

## Academic Integrity Statement

I affirm that this is my own work, and that I have followed the college's expectations for academic integrity by citing all sources, using my own ideas, and not cheating in any way in the completion of this [paper, exam, assignment]. I recognize that it is also my ethical responsibility to report any cheating of which I am aware.

Signed: \_\_\_\_\_

## Concordia's Statement on Plagiarism

Reprinted from the Concordia College Handbook

<[www.cord.edu/studentlife/handbook/policies/academic\\_integrity.php](http://www.cord.edu/studentlife/handbook/policies/academic_integrity.php)>

Plagiarism involves the misattribution of an idea or image. As scholars, all members of the college are required to recognize and acknowledge the intellectual contributions of others and avoid representing these contributions as their own. We must also faithfully represent the original author's intended meaning. Plagiarism may be willful or innocent, but either represents a serious violation of academic integrity. With the wealth of informational resources available to scholars today, one might conclude that it is increasingly difficult to avoid plagiarism. We firmly reject this argument.

Proper scholarship requires that we give credit where credit is due. This means that only ideas which are original to the author or of common knowledge may be stated without formal attribution. All sources used in the preparation and presentation of an academic work must be carefully and thoroughly documented. This means that more than a bibliography or "List of Works Cited" must be included with all written assignments that use the ideas of others. In practice, this requirement specifies that individual ideas, quotations, and passages be properly attributed following the format accepted by the discipline guiding the preparation of the paper. For example, citations in an English literature paper will generally follow the format and style of the Modern Language Association (MLA). Papers prepared for a psychology course would use the citation style and criteria specified by the American Psychological Association (APA).

The problem of plagiarism creates special expectations for faculty members giving written research assignments. Faculty need to specify the attribution conventions in force for a particular assignment. The written statement of course policy should contain instructions to students regarding which style to use in preparing a research paper. Faculty should provide students with style sheets when necessary or appropriate, samples of which can be obtained from the Writing Center or Reserve Desk at Ylvisaker Library.

Students also must guard against plagiarism. The most effective technique is the proper and complete attribution of an idea to its original source. Note that plagiarism cannot be avoided following some artificial scheme such as changing every third word. It is infinitely preferable to quote at length (with proper attribution, of course) than commit plagiarism in a vain attempt to save a few words.

As students join an academic discourse community, they are expected to develop an increasing sophistication in representing, responding to, and drawing on the words of others. We become skilled at using sources by reading and writing thoughtfully and seeking out meaningful research and writing tasks. Although no set of rules is sufficient in defining such skills, we offer the following guidelines as minimal standards. Here we quote at length, and with permission, from pages 17 and 18 of *Academic Integrity at Roanoke College*:

1. Quotations marks should always be used to set off words that are borrowed directly, even though only one or two words are involved.
2. The source of words or ideas should always be acknowledged in the text of the presentation, in [the format dictated by the documentation style of the discipline].
3. As a rule, anything students learn while they are preparing an assignment should be considered as material that must be documented, even if this material is paraphrased. It is important to remember that adequate documentation must include exact page numbers.
4. Matters of common or general knowledge usually do not require documentation. In *A Writer's Reference* (New York: St. Martin's Press, 1989), Diana Hacker defines common knowledge as "information that readers

could find in any number of general sources because it is commonly known” (170). If in doubt about whether or not information is common knowledge, provide documentation.

5. Prior knowledge does not usually require formal documentation (yet is always a good idea for the student to consult the professor if there are doubts or questions about what constitutes prior knowledge). Most often a textual reference to the source will suffice for such prior knowledge. If, for example, a student wants to refer to a date as being “full of sound and fury, signifying nothing,” the student can merely mention *MacBeth* [sic]<sup>1</sup> as the source, presuming the student knew these lines and their source prior to the preparation of the work being submitted. Note that quotation marks would be used (as they are for all direct quotations).

6. Words, ideas, data, or material acquired in other courses should be acknowledged as to their specific source. The professor should be contacted regarding the most appropriate method for documenting such material.

7. As a general rule, if the student has doubt about whether or not to acknowledge a particular source, it is wise to document that source. Again, consult the instructor of the course if such a question arises.

8. Consult a composition handbook or a publication manual for appropriate forms of documentation, as these differ from discipline to discipline. If the professor does not specify that a particular notation format be used, the student should ask the professor what format is most appropriate.

9. A bibliography by itself is not sufficient documentation because it does not inform the reader of the specific sources of the works in it. Some textual or notational systems (such as footnotes, endnotes, or the author-date method) must be employed to cite when and how specific portions of sources are used. Most systems of documentation require page numbers of all citations. All systems of documentation require page numbers for direct quotations.

10. An assignment prepared for one professor cannot be simultaneously, or subsequently, submitted to another professor unless both professors agree to such a submission. Likewise, an assignment done in secondary school or at another college cannot be submitted without the professor’s knowledge and permission.

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<sup>1</sup> [sic] is Latin meaning “so” or “thus” and is used “...to show that a quoted passage, often containing some error, is precisely reproduced.” (*Webster’s New World Dictionary*, p. 1353). You know that Shakespeare wrote a play titled *Macbeth*. We used “[sic]” here because to either ignore the capitalization error or correct it would not faithfully represent the Roanoke material.

Concordia has adopted the following student-authored Responsibility and Ethics Statement for the promotion of both academic and social responsibility on campus: To uphold a commitment to a thoughtful and engaged learning community, Concordia College makes a conscious effort to foster social and academic responsibility. Integrity at Concordia is both a consequence of individual choices and a result of institutional values. Therefore, Concordia’s integrity policies reinforce communal and personal ethical action by preparing the individual for a life of service amidst an evolving global society.