Making Integrity Count Video
Instructor’s Manual
Funded through University Mission and Goals Initiative
“Sustaining Academic Excellence through Integrity”

Introduction

This manual is provided in conjunction with the “Making Integrity Count” video, which can be accessed at http://www.fullerton.edu/INTEGRITY. The video and manual are designed to help you educate your students about academic integrity.

The video uses an “edutainment” approach to help students understand some of the more common violations of academic integrity and how to avoid them. This manual offers instructors exercises and discussion topics that reinforce the concepts addressed in the video.

The purpose of this project is to help students be successful at CSUF. You are encouraged to use the video and the accompanying activities provided with this manual in a way that works best for your own classes.

How to Use this Manual

This manual provides an overview of various academic integrity topics that students need to be aware of in order to be successful at CSUF. In-depth information is provided on topics such as cheating on tests, plagiarism, unauthorized collaboration, developing good study habits, citing and paraphrasing, etc.

Some of the issues covered by the video will be directly relevant to the classes you teach, while others may only be peripheral, depending on the nature of your courses. The manual is set up to complement the topics addressed in the video. It includes suggested resources and activities that can help students develop an understanding of many different integrity-related concepts.

If you want to provide students with general information about academic integrity as presented in the video, you can use the following outline as a guide when talking about the subject with your students. You may opt to show the video in class as part of your discussion with them or ask students to view it before coming to class.

If you only want to address specific academic integrity topics that relate to your classes, such as plagiarism, for example, you don’t need to use the material in the exact order it is presented here. You can simply pick and choose the activities that will help you reinforce the concepts you believe will best serve the students in your own classes.
Suggested Outline

I. Introduction to Academic Integrity
II. Pre-test Administration
III. Video
IV. Group Activities
V. Discussion of Academic Dishonesty
VI. Review of Student Conduct Website:
   http://www.fullerton.edu/integrity
VII. Post-test Administration
VIII. Homework Assignment Instructions (if applicable)
IX. Questions

I. Introduction to Academic Integrity

Academic integrity is the cornerstone of a university education. Academic integrity means honesty and responsibility in all scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from the student's own understanding and effort. It takes only a minute to destroy a reputation of integrity. Students need to understand the importance of integrity both personally and professionally.

The definition of Academic Dishonesty used by Student Conduct:

“An attempt to gain an unfair academic advantage and/or assisting or permitting another to do so.” Students have a duty to do all of their work honestly and to not actively assist another student to cheat or to even allow (permit) it to happen.

ACTIVITY – Review University Policy with Students

To understand more fully what this means at CSUF, review the university policy on Academic Dishonesty (UPS 300.021) with your students. You can find it online at:
http://www.fullerton.edu/senate/documents/ups.asp, or at the Student Conduct website at:
http://www.fullerton.edu/INTEGRITY.

“Academic dishonesty includes, but is not limited to, cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.”

II. Assessment - Pre-test Administration

It is important for Student Conduct to assess the learning of students who view this video and participate in follow-up discussion and activities. This can be accomplished with the use of a pre-test and post-test.
ACTIVITY – Administer Pre-test

Before having students watch the video, administer a short pre-test to your students which can be found in Appendix A. Please ensure they complete the form by printing their name, their CSUF student ID (CWID) and the instructor’s name.

At the end of your class on academic integrity, you can then administer the post-test (Appendix B). Please ensure that students complete the form by printing their names, their CSUF student ID (CWID) and the instructor’s name. Within a week of administration, please send both the completed pre-tests and post-tests to the Dean of Students Office, Student Conduct, TSU-235.

III. Video

ACTIVITY – Show Video

Preparing for the Video:

The video is approximately 35 minutes long. It is structured as a series of short television programs that address different aspects of academic integrity and the consequences of academic dishonesty. You may choose to show the video in class or ask students to view it on their own before coming to class.

One way to encourage students to be engaged in the video is to ask them to complete a worksheet while watching it as a basis for a later discussion. The worksheet is included as Appendix D.

Video Program Descriptions with Take-away Points:

Below is a brief synopsis of the different programs featured in the video with highlights of the key integrity take-away points of each segment. Following the video, you can use these points as a basis for discussion and/or administer some of the in-class exercises provided in Section IV. These exercises relate to the topics covered by the video.

The approximate length of each segment is included after its title in the event you only want to show individual programs on specific topics rather than the entire video.

1. Opening – student has a brief phone conversation with a friend about getting caught cheating but doesn’t appear to think it is serious.

2. “Father Knows Tests” Sitcom (4 minutes) – son comes home dejected after receiving an “F in the course” from his instructor and a warning letter from the Dean of Students Office, Student Conduct, for cheating on a test; has a heart-to-heart discussion with Dad, who offers advice.
**Integrity Points:**
- You can receive an F in the course and have a file in Student Conduct for 7 years. A second offense can result in suspension from CSU.
- Everyone is responsible for academic integrity. Don’t help or allow someone else to cheat. Protect your work/cover your exam.
- Anyone who sees cheating has the responsibility to tell the instructor right away.
- It is not fair to students in the class who studied for the exam for the cheater to get a better grade than he/she deserves.
- Students want their degrees to mean something – to themselves, and to their future employers.
- You can receive an academic consequence for cheating AND helping or allowing someone else to cheat.
- Be prepared for class: have daily study time, talk to your professor throughout the semester, and come prepared to learn.

3. **“Integrity News Network”** Newscast (3 minutes) – journalist reports story about a student who got caught using a “hired brain” to take a test for her on-line class; discusses seriousness of offense with CSUF professor.

**Integrity Points**
- Asking someone to take an exam or a whole course (hired brain – paid or not) is academic dishonesty, and students do get caught.
- Egregious act of dishonesty because students don’t do their own academic work but expect to receive credit as if they had actually learned the material.
- Both students are suspended or expelled from all 23 CSU campuses for such acts.
- On-line classes are monitored and have the same academic rigor as in-person classes.
- Students could do the work if they applied themselves, talked to their professors, and managed their time better.
- It is better to do poorly in the class than to be labeled a cheater.
- Cheating = Cheating yourself out of learning.
- Time management is one of the keys to success in your classes.
- CSUF expects students to be honest and trustworthy because we know they want to learn and be successful in their careers. Faculty, staff, and administrators are all here to help students meet their goals.

4. **“Studying” Commercial** (1 minute) – student talks about how she used to be embarrassed about poor grades; explains how studying has resulted in a better outcome.

**Integrity Points:**
- Studying has been shown to be effective in combating poor grades.
- Clinical trials have shown studying to be more effective when combined with a healthy note-taking regimen.
- Studying should not be considered a replacement for regular class attendance but rather as a healthy supplement.
- Side effects include: decreased ignorance, raised GPA, lessened anxiety, increased self-esteem, and restful nights.
- Some students have reported earlier than expected graduation.
- Studying has been found to reduce the urge to cheat.
- 10 out of 10 professors recommend studying.
5. **“Integrity Street” Puppet Show** (6 minutes) – in a Sesame Street-like format, students are taught about some key concepts of academic integrity including cheating on examinations or assignments, plagiarism, falsifying documents, and unauthorized collaboration.

*Integrity Points*

- Academic Dishonesty definition: an attempt to gain an unfair academic advantage and/or assisting or permitting another to do so.
- Cheating means doing something deceptive to get a better grade than you deserve, helping a friend get a better grade then he/she deserves, or letting someone else do something to get a better grade than he/she deserves.
- There are many different examples of cheating. All are unfair to other students in the class.
- Unauthorized collaboration: it is acceptable to talk to a classmate in the same class in order to clarify the instructor's instruction or the other student’s approach. However, it is academic dishonesty if instead you help each other by completing the assignment together.
- Falsifying academic records: forging academic transcripts, applications for admission, registration materials, or even attendance forms.
- Plagiarism: taking the work of another person and claiming it as your own in any written assignment. Work may include anything that someone creates from own brain – not yours.
- Plagiarism shows disrespect for the professor and other students.
- Cheating on exams includes: using external devices, talking to other students, looking at another’s exam, getting a test ahead of time, changing the answers on a graded exam, and asking for a re-grade after changing your answers.

6. **“Name that Paraphrase” Game Show** (7 minutes) – students compete for valuable prizes to come up with the best paraphrased version of a referenced source; illustrates the importance of citing sources properly when writing a paper to avoid plagiarism.

*Integrity Points:

- Paraphrasing is reading and understanding an original text, putting the author’s ideas into your own words without distorting the meaning and giving appropriate attribution or credit to the author.
- Plagiarism occurs when you just substitute some words for the original words.
- The best way to not plagiarize is to not look at the original text while you are paraphrasing.

7. **“Reputable Gives You Earnings” Commercial** (1 minute) – a parody of the “Red Bull Gives You Wings” advertisement; encourages students to earn their degrees honestly, so they don’t jeopardize the value of their college education.

8. **“Days of our Lies” Soap Opera** (4 minutes) – restaurant patron unexpectedly runs into ex-girlfriend who got kicked out of CSUF for cheating; discusses consequences of plagiarism, “double-dipping” on assignments, and committing more than one act of academic dishonesty.

*Integrity Points*

- If you use the exact words of another person you must put the words into quotation marks. Just having a citation is plagiarism.
- Two acts of dishonesty will result in suspension from CSU campuses for a period of time.
• Submitting the same paper for two classes without permission of the instructors is academic dishonesty.
• Suspension can have severe consequences including loss of trust by family or friends, delay of academic goals and/or entrance into graduate or professional school.

9. “PBS Pledge Drive” (9 minutes) – reiteration of key points made in previous programs; explanation of how students can pledge to sustain academic integrity at CSUF.

Integrity Points
• Successful students will: learn in each class; master their academic disciplines or majors; contribute to the academic community; develop intellectually, emotionally, socially, ethically; and graduate from CSUF and become responsible, ethical citizens.
• Students can increase their chances for success by attending class, coming prepared to learn, taking notes, setting regular study times, talking to professors, not cheating.
• To avoid plagiarism, when using another person’s exact words in a direct quote, do both of the following: provide a citation in the text or in a footnote, and enclose the words in quotation marks.
• When paraphrasing another person’s ideas, thoughts, research, data, or creations: put these ideas in your own words without distorting the original meaning; make sure not to just rearrange or replace a few words; cite the source in the text or in a footnote.
• No quotation marks are needed when paraphrasing because these are not the exact words of another.

IV. Group Activities
You may select from one of the group exercises that can be used in class to reinforce the concepts introduced in the video - Appendix E:
• General Integrity Exercises
• Plagiarism Quiz and Discussion
• Paraphrasing Exercise
• Cheating on Exams Exercise and Discussion
• Unauthorized Collaboration Exercise
• Falsification of Documents Exercise and Discussion

V. Discussion of Academic Dishonesty
Classroom discussion is one of the most effective deterrents to academic dishonesty. There is no substitute for faculty members engaging students in dialogue about the importance of integrity in their academic lives.

Appendix F contains resources you can use when fostering a discussion about academic integrity and dishonesty with your students.
VI. Review of Student Conduct Website – http://www.fullerton.edu/INTEGRITY

The Student Conduct website includes an assortment of information that can help students better understand the basic concepts of academic integrity and the Academic Appeals process. It also contains resources to help them be successful students.

ACTIVITY – Review Student Conduct website with your students

VII. Assessment: Post-Test Administration

ACTIVITY – Administer Post-test

Administer the post-test after the students have viewed the video and participated in follow-up discussion and activities pertaining to academic integrity. Please ensure that students complete the form by printing their names, their CSUF student ID (CWID), and the instructor’s name. Within a week of administration, please send both the completed pre-tests and post-tests to the Dean of Students Office, Student Conduct, in TSU-235.

VIII. Homework Assignment Instructions

Following are some suggestions for take-home assignments that can be given to students after completing an in-class session on academic integrity.

• Ask students to write a 2-3 page reflective paper (typed, double-spaced, 12-point type, properly cited, appropriate language/grammar/spelling) on academic dishonesty. The paper should include a review of the materials at http://www.fullerton.edu/INTEGRITY, click on Student Resources tab, then Academic Integrity Resources tab, using the first two papers as references. The paper should address the following: describe academic dishonesty, explain why it is important to members of the University to understand academic dishonesty, explain unauthorized collaboration and how to avoid it, describe plagiarism, explain how a student can avoid plagiarism, explain how a student properly cites direct words of others, and explain how a student paraphrases words and ideas of others. The paper should demonstrate an understanding of a student’s responsibility for integrity in the classroom.

• Ask students to write a 2-3 page paper (typed, double-spaced, 12-point type, properly cited, appropriate language/grammar/spelling) addressing the following: What are my career goals and how will my CSUF degree assist me in reaching my goals? How might having a notation (suspension, expulsion) on my transcript prohibit me from attaining my goals?

• Have students view the online “Academic Integrity Tutorial” and take the quiz. Go to http://www.fullerton.edu/INTEGRITY, open the Student Resources tab, open the Academic Integrity Resources tab, open the “Academic Integrity Tutorial.” At the next class period, discuss the tutorial and go over the quiz.

IX. Questions
Appendix A – Pre-test Questions
Appendix B – Post-test Questions
Appendix C – Test Answer Sheet
Appendix D – Video Worksheet
Appendix E – General Integrity Exercises
  - Plagiarism (Quiz and Discussion)
  - Paraphrasing (Exercise)
  - Cheating on Tests (Exercise and Discussion)
  - Unauthorized Collaboration (Exercise)
  - Falsification of Documents (Exercise and Discussion)
Appendix F – Faculty Resources to Foster Classroom Discussions
  - Plagiarism
  - Submitting the Same Assignment/Paper for Different Classes
  - Group Work
  - Unauthorized Collaboration
  - Falsification of Documents
  - Cheating on Examinations
  - Cheating in Online Courses
  - Attempting to Gain an Unfair Academic Advantage
  - Assisting Others Attempt to Gain an Unfair Academic Advantage
  - Consequences of Academic Dishonesty
  - Who Gets Hurt?
Appendix G – Academic Integrity Quotes
Appendix H – Integrity Rap Lyrics
Appendix I – Instructor Answer Sheet
APPENDIX A – PRE-Test

1. When writing a paper, sources not quoted directly only need to be listed in the reference list at the end of the paper.
   True  False

2. Which of the following are examples of falsifying university documents? (mark all that apply)
   a. Modifying your high school transcript to reflect that you have completed a required course.
   b. Helping a friend by signing his name on an attendance roster in one of your classes.
   c. Changing a note from your doctor indicating you were still sick on the day of your exam.
   d. Turning in a withdrawal form for a class on which you had signed your professor’s name after he told you that he would allow you to drop the class.

3. A student who violates academic integrity standards for a class will receive only a warning if the student was unaware that his or her action was prohibited by University Policy.
   True  False

4. Which of the following statements are true? (mark all that apply)
   a. It is academic dishonesty to ask another student questions about an examination that he/she has previously taken and you are about to take.
   b. It is not academic dishonesty to read a condensed version of a novel/play or watch a movie based on the book rather than read the assigned book.
   c. It is academic dishonesty to remove items from a reserved reading file so that others will not have an opportunity to view them.
   d. If a student commits a second act of academic dishonesty, the student will be suspended from all CSU campuses.

5. Students found responsible for academic dishonesty may be penalized by: (mark all that apply)
   a. 0 on the assignment
   b. F in the course
   c. Dismissal from the academic department
   d. Suspension from the CSU

6. It is academic dishonesty if you write a paper for one class and then later use the same paper for a different class.
   True  False

7. Information that is paraphrased from any source (book, internet, journal, etc.) should be indicated by quotation marks.
   True  False

8. What is Academic Dishonesty?

9. What is Plagiarism?

10. Define Paraphrasing:
APPENDIX B – POST-Test

1. When writing a paper, sources not quoted directly only need to be listed in the reference list at the end of the paper.
   True  False

2. Which of the following are examples of falsifying university documents? *(mark all that apply)*
   a. Modifying your high school transcript to reflect that you have completed a required course.
   b. Helping a friend by signing his name on an attendance roster in one of your classes.
   c. Changing a note from your doctor indicating you were still sick on the day of your exam.
   d. Turning in a withdrawal form for a class on which you had signed your professor’s name after he told you that he would allow you to drop the class.

3. A student who violates academic integrity standards for a class will receive only a warning if the student was unaware that his or her action was prohibited by University Policy.
   True  False

4. Which of the following statements are true? *(mark all that apply)*
   a. It *is* academic dishonesty to ask another student questions about an examination that he/she has previously taken and you are about to take.
   b. It *is not* academic dishonesty to read a condensed version of a novel/play or watch a movie based on the book rather than read the assigned book.
   c. It *is* academic dishonesty to remove items from a reserved reading file so that others will not have an opportunity to view them.
   d. If a student commits a second act of academic dishonesty, the student will be suspended from all CSU campuses.

5. Students found responsible for academic dishonesty may be penalized by: *(mark all that apply)*
   a. 0 on the assignment
   b. F in the course
   c. Dismissal from the academic department
   d. Suspension from the CSU

6. It is academic dishonesty if you write a paper for one class and then later use the same paper for a different class.
   True  False

7. Information that is paraphrased from any source (book, internet, journal, etc.) should be indicated by quotation marks.
   True  False

8. What is Academic Dishonesty?

9. What is Plagiarism?

10. Define Paraphrasing:
APPENDIX C – Test ANSWERS

1. When writing a paper, sources not quoted directly only need to be listed in the reference list at the end of the paper.
   True  False

2. Which of the following are examples of falsifying university documents? *(mark all that apply)*
   a. Modifying your high school transcript to reflect that you have completed a required course.
   b. Helping a friend by signing his name on an attendance roster in one of your classes.
   c. Changing a note from your doctor indicating you were still sick on the day of your exam.
   d. Turning in a withdrawal form for a class on which you had signed your professor’s name after he told you that he would allow you to drop the class.

3. A student who violates academic integrity standards for a class will receive only a warning if the student was unaware that his or her action was prohibited by University Policy.
   True  False

4. Which of the following statements are true? *(mark all that apply)*
   a. It is academic dishonesty to ask another student questions about an examination that he/she has previously taken and you are about to take.
   b. It is not academic dishonesty to read a condensed version of a novel/play or watch a movie based on the book rather than read the assigned book.
   c. It is academic dishonesty to remove items from a reserved reading file so that others will not have an opportunity to view them.
   d. If a student commits a second act of academic dishonesty, the student will be suspended from all CSU campuses.

5. Students found responsible for academic dishonesty may be penalized by: *(mark all that apply)*
   a. 0 on the assignment
   b. F in the course
   c. Dismissal from the academic department
   d. Suspension from the CSU

6. It is academic dishonesty if you write a paper for one class and then later use the same paper for a different class.
   True  False

7. Information that is paraphrased from any source (book, internet, journal, etc.) should be indicated by quotation marks.
   True  False

8. What is Academic Dishonesty?
   An Attempt to gain an unfair academic advantage or assisting or permitting another to do so. *(students might provide examples such as cheating on assignments, passing off other’s work as their own, etc.)*

9. What is Plagiarism?
   Using someone else’s work in any academic assignment without appropriate acknowledgement (citation, attribution).

10. Define Paraphrasing:
    Understanding another’s ideas or research and putting those concepts into your own words without distorting the original meaning and providing appropriate acknowledgement.
APPENDIX D

Video Worksheet

(Students should complete while viewing video)

1. “Father Knows Tests” - Will you be found responsible for academic dishonesty if someone you don’t know copies answers from your exam? Why?

2. “Father Knows Tests” - Which piece of advice that the father gave his son made the most sense to you? Why?

3. “Integrity News Network” - What is a hired brain? What can happen if you use one?

4. “Integrity News Network” - Why is using a hired brain considered an egregious act of dishonesty?

5. “Integrity Street” - What did the puppet Sandi say was the definition of academic dishonesty?

6. “Integrity Street” - What are 3 examples of falsification of documents that constitute cheating?
7. “Integrity Street” - What is the definition of plagiarism?

8. “Name that Paraphrase” - What was the strategy the winner used that enabled him to write a correct paraphrase without plagiarizing?

9. “Days of Our Lies” - What did Erica do that got her kicked out of school and made her boyfriend dump her?

10. “Days of Our Lies” - Can you submit the same paper to two classes for an academic grade? Why or why not?

11. “PBS Special” - Finish this statement: “a successful student will………”

12. “PBS Special” - What are some ways to ensure that you are ready for every test?

13. “PBS Special” - Name the 5 steps in effective paraphrasing:

14. “PBS Special” - Name three consequences that may be assessed for cheating?

15. “PBS Special” - Name at least three pledges that students can make to support integrity:
APPENDIX E

ACTIVITY – General Integrity Exercises

1. Divide students into small groups. Have each group address why academic integrity is important to one or all of the following groups: self, other students, faculty, the University, alumni, employers, society, etc. Discuss with the larger group.

2. Ask students to read UPS 300.021 – Academic Dishonesty Policy. At the next class session, ask them to write down three things that they learned from the policy and discuss their answers.

3. Ask students to read UPS 300.021 – Academic Dishonesty Policy, and UPS 300.030 - Academic Appeals Policy. Divide into small groups for discussion around the following incident: You are called into your instructor’s office to talk about your behavior on the last exam. The instructor indicates that he believes that you cheated when you allowed the student next to you to copy answers from your exam. Ask the group to answer the following questions; 1. What part of the Academic Dishonesty Policy is the instructor indicating that you violated? 2. What proof would the instructor need to have? 3. What does a preponderance standard of proof mean? 3. What range of penalties could the instructor assess? 4. What information does the instructor need to send to Student Conduct? 5. If you wish to challenge the instructor’s decision what are the steps in the appeal?

4. Ask students to brainstorm a list of reasons (excuses) why students cheat. Divide into small groups and ask the students to determine the top three reasons students cheat and strategies that they would recommend to counteract these reasons (excuses). Ask groups to share with the class.

5. Ask students to read a list of quotations on academic integrity. Ask them which are most meaningful to them and why. Ask them to bring to the next class at least one quotation that closely matches their own view on academic integrity.

(Adapted from Academic Integrity Program, Quinnipiac University)
ACTIVITY – Plagiarism Quiz and Discussion

Break students into small groups, and ask them to work together to answer these questions. Then have a large group discussion.

1. It is late at night, and you have a paper due at 9:00 a.m. the next day. You used a lot of material from a couple of books, but you didn’t quote anything and, therefore, you didn’t include any footnotes. Is this plagiarism, or just sloppy work?

2. You have had a tough semester and are having trouble focusing on a term paper you must write. You’ve acquired "research material," a paper from the Internet on your topic that will get you started with information and organization. With all the other pressures, it seems tempting to make a few minor changes and turn the paper in. Should you?

3. Which of the following statements describes an example of plagiarism? Circle all that constitute plagiarism, and indicate why each example is or is not plagiarism.
   a. Copying any text from a source without indicating from where it was taken.
      Explain why:
   b. Copying text and changing only a few words or omitting small parts of the original text.
      Explain why:
   c. Copying text from a source and rearranging the order of it.
      Explain why:
   d. Writing a paragraph from several sources that contain well-known facts and adding some original writing.
      Explain why:
   e. Quoting a paragraph by placing it in quotation marks and providing the source.
      Explain why:

4. True or False?
   a. When writing a paper, sources not quoted directly only need to be listed on the reference list at the end of the paper.
      Explain why:
   b. It is not academic dishonesty to make up information to fill in the gaps to complete an assignment if most of the information used in the assignment is true.
      Explain why:
   c. It is academic dishonesty if you write a paper for one class and then later use the same paper for a different class.
      Explain why:
   d. Information that is paraphrased from any source (book, Internet, journal, etc.) should be indicated by quotation marks.
      Explain why:
ACTIVITY – Paraphrasing Exercise

1. Start by reminding students of the steps involved in paraphrasing:
   a. Read the original text until you understand it.
   b. Set the original aside so you can’t see the text.
   c. Write your own version.
   d. Check your paraphrase against the original text to see that the information is accurate.
   e. Acknowledge the source in the paragraph and also in your bibliography.

2. Next, project the text provided below on the screen, and give the students a few minutes to
   read the text. Then remove it from the screen. Ask them to paraphrase the article passage.

3. When students are finished, ask for two or three volunteers to come up to the front of the room
   and share their versions with the class. Facilitate a discussion on the accuracy of each.

4. Ask the class to vote on a version they believe is the most accurate example of paraphrasing.

NOTE: Student Conduct will provide “valuable prizes” for the students who volunteer for this activity.
Contact our office for details.

Here is some sample text you can use for this exercise. (Please point out to your students
that instructors might either have a concern with students using an outdated reference (1990)
or be suspicious that a student was using another person’s paper as their own.)

Original Text
Of the more than 1,000 bicycling deaths each year, three-fourths are caused by head injuries.
Half of those killed are school-age children. One study concluded that wearing a bike helmet can
reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock
and cushions the head.


An Example of a Paraphrase
The use of a helmet is the key to reducing bicycling fatalities, which are due to head injuries
75% of the time. By cushioning the head upon impact, a helmet can reduce accidental injury by
as much as 85%, saving the lives of hundreds of victims annually, half of whom are school
children. (Consumer Reports, 348)

Original Text
It is a familiar nightmare: a person suffers a heart attack, and as the ambulance sits in heavy
traffic, the patient dies. In fact, 350,000 American heart-attack victims each year die without ever
reaching a hospital. The killer in many cases is ventricular fibrillation, an uncoordinated
contraction of the heart muscle. In fact, these early deaths can often be prevented by the
administration of a common drug called lidocaine injected into the patient's shoulder muscle by
ambulance paramedics as soon as they arrive on the scene. “First Aid for Heart Attacks.” (2005,
November 11) Newsweek, p. 88.
An Example of a Paraphrase

According to Newsweek, 350,000 American heart attack victims die before reaching help in hospitals. However, a common heart drug called lidocaine, which may be injected into the patient by paramedics on the scene of the attack, may save many victims who would otherwise die on the way to the hospital. (Newsweek, 88).

Here are some topics to address during the discussion.

Why a version might be plagiarized:
- Material is entirely too close to the original, it is not a correct paraphrase, it is plagiarism.
- The author just substituted some new words for the original words.
- The author failed to cite the source of the material.

Why a version might be a correct paraphrase:
- The author of the paraphrase has read and understood the original work and has then put those ideas into his or her own words with a correct citation or credit to the author of the original work.

ACTIVITY – Cheating on Tests Exercise and Discussion

Break students into small groups, and ask them to work together to address these questions. Then have a larger group discussion.

1. You realize another student is looking at your test paper. You don’t know the second student, but you don’t make an effort to cover your paper. We know the other student is cheating, but why are you responsible for academic dishonesty as well?

2. You are enrolled in a large lecture class. As the professor hands back the results of the first test, she encourages all students to check their papers carefully, with the instruction to resubmit any test that may have been incorrectly graded. Looking over your paper, you notice that you inadvertently left out one sentence, which changed the meaning of your answer. Since you knew the material at the time of the test, you pencil in the omitted sentence and resubmit the paper for grading. Is this a problem?

3. The final exam in your class is a take-home test. The professor’s instructions state that you may only consult the following resources: reference documents, class notes, and the professor. You and your roommate discussed one of the questions, but you wrote your own answer. Why is this a problem?

4. List other examples of how students could attempt to cheat on exams.

5. List strategies you could use to avoid cheating on exams, to avoid the appearance of cheating on exams, or to avoid assisting another to cheat.

6. List strategies that faculty could implement to prohibit students from the above acts.
ACTIVITY – Unauthorized Collaboration Exercise

Break students into small groups, and ask them to work together to address these questions. Then have a larger group discussion.

1. Ask students which of the following actions listed below are acceptable or unacceptable; Your roommate reviewed your paper for you and did the following:
   a. Circled errors
   b. Corrected errors
   c. Rewrote a few sentences
   d. Rewrote several large passages
   e. Gave your ideas for how to better construct your argument

   Have your students discuss collaboration that is acceptable and collaboration that crosses a line. Be specific with students about what is and what is not acceptable in your own course.

2. Ask students to discuss the following situation: the night before the assignment is due, one of your classmates asks if you have completed your paper. When you indicate that you have completed it, he asks if you could email him your paper to give him some ideas about how to start the paper. Questions:
   a. Discuss what you would do/should do.
   b. Discuss the implications of your actions, to you, to the classmate, to the class.
   c. Why is your choice “right”?

3. List other examples of unauthorized collaboration (working together on assignments without the professor’s permission)

   (Adapted from Academic Integrity Program, Quinnipiac University)

   The expectation is that students do their own individual work unless they are expressly told that they may collaborate (homework, exam behavior) before they begin. Unless told, students should not share written or verbal information with other students, nor should they refer to work done by students in previous classes.

ACTIVITY – Falsification of Documents Exercise and Discussion

Break students into small groups, and ask them to work together to address these questions. Then have a larger group discussion.

1. You have been ill and have fallen behind in your classes. You want to ask your professor for an "Incomplete" in his class, but you're not sure whether he'll be convinced. You didn't see a doctor while you were ill, but you have a doctor's excuse from a previous illness, which you could alter with little difficulty. Should you do it? After all, you were sick, weren't you?

2. You are required to complete 20 hours of community service as part of your grade in a psychology class. You did 17 hours and then got sick at the end of the semester, so you just wrote down three extra hours on your last time sheet. Why is this considered academic dishonesty?

3. List other examples of falsification of University documents that attempt to gain an unfair academic advantage.
Fundamental Values of Academic Integrity
(Source: International Center for Academic Integrity)

Academic integrity is a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility as they apply to scholarship in an academic setting such as California State University, Fullerton. It assumes that students will not attempt to gain an unfair academic advantage and will not assist or permit another to gain such an advantage.

1. **Honesty** – “An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.”

2. **Trust** – “An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.”

3. **Fairness** – “An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interaction of students, faculty, and administrators.”

4. **Respect** – “An academic community of integrity recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas.”

5. **Responsibilities** – “An academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing.”
Plagiarism

Original Work
There is no college assignment that can be completed by copying. The basic assumption about writing is that all written assignments show the student's own understanding in the student's own words. That means all writing assignments are assumed to be composed entirely of words generated (not simply found) by the student, except where words written by someone else are appropriately cited.

To count as a paraphrase (your own words) your paper must be significantly different from your source so that a reasonable person would consider it a new piece of writing. If your paraphrase is too similar to the original source it is plagiarism.

It is plagiarism to present someone else’s ideas as your own, even if you express them in your own words, if you do not give credit to the original source. It is also plagiarism to present someone else’s original arguments as your own, even if you put them in your own words.

When Do You Cite?
The rules of plagiarism apply to all assignments. Take-home tests, comprehensive examinations, literature reviews, extra credit, drafts, and all other assignments are subject to these rules.

Why Do You Cite?
When you provide attribution (credit to the source), you tell the audience what your sources said and the context in which they said it. Paying attention to academic honesty will benefit you in the long run because thinking about it will help you become a better writer.

The FANS Explanation:

- **Find**: Readers need to know where you have found your ideas and examples, and citations help them locate your research.
- **Avoid Plagiarism**: When you acknowledge sources, you become less likely to copy a sentence, quotation, or idea from someone else.
- **Norms**: Researchers and scholars cite in ALL of their writing. You are also a researcher and scholar as a college student.
- **Support**: Showing evidence that you have used more than your own ideas and have incorporated multiple sources into your writing proves that you did extensive research. Doing a sizeable amount of research will help you create a thoughtful and informative paper, which adds to the credibility and strength of your paper. The result of your effort? You earn a good grade.
Submitting the Same Assignment/Paper for Different Classes

This is also known as self-plagiarism or recycling work. Faculty assume students are completing an assignment for a specific class and integrating the learning from that class into the assignment. Submitting the same assignment for a second class violates the objective that every assignment advances a student's learning and growth.

“Double-dipping” on assignments presumes a student does little or no work for the second assignment while the rest of the class invests time. The student also has the advantage of already having received feedback on the quality of the first assignment.

If a student wishes to submit the same or essentially the same paper for another class, he or she must receive permission from the instructor. Unless the second instructor expressly allows it, submitting an assignment already submitted for another class is a form of academic dishonesty.

Academic Integrity in Group Work

An important part of academic work often entails working in small groups or working collaboratively with peers.

By listing one’s name on a group project, a student is affirming that this is his or her work along with the others listed and therefore is an affirmation of the integrity of the work. Just as a student may benefit from the writing or research skill of one of the group members, he or she also can be liable for dishonest work of one of the group members.

As a group, you are responsible to and for one another. Therefore, if all members of the group are to receive the same grade, it is unfair NOT to penalize all of the team for the plagiarism of one member. Group members could not receive 100% credit for an assignment since they would have to receive 0 points for the plagiarized section.

When working in groups, the first meeting should be dedicated to getting to know the members of the group, establishing expectations, and setting timelines and tasks. The expectations should address the obligations students have as part of a team project. They should also provide strategies on how students should approach a team project to ensure quality control for all sections of the project and to avoid plagiarism.

Unauthorized Collaboration

This means working together without permission of the instructor. Obtaining permission from the professor to work together on a homework assignment, project, or paper is not permission to violate the rules of integrity by simply getting the answers from someone else or presenting another student's work as your own.

Unless the professor specifies otherwise, it is assumed that all work submitted for a grade will be the product of the student's own understanding and expressed in the student's own words, calculations, computer code, etc. When a student's work is identical or very similar to someone else's, it is reasonable for the professor to conclude that academic dishonesty has occurred.
Fabrication, Forgery, Alteration of Documents, Lying

It’s academic dishonesty to provide false information to an instructor in order to get an excused absence, an extension on a due date, a makeup examination, an Incomplete, admission to a class or program, etc.

It’s academic dishonesty to forge an instructor’s signature on any form for academic advantage. It’s academic dishonesty to fake data, for example, in a lab project, or fabricate quotations or sources for a paper.

Cheating on Examinations

Unless an instructor specifies otherwise, all examinations and other assignments are to be completed by the student alone, without inappropriate assistance of any kind. That means no help is to be given to others or received from other students, books, notes, cellphones, or any other hand-held electronic devices.

Cheating in Online Courses

Online assignments are subject to exactly the same standards of integrity that apply in regular classroom assignments. Unless specifically permitted by the instructor, it is cheating to copy from others or from outside sources on any online quiz, homework, or test. It is also academic dishonesty to access other sources during the administration of the exam.

Attempting to Gain an Unfair Academic Advantage

Trying to cheat is academic dishonesty, even if the attempt is discovered before it is completed. For example, possession of unauthorized notes in an examination is academic misconduct even if they have not yet been used. Asking others for help in cheating is academic dishonesty even if nobody responds and no cheating ultimately occurs.

Assisting Others in Attempting to Gain an Unfair Academic Advantage

Helping someone else cheat is also an academic dishonesty violation. So is providing someone with a paper, homework, or any other form of help where you know, or reasonably should know, that the other student will use it to cheat.
Consequences of Academic Dishonesty

In addition to a grade penalty ranging from a “0” on an assignment to an “F” in the course, students may receive additional sanctions. These include:

- Dismissal from their academic departments
- Revocation of admission
- Suspension – temporary removal from all CSU campuses; temporary or permanent notations on their transcripts
- Expulsion – permanent removal from all CSU campuses; permanent expulsion notations on their transcripts
- Revocation of degree from CSUF

All students who are found responsible for academic dishonesty have a disciplinary file in the Dean of Students Office, Student Conduct for at least 7 years. A second academic integrity violation will result in suspension from all CSU campuses.

Remember – the consequences for committing academic dishonesty are never worth it!
Who Gets Hurt if You Plagiarize?

1. **You.** You only hurt yourself if you don’t learn to write your own thoughts in your own words and don’t get specific feedback geared to your individual needs and skills. It is like sending a friend to practice tennis for you – you’ll never score an ace yourself. Ignorance is no excuse. The purpose of a research paper is to synthesize previous research and scholarship with your ideas on the subject.

   You are expected to graduate with a thorough understanding of the strengths and limitations of knowledge in your chosen field. If you plagiarize, you are unlikely to develop your knowledge base and be able to maintain and update your expertise – expertise that will be integral to your professional success.

   Employers and professional organizations will expect that you can learn independently, have the required knowledge, skills, and attributes, and can make ethical choices. In addition to institutional penalties for academic dishonesty, there are profound professional implications, as you may not be competent in your chosen field.

2. The **other students** in the class who may receive lower grades on their papers if your plagiarism goes undetected and you receive an “A” for someone else’s work. You may even beat them out of a job or a spot in graduate school because your grades may be better.

3. **CSUF.** Cheating degrades our degree and may diminish our reputation if students who cheat are hired and then are not able to perform at the level that their grades indicate that they should.
APPENDIX G - Academic Integrity Quotes

“Most plagiarists, like the drone, have not the taste to select, the industry to acquire, nor the skills to improve, but imprudently pilfer the honey ready from the hive.”

- Charles Caleb Colton

“Do not do what you would undo if caught.”

- Leah Arendt

“Most of us can read the writing on the wall; we just assume it’s addressed to someone else.”

- Ivern Ball

“Every generation has the privilege of standing on the shoulders of the generation that went before; but it has no right to pick the pockets of the first-comer.”

- Brander Matthews

“I am…” are potent words; be careful what you hitch them to. The thing you’re claiming has a way of reaching back and claiming you.”

- A.L. Kitselman

“Taking something from one man and making it worse is plagiarism.”

- George Moore

“Borrowed thoughts, like borrowed money, only show the poverty of the borrower.”

- Lady Blessington

“It is always important to think of the intellectual world as a community of mutual dependence, mutual helpfulness, mutual protectiveness, and common delight. We take ideas from others, we give ideas to others. We are indebted to others, and others are indebted to us. In sharing and acknowledging the community we define ourselves more certainly as individuals. The ability to describe our sources is also an ability to be recognized for our own originality and our own selves. All communities depend on generosity, trust, and definition, and the proper use of sources is part of the mortar that holds the community of the mind together.”

- Richard Marius

“The excellent becomes the permanent.”

- Jane Addams
Integrity Rap

Lyrics written by Sandra Rhoten

Making Integrity Count

Making Integrity Count is more than 1, 2, 3.
Making Integrity Count
Takes commitment from you and me,

Me, me, me.

Let me tell you why.
Let me tell you why.

Learning is preeminent,
We’ve all heard that cry.
But learning without integrity
Makes people like me sigh,

Sigh, sigh, sigh.

Integrity, what’s that mean?
Do you think we all agree?

I think honor, respect, truthfulness,
And responsibility.

Looky here.

Students want to be successful,
That we can’t deny.
So it’s up to you to see it through.
Integrity starts with I,

I, I, I.

Making Integrity Count is more than 1, 2, 3.
Making Integrity Count
Takes commitment from you and me.
APPENDIX I: Instructor Answer Sheet

ACTIVITY – Plagiarism Quiz and Discussion

1. It is late at night, and you have a paper due at 9:00 a.m. the next day. You used a lot of material from a couple of books, but you didn't quote anything and, therefore, you didn't include any footnotes. Is this plagiarism, or just sloppy work?

**ANSWER:** This is plagiarism. Submitting someone else's work for credit as if it were your own is plagiarism. If you are unsure about when to use quotations and footnotes, be sure to talk to your professor before submitting the paper.

2. You have had a tough semester and are having trouble focusing on a term paper you must write. You've acquired "research material," a paper from the Internet on your topic that will get you started with information and organization. With all the other pressures, it seems tempting to make a few minor changes and turn the paper in. Should you?

**ANSWER:** Don't! Faculty have an uncanny ability to spot papers that were not written for their classes or which are not your work, and the consequences to you can be severe. In fact, don't acquire (borrow, download or purchase) a paper for "research purposes." You almost certainly can come up with better material yourself, and you avoid the temptation of doing the wrong thing at the last minute. Researching term papers is an integral part of your university education – don't short-change yourself.

3. Which of the following statements describes an example of plagiarism? Circle all that constitute plagiarism, and indicate why each example is or is not plagiarism.

a. Copying any text from a source without indicating from where it was taken.

**Yes.** This is a very common type of plagiarism in which a student uses another person's original words and claims them as their own since they fail to give any attribution (quotation marks and citation).

b. Copying text and changing only a few words or omitting small parts of the original text.

**Yes.** This is still the original author's words with just minor changes. A student has to either copy the text verbatim with appropriate citation (quotation) or understand it well enough to put into their own words without distortion and with attribution (Paraphrase.)

c. Copying text from a source and rearranging the order of it.

**Yes.** Still the original author's words.

d. Writing a paragraph from several sources that contain well-known facts and adding some original writing.

**No.** But, students need to be careful about “common knowledge” - it has to be well-known to the non-expert.

e. Quoting a paragraph by placing it in quotation marks and providing the source.

**No.** This is not plagiarism as long as they ALSO have a citation at the point it is used, not just in the reference list.
4. True or False?

a. When writing a paper, sources not quoted directly only need to be listed on the reference list at the end of the paper.

   **False.** When writing a paper, sources not quoted directly must be cited in the body of the paper as well as being listed in the reference list at the end of the paper. If this is not done, the reader will assume that the source material is your own work.

b. It is not academic dishonesty to make up information to fill in the gaps to complete an assignment if most of the information used in the assignment is true.

   **False.** This is called lying. You can’t fabricate information because you didn’t get the information you wanted or forgot what you read.

c. It is academic dishonesty if you write a paper for one class and then later use the same paper for a different class.

   **True.** Instructors assume that you are writing your paper contemporary to the class integrating the learning from this course. It is unfair if you recycle a paper since you are doing no current work and have the benefit of prior feedback from an instructor. It is dishonest and not fair to other students who are spending hours writing a current paper. You must receive express permission from the instructor.

d. Information that is paraphrased from any source (book, Internet, journal, etc.) should be indicated by quotation marks.

   **False.** Quotation marks alert the reader that these words were written by another person and not the student. Since a paraphrase is your own words you do not need to put it in quotation marks but you do need to give credit to the original author for his ideas or research with a proper citation.
**ACTIVITY – Cheating on Tests Exercise and Discussion**

Break students into small groups, and ask them to work together to address these questions. Then have a larger group discussion.

1. You realize that another student is looking at your test paper. You don’t know the second student, but you don’t make an effort to cover your paper. We know the other student is cheating, but why are you responsible for academic dishonesty as well?

   **ANSWER:** Even though you and the other student didn’t work together, once you became aware that the other student was looking at your paper, it was your responsibility to take steps to make it difficult for him to cheat.

2. You are enrolled in a large lecture class. As the professor hands back the results of the first test, she encourages all students to check their papers carefully, with the instruction to resubmit any test that may have been incorrectly graded. Looking over your paper, you notice that you inadvertently left out one sentence, which changed the meaning of your answer. Since you knew the material at the time of the test, you pencil in the omitted sentence and resubmit the paper for grading. Is this a problem?

   **ANSWER:** Unfortunately, the professor cannot grade your good intentions. Tests submitted for re-grading may not be altered in any way. By the way, professors are encouraged to photocopy exams before returning them to students and therefore can clearly track any new markings on exams submitted for re-grading.

3. The final exam in your class is a take-home test. The professor’s instructions state that you may only consult the following resources: library books, class notes, texts, and the professor. You and your roommate discussed one of the questions, but you wrote your own answer. Why is this a problem?

   **ANSWER:** This is called collusion. Studying together before the test would have been all right, but once you had the test and knew the questions, the professor expected you to do all the thinking about the answers by yourself.

4. List other examples of how students could attempt to cheat on exams.

5. List strategies you could use to avoid cheating on exams, to avoid the appearance of cheating on exams, or to avoid assisting another to cheat.

6. List strategies that faculty could implement to prohibit students from the above acts.
ACTIVITY – Unauthorized Collaboration Exercise

Break students into small groups, and ask them to work together to address these questions. Then have a larger group discussion.

1. Ask students which of the following actions listed below are acceptable or unacceptable.

   Your roommate reviewed your paper for you and did the following:
   a. Circled errors
   b. Corrected errors
   c. Rewrote a few sentences
   d. Rewrote several large passages
   e. Gave your ideas for how to better construct your argument

Have your students discuss collaboration that is acceptable and collaboration that crosses a line. Be specific with students about what is and what is not acceptable in your own course.

2. List other examples of unauthorized collaboration (working together on assignments without the professor’s permission).

ACTIVITY – Falsification of Documents Exercise and Discussion

Break students into small groups, and ask them to work together to address these questions. Then have a larger group discussion.

1. You have been ill and have fallen behind in your classes. You want to ask your professor for an "Incomplete" in his class, but you're not sure whether he'll be convinced. You didn't see a doctor, but you have a doctor's excuse from a previous illness, which you could alter with little difficulty. Should you do it? After all, you were sick, weren't you?

   ANSWER: Not a good idea. Document falsification is dishonesty, whether or not the falsification supports "the truth." Faculty have a tendency to check on medical excuses, so apart from undermining your own integrity, you stand a good chance of being caught. Students often neglect the obvious in this kind of case: talk to your professor. He or she may be able to offer suggestions or alternatives for relieving your situation.

2. You are required to complete 20 hours of community service as part of your grade in a psychology class. You did 17 hours and then got sick at the end of the semester, so you just wrote down three extra hours on your last time sheet. Why is this considered academic dishonesty?

   ANSWER: This was part of your grade for the class. By lying about these hours you were attempting to gain an unfair academic advantage over other students who complete all of the required hours. You are also attempting to deceive your instructor.

3. List other examples of falsification of University documents that attempt to gain an unfair academic advantage.
Be honest!

Be honorable!

Don’t cut & paste.
Use the internet responsibly.

Follow the rules!
Earn your degree honestly.

Be nice!

Be responsible!

Commit to civility.
Treat each other with respect.

Cite sources properly.
Be a responsible Titan scholar.