

## **Academic Integrity and Honesty**

BAISL Librarians expect that each student will develop and act with integrity to create work that originates solely from that student, or which is properly cited as the work of another.

The following are examples of academic dishonesty:

- copying another student's homework or sharing one's homework with a classmate without teacher direction or permission
- passing information to another student or receiving information from another student during the course of an exam
- possessing and/or using notes during an exam or quiz, talking during an exam or quiz, reading another paper during an exam or quiz or reading a copy of an exam or quiz beforehand
- borrowing ideas without crediting the author
- copying or downloading information (text, images, video, or audio files) without a citation (permission or attribution).”<sup>i</sup>

### **Plagiarism, a Definition**

#### 1. What is Plagiarism?

“Plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s).”<sup>ii</sup>

#### 2. Why the concern about it?

- Plagiarism is dishonest because it misrepresents another’s work as one’s own.
- Plagiarism cheats the plagiarizer because the student doesn't learn to do his/her own work.
- Plagiarism is unfair because it undermines the value of another’s work.
- Plagiarism is morally wrong because it steals another’s work.
- Plagiarism is illegal under copyright law when one steals another’s copyrighted words or expressions of ideas.

### **The Library and Academic Integrity**

While using the library or its resources, Librarians expect students to conduct searches honestly and carefully, adhering to good principles of summarizing, paraphrasing, and quoting, which they have learned through coursework or from the Librarians. In reference to copyright, we would ask that students and teachers follow ethical guidelines when using others’ work, documenting scrupulously and conforming to fair use guidelines.

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We believe Librarians can help teach effective researching practices that will reduce the incidents of plagiarism. When appropriate, and in collaboration with teachers, we will:

- Do our best to insure that students understand what plagiarism is and strategies to prevent it.
- Teach students about fair use and copyright issues in relationship to their research.
- Introduce and review correct citation and documentation styles, and coach students in effective research skills.
- Stay abreast of classroom practices and support teachers' efforts for student research.
- Encourage teachers to assign research projects that require original analysis and synthesis rather than locating and perhaps copying of facts.
- Aspire to engender academic integrity by our own actions and through encouragement of behavior that takes the higher ground.

### **Why should you cite your sources?**

“Many students do not seem to realize that whenever they cite a source, they are strengthening their writing. Citing a source, whether paraphrased or quoted, reveals that they have performed research work and synthesized the findings into their own argument. Using sources shows that the student is engaged in "the great conversation," the world of ideas, and that the student is aware of other thinkers' positions on the topic. By quoting and citing writers who support the student's position, the student adds strength to the position. By responding reasonably to those who oppose the position, the student shows that there are valid counter arguments. In a nutshell, citing helps make the essay stronger and sounder and will probably result in a better grade.

Appropriate quoting and citing also demonstrates the student's respect for the creators of ideas and arguments, honoring thinkers and their intellectual property. Since most students will eventually create their own “information products” in the workplace (e.g. inventions, scholarly papers, briefs, reports, and presentations) they have a vested interest in maintaining respect for intellectual property and the proper attribution of ideas and words.”  
iii

### **When should you cite your sources?**

#### 1. “Need to Document:

- when you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium
  - when you gain information through interviewing or conversing with another person, face to face, over the phone, or in writing
  - when you copy the exact words or a unique phrase
  - when you reprint any diagrams, illustrations, charts, pictures, or other visual materials
  - when you reuse or repost any electronically-available media, including images, audio, video, or other media
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## 2. No Need to Document:

- when you write your own lived experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject
- when you use "common knowledge" such as folklore, common sense observations, myths, urban legends, and historical events (but not historical documents)
- when you compile generally accepted facts
- when you are write up your own results obtained through lab or field experiments
- when you use your own artwork, digital photographs, video, audio, etc.”<sup>iv</sup>

### **Citing your sources through bibliographies (works cited) and through in-text citations**

Students should cite their sources by preparing footnotes or endnotes and bibliographies or in-text citations. Librarians and teachers will offer instruction in documenting sources as part of their curricula. Additionally students can learn from the following websites:

#### ***A Resource List for Plagiarism:***

- **Research and Documentation Online**  
Hacker, Diana. *Research and Documentation Online*. Fourth Edition. 17 July 2006.  
<http://www.dianahacker.com/resdoc/>  
This has an excellent description and examples for finding and documenting sources in each of the major styles including MLA and Chicago.
- **KnightCite**  
Searls, Jonathan. *KnightCite*. 2004. <http://webapps.calvin.edu/knightcite/index.php>  
Examples for each of the major types of citations and forms help you produce the citation (online) in MLA, APA, or Chicago style and do the bibliography too.
- **In-Text Source Documentation**  
Hacker, Diana. *Research and Documentation Online*. Fourth Edition. 17 July 2006.  
[http://www.dianahacker.com/resdoc/p04\\_c08\\_s1.html](http://www.dianahacker.com/resdoc/p04_c08_s1.html)  
Some teachers will require in-text source documentation. See this site for an excellent description and examples of MLA style in-text citations in the Humanities. This site also provides examples of APA and Chicago in-text sources documentation.

#### ***Developing an Academic Honesty/Plagiarism Policy for a School***

##### **The Ethical Researcher**

*The Ethical Researcher*. Debbie Abilock. 6/28/2007.

<http://www.noodletools.com/debbie/ethical/policytemplate.html>

On the Noodle Tools site is this helpful reference that describes the goals of a school ethics policy and provides a template for creating a school ethics policy using plagiarism examples.

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<sup>i</sup> *JCHS Student/Parent Handbook*, 2004-2005 and 5764-5765. The Jewish Community High School of the Bay, 1835 Ellis Street, San Francisco, CA, 94115.

<sup>ii</sup> Dean of Students, Stanford University Office of Judicial Affairs. "Plagiarism." August 2005.

<http://www.stanford.edu/dept/vpsa/judicialaffairs/students/plagiarism.htm>

<sup>iii</sup> Harris, Robert. "Anti-Plagiarism Strategies for Research Papers." *Virtual Salt*. 17 November 2004.

<http://www.virtualsalt.com/antiplag.htm>

<sup>iv</sup> "Choosing When to Give Credit"(from Purdue University's On-Line Writing Lab

<http://owl.english.purdue.edu/owl/resource/589/02/>)

Submitted by the BAISL Position Papers Committee  
Brenda Brown, Jewish Community High School of the Bay  
Joyce Roby, The Phillips Brooks School  
Susan Smith, Harker School, Editor  
Marta Fuchs Winik, Drew School, Editor

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