

COLGATE UNIVERSITY

Academic Honor Code

Dean of the College



Colgate University Academic Honor Code



Hamilton, New York

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Introduction

History of the Academic Honor Code

According to the late Howard D. Williams, former professor of History emeritus at Colgate, University Archivist and author of *A History of Colgate University 1819–1969*, Colgate University had an honor code as early as 1895 and as recently as 1922.¹ However, from 1922 through the end of the century, Colgate relied on a more conventional disciplinary model where forms of academic dishonesty were defined, and professors suspecting cheating, plagiarism or other forms of academic dishonesty reported these suspicions to a Dean who, in turn, resolved the complaint through a disciplinary hearing. While most believed that this system worked well, there were many who believed that the system overly emphasized rules and penalties and did not clearly articulate the value of academic integrity and why it was so important to cultivate this value in a community of scholars.

In the Fall of 1992, after a two year review of Colgate's disciplinary system, a new Code of Student Conduct was approved and implemented. While not an honor code *per se*, this new Code of Student Conduct was designed to replace a proliferation of rules and policies with a concise statement of behavioral expectations and was a clear step toward the idea of establishing an academic honor code. Key to the Code of Student Conduct was the following sentence modeled after the wording of several student honor codes at other colleges:

“...Colgate expects that its students will not lie, steal or cheat, engage in dishonest or unlawful behavior or any other behavior intended to inflict physical or emotional harm on another person.”²

The new Code of Student Conduct was well received, and in the 1992-93 school year, a group of students, faculty and staff serving on the Colgate Committee on Student Rights and Responsibilities began to look in earnest at the feasibility of formulating an new academic honor code for the University. During the next two years, this Committee drafted an academic honor code, and in the Spring of 1994, this draft went before the student body in the form of a non-binding student referendum. This draft code was not approved by a majority of the students who voted, and for the time being, the honor code proposal was tabled.

In the Spring semester, 1998, a group of students made a proposal to the Academic Affairs Board (AAB) of the University urging the Board to revisit the idea of drafting a new, simplified Academic Honor Code that would build on the Code of Student Conduct. The AAB was receptive to this student initiative, and over the 1998-99 school year, the AAB devoted the majority of its time and energy drafting a new Code. In Spring 1999, the proposed Academic Honor Code was approved in a student referendum and was subsequently approved by the Faculty (April 1999) and finally the Board of Trustees (May 1999) with implementation scheduled for the Fall term 2000.

¹ H. D. Williams, *A History of Colgate University 1819–1969* (New York: Van Nostrand Reinhold, 1969), pp. 226, 255 and 305.

² Refer to the current Colgate University *Student Handbook* under “University Code of Student Conduct.”

The Philosophy of the Academic Honor Code

The first two sentences of the Academic Honor Code speak volumes about the philosophy that serves as the Code's foundation:

“At Colgate University, we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.”

At some fundamental level, education is a search for truth, and an academic honor code articulates basic values that facilitate this search. Colgate's Academic Honor Code is remarkably brief, 97 words to be exact, but this compact statement codifies the importance of honesty, integrity and trust that are so key to a successful educational experience.

The Center for Academic Integrity (a national organization which assisted Colgate University in the creation of the Academic Honor Code) believes that *honesty, trust, respect, fairness, and responsibility* comprise what is commonly referred to as academic integrity.³ Each of these five values is reflected in the Colgate University Academic Honor Code and the procedures that implement the Code. You are invited to read the Academic Honor Code in the next chapter and the following chapters that help define and frame Colgate University's commitment to academic integrity.

³ *The Fundamental Values of Academic Integrity*, a booklet published by The Center for Academic Integrity, October 1999, The Center for Academic Integrity, Box 90434, Duke University, Durham, North Carolina 27708.

The Colgate University Academic Honor Code

The Academic Honor Code

At Colgate University, we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As Colgate students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity, we are committed to upholding the Academic Honor Code.

Academic Honor Pledge

As a member of the Colgate community, I pledge to live by and to support the letter and spirit of Colgate's Academic Honor Code.¹

Reporting Procedures

Members of the Colgate community who misrepresent themselves or their work through cheating, fabrication, facilitation, or plagiarism, or who suspect another of such misrepresentation are expected to follow the outlined reporting procedures.

Consistent with the basic expectations of the Academic Honor Code, students who believe they may have violated Colgate's standards of academic integrity are expected to acknowledge their concerns to the course instructor or to their academic or administrative dean.

A student who observes what may be academically dishonest behavior on the part of another student is expected to share that concern with the instructor of the course. The instructor will review the elements of the complaint and if the instructor believes that the academic honor code has been violated, they will contact the University disciplinary officer, who will convene a University Student Conduct Board hearing as outlined in the *Student Handbook*.

Definitions of Academic Dishonesty and Avoiding Academic Dishonesty

General Definition

Briefly stated, Colgate University defines academic dishonesty as *any attempt to misrepresent one's performance on any academic exercise submitted for evaluation*. Departments, at their option, may further clarify this general definition in writing (and distribute this clarification in courses in that department), and a violation of the Department's statement shall be considered a violation of the academic dishonesty policy of the University as a whole. In any situation where a student questions the appropriateness of representing a work as their own, it will be the *student's responsibility to raise the question with the instructor*.

Ignorance of University policy concerning academic dishonesty shall not be a defense in any University Student Conduct Board proceeding.

Forms of Academic Dishonesty

Colgate University recognizes four forms of academic dishonesty: Cheating, Fabrication (of data or sources), Facilitating Academic Dishonesty, and Plagiarism. The full definitions of these forms of academic dishonesty are listed below. All students are urged to read these definitions carefully to gain a complete understanding of behavior that the University considers academically dishonest. *Ignorance of the definitions will not be seen as a defense in University Student Conduct Board proceedings.*

Cheating

Cheating shall be defined as attempting to use prohibited materials, information, or study aids in any academic exercise. To prevent possible claims of cheating, there should be strict adherence to the following guidelines:

1. Faculty members should state, in advance, their policies and procedures concerning examinations and other academic exercises. Students should request such information if a faculty member neglects to offer it.
2. It is especially important that clear guidelines be established and followed concerning the use of "take home" examinations.
3. Students completing an "in class" or "take home" examination should assume that any external assistance (e.g., books, notes, calculators, conversations with others) is prohibited unless specifically authorized by the instructor.
4. Substantial portions of the same academic work may not be submitted for credit or honors more than once without the permission of the instructor(s).
5. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not restricted to, commercial term paper companies and files of past papers.

Fabrication

Fabrication shall be defined as the attempt to falsify or invent without authorization any information or citation in an academic exercise. To prevent possible claims of fabrication, there should be strict adherence to the following guidelines:

1. "Invented" information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly "invent" data based on that single experiment for several more required analyses.

2. A student should acknowledge the actual source from which they have obtained cited information. For example, a writer should not reproduce a quotation found in a book review and indicate that the quotation was obtained from the book itself.

Facilitating Academic Dishonesty

Facilitating academic dishonesty shall be defined as attempting to help another to commit an act of academic dishonesty. For example, if a student gives another student a specific answer to a homework assignment and knows that such assistance was either prohibited or would not be acknowledged, they are facilitating academic dishonesty.

Plagiarism

Plagiarism is the act of using another person's work without clearly acknowledging your debt to the original source. This includes the borrowing of words, ideas, images, tables, charts, etc., from books, articles, web pages, interviews, television shows, films, songs, or any other medium.

To avoid plagiarizing, always provide a specific citation to the original source in each instance in which you have borrowed from another's work. In addition, always use quotation marks or indented block quotations when phrases or sentences are borrowed directly, and put summaries and paraphrases in your own words (because merely rearranging someone else's words in order to avoid using quotation marks is neither honest nor good scholarship).

Students should always consult with their professor if they have questions about proper scholarly procedures or what might constitute plagiarism on a particular assignment.

Colgate expects all students to understand what plagiarism is and to produce work that is both honest and meets the high standards expected for scholarly discourse. Ignorance is not an excuse; any failure to acknowledge sources properly constitutes plagiarism. Nevertheless, plagiarism in an assignment may vary in extent – ranging from an isolated instance to being pervasive throughout an assignment – and in intent – ranging from some level of disregard for proper scholarly procedures to a clear and obvious intent to deceive.

Colgate's procedures for handling cases of plagiarism and sanctions depend on the nature of the offense. Instances of plagiarism that are less serious are normally handled directly by the faculty member for the course with a penalty such as a grade reduction on the particular assignment as determined by the faculty member. In such cases, faculty must turn in a resolution of plagiarism form, signed by the student, which remains on file in the office of the Dean of the College through the student's career at Colgate and will be used to inform decisions on any later complaints of academic dishonesty against the student. Students who are dissatisfied with the resolution proposed by the faculty member may choose to exercise their right to a Conduct Board hearing. Students may only have one form on file. Cases where plagiarism in an assignment is egregious or where it seems likely that the student's work provides evidence of academic dishonesty—in particular, an intent to deceive—are referred to the Student Conduct Board for a hearing. The usual standard is that if a student makes no obvious attempt to provide a citation or source for any significant borrowed material, then there is a presumption that the student has committed an act of academic dishonesty. If the Board determines that the nature of the plagiarism in the assignment and the evidence presented in the hearing warrant a finding of academic dishonesty, then the minimum penalty will be failure in the course and either warning or probation. If the Board determines that plagiarism has occurred but that the plagiarism does not constitute academic dishonesty, the Board will refer the case back to the faculty member to complete the Resolution of Plagiarism form. If a warning is issued, then the faculty member will determine the appropriate penalty for the particular assignment. In the event that the Conduct Board finds the student not

responsible, i.e., that plagiarism has not occurred, then the faculty member will grade the assignment without imposing any penalty.

Avoiding Academic Dishonesty

At Colgate University, academic honesty is assumed to be the norm, and there is no evidence that acts of academic dishonesty are commonplace. Nevertheless, in recognition of the importance the Academic Honor Code places on academic integrity, University Student Conduct Board penalties for infractions are severe. The Community has high standards in this area, and students must be careful to avoid all forms of academic dishonesty.

Acts of academic dishonesty can be avoided by: (a) Knowing the definitions of the forms of academic dishonesty recognized and (b) Avoiding these dishonest behaviors scrupulously. Any questions concerning the standards or requirements in a course should be referred to the professor to whom the work will be submitted

Careful planning and skillful time management will also help a student avoid instances of academic dishonesty as experience has shown that most acts of plagiarism, cheating etc. occur when a student runs out of time to properly prepare an assignment or study for an examination or quiz. In some cases, extensions (with or without a grade penalty) may be arranged, but in all cases, it is better to fail an assignment rather than risk the serious disciplinary consequences of an academic dishonesty infraction. When time has run out, and a student does not believe they will be able to meet an academic deadline, a meeting with the instructor in the course and/or the administrative dean is in order to consider viable options.

Doing College-level Research, with Advice on Avoiding the Plagiarism Question

by Margaret Maurer, with Constance Harsh

This essay is written for the student who has never written a paper at the college or university level. Its purpose is to discuss what professors expect of you when they assign papers and other kinds of presentations. It will not give you footnote models nor describe how to use the library or the Internet because its purpose is really more fundamental than that. Some students come to college without ever having done research and have no idea what the process involves. Many students arrive with bad habits about doing research that can get them into trouble, plagiarism-trouble, at this level.

The problem begins because a great deal of the work assigned in many secondary schools is focused on how to teach students to gather information. Most of the emphasis is often on what a student finds; rarely are young students able to appreciate the importance of keeping track of the source of the information and opinions they gather, let alone judge the quality of the information and ideas that their research produces. Making such judgments, however, is what good research requires. This essay will discuss research from the more sophisticated perspective that recognizes the researcher's obligation to contribute something original to the process.

The most important single concept about doing research and presenting the results of that research in some way, as in a paper or a presentation, is really a very simple one: your finished product must have an idea, and the idea has to be your own. This does not mean that every piece of information and argument in your work has to be original. Far from it. In a research assignment, you will devote considerable time and energy to locating the work of others that is relevant to what you are investigating. When the time comes, however, for you to pull it all together and organize it into the form through which you will present it, you need an idea, a thesis (a proposition, an argument put forward for consideration), and that thesis involves your judgment of something you have learned from the work of others.

Once you have formulated a thesis about what you have learned through your research, you will realize that presenting it involves explaining how the ideas and information generated by others led you to that thesis. Your thesis could, for example, be a statement like this: "The specialists who have written about this problem generally resort to one of three explanations, but no one of these explanations seems wholly satisfactory." Such a thesis reveals that you have made a judgment based on the research you have done. In organizing your paper or presentation, you then find the clearest way to present the material that led you to that judgment.

Most problems about writing and other forms of presentation (and most of the difficulties that students get into that lead to an accusation or even a finding of plagiarism) come up because students find it very difficult to take seriously the authority they must assume in presenting the results of their research. They do research in incomplete and haphazard ways; they lose track of where they have found their information and from whom they have collected opinions; they are not capable of judging how good or how reliable their sources are; they do not understand what they have collected well enough to see how it relates to other things they have collected. College-level work is designed to improve your ability to do research and get beyond such problems. When such difficulties start to arise in a research project, the important thing to do is to face them squarely. It is when you try to dodge them that you get into trouble. You may ramble; you may fear “too many quotes” so you change the tense of the verb and call it a paraphrase; you may assert something as a fact without bothering to note where you found it and that other sources contradict it. This is not college-level work. It’s a sort of academic game of hide-and-seek.

At this level you stop doing that. You take your work more seriously. You do the most thorough research you can, taking care to find out, either as you go or through the assistance provided by your professors or the library staff, what sources of information and analysis are most critical to your research project. You work hard to understand the argument that is implicit in even the most apparently factual collection of information. As you prepare to assemble what you have collected into a paper or presentation of your own, you formulate a thesis about it. That thesis is your own, even if it is based entirely on opinions and facts assembled by others. You organize the presentation of your work to explain your judgment. Then you are as clear as you can be about what led you to the idea that is your thesis.

If you are confident of the worth of your thesis, accurate and complete documentation becomes a matter of integrity of the highest kind. That is, you are not simply anxious to avoid doing something wrong; you have a big stake in documenting your paper fully because you will want to argue as forcefully as you can the validity of your thesis. You will assume that people will check your references, not to see if you are honest about your obligations, but to judge the worth of your idea. When you can be confident about what you are saying, there is no reason to shrink from acknowledging fully the sources of the arguments and information that led you to say it.

If you do not have an idea and try to sound as if you do, you may get into trouble for misrepresenting someone else’s work as yours (plagiarism). At the very least, you will write a careless or inadequate paper; and, at this level, that is not sufficient, even if you are earnest and spend a lot of time on it.

Here, now, are some practical pieces of advice about the various stages of a research project. They illustrate how this way of thinking about research should be part of your thinking at every stage of the work.

I. Choosing a topic

- A. Focus it. If the topic is not assigned to you, and sometimes even if it is, you should do some preliminary reading and then, on the basis of that, focus your topic. Do this very early on in the process of your research. Doing unfocused research on the tobacco lobby in Congress will likely lead either to a very hard-to-organize report on a complex phenomenon or a simple-minded thesis that lobbyists are all bad people (or not so bad after all). If, however, from the start, you can formulate a real question about

your topic (a real question is something that genuinely puzzles you, like whether the tobacco lobby operates in any way outside the law), you will be involved in exercising your own judgment about all the material you gather. Your thesis will be an answer to that question, an answer you will formulate based on what you learn through your research.

- B. If at all possible, discuss your topic (and the particular focus you would like to give your research) with the professor who teaches the course in which the research paper is assigned. It is important that your topic be appropriate for the assignment; and your professor may give you suggestions about references to use at this stage of your research. Your professor is also in a position to alert you to problems that can arise if the focus of your topic is too specialized or to give you other kinds of advice on how to proceed.

II. The process of gathering material

- A. Identify the most important and respected authorities on the topic, and become familiar with them. This may be a stage in your research when the input of your professor or the bibliography of a textbook can make a crucial difference. When you cannot draw on such authorities to get you started, ask a reference librarian for assistance. A reference librarian can show you how to use the most highly respected indices and bibliographies related to your topic.
- B. Require yourself, when you read, to try to state the thesis that is implicit in each of your sources. Ask, in each case, what point each of your sources is making about the topic. (Making yourself do this is, by the way, good practice for the moment when you will formulate your own thesis.) Attach names to arguments and data. Get into the habit of doing that in your own thinking and your note-taking. Do not, in other words write down "the products of Brazil" without noting that it is X's list of the products of Brazil presented in a textbook published in 1950. If, as you continue to do research, you discover that every single person who lists the products of Brazil in all sorts of places over the last century is presenting the same list, you may begin to feel confident that it is a fact that these are indeed the products of Brazil. But chances are you will soon realize that there is little in the world of what we now call information that is a pure fact. Most assertions of fact are tied to an argument.
- C. Ask a reference librarian to help you find published analyses of your references so you can check your evaluations of them against those of experts who have commented on the work you are using. These reviewers themselves are not without their own axes to grind, so do not surrender completely to what they say. But comparing your responses to what others say about the material can be a good way to sharpen your own ability to analyze your sources. Do not, of course, use the summaries you may find about a reference in place of the reference itself; see for yourself. NOTE: If you are working with limited library facilities (unlikely in these days of excellent interlibrary loan privileges), you may honestly not have access to something and so have only a summary of it. In that case, you will use a footnote to tell your reader what you did and why: "I was unable to locate Professor Smith's major essay on this question, so I am depending on the account of his argument in _____."

- D. Be guided and encouraged by this truth: the more confident you can be of the quality and thoroughness of your research, the more effectively you can present an idea that is your own.

III. The mechanics of gathering material

NOTE: The capacity to cut and paste online material into your own document can make taking notes the process of duplicating the work of others before you have really digested it. On the one hand, such mechanisms are an enormous convenience. On the other hand, they make it very easy to avoid altogether really understanding what is at issue in the sources you are using and all too easy to blur the distinction between the work of others and your own work.

- A. If you collect material for your research project by printing it, be sure each page of what you collect has the complete documentation you will need should you decide to cite the material.
- B. If you do take notes by writing things down from the sources you consult, be scrupulous about putting all directly quoted material, even if only a key word or phrase, in quotation marks and noting the page on which it appears. If someone else's words seem the best way to say something, be prepared to acknowledge that aptness by quotation marks.
- C. Keep careful track of exact bibliographical details, including page numbers, even of ideas and opinions that you are summarizing or paraphrasing. Remember, take yourself seriously enough to assume that at every point of your paper or presentation, your reader or audience is going to want to follow up on your research. Make sure you can provide the details that will make that follow-up possible.
- D. Cutting and pasting from a database can cause problems. It is easy to omit the elements of a proper citation. (See IV.B. below.) Collecting a printout of what you wish to use allows you to keep track of the context of the material you will use, and retyping it into a paper or report is an opportunity to focus on it in a way that can often prove very helpful to your own efforts to integrate the material into your own argument.

IV. Writing the paper or presenting your work in some other way

- A. Use your thesis to organize how you present your research. This means that you actually present the conclusion of your research at the beginning of your presentation. Remember that your thesis is the answer to the question you formulated when you began your research. It is that question that has determined the particular perspective you are bringing to bear on the material you are presenting. It is what makes the work yours.
- B. When you introduce the ideas of another into your work, whether in a direct quotation or an indirect quotation, or a summary, when you use another's data or charts, every time you allude to a reference, mention the author or source by name. If this seems awkward at first, practice will make you graceful. The habit does three things. (1) It alerts your reader to when references you are using and how they relate to one another:

“Smith says. . . Chandler agrees. . . Gennet argues, however . . .” (2) It alerts you to how you are using your references. A string of “Paulson says . . . Paulson continues . . . Paulson concludes” means that this part of your argument is Paulson’s, not yours. That may be what you need to do, but you and your audience should be clear that that is what is going on. (3) It is a clear way of indicating where your debt to a reference begins. The author’s name at the beginning of a reference and a citation at the end of it make the extent of your obligation clear. NOTE: No habit you could form in learning to do research is as important as this one. Being scrupulous about mentioning your sources by name really brings home to you what research is all about. Do it all the time. As you acquire more experience, you will see ways that you can make your process clear without being quite so mechanical about it. It is, however, far worse to be unclear about the extent of your obligations than to be awkward or tiresome about acknowledging them.

V. Documentation

- A. In presenting your research in written form, you may find that explanatory footnotes are useful to make your obligations clear. Assume that your reader will want to check you, not necessarily to see if you are accurate and honest, but to see if he agrees with the inferences you draw from your references. Tell the reader everything he needs to know to see what you saw. Consider a footnote like this: “I base my conclusion on the accounts of the trial in *The New York Times* (3 January 1957), p. 27; *Newsweek* (6 January 1957), p. 11; and *The New Republic* (27 January 1957), pp. 20-23.” Or “This idea was suggested to me in conversation with Professor Able, whose book on agricultural economics [give reference] first called attention to the problem.”
- B. Get at the root of things you are not sure about.
1. Many students wonder what to do about ideas they got from class. The answer, if you think about it along the line this essay is insisting on, is obvious: ask your professor if the idea is in print or in some medium to which you should make a reference. If so, go consult the source to which you can refer. In some cases, your professor may tell you, of course, that the idea is common enough that it does not require a reference. In other cases, she may advise you to cite the conversation or the class.
 2. Sometimes you know you got it from somewhere, but you can’t be sure where. That kind of carelessness, of course, is one of the things that distinguishes poor researchers from good ones. Good researchers are careful to keep track of where they have been. (See above, under II.) But if it happens, do not ignore the problem. Go back to your references and find out where it was. Your professor may be able to help you, or a reference librarian can alert you to the most likely places where it might be. If all else fails, use an explanatory footnote. Someone using your work will have more confidence in you if you acknowledge a lapse of care in compiling your work than if he finds you presenting something as your own that he knows to be someone else’s work.
 3. What about the commonly accepted ideas about a subject that are repeated in all your references? Well, you’ve done the research, and if that research has been thorough, you should be in a position to say if an idea is in the public domain and doesn’t need a footnote. But if you have any doubts, then consider a footnote like “This interpretation is Professor Paul’s, though it is made in more or less the same terms by all critics of the play.”

4. What about your original idea that you suddenly found somewhere else? Again, don't hide. A footnote like this will do: "I note that Professor Green also makes this point [give reference]. Or, "See also Professor Green's fine argument to this same effect [give reference]."

NOTE: All these suggestions presume that you are familiar with what has been done in the area of your research. Of course, as a beginning student, you cannot ever be absolutely confident that you have done everything you might do to write an authoritative paper; but the point is that you should be trying to come as close to that as you can, and you should be straightforward about the limits of what you have done. Being confident about your research—knowing that you have worked hard—allows you to acknowledge its limits. An added bonus is that such confidence usually makes you able to express yourself—in speech and writing—better, as well.

VI. Some additional points about online research

- A. Ask your professor for guidance in choosing online resources. It is conceivable that they will be quite restrictive of what you can use. If you pursue the point and ask why, some of the issues discussed in the remainder of this section may arise.
- B. If you begin your research with a Google search, typing in a few keywords will give you hundreds or even thousands of supposedly relevant sites. Ease of use makes this kind of research superficially attractive, but it has many dangers:
 1. It will likely generate an enormous amount of material, most of which will be irrelevant and difficult to get to in haphazardly organized sites. What seems at first to promise plenitude and speed will usually end up being a time-consuming and distracting activity.
 2. Many sites are not just eccentrically organized; they are of very poor quality. Unlike more carefully published sources, they are not generally refereed. The opinions you find in them can be cranky, even wildly uninformed. You will often get the perspective of an enthusiast rather than of someone who has thought rigorously about an issue. The information in them can be simply inaccurate. Remember, website builders are typically responsible to no one but themselves, and so there is no incentive for them to be careful, balanced, or measured. Do not be misled by graphic design. It is easy to master that kind of expertise in a website and allow it to hide the speciousness of a site's contents.
 3. A note on Wikipedia: While Wikipedia has the advantage of being a collective product that is subject to a form of peer review, it does not have the same status as a scholarly source. You will find your professors to be extremely skeptical of a resource like this. Wikipedia can contain assessments that are superficial and inadequately documented. It is also subject to abuse by vandals and pranksters: you may innocently copy laughably bad information before the Wikipedia community has had a chance to remove it.
 4. As you research online, you can easily lose sight of what has influenced you, and it can be a nightmare trying to retrace your steps. Websites are an informal medium, and that informality makes it easy to forget that you are embarked on serious work that you want to present so others can use it.

- C. Do not use the internet to the exclusion of the sources recommended by your professors and your textbooks. Do not be surprised if your professors are unimpressed if not annoyed by website references you have used when it is clear you have not consulted the resources they have recommended (and put on reserve for you).
- D. Assess the credibility of every site you visit. (This is the same point made in II.B. above, adapted to apply to websites.) Who is the author of the site? Is he or she an expert in the field? Does he or she have any academic credentials? Has the author provided documentation of facts and arguments? (If so, you may wish to pursue those references and use them instead.) Is the site published under the aegis of an academic institution? Suffixes such as .edu, .gov, and .org can give useful initial information about sites, but do not assume that these suffixes provide a stamp of approval. For instance, a page may be located on an academic institution's server [.edu] without being connected to the teaching and research elements of that institution. Most undergraduates, for example, have home pages on their college server. Start by being skeptical, and be particularly skeptical of sites that are not carefully documented. By following this advice, you will likely eliminate the overwhelming majority of the sites you find through your search engine.
- E. You must document an internet site just as carefully as you would a published source. (See III.D. and IV.B. above.) It is important to keep complete records of your visits, including URLs and date of access. Consider printing out any page you might even think will be part of your argument.

In all things, remember that you have a responsibility to acknowledge another's intellectual property and to provide anyone who might use your research with the means of following your intellectual footsteps. Your ability to assume that responsibility, to take your work seriously, is the sign that you are doing college-level research.

Citing Sources; Avoiding Plagiarism

Note: The material below is an edited excerpt from *A Writer's Reference, 6th Edition* by Diana Hacker and is reprinted with the author's permission.¹ This book and others by Ms. Hacker are available from the University Bookstore.

Cite quotations and borrowed ideas.

You must of course cite all direct quotations. You must also cite any ideas borrowed from a source: summaries and paraphrases; statistics and other specific facts; and visuals such as cartoons, graphs, and diagrams. (See also MLA-2b and MLA-2c.²)

The only exception is common knowledge — information your readers could easily find in any number of general sources. For example, it is well known that Toni Morrison won the Nobel Prize in literature in 1993 and that Emily Dickinson published only a handful of her many poems during her lifetime.

As a rule, when you have seen information repeatedly in your reading, you don't need to cite it. However, when information has appeared in only one or two sources or when it is controversial, you should cite the source. If a topic is new to you and you are not sure what is considered common knowledge or what is controversial, ask someone with expertise. When in doubt, cite the source.

The Modern Language Association recommends a system of in-text citations. Here, briefly, is how the MLA citations system usually works:

1. The source is introduced by a signal phrase that names its author.
2. The material being cited is followed by a page number in parentheses.
3. At the end of the paper, a list of works cited (arranged alphabetically according to the authors' last names) gives complete publication information about the source.

IN-TEXT CITATION

Legal scholar Jay Kesan points out that the law holds employers liable for employees' actions such as violations of copyright laws, the distribution of offensive or graphic sexual material, and illegal documents of confidential information (312).

ENTRY IN THE LIST OF WORKS CITED

Kesan, Jay P. "Cyber-Working or Cyber-Shirking? A First Principles Examination of Electronic Privacy in the Workplace." *Florida Law Review* 43 (2002): 289-332.

Handling an MLA citation is not always this simple. For a detailed discussion of possible variations, see MLA-4.³

If your instructor has asked you to use the American Psychological Association (APA) style of in-text citation, consult APA-2. If your instructor prefers *Chicago*-style footnotes or

¹ D. Hacker, *A Writer's Reference, 6th Edition* (Boston: Bedford/St. Martin's, 2009), pps. 359-361.

² Note: Alphanumeric references in this excerpt, "MLA-2b and MLA-2c" for example, refer to other numbered sections in this book.

³ Note: The MLA citation style is but one of several commonly used styles. Consult with the instructor in each course to determine which style the professor prefers or requires.

endnotes, consult CMS-2. For a list of style manuals used in a variety of disciplines, see R4-b.

Enclose borrowed language in quotation marks

To indicate that you are using a source's exact phrases or sentences, you must enclose them in quotation marks unless they have been set off from the text by indenting (See pp. 362-364). To omit the quotation marks is to claim — falsely — that the language is your own. **Such an omission is plagiarism even if you have cited the source.**

ORIGINAL SOURCE

Without adequate discipline, the World Wide Web can be a tremendous time sink; no other medium comes close to matching the Internet's depth of materials, interactivity, and sheer distractive potential.

— Frederick Lane, *The Naked Employee*, p. 142

PLAGIARISM

Frederick Lane points out that if people do not have adequate discipline, the World Wide Web can be a tremendous time sink; no other medium comes close to matching the Internet's depth of materials, interactivity, and sheer distractive potential (142).

BORROWED LANGUAGE IN QUOTATION MARKS

Frederick Lane points out that for those not exercising self-control, "the World Wide Web can be a tremendous time sink; no other medium comes close to matching the Internet's depth of materials, interactivity, and sheer distractive potential" (142).

Put summaries and paraphrases in your own words

A summary condenses information from a source; a paraphrase repeats the information in about the same number of words. When you summarize or paraphrase, it is not enough to name the source; you must restate the source's meaning using your own language. (See also R3-c.) You commit plagiarism if you half-copy the author's sentences — either by mixing the author's phrases with your own without using quotation marks or by plugging your synonyms into the author's sentence structure.

The first paraphrase of the following source is plagiarized — even though the source is cited — because too much of its language is borrowed from the original. The underlined strings of words have been copied word-for-word (without quotation marks). In addition, the writer has closely echoed the sentence structure of the source, merely substituting some synonyms (*restricted* for *limited*, *modern era* for *computer age*, *monitoring* for *surveillance*, and *inexpensive* for *cheap*).

ORIGINAL SOURCE

In earlier times, surveillance was limited to the information that a supervisor could observe and record firsthand and to primitive counting devices. In the computer age surveillance can be instantaneous, unblinking, cheap, and, maybe most importantly, easy.

— Carl Botan and Mihaela Vorvoreanu, "What Do Employees Think About Electronic Surveillance at Work?" p. 126

PLAGIARISM: UNACCEPTABLE BORROWING

Scholars Carl Botan and Mihaela Vorvoreanu argue that in earlier times monitoring of employees was restricted to the information that a supervisor could observe and record firsthand. In the modern era, monitoring can be instantaneous, inexpensive, and, most importantly, easy (126).

To avoid plagiarizing an author's language, resist the temptation to look at the source while you are summarizing or paraphrasing. Close the book, write from memory, and then open the book to check for accuracy. This technique prevents you from being captivated by the words on the page..

ACCEPTABLE PARAPHRASE

Scholars Carl Botan and Mihaela Vorvoreanu claim that the nature of workplace surveillance has changed over time. Before the arrival of computers, managers could collect only small amounts of information about their employees based on what they saw or heard. However, because computers are now standard workplace technology, employers can monitor employees inefficiently (126).

Frequently Asked Questions and Answers about the Academic Honor Code

In the development and implementation of Colgate's Academic Honor Code, the following questions were commonly asked and addressed. The University hopes that a review of these questions and answers will help in understanding various aspects of the Academic Honor Code.

Question: *If I as a student observe what I believe to be academically dishonest behavior on the part of another student, am I compelled by the Code to report the suspected infraction? If I choose not to report, am I considered to be in violation of the Code?*

Answer: This is by far the most commonly asked question by students and highlights a key feature of the Code. The short answer is that a student is not *required* to report a suspected infraction via the reporting procedures but he or she is *expected* to do so. The choice of the verb *expect* by the framers of the Academic Honor Code was intentional and consistent with the wording in the Code of Student Conduct that sets forth behavioral expectations for all forms of behavior by Colgate students. Historically, plagiarism is the most common form of academic dishonesty, and in the vast majority of cases, only the professor in the course will be in a position to detect and report plagiarism. However in a situation where a student observes another student engaged in academically dishonest behavior, the Code *expects* that the observer will have the courage to act as a responsible member of the community and follow the reporting procedures of the Code.

Question: *Will faculty be required to discuss the Code with their students at the start of each semester?*

Answer: While not required, faculty are certainly encouraged to discuss the Code and issues of academic integrity with their students at the start of a semester. These discussions may help to reinforce the value of the Code and will provide an opportunity to discuss specific requirements or expectations of the course. For example, it might be helpful to discuss to what degree students may collaborate on assignments, how tests and examinations will be administered and what style of documentation must be used for papers, laboratory reports etc.

Question: *Does the Academic Honor Code require any changes in how faculty administer tests or examinations?*

Answer: No changes are required, but several changes are allowed. Faculty may give an unproctored exam or remain in the examination area at their option. Or faculty may elect to give an unproctored exam but be available outside the exam area to respond to questions. When a faculty member elects to give a make-up exam, he or she may give a different exam or the same one given to the other members of the class. In either case, the student taking the make-up exam will be on his or her honor not to discuss any aspect of the original exam with other members of the class prior to taking the make-up exam. Closed book or open book and timed or untimed take-home exams are allowed. For final examinations, the faculty

member may administer the exam at the date and time specified by the Registrar or allow the students to self-schedule a time during the final exam period to take the exam. Mid-term examinations may also be given on a self-scheduled basis. In all cases, the faculty member teaching the course will determine how examinations, tests and other graded exercises will be conducted.

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