

## **Teaching Guide for the Academic Honesty Booklet** ***Academic Honesty: Collaboration, Scholarly Integrity, and the Ethical Use of Sources at Grinnell College***

The Academic Honesty booklet provides tutees a basic introduction to expectations about scholarly integrity at Grinnell. In this booklet the Tutorial and Advising Committee has brought together a number of sources for tutors to use in Tutorial. The Committee asks that you critically engage your students with this material early on in Tutorial so that students have a thorough understanding of the issues before they do significant work in other courses.

Many students seem to believe that academic honesty starts and stops with citation. Please make sure to remind your students that academic honesty includes a wide spectrum of activities, such as presenting results accurately and following each professor's guidelines for appropriate collaboration. Unless told otherwise, students should assume that they may not collaborate on classwork.

Grinnell College's efforts to emphasize academic honesty have come at the behest of your colleagues who are members of the Committee on Academic Standing (CAS) and its Subcommittee on Academic Honesty. This Subcommittee, comprising three professors, hears accusations of academic dishonesty and tries to assure that students receive a fair hearing and appropriate consequences given the offense. This group can also keep track of violations to ensure both that the College issues standard penalties and that College officials are aware if a student violates rules in a number of instances.

Please emphasize to your students that the matter of scholarly integrity is serious because accusations, even if eventually found unwarranted, can severely affect their lives. The rupture of the teacher-student relationship is likely; the student's reputation may suffer among the faculty; the hearing process can use up a lot of the student's time for several weeks; and the emotional costs are high. Therefore, it is in your students' best interest that they know the rules.

Some faculty tell students that they need not cite sources in papers written in their class because the whole class knows the sources and citation would be extraneous. While it is within a faculty member's rights to establish the rules in his or her classes, deemphasizing citation in this way may undermine College efforts to promote scholarly integrity. In fact, by having students write source-based without citation, you may be denying your students useful practice in using and citing sources. If you choose to be lenient in this way, you should in fairness warn students that other professors will not be so lenient.

### **Overview of Contents**

**The Grinnell College Academic Honesty Policy** (reprinted from the Student Handbook) sets forth the policy every Grinnell student is responsible for reading. Please require students to read it and give them a chance to discuss its implications.

**The Importance of Citation** clarifies the reasons why a writer should cite sources. It expands upon some of the ideas set forth in the policy, but puts the discussion on a more academic plane, to help students envision how in writing and citing they are communicating with a community of scholars.

**Students' Frequently Asked Questions** gives practical advice in answer to questions students often raise about academic honesty. Reviewing these in class may encourage students to raise other questions about the issue.

**Exercise on Citation and Paraphrase** provides an opportunity for new students to practice citing sources. Although these exercises adequately serve this purpose, developing similar exercises from material you are already using in your course is considered a best practice. Satisfactorily completing these exercises is a requirement for all first-year students.

**Honesty Scenarios for Discussion and Debate** describe close analogues of cases of potential academic dishonesty that have come before the Grinnell College Committee on Academic Standing. Because these cases represent the complexity of students' experiences, there are no absolute answers about whether the students in them were guilty of academic dishonesty. We hope that you will use these scenarios to help students consider the implications of such everyday actions such as gathering data, helping friends, working at the last minute and late into the night on important assignments, and leaving around drafts of papers. We also hope that these scenarios illustrate how important it is both for professors to be specific about their expectations and for students to ask questions to clarify policy.

**Academic Honesty at Grinnell:** This signature form is intended to remind students that they have learned about academic honesty, and to forestall claims (sometimes made to CAS) that students have had no opportunity to learn about plagiarism or other forms of academic dishonesty.