

**BHSEC
Academic
Integrity
Handbook**

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BHSEC Academic Integrity Handbook

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Academic Integrity Handbook

BHSEC is a community animated by and dedicated to the love of learning. Our culture of curiosity is sustained by our respect for people, creativity, and ideas. This respect forms the basis of our integrity as a community of scholars whose academic mission is not only to further understanding and knowledge, but to help set the standard for innovation in higher education.

It is the seriousness and passion with which we pursue this academic mission that has made BHSEC a nationally recognized model for excellence in learning. You are a student here because you, too, share this love of learning and have demonstrated the creative and intellectual abilities required to thrive at BHSEC.

The foundation of all learning and scholarship is honesty. At BHSEC we expect that you will pursue your education with passion and integrity. Please understand that BHSEC is firmly committed to a culture of academic integrity. We have clear expectations and policies designed to help us all develop and protect the integrity of the BHSEC community.

This Student Academic Integrity Handbook will help you understand these expectations and policies that are essential to maintaining our high standards of learning and scholarship. **It is your responsibility as a member of the BHSEC community to make sure you know and understand the material in this handbook.** Mastering this material will not only help maximize your experience here, but it will also ensure that you do not violate the Academic Integrity Policy and face the consequences of failing an assignment or a course, or possibly not even graduating. Success at BHSEC requires knowing our Academic Integrity Policy, and making sure its principles of honesty and truth guide your conduct and academic pursuits.

Student Rights and Responsibilities

BHSEC is dedicated to maintaining a community in which persons are safe, property is secure, people are respected, and learning of the highest quality is pursued. Making these ideals a reality is an ongoing process the success of which depends on the productive interaction of rights and responsibilities.

Students have the right to:

- Clear and accurate information regarding academic policies and graduation requirements, as well as individual course objectives and requirements.
- Timely and clear communication from teachers and the administration.
- A safe and productive learning environment.
- An academic experience that values creative and original thought.

Students are responsible for:

- **Demonstrating Academic Integrity:** Students must exhibit integrity and truth, avoiding all acts of dishonesty, including plagiarism and cheating, and other forms of academic misconduct.
- **Knowing Policies and Expectations:** Students are responsible for knowing, understanding and following BHSEC regulations, which can be found in your Student Planner. This Academic Integrity Handbook can also be found on the BHSEC Manhattan website at “Student Resources.”
- **Reporting Academic Integrity Violations:** The dishonest action of even one individual erodes the foundation of BHSEC’s integrity as a place of learning and education. When the collective honor of the BHSEC community is threatened, all of us must act. Students are responsible to report violations of academic integrity to any BHSEC instructor or member of the Academic Integrity Board.

Academic Work: Honest and Original

What is Original Work?

Academic work is fundamentally creative, but the original work you produce must be created from what has already been written, argued and discovered by others. This presents us with the challenge of academic integrity: how to present the ideas and work of others honestly, but do so in an original way. This is done by not simply reporting and describing the work of other scholars, since there would be nothing original in such work. Your creativity and originality emerges when you analyze, critique and argue with the ideas and scholars you are writing about. The value of your thoughts and ideas are demonstrated by the unique way in which you present the work of others.

Academic writing is a challenge. It demands that you build on work done by others but create something original from it. The foundation of good academic work – in research and in writing – is honesty. By acknowledging where you have used the ideas, work, or words of others, you maintain your academic integrity. (MIT Academic Integrity Handbook)

Violations of Academic Integrity

Following the practice at the University of Maryland, we identify four types of academic dishonesty: cheating, fabrication, plagiarism, and facilitating academic dishonesty. We will use their definition of each. Cheating is “Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.” Fabrication is “Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.” Plagiarism is “Representing the words or ideas of another as one's own in an academic exercise.” Finally, facilitating academic dishonesty is “Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.” We will examine each case, paying particular attention to the way in which instances of a violation may arise in the context of a paper or oral presentation, during an exam, or on a homework assignment. Regardless of the type of dishonesty or the type of assignment, ALL instances of dishonesty are taken seriously and fall under the scope of our policy. Note that these examples are illustrative, not exhaustive, and it is your responsibility to seek clarification from your instructor whenever you are unsure about an action.

Plagiarism

In the academic world, ideas are of the highest value. An individual owns his or her ideas and words and no one should use them without acknowledging their owner. Even if you unintentionally present another person's work as your own, without acknowledging the true owner, it is considered plagiarism. This includes copying exact wording as well as paraphrasing.

Paper or Presentation—Any information that is not “common knowledge” (see page 10) in the course must be acknowledged and cited properly. This is true regardless of whether the information is included as a direct quote or as a paraphrase. Note that just because the information is available on Wikipedia, elsewhere on the internet, or in a textbook or handout, that does not make it common knowledge; even though the information might be common knowledge to someone practicing in the field, it is not necessarily common knowledge to the students in the course and therefore must be cited. If you are in any doubt consult your instructor. Note also that oral presentations as well as written papers require proper acknowledgement of sources. For more information on citing your work see the section on citation.

There are two ways to include information obtained from a source: direct quote or paraphrase. A direct quote must be indicated with quotation marks or proper indentation and appropriate citation. A paraphrase is summarizing someone else's ideas in

Source of citation and adapted from Academic Integrity at Massachusetts Institute of Technology:

A Handbook for Students.

<http://web.mit.edu/academicintegrity/>

[originalwork.html](#) (July 26, 2011).

your own words and must also be clearly cited immediately (it is not enough to list the source as a reference at the end). The paraphrase also must be one's own words and not simply reordering or changing a few words from the original. Improperly paraphrasing or improperly citing a paraphrase is an act of plagiarism. (See page 9 for example)

Exam—Suppose a student doesn't know the exact prompts on an upcoming essay exam but knows the broad topic. He or she then memorizes the phrasings of an outside source and includes it in his or her essay without credit. This is an act of plagiarism.

Homework—Plagiarism on a homework assignment generally takes the same form as plagiarism on a paper. It is important to note that the length or value of the assignment is not an excuse for plagiarism. Nor is the subject matter an excuse. Plagiarism can occur in any subject. For example, for a homework assignment a student is asked to write down an explanation of mitosis. An explanation is then copied (perhaps with a few word changes) from the internet. This is an act of plagiarism.

Fabrication

Fabrication is "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise."

Paper or Presentation—When you cite a source or list a reference, you are claiming that you have personally consulted that source and gathered the information or quotation from that source. It would be an act of fabrication to cite a source that you did not personally consult. This also includes the responsibility to give an accurate and full citation of the source. For example, if you use an online version of a book, it would be an act of fabrication to cite the print edition as your source. See the section on citations for more information about how to cite a source properly, and make sure that you know what system of citation your instruction requires.

It would also be an act of fabrication to misquote a source or to imply the source makes a claim that it does not make.

If a student represents subsequent work as being done previously this would also be an act of fabrication. For example, a student gives an oral presentation and the instructor asks for the student's written notes. The student at that point should submit the notes as written. If the student were to start collecting written notes or to alter already written notes, this would be an act of fabrication. Another example of this sort of fabrication would occur if a student submits an incomplete paper (or one lacking citations) and then, after claiming the wrong draft got submitted, completes the paper and resubmits it as the intended original.

Exam—If a student were to have an exam returned, alter it, and then resubmit it and claim that it was graded incorrectly, this would be an act of fabrication.

Homework—Making up data not actually obtained for a lab report would be an act of fabrication. Similarly, suppose a homework assignment asked you to interview someone. Inventing your own interview (or parts of the interview) or altering parts of the interview would be an act of fabrication.

Cheating

Cheating is perhaps the most widespread and thus most familiar form of academic dishonesty. The forms cheating can take are many, but all share the intentional use or attempted use of "unauthorized materials, information, or study aids in any academic exercise" (Maryland Code of Academic Integrity). This includes unauthorized information accessed from electronic devices.

Paper or Presentation—When an instructor assigns a research paper or presentation, it is assumed that the student will be doing the research. If anybody else—such as a parent, friend, or commercial service—were to do the research instead, this would be an act of cheating.

When an instructor assigns a paper or presentation, it is assumed that the student will do new

work for that assignment. If a student turns in a paper or gives a presentation in which substantial portions were submitted previously for another class, whether at this school or another (or even for the same class), this would be an act of cheating. Note that if the student feels it might be appropriate to reuse previously submitted work in a situation, he or she should obtain authorization from both instructors.

Exam or Assessment—For an exam, it is assumed that each student does his or her own work without the assistance of books, notes, calculators, other students, etc. (unless explicitly stated otherwise). Consulting any of these unauthorized sources, even just to confirm your own work, would be an act of cheating.

For an exam, it is assumed that unless explicitly and intentionally given the information by the instructor, students will not have access to the questions ahead of time. If a student receives information about what was on an exam from a student who has already taken it, that would be an act of cheating (the student who gave the information would also be responsible). If a student obtains, in any manner, a copy of an exam or portion thereof ahead of time, that would be an act of cheating.

When an instructor does permit an external aid, it should be used as intended. For example, if the instructor authorizes one to bring in a page of notes, it should be assumed that refers to one's own notes and it would be cheating to bring in notes written by anyone else. If the instructor authorizes the use of a calculator, it would be cheating to program notes into the calculator.

Homework—Students are often confused about what outside sources may be consulted when doing a homework assignment. Can you ask a friend or a parent for help? Can you consult with a tutor or the Learning Center? Do not assume you can ask anyone for help unless the instructor explicitly authorizes it. Again, if you are unsure whether such help is permitted, it is your responsibility to seek clarification from the instructor. Even when such help is explicitly permitted, you should be submitting your own work. It would be an act of cheating to copy somebody else's solution to a homework problem or to have someone else do the work for you. The best way somebody can help is to offer to guide you through a similar problem, but to have you do the assigned problem yourself.

There is a mistaken impression that violations of the academic dishonesty policy on homework are less severe and impossible to detect. On the contrary, such violations are reported, can be proven, and do result in serious consequences. Note that lab work often involves collaboration, but that must be limited to the extent authorized by the instructor.

Collaboration

Learning to exchange and debate ideas with others is an important skill that you need to develop in order to achieve your educational goals. The degree and type of collaboration varies according to the type of activity, subject and instructor. Make sure that you always ask your instructors to clearly explain what would be considered acceptable collaboration and what would be a violation of their Academic Integrity Policy.

For example, a student struggling with a homework assignment or paper is often encouraged to ask for help. Earlier we emphasized the importance of only getting help that is authorized by the instructor and to seek clarification if you are uncertain about the details of the policy. When it comes to the issue of facilitating academic dishonesty, it is important to consider the issue from the viewpoint of the one who is asked for help. Suppose a friend comes to you asking for help on a homework assignment or on a paper. What should you do to help your friend, while protecting yourself from charges of facilitating academic dishonesty? First of all, you should try to determine whether outside assistance is allowed on the assignment. If you are in the same class, you should already be familiar with the policy and if in doubt can seek clarification from the instructor. Secondly, you should take care never to give a copy of your own work to someone else in order to help him or her. If that person were to copy your work, you could be responsible for facilitating academic dishonesty. It is

much safer for your assistance to come verbally. Do not simply repeat the answer you arrived at, but rather focus on the process you pursued, allowing your friend to discover his or her own answer.

Facilitating Academic Dishonesty and Inappropriate Collaboration

Facilitating academic dishonesty is “intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.” At some level this category is the most basic. If a student knowingly helps or attempts to help another student to cheat, fabricate, or plagiarize, both students are guilty of academic dishonesty. It is worthwhile, however, to point out an area where we wish to give more clarity to this policy (see next section).

Responsibility to Report a Violation

When a student refrains from actively assisting another student to violate the policy, but passively lets a violation go by without reporting it, THIS IS STILL CONSIDERED FACILITATION. A student has an affirmative duty to report any known act of academic dishonesty. The University of Maryland explains the importance of this duty in its own academic integrity policy as follows:

Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. It is, without reservation, a responsibility of all members of the campus community to actively deter it. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. Histories of institutions demonstrate that a laissez-faire response will reinforce, perpetuate, and enlarge the scope of such misconduct. Institutional reputations for academic dishonesty are regrettable aspects of modern education. These reputations become self-fulfilling and grow, unless vigorously challenged by students and faculty alike (University of Maryland Code of Academic Integrity).

Avoiding Academic Dishonesty*

Citing Sources

Academic honesty demands that we acknowledge and give credit to our use of someone else’s ideas. This is done through the use of quotation marks and by citing the source of these ideas. If you directly quote a source, word for word, you must use quotation marks, or accurately paraphrase and cite it. If you paraphrase a source by presenting its ideas in your own words and structure, you do not need to use quotation marks, but you must still cite the source. Citing sources applies not only to essays and written exercises; it also applies to formal presentations that use slides, graphs or charts.

Citing sources demonstrates the depth and quality of your research, it credits the work of others, and, perhaps most importantly, it provides other scholars sources that they in turn can make use of in their research.

You should always cite the source of any idea that you have not created. This includes, but is not limited to, printed materials, internet sources, images and graphs, recorded materials, and the spoken word.

Quoting and Paraphrasing

One of the most important academic skills is to learn when to provide a direct quote and when to paraphrase information. Direct quotes are called for when accuracy demands exact wording, when language is especially clear and persuasive, or when working with an important authority in your field. In addition to using quotation marks or citing a source, effective ways to show that you are quoting are to name the source in an introductory phrase and indent long quotes.

Sometimes you will paraphrase rather than directly quote from a source. Successful strategies for paraphrasing include stating the thought more succinctly, using synonyms, changing the structure of the sentence, reducing clauses to phrases, and changing parts of speech. **Remember: even when you paraphrase you must always cite your source.** The following table provides examples of accurate quoting, plagiarism and paraphrasing*:

Adapted from Academic Integrity at Massachusetts Institute of Technology.
[Http://web.mit.edu/academicintegrity/](http://web.mit.edu/academicintegrity/) (July 26, 2011).

Original Source	Accurate Quoting	Plagiarism	Paraphrase
<p>Because of their unique perspective, Americans fear globalization less than anyone else, and as a consequence they think about it less than anyone else. When Americans do think about globalization, they think of the global economy as an enlarged version of the American economy.</p> <p>Thurrow, L. (1993). <i>Fortune Favors the Bold</i> (p. 6). New York: Harper Collins.</p>	<p>Lester Thurow (1993) asserts that the American reaction to globalization is different from that of the rest of the world in that “Americans fear globalization less than anyone else, and as a consequence . . . think about it less than anyone else” (p. 6).</p> <p>Why is this accurate?</p> <p>The writer has introduced the quotation with his/her own words and has indicated where exact words of the source begin and end. S/he has also named the source in an introductory phrase.</p> <p>(Complete Thurrow reference appears in bibliography)</p>	<p>The American view of globalization is unlike that of the rest of the world. Because of their unique perspective, Americans fear globalization less than anyone else, and therefore think about it less than anyone else (Thurow, 1993).</p> <p>Why is this plagiarism?</p> <p>Although the writer has identified the source, s/he has not put quotation marks around his words, thereby allowing the reader to think the words are the writer’s, not Thurrow’s.</p>	<p>Lester Thurow (1993) maintains that because Americans see globalization simply as a bigger form of their own economy, they are less concerned about it than the rest of the world.</p> <p>Why is this acceptable?</p> <p>The writer has kept the meaning of the original passage without copying words or structure. Words like globalization and Americans are generic terms (i.e., terms that are commonly used for the concept they illustrate – it is difficult to find synonyms for them). Thus you may use these words without placing them in quotation marks.</p> <p>(Complete Thurrow reference appears in bibliography)</p>

*Source: Academic Integrity at Massachusetts Institute of Technology: A Handbook for Students. <http://web.mit.edu/academicintegrity/> (July 6, 2007).

Every discipline has a preferred way of citing sources. Ask your instructors which way of citing sources they expect. English departments typically use the Modern Language Association Style (MLA). Other disciplines in the Humanities, such as History, use the Chicago Manual of Style (CMS) or sometimes MLA, while Psychology and other Social Sciences use the American Psychological Association (APA).

In the above example, the correct way to cite a source in the text is provided in the second and third column, both of which are correct because they refer to a full reference in the text's bibliography. See **Appendix** of this guide for more examples of how to cite different types of sources.

Common Knowledge

Information that is common knowledge does not need to be cited. But how do we determine what is and what is not common knowledge? Because of the dynamic growth of knowledge, it often seems difficult to answer this question. In general, you can safely maintain that information is common knowledge if it can be found, undocumented, in several publications. Another way of solving this puzzle is to consider if the information would most likely not be challenged and would be known by an educated reader.

Remember: if in doubt, always cite!

Which of these statements would be considered common knowledge? Which need to be cited*?

<ol style="list-style-type: none"> 1. When water passes through rocks that contain arsenic, the arsenic may leach into the water, poisoning it. This issue has been a particular problem in Bangladesh. 2. Stem cell research offers promise in the development of treatments for certain kinds of diseases. 3. Some have argued that the benefits of the Internet have reached all levels of society, while others point to the fact that a 1999 study revealed that Internet access is closely tied to income levels, with households earning \$75,000 or more having the highest rate of access.
<p>Answers</p> <ol style="list-style-type: none"> 1. Yes, citation is needed. In particular, the specific reference to Bangladesh makes this information something that the average reader would not know unless he or she had done the research. 2. No, citation is not needed. This information is widely known. 3. Yes, citation is needed. The specific reference to a 1999 study and the figure that is mentioned is something the average reader would not know unless he or she had done the research.
<p>Sources:</p> <ol style="list-style-type: none"> 1. "Arsenic in drinking water." (2001, May). World Health Organization. http://www.who.int/water_sanitation_health/dwg/arsenic/en/index.html (July 19, 2010). 3. United States Department of Commerce. (1999, July). "Falling through the net: defining the digital divide." http://www.ntia.doc.gov/ntiahome/fttn99/contents.htm (July 5, 2005).
<p>*Source: "Academic Integrity at Massachusetts Institute of Technology: A Handbook for Students." http://web.mit.edu/academicintegrity/ (July 29, 2011).</p>

Collaboration

As we pointed out above, learning how to collaborate effectively is essential to achieving your academic goals. Effective collaboration, however, requires that we learn when it is inappropriate to work with others. The key to learning how to determine this is to **always ask your instructor**, since it is only your instructor that can tell you how much collaboration is acceptable for a particular project or exercise. **Remember: when in doubt, it is your responsibility to always ask your instructor!**

Using Turnitin

As digital media and resources become more readily accessible, so, too, do the possibilities for dishonestly making use of them. Fortunately, the same digital technologies can also be employed as a deterrent to help lessen the temptation to engage in academic dishonesty.

Turnitin constantly updates its database of books, essays, and other written assignments, in order to provide thorough and accurate “originality reports” for submitted documents. All faculty at BHSEC use Turnitin, and they do this to not only to help deter possible academic violations, but also to provide students with an online repository of his or her written work. For example, work submitted on Turnitin always has an accurate date and time stamp that clearly shows when an assignment was turned in. Most importantly perhaps, work submitted to Turnitin can never be lost.

While every instructor requires written work to be submitted to Turnitin, each instructor may have his or her own policy about which type of written work is submitted. Rough drafts, abstracts, and response journals are just a few types of assignments that your instructors may have different policies about, all of which will be clearly laid out in the course syllabus. As always: when in doubt, it is your responsibility to ask your instructor!

It is important to consider that, just as with any written assignment, you are responsible for any material you submit to Turnitin. The written version must be the same exact text as the digital version submitted to Turnitin.

If you ever have any technical questions about Turnitin, our librarian will be able to help you.

Academic Integrity Violations

Sanctions and Consequences

Honesty is the foundation of all learning and scholarship, and we expect that you will pursue your education with passion and integrity. BHSEC is firmly committed to a culture of academic integrity. In the previous pages we have made clear our expectations and policies designed to help us all develop and protect the integrity of the BHSEC community.

Central to this task is to be honest about the real challenge of academic integrity, both at BHSEC and on a national level. For the past few decades, surveys have consistently shown that 70 to 85 percent of students admit to cheating or plagiarizing at some point in their academic career. It would be nice to think that BHSEC is immune from this lack of academic integrity, but we are not.

Our very own Bardvark ran a story in November, 2010 that reported that 60% of 32 students polled believed that it was acceptable to tell a classmate from a later period what was on a quiz taken earlier in the day. However, as other students pointed out in the same article, this is clearly cheating and demonstrates an attitude toward learning that runs counter to the intellectual values that define BHSEC. Love of learning guides and defines our pursuits here, not test taking. Or as a student quoted in the Bardvark article put it, “Learn the subject, not the test.”

To protect and cultivate the academic integrity of our community, there are consequences for violations of the Academic Integrity Policy. This table indicates in general terms the three basic levels of sanctions*:

First Violation	Second Violation	Additional Violations
<ul style="list-style-type: none"> - Fail Assignment (0) - Documentation of Violation put in Student File - Violation not Communicated on College Applications - Destroyed upon Graduation - Possible Reflection Paper 	<ul style="list-style-type: none"> - Fail Course - Documentation of 2nd Violation put in Student File - Both Violations Communicated on College Applications - Possible Reflection Paper 	<ul style="list-style-type: none"> - Possible Failure to Graduate - Possible withholding of A.A. Degree
*Sanctions are determined on a case-by-case basis.		

As you see, these are significant consequences that could have a serious impact on your future plans. **It is your responsibility as a member of the BHSEC community to make sure you know and understand the material in this handbook.** Pleading ignorance of the BHSEC policy on Academic Integrity will not absolve you of having to face the consequences of your actions.

The following sections explain the process for determining an appropriate sanction for such violations.

Process for Determining Academic Integrity Violations

Student Responsibilities

As a BHSEC student, you have the duty to report any suspected violation of academic integrity. You may do this by speaking with the student members of the Academic Integrity Board or any BHSEC Instructor or staff member. After reporting a suspected violation, the student is no longer responsible for pursuing the matter. All such reports are anonymous and once a report is made, the Assistant Principal of Guidance Services will decide whether to pursue the matter further.

Remember: Failure to report a violation—even the suspicion of a violation—is considered facilitating academic dishonesty and is itself a violation of academic integrity.

Hayley Barnett. "Cheating at BHSEC." The Bardvark. Wednesday, November 03, 2010. <http://my.hsj.org/Schools/Newspaper/tabid/100/view/> (2 Aug. 2011).

Faculty Responsibilities

Members of the faculty share the duty of addressing any suspected violation of academic integrity. Typically, faculty will speak directly with the student or students involved in order to fully understand the situation.

After consulting with the Assistant Principal of Guidance Services, an Academic Integrity Report is filled out (see below) if there is convincing evidence of a violation. The faculty member and Assistant Principal of Guidance Services will meet with the student to discuss the violation. At the end of this meeting the student either admits the violation or decides to argue his or her case before the Academic Integrity Board. The Assistant Principal of Guidance Services then informs the student's guardian of the situation.

Academic Integrity Report

Information from this form will help the Academic Integrity Board better track and assess how we are dealing with academic integrity. Aggregate data regarding the number and type of violations will be made public periodically and addressed in Advisory. To better understand the process for determining academic integrity violations, we need to consider the **Academic Integrity Report*** carefully.

Student Name: _____ Faculty Member: _____
Course Name: _____ Department: _____

Nature of Academic Infringement:

____ 1) Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise

____ 2) Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise

____ 3) Plagiarism—intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise

____ 4) Facilitating Academic Dishonesty—giving unauthorized aid to another student on papers, homework assignments, quizzes, tests, exams, journals etc.

____ 5) Suspicion—Student engaged in suspicious activity in violation of the academic integrity policy.

Type of Assignment

____ 1) Papers, (including creative writing assignments) ____ 2) Exams and Quizzes (including take home exams)

____ 3) Homework (including problem sets and exercises) ____ 4) Oral Presentations

____ 5) Lab Work

Student signature: _____

By signing you admit that you have violated BHSEC's Academic Integrity Policy. You understand that the first violation of BHSEC's Academic Integrity Policy results in an F on the given assignment, whereas any subsequent violation in any other course results in an F in that course, and your college advisor is obligated to identify these incidents in your college applications. By signing this you confirm that you have re-read the Guidelines on Academic Integrity at BHSEC and clearly understand them.

*If you are not in agreement with these findings, you may choose to argue your case before the Academic Integrity Board. If you elect to pursue this option, you must follow the procedure detailed in this committee's constitution and abide by their judgment. Please provide a statement of your position below.

**If you deny that you have been engaged in the reported suspicious activity, please provide a statement of your position below.

Student Statement

_____ [..]

Administrative Notes on Determination and Sanctions

[....]

*abridged version of form

Information that is particularly helpful in preventing serious violations of academic integrity is number 5 above, "Suspicion." Repeatedly over the past decade, positive outcomes have emerged when we have been able to meet with students whose behavior has concerned faculty members and staff. And while both students and faculty have the responsibility to report suspected violations of academic integrity, only information provided by faculty can lead to the generation of this form and a meeting with a student.

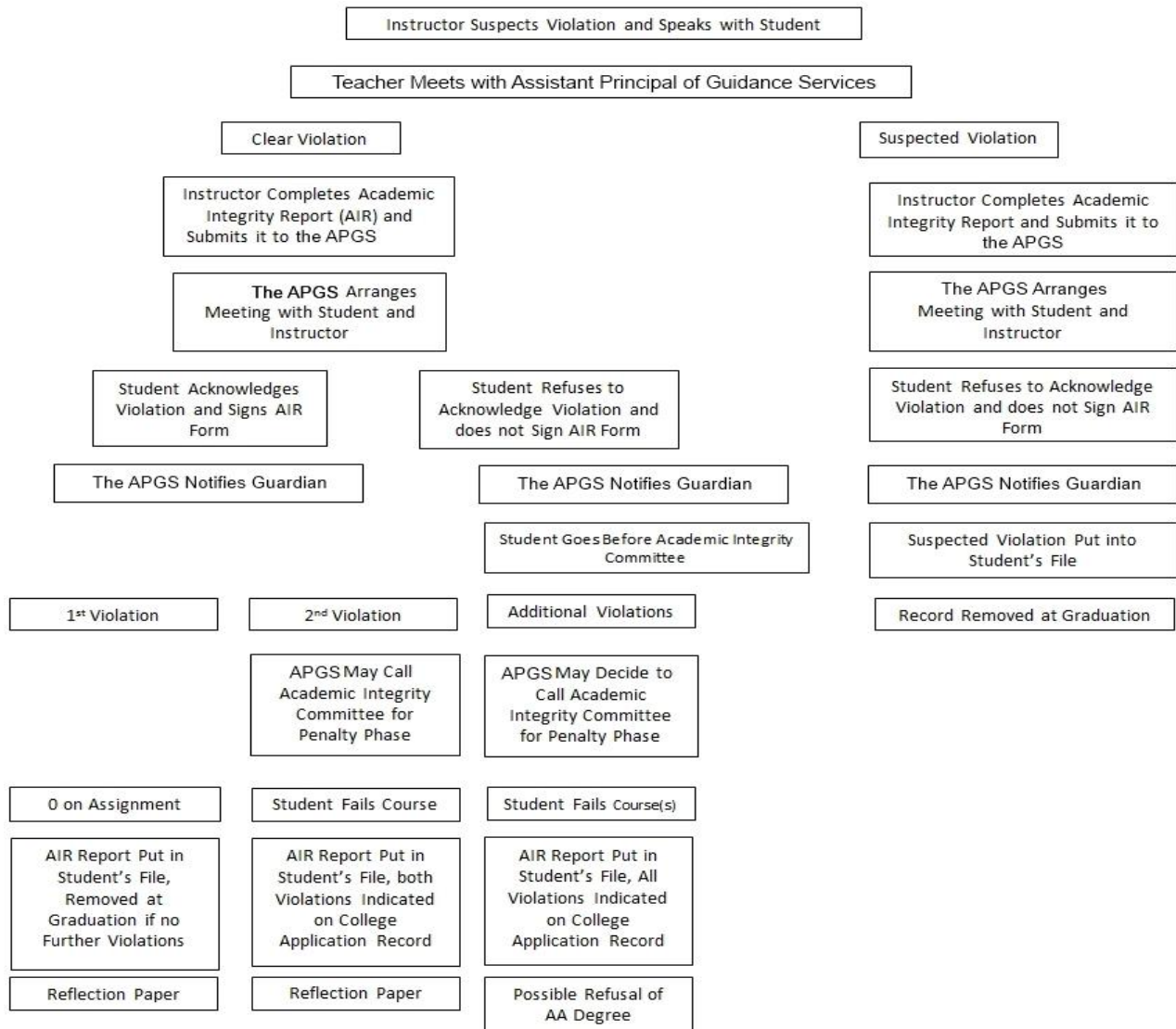
A student has the responsibility to respond to this form. If a student admits a violation, he or she signs this form and accepts the appropriate sanctions. If a student disputes the report of a suspected incident, he or she should provide a statement of their position. At the discretion of the

Assistant Principal of Guidance Services, the Academic Integrity Report may or may not be placed in the student's record.

If a student disputes the finding of a violation of academic integrity, he or she must provide a statement of his or her position, and agree to follow the procedure for bringing a case before the Academic Integrity Board.

As noted above, after this meeting, the Assistant Principal of Guidance Services informs the student's guardian of the situation.

The process for determining academic integrity violations is methodical and deliberative. It is extremely important for all of us to understand how this process works. The following flow chart presents this process in its essential steps.



Academic Integrity Board

Academic Integrity is an important concern of the entire BHSEC community. This shared concern requires that the Academic Integrity Board be composed of all members of our community. Numbering 11 members, the Academic Integrity Board members are six students, two administrators, and three faculty members.

The Academic Integrity Board hears cases of students disputing violations of the Academic Integrity Policy (AIP) and works with the appropriate administrative officers, faculty members, and student organizations to increase community awareness of the committee's purpose, policies, and procedures.

In the cases it hears, the Academic Integrity Board is charged with investigating, determining guilt or innocence, and specifying sanctions. The rules and procedures of the Academic Integrity Board are set out in detail in The Academic Integrity Board's Constitution and Guidelines, found online at <http://bhsec.bard.edu/manhattan/resources/>.

Cultivating Academic Integrity

The first step to cultivating academic integrity is to understand this handbook thoroughly. As a BHSEC student, you have the responsibility to master our policy on academic integrity. When in doubt about a specific situation or assignment, it is your responsibility to ask your instructor. Ignorance of the policy will not excuse a student from having to deal with the consequences of violating it.

BHSEC is an exciting community of scholars, both beginners and more advanced. The demands of our academic program can sometimes seem daunting. The chances of a student violating his or her academic integrity typically increase if a student does not budget his or her time well, or puts off studying for an exam or working on a project until the night before it is due. The best way to steer clear of such difficulties is to develop productive disciplines and habits of mind, such as:

- Pay attention and make the school day your most intense time for study.
- Make schedules and lists, with realistic deadlines you set and then meet.
- Begin with your most difficult assignments first, saving the easy stuff for later.
- Take care of your brain by eating right and getting plenty of sleep.
- Learn how to ask for help when you need it.
- Consult with Math and Writing Center tutors, who also must abide by the Academic Integrity

Policy.

Additional Resources

To learn more about academic integrity and academic writing please consider the following resources, beginning with the most robust and helpful site on the internet, Purdue University's Online Writing Lab (Owl): <http://owl.english.purdue.edu/>.

More resources can be found in the next section on citing sources.

Appendix

Guidelines for Citing Sources

Each Source Is Cited Twice: In-Text and Bibliographic Citations

For nearly all citation systems, the standard practice is to cite each source twice.

First, in the body of an essay, immediately following the borrowed information, an abbreviated identification of the source is given. This is known as an in-text citation (sometimes called a parenthetical citation):

A crucial moment in Huck's moral maturation comes, ironically, just when he thinks he has morally failed, saying to himself, "All right, then, I'll go to hell!" (Twain 204).

Second, at the end of the paper a full identification of the source is made. This is the bibliography (also known as Works Cited or End Notes or Reference List, depending on the system used):

Twain, Mark. *Adventures of Huckleberry Finn*. New York: Random House, 1996. Print.

Different Citation Systems

Every discipline has a preferred way of citing sources. Ask your instructor which way of citing sources he or she expects. Typically, English and literature departments use the Modern Language Association system (MLA). Other disciplines in the Humanities, such as History, use either MLA or the Chicago Manual of Style (CMS), while the Sciences use the American Psychological Association style (APA).

At Bard High School Early College, each department determines the system used in the classes they offer. In general, each department uses the following citation systems:

English Department—MLA

Social Studies Department—MLA or Chicago (ask your instructor for his/her preference)

Science Department—APA

Again, there are many specialized systems of citation, but here we have distilled your choices down to the three most important systems. These three systems should serve all your purposes at Bard High School Early College.

Guide to Citation

MLA (for English and literature, as well as some Social Studies):

In-text Citation

<http://owl.english.purdue.edu/owl/resource/747/02/>

Example: Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Works Cited Citations

<http://owl.english.purdue.edu/owl/resource/747/05/>

Example: Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.

Chicago Manual of Style (for History and Social Studies):

Explanations

http://www.chicagomanualofstyle.org/16/ch14/ch14_toc.html

http://www.chicagomanualofstyle.org/tools_citationguide.html

<http://owl.english.purdue.edu/owl/resource/717/01/>

<http://owl.english.purdue.edu/owl/resource/717/02/>

In-text Citations

Note that the Chicago system has two methods of in-text citation: footnotes or parenthetical citations. Ask your instructor which one he or she prefers.

Example of footnote citation:

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100. [first in-text citation]
2. Pollan, *Omnivore's Dilemma*, 3. [subsequent In-text citation of the same source]

Example of parenthetical citation: (Pollan 2006, 99–100)

Bibliographic Citations

Example:

Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin.

APA (for the Sciences):

In-text Citations

<http://owl.english.purdue.edu/owl/resource/560/02/>

Example: She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Reference List Citations

<http://owl.english.purdue.edu/owl/resource/560/05/>

Example:

Berndt, T. J. (2002). Friendship Quality and Social Development. *Current Directions in Psychological Science*, 11, 7-10.

Additional Sources

Online sources can be found at:

- 1) Purdue University's Online Writing Lab (OWL) :<http://owl.english.purdue.edu/>
- 2) Duke's "University Writing Program Guide to Library Research" at <http://www.lib.duke.edu/libguide/within.htm>.
- 3) Yale University's "The Writing Center" at <http://www.yale.edu/bass/writing/sources/why.html>.

The following books are useful reference works:

- 1) Diana Hacker, *The Bedford Handbook* (Boston: St. Martin's Press). Contains useful explanations of citation systems, and it is readily available at BHSEC.
- 2) Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (The University of Chicago Press). A widely used manual, available in an inexpensive paperback edition.
- 3) William Strunk, Jr, and E.B. White, *The Elements of Style* (New York: The Macmillan Co.). A brief and very readable book on style, also available in an inexpensive paperback edition, containing many helpful suggestions.
- 4) Jacques Barzun and Henry F. Graff, *The Modern Researcher* (New York: Harcourt, Brace & World). Although written by historians, this work contains many ideas that are relevant to the writing of research papers in many Humanities disciplines. Available in paperback.
- 5) H.W. Fowler, *A Dictionary of Modern English Usage* (Oxford University Press). A useful reference work for rectifying common errors in usage.
- 6) *A Manual of Style* (The University of Chicago Press). The authoritative reference work on matters of style in the writing of scholarly books and articles.
- 7) Joseph Garibaldi, *MLA Handbook for Writers of Research Papers* (New York: Modern Language Association). This is the standard guidebook for all scholars in the literature and many other fields of the humanities.