the Hearing Board, the Board shall have full authority to proceed in his or her absence.

e. The Board members shall hear all available parties to the dispute and examine all the evidence presented. The Board may solicit outside advice at the discretion of the chairperson. *The chairperson shall preside over the hearing to ensure that no party threatens, intimidates, or coerces any of the participants.*

f. The student shall have the right to present her or his case and to challenge the charges or the evidence. The student's advisor may assist the student in the presentation and questioning.

g. At least two-thirds of the voting Board members shall be present at every hearing, including two students and two faculty members. Both parties may agree in writing to waive this quorum. Of those present, a simple majority shall decide the issue. The chairperson shall vote only in the case of a tie vote. The Board shall find the student guilty only if there is clear and convincing (see the definition at section II.B.4.c.) evidence indicating that the student has violated this Code.

h. The chairperson shall notify each party to the dispute, in writing, of the Board's decision and, if appropriate, the penalty imposed. If the judgment of the faculty member is affirmed by the Board, or if the Board decides a different penalty is warranted, the dean of the faculty member's college and the dean of the student's college shall also receive the report.

i. If the student's college is different from the faculty member's, the chairperson shall alter the composition of the Board hearing the case by substituting or adding one faculty member and one student from the Hearing Board of the student's college.

4. The Board may act in one or more of the following ways:

a. Find the student innocent of the charge.

b. Find the student guilty of the charge and

   i. Recommend to the faculty member that she or he reduce the penalty given.

   ii. Affirm the faculty member's decision.

   iii. Recommend that the faculty member record a failing grade for the course, or for some portion of it.

   iv. Recommend to the dean of the student's college that the student be placed on probation (or the college's equivalent).

   v. Recommend to the dean of the student's college that the student be suspended from the University for a period of time.

   vi. Recommend to the dean of the student's college that the words "declared guilty of violation of the Code of Academic Integrity" be recorded on the student's transcript. The Hearing Board may set a date after which the student may petition the Board to have these words deleted from the transcript.

   vii. Recommend to the dean of the student's college that the student be expelled from the University.

   viii. Recommend to the dean of the student's college any other suitable action, including counseling, community service, or reprimand.

c. The dean of the student's college shall be notified of the decision of the college Hearing Board within 7 days. Unless an appeal is filed under the guidelines established below, the dean of the student's college shall ensure that the decision of the Hearing Board is carried out and shall notify all parties of the implementation and the decision.

5. Review of Decision. The student may appeal a decision of the Hearing Board. The appeal must be directed to the dean of the student's college, in writing, and shall be constructed according to one or both of the guidelines established below. The appeal shall normally be submitted within 4 weeks of notification of the Board's decision, but exceptions to this deadline may be granted by the dean on showing of good cause. If the Board's decision involves students from more than one college, the deans involved shall consult with each other.

a. Appeal of a finding of guilt. A student who has received a finding of guilt from the Board, or whose finding of guilt in a Primary Hearing was upheld by the Board, may appeal on one or both of the following grounds:

i. Additional evidence which might have affected the outcome of the hearing became available following the hearing.

ii. A violation of procedure by the Hearing Board that might have prejudiced the outcome of the hearing.

The dean may deny the appeal or send the case back to the Hearing Board for reconsideration.

b. Appeal of a penalty. The student may appeal the findings of the Hearing Board regarding penalties. The appeal shall specify the reasons why the student believes the penalty is inappropriate. After consultation with the Hearing Board, the dean may take one of the following actions:

i. If a grade penalty has been exacted (II.C.4.b.i-iii), the dean may recommend to the faculty member that the grade penalty be reduced.

ii. If another penalty has been exacted (II.C.4.b.iv-viii), the dean may modify or decline to carry out the recommended penalty.

In all but the most unusual circumstances, it is the expectation that the findings and recommendations of the Hearing Board will be upheld by the dean. The dean's decision cannot be appealed.

6. Annual Reports. Each college Academic Integrity Hearing Board shall submit a summary report of its proceedings (without identifying any particular student) to the Dean of the Faculty at the end of the academic year. The names of the members of the Board and any significant departures in procedure should be reported as well.

7. Honor Codes. The existing school honor codes as in the College of Veterinary Medicine and the Law School are not governed by the foregoing legislation, but current versions of these honor codes must be kept on file with the Office of the Dean of the Faculty. In the case of allegations against a student enrolled in a course subject to a school honor code but registered in another college, all actions beyond the primary hearing revert to the Hearing Board of the student's college.

8. Records of Action. If the student is found guilty, a record of the outcome of the case and the nature of the violation shall be kept by the Hearing Board, and copies shall be sent to the record keeper in the student's college, if different from the College in which the violation occurred. The record keeper shall disclose this record to Hearing Boards considering other charges against the same student, to deans or associate deans of colleges in furtherance of legitimate educational interests, to the Registrar for notation on the transcript when provided by the decision of the Hearing Board and the dean, but to no one else unless specifically directed by the student.

If the student is found not guilty by the Hearing Board, all records of the case, including the report of the primary hearing, shall be expunged from the files of the record keeper.

Adopted by the Faculty Council of Representatives, May 24, 1976, Records, pp. 4525-27C, Appendix A; with subsequent amendments March 11, 1981, Records, pp. 5298-5303C; May 12, 1982, Records, pp. 5505-06C; April 10, 1985, Records, pp. 5991-6002C; May 15, 1985, Records, pp. 6073-84C; and May 9, 1990, Records, pp. 6851-52C, Appendix B; amended by the Faculty Senate, February 12, 1997, Records, pp. 7799-7800S; December 8, 1999, Records, pp. 8873-79S; September 13, 2006. Updated May 9, 2012.

ACKNOWLEDGING THE WORK OF OTHERS

Education at its best, whether conducted in seminar, laboratory, or lecture hall, is a dialogue between teacher and pupil in which questions and answers can be sought and evaluated. If this dialogue is to flourish, students who enter the University must assume certain responsibilities. Among them is the responsibility to make clear what knowledge is theirs and what is someone else's. Teachers must know whose words they are reading or listening to, for no useful dialogue can occur between a teacher and an echo or ghost.

Students who submit written work in the University must, therefore, be the authors of their own papers. Students who use facts or ideas originating with others must plainly distinguish what is theirs from what is not. To misrepresent one's work knowingly is to commit an act of theft. To misrepresent one's work ignorantly is to show oneself unprepared to assume the responsibility presupposed by work on the college level. It should be obvious that none of this prohibits making use of the discoveries or ideas of others. What is prohibited is simply improper, unacknowledged use (commonly known as "plagiarism").

The computer program is a form of written work, and, although composed in a formal rather than a natural language, it possesses many of the attributes of the essay. The guidelines for acknowledging the help of others in written work should be used for acknowledging help in writing computer programs as well.

When writing a program assignment, a student may discuss general strategies to be employed and perhaps receive some help in learning how to test the program to find errors, but unless closer cooperation is expressly permitted on the assignment, the actual writing of the program and its detailed testing must be the work of the individual student. Any other assistance should be expressly acknowledged.

In the area of architecture and the arts, incorporating existing graphic images into one's work without acknowledging the source is also a form of plagiarism.

To acknowledge the work of others, observe the following conventions:

1. If you adopt someone else's language, provide quotation marks and a reference to the source, either in the text or in a footnote, as prescribed by such publications as *Format, The MLA Style Sheet*, or the manual of style recommended by the course instructor.

Footnote form varies from discipline to discipline. In some fields, writers group references to a number of sources under a single footnote number, which appears at the end of a sentence or even of a paragraph. In other fields, writers use a separate footnote for each reference, even if this means creating two or three footnotes for a single sentence. It seems pointless, indeed counterproductive, to make the mechanics of footnoting unnecessarily complicated. If in a short, informal paper you cite a passage from a work all the members of your class are reading in the same edition, it may be entirely sufficient simply to cite page numbers (and if necessary the title of the text) parenthetically within your own sentences: "Hobbes suggests that life outside civil society is likely to be 'solitary, poor, nasty, brutish, and short' (Leviathan, p.53)." To ascertain what form to follow in these matters, ask your instructor.

2. If you adopt someone else's ideas but you cannot place them between quotation marks because they are not reproduced verbatim, then not only provide a footnoted reference to the source but also insert in the text a phrase like one of the following: "I agree with Blank," "as Blank has argued," "according to some critics"; or embody in the footnote a statement of indebtedness, like one of these: "This explanation is a close paraphrase of Blank (pp.___)," "I have used the examples discussed by Blank," "The main steps in my discussion were suggested by Blank's treatment of the problem," "Although the examples are my own, my categories are derived from Blank."

A simple footnote does no more than identify the source from which the writer has derived material. A footnote alone does not indicate whether the language, the arrangement of fact, the sequence of argument, or the choice of examples is taken from the source. To indicate indebtedness to a source

for such features as these, the writer must use quotation marks or provide an explanation in his or her text or in the footnote.

3. If some section of the paper is the product of a discussion, or if the line of argument adopted is such a product, and if acknowledgment within the text or footnote seems inappropriate, then furnish in a prefatory note or a footnote an appropriate acknowledgment of the exact nature of the assistance you have received. Scholarship is, after all, cumulative, and prefatory acknowledgments of assistance are common. For example: "I…wish to express my appreciation to Dr. Harlow Shapley of the Harvard Observatory, who read the original manuscript and made valuable suggestions and criticisms, with particular reference to the sections dealing with astronomy" (Lincoln Barnett, *The Universe and Dr. Einstein* [New York: the New American Library, 1958]).

A similar form of acknowledgment is appropriate when students confer about papers they are writing. It is often fruitful for students to assist each other with drafts of papers, and many instructors encourage such collaboration in class and out. All students need to do to avoid misunderstandings is to acknowledge such help explicitly, in a footnote.

The following examples and discussion of improper use of a source excerpted from a book by Harold C. Martin (*The Logic and Rhetoric of Exposition*, New York, Rinehart and Co., 1958, pp. 179–82) and reprinted with his permission, should answer most questions concerning the proper use of sources. For further advice, students should consult their instructors.

THE SOURCE

> The importance of *The Second Treatise of Government* printed in this volume is such that without it we should miss some of the familiar features of our own government. It is safe to assert that the much criticized branch known as the Supreme Court obtained its being as a result of Locke's insistence upon the separation of powers; and that the combination of many powers in the hands of the executive under the New Deal has still to encounter opposi-

tion because it is contrary to the principles enunciated therein, the effect of which is not spent, though the relationship may not be consciously traced. Again we see the crystallizing force of Locke's writing. It renders explicit and adapts to the British politics of his day the trend and aim of writers from Languet and Bodin through Hooker and Grotius, to say nothing of the distant ancients, Aristotle and the Stoic school of natural law. It sums up magistrally the arguments used through the ages to attack authority vested in a single individual, but it does so from the particular point of view engendered by the Revolution of 1688 and is in harmony with the British scene and mental climate of the growing bourgeoisie of that age. Montesquieu and Rousseau, the framers of our own Declaration of Independence, and the statesmen (or should we say merchants and speculators?) who drew up the Constitution have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. In the hands of these it has been the quarry of liberal doctrines; and that it has served the Socialist theory of property based on labor is final proof of its breadth of view.

Charles L. Sherman, "Introduction" to John Locke, *Treatise of Civil Government and A Letter Concerning Toleration.*

EXAMPLE 1: WORD-FOR-WORD PLAGIARIZING

It is not hard to see the importance of *The Second Treatise of Government* to our own democracy. Without it we should miss some of the most familiar features of our own government. It is safe to assert that the much criticized branch known as the Supreme Court obtained its being as a result of Locke's insistence upon the separation of powers; and that the combination of many powers in the hands of the executive under the New Deal has still to encounter opposition because it is contrary to the principles enunciated therein, the effect of which is not spent, though the relationship may not be consciously traced. The framers of our

> own Declaration of Independence and the statesmen who drew up the Constitution have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. All these are marks of the influence of Locke's *Second Treatise* on our own way of life.

In this example, after composing half of a first sentence, the writer copies exactly what is in the original text, leaving out the center section of the paragraph and omitting the names of Montesquieu and Rousseau where he [or she] takes up the text again. The last sentence is also the writer's own.

If the writer had enclosed all the copied text in quotation marks and had identified the source in a footnote, he [or she] would not have been liable to the charge of plagiarism; a reader might justifiably have felt that the writer's personal contribution to the discussion was not very significant, however.

EXAMPLE 2: THE MOSAIC

> The crystallizing force of Locke's writing may be seen in the effect his *Second Treatise of Government* had in shaping some of the familiar features of our own government. That much criticized branch known as the Supreme Court and the combination of many powers in the hands of the executive under the New Deal are modern examples. But even the foundations of our state—the Declaration of Independence and the Constitution—have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. True, the influence of others is also marked in our Constitution—from the trend and aim of writers like Languet and Bodin, Hooker and Grotius, to say nothing of Aristotle and the Stoic school of natural law; but the fundamental influence is Locke's *Treatise,* the very quarry of liberal doctrines.

Note how the following phrases have been lifted out of the original text and moved into new patterns:

> **crystallizing force of Locke's writing**

some of the familiar features of our own government

much criticized branch known as the Supreme Court

combination of many powers in the hands of the executive under the New Deal

have re-echoed its claims for human liberty…property

from the trend and aim…Grotius

to say nothing of Aristotle and…natural law

quarry of liberal doctrines

As in the first example, there is really no way of legitimizing such a procedure. To put every stolen phrase within quotation marks would produce an almost unreadable, and quite worthless, text.

EXAMPLE 3: THE PARAPHRASE

PARAPHRASE: One can safely say that the oft-censured
ORIGINAL: It is safe to assert that the much criticized

Supreme Court really owes its existence to the Lockeian
…Court obtained its being as a result of Locke's

demand that powers in government be kept separate;
insistence upon the separation of powers;

equally one can say that the allocation of varied and
and that the combination of many

widespread authority to the President during the era of
powers in the hands of the executive under

<u>the New Deal has still to encounter opposition because</u>
the New Deal has still to encounter opposition because

<u>it is contrary to the principles enunciated therein.</u>
it is contrary to the principles enunciated therein…

<u>Once more it is possible to note the way in which</u>
Again we see

<u>Locke's writing clarified existing opinion.</u>
the crystallizing force of Locke's writing.

The foregoing interlinear presentation shows clearly how the writer has simply traveled along with the original text, substituting approximately equivalent terms except where his [or her] understanding fails him [or her], as it does with "crystallizing," or where the ambiguity of the original is too great a tax on his [or her] ingenuity for him [or her] to proceed, as it is with "to encounter opposition…consciously traced" in the original.

Such a procedure as the one shown in this example has its uses; it is valuable for the student's own understanding of the passage, for one thing; and it may be valuable for the reader as well. How, then, may it properly be used? The procedure is simple. The writer might begin the second sentence with: "As Sherman notes in the introduction to his edition of the *Treatise*, one can safely say..." and conclude the paraphrased passage with a footnote giving the additional identification necessary. Or he [or she] might indicate directly the exact nature of what he [or she] is doing, in this fashion: "To paraphrase Sherman's comment..." and conclude that also with a footnote indicator.

In point of fact, the source here used does not particularly lend itself to honest paraphrase, with the exception of that one sentence which the paraphraser above copied without change except for abridgment. The purpose of paraphrase should be to simplify or to throw a new and significant light on a text; it requires much skill if it is to be honestly used and should rarely be resorted to by the student except for the purpose, as was suggested above, of his [or her] personal enlightenment.

EXAMPLE 4: THE "APT" TERM

> *The Second Treatise of Government* is a veritable quarry of liberal doctrines. In it the crystallizing force of Locke's writing is markedly apparent. The cause of human liberty, the principle of separation of powers, and the inviolability of private property—all three, major dogmas of American constitutionalism—owe their presence in our Constitution in large part to the remarkable Treatise which first appeared around 1685 and was destined to spark, within three years, a revolution in the land of its author's birth and, ninety years later, another revolution against the land.

Here the writer has not been able to resist the appropriation of two striking terms—"quarry of liberal doctrines" and "crystallizing force"; a perfectly proper use of the terms would have required only the addition of a phrase: "*The Second Treatise of Government* is, to use Sherman's suggestive expression, a 'quarry of liberal doctrines.' In it the 'crystallizing force'—the term again is Sherman's—of Locke's writing is markedly apparent…."

Other phrases in the text above—"the cause of human liberty," "the principle of separation of powers," "the inviolability of private property"—are clearly drawn directly from the original source but are so much matters in the public domain, so to speak, that no one could reasonably object to their reuse in this fashion.

DEALING WITH ONLINE SOURCES

Suppose your instructor in your First-Year Writing Seminar assigns the class "a five-page essay on love and violence in Toni Morrison's *Beloved,* due Monday. No references are necessary." You like Morrison's challenging novel, but you have trouble focusing your thoughts about this 320-page book.

In some perplexity, you search the Web on "morrison beloved." From Google you get the usual 1,520,000 hits. Here are a few of them:

1. Beloved –Wikipedia, the free encyclopedia
en.wikipedia.org/wiki/Beloved

2. Gradesaver: Beloved–Study Guide
gradesaver.com/beloved

3. Search results: Morrison Beloved
123helpme.com/search.asp?text=Morrison+Beloved+Ghost

4. Liz Lewis, "The 'monstrous potential of love': Moral ambiguity in Toni Morrison's Beloved and Jazz." December 2001.
literature-study-online.com/essays/toni_morrison.html

5. Julie Baird History Essay June 27, 2002 "A Love Too Thick: Slave Mothers and Infanticide"
http://bcs.bedfordstmartins.com/everyday_writer3e/studentwriting/pdf/BairdHistoryEssay.pdf

6. "Postmodern blackness": Toni Morrison's 'Beloved' and the end of history.
Twentieth Century Literature, Summer, 1998, By Kimberly Chabot Davis.
findarticles.com/p/articles/mi_m0403/is_2_44/ai_53260178/

Here are some questions that need asking.

First, the big one: why are you consulting this material? To learn facts? To read the story of *Beloved* retold in another reader's words? To check your own understanding of the novel against someone else's? To get ideas for focusing your essay? To bury your own thoughts in somebody else's writing? To get the assignment done fast? (The essay is due soon.) Some of these aims are better than others.

However pressing the deadline, you should NOT cut and paste any of this material, submitting it as your own. That is plagiarism. The Academic Integrity Code expressly forbids "knowingly representing the work of others as [your] own" and "using [or] obtaining…unauthorized assistance on examinations, papers, or any other academic work."

Further, it's abundantly clear that your instructor expects from you an original discussion of *Beloved* based on your own reading of the book, not a research paper or a report on what others think of it. It is perfectly all right to base your essay on your own reading of the text and on what you've learned about it in class. If you want more guidelines, ask your instructor.

Let's say you decide to plunge into these resources anyway. **How should you deal with them?**

Ask: what's the nature of each? Document 1 is an encyclopedia article from a source some consider unreliable, Wikipedia. Documents 2 and 3 are from scholastic sites (gradesaver.com and 123helpme.com) offering some "study materials" but also finished essays to those who subscribe to the sites. Documents 4 and 5 (by Liz Lewis and Julie Baird) are evidently student essays published on the Web. Document 6 is an academic article in a learned journal.

Ask: what does each source offer you? Document 1 (Wikipedia) gives dates, plot summary and major themes. Document 2 (Gradesaver) offers chapter-by-chapter summary of the plot, with "analysis." Document 3 (123helpme.com) offers pre-written essays of uneven quality. Documents

4 and 5 (Liz Lewis's and Julie Baird's) are well-written and accessible, with interesting things to say. Document 6 ("Postmodern blackness") is serious academic writing, with terms like "postmodernism" and "teleological metanarratives."

Ask: what's the most interesting (striking, engaging, contestable) idea you've run across?

You notice that Liz Lewis (document 4) and Julie Baird (document 5) both quote a key passage from *Beloved.* Sethe, an escaped slave, has killed her young daughter to keep her from being recaptured by her former owner. Baird writes,

Paul D., Sethe's lover later in life, calls Sethe's past action a "rough choice" and accuses her of having a love for her children that is "too thick," meaning perhaps a love that is too intense, extreme, or desperate: a love that clouds her judgment and leads her to commit regrettable actions. Sethe replies that "love is or it ain't. Thin love ain't love at all."

You remember the same passage from *Beloved.* You decide to focus your essay on Sethe's "rough choice." Is Paul D. right in claiming that her love is "too thick"? Is Sethe right in maintaining that "Thin love ain't love at all"? Are they both right in different ways? (How?) Here's a big question for an essay in which you use your own judgment and argue for your own view of the central action of Morrison's novel.

If you use these quotations from *Beloved* ("too thick," "thin love…," etc.), do you have to reference either essay?

No. Quote them from the novel, and give them your own interpretation. Give page references. What's more, you may remember along the way that it isn't Paul D. but another character, an ex-slave named Stamp Paid, who uses the phrase "rough choice." This shows, incidentally, that your own reading can be more reliable than somebody else's.

But then, do you agree with all that each essay says? Maybe not. Liz Lewis writes,

Through the captivating richness of the text Morrison allows us as readers to be in a position of knowledge—we are able to view Sethe from the inside and to understand her character…. Unlike the society in *Beloved* which scorns Sethe's violence as simply wrong—endorsing the attitude that 'you can't just up and kill your children'—we are able through our reading to appreciate the grey areas of human love….

If you think Sethe's act is wrong indeed, disagreeing with Lewis, **use her claim as a springboard for your own argument.** You might write,

Liz Lewis, in a thoughtful essay on *Beloved,* claims that "Unlike the society in *Beloved* which scorns Sethe's violence as simply wrong…, we are able through our reading to appreciate the grey areas of human love…." (Lewis). But in my view, Morrison, like Paul D., strongly condemns Sethe's action—not because it is "simply wrong" in the community's eyes but because it reflects Sethe's abject self-contempt. After killing her daughter, Sethe lives through eighteen years of guilty misery until she learns to forgive and love herself, thick or thin. As Paul D. finally tells her, "You your best thing, Sethe. You are" (Morrison 322).

In your handling of sources, what should you be striving for?

Perfect transparency. Any reader of your essay should be able to tell at a glance just where the ideas and words come from. Anything not expressly referenced—with phrases like "Liz Lewis claims" or "As Paul D. tells her…(Morrison 351)"—will be taken as yours. In the paragraph above, you have prefaced your claim with "But in my view." Doing so will make your own independent judgment stand out.

To complete the reference-making process, you should end your essay with a list of sources you have cited.

Works Cited

Lewis, Liz. "The 'monstrous potential of love': Moral ambiguity in Toni Morrison's *Beloved* and *Jazz*." *Literature Study Online*. December, 2001.<www.literature-study-online.com/essays/toni_morrison.html>. Accessed 12 May 2008.

Morrison, Toni. *Beloved*. New York: Vintage Books, 2004.

WORKING COLLABORATIVELY

Before working with other students in any classes, make sure to determine whether you are permitted to do so and, if so, to what extent. In some courses, collaboration will be prohibited. In others, it will be encouraged, perhaps even required. However, collaboration might be authorized only for certain assignments or for parts of assignments. Not uncommonly, an instructor might require that written work for a group project be done independently. For example, you might be expected to collaborate with others to collect data, conduct experiments, determine strategies, define concepts, or create designs or other works of art but obligated to produce the results, whether a report, paper, or presentation, on your own.

Guidelines vary among courses and even assignments. Check your course materials to determine whether your instructors have provided specific guidelines for collaboration. If not, or if you have questions about the guidelines, speak to your instructors about their requirements. It is crucial to know what forms of collaboration are approved by your instructors so that you avoid inadvertently crossing the line between authorized collaboration and unauthorized collaboration, the latter of which could be construed as cheating.

Typically, you will be required to identify any collaborators and acknowledge their contributions. You might also be required to record the progression of your work, for example, by keeping a project diary or lab notebook (whether for a group or an individual assignment).

CORNELL ONLINE RESOURCES

For more information on "Recognizing and Avoiding Plagiarism," go to plagiarism.arts.cornell.edu/tutorial/index.cfm.

For faculty and student perspectives on plagiarism, go to digitalliteracy.cornell.edu/integrity/dpl7000.html.

For citation style guides, go to library.cornell.edu/services/citing.html.

For information prepared for international students, go to isso.cornell.edu/students/acintegrity.php.

For examples of violations of the Code, go to theuniversityfaculty.cornell.edu/pdfs/AcadIntegHdbk50912REV.pdf (Section II).

For an explanation of academic integrity proceedings, go to theuniversityfaculty.cornell.edu/AcadInteg.

What's the Matter with Cheating?

- It defeats your purpose for being here, namely, to learn.
- It is counterproductive. If you cheat on assignments, you won't learn the material you need to know for prelims or finals or possibly graduate school or professional life.
- Cheating is unfair. It penalizes honest students whose grades reflect their best efforts and who may not get the grades they deserve because others are cheating.
- It can ruin your relationship with your professor.
- You are part of an intellectual community to whom you owe an obligation of academic integrity.
- Taking someone's work or using their ideas or words without acknowledgment is no different from stealing.
- You risk losing respect and even self-respect.
- Once you start cheating, it can become a habit and difficult to stop.
- Even if you are not caught, you are likely to regret cheating.
- It's not worth the risk. If you are caught, the consequences can be severe.

These pitfalls of cheating and strategies to avoid cheating come from Cornell students, faculty, and alumni who shared their perspectives in the film *Cheating* shown during New Student Orientation.

How to Avoid Cheating

- Anticipate and prepare for those situations where you might be tempted to cheat, such as the night before an assignment is due and you are unable to complete it because you are behind in your work, overwhelmed, or don't know the material.
- Identify your alternatives to cheating, such as asking your professor for an extension or even accepting a disappointing grade.
- If you find yourself in a predicament and are thinking about cheating, pause before you act. Remember that cheating is unethical, and you have alternatives.
- Tell your professor your predicament.
- If you are unsure whether you are crossing an ethical line, for example by working with others or looking at an assignment key, ask your professor.
- Just because you don't understand the point of an assignment, don't assume it is pointless and therefore cheating is a lesser violation. Your professor's goals and the merits of an assignment may not be obvious to you.
- Plan your work in advance and know where you can get assistance.
- If a friend asks you for unauthorized help, say no and prepare your response—"I don't want to violate the Code." Protecting yourself by refusing to help does not mean you are being disloyal.
- If a friend offers you assistance, such as an answer to a formula or an assignment key, do not accept unless you are certain such assistance is authorized.
- Don't plagiarize unintentionally by cutting and pasting from the Internet, losing track of sources, and presenting these words or ideas as your own. Keep detailed notes identifying all your sources. If you don't know when to cite sources or use quotation marks, ask your professor.
- Read the Code of Academic Integrity and the helpful essays in this book.

This publication was produced by the Office of New Student Programs, Office of the Provost and Office of the Dean of Students. Cornell University is an equal-opportunity, affirmative-action educator and employer.

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