

GRINNELL COLLEGE



ACADEMIC HONESTY:

*Scholarly Integrity, Collaboration,
and the Ethical Use of Sources*



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1. HONESTY IN ACADEMIC WORK

The Grinnell College Academic Honesty Policy,
reprinted from the *Student Handbook*

When you study at the College, you join a conversation among scholars, professors, and students, one that helps sustain both the intellectual community here and the larger world of thinkers, researchers, and writers. The tests you take, the research you do, the writing you submit — all these are ways you participate in this conversation.

The College presumes that your work for any course is your own contribution to that scholarly conversation, and it expects you to take responsibility for that contribution. That is, you should strive to present ideas and data fairly and accurately, indicate what is your own work, and acknowledge what you have derived from others. This care permits other members of the community to trace the evolution of ideas and check claims for accuracy.

Failure to live up to this expectation constitutes academic dishonesty, which can include but is not limited to:

- Cheating on tests;
- Downloading and using without adequate citation material found on the World Wide Web, including words, pictures, graphs, tables, and other graphics;
- Turning in written or graphic work without citing *correctly* the sources of ideas, words, data, or images;
- Copying from others on papers, tests, or other work;
- Copying a computer program or subprocess without acknowledging its sources;
- Presenting work in class, such as in a PowerPoint presentation, without correctly citing the sources of the words, ideas or images.
- Collaborating with others on projects where that is not allowed and collaborating without properly crediting that collaboration in a footnote or endnote.
- Manufacturing or falsifying data in the process of research; and
- Submitting one paper to satisfy the requirements of two different courses without getting permission from both professors.

Students found to have committed dishonest acts, whether intentionally or through carelessness, will incur penalties, usually including a lower assignment grade, lower course grade, ineligibility to graduate with honors, failure in a course, probation, suspension, or dismissal from the College.

Assumptions about Work You Submit

In general, then, you should make the following assumptions about work assigned at the College:

- When you submit a report, paper, examination, homework assignment, or computer program, you are claiming that its form and content represent your own work, except where you have clearly and specifically cited other sources.
- Tests or examinations are closed-book unless the professor states otherwise.
- Any assigned work is to be done independently unless the professor states otherwise.
- If you collaborate on any phase of an assignment, you must indicate what work is your own and what emerged from the collaboration.

Ethical Use of Sources to Avoid Plagiarism

One particular type of academic dishonesty — plagiarism — occurs when a writer uses sources, whether through quoting, paraphrasing, or summarizing, without clearly or sufficiently acknowledging the debt. Thus, to avoid plagiarizing, you must cite the source of any expressions, ideas, or observations not your own, whether they come from a primary source, a secondary source, an electronic source, a textbook, a class discussion, a lab manual, or any other source of information.

Whenever you quote, paraphrase, summarize, or use an idea from a source, you must acknowledge that source through some system of citation. The exact system varies by discipline; your professor will tell you whether to use the MLA, the APA, or the Chicago style, or some other.

If you are found to have misused sources, you may be found guilty of plagiarism even when you have made no conscious effort to deceive. Therefore, you should cite your sources in a clear and

consistent way; if you have any doubts about how to cite sources, ask your professor.

Generally, in writing papers, you should comply with the following requirements for acknowledging sources:

- Quote sparingly and precisely: Brief quotations, included within your own clear analyses or interpretations, are far more effective than long, unanalyzed ones.
- Indicate quotations: Place quotation marks around any quotation you use in your text, even those consisting of only a phrase. In the case of long quotations, set them off by indenting. In addition, cite the precise source of the quotation in a footnote, endnote, or in-text citation. You must use quotation marks around the directly-quoted parts and cite the source even if you have rearranged the order of the sentences or have interspersed some of your own words and ideas.
- Paraphrase carefully: When you paraphrase — that is, when you put what a source says into your own words — you must not merely rearrange a few words from the source, but must recast the passage or sentence completely. In addition, you must specifically cite the source of any material that you have paraphrased or summarized, even when you have substantially reworded or rearranged it. It is not acceptable to explain similarities between your work and that of others by claiming that you read the source or sources long ago and have confused the phrases and ideas of the other author or authors with your own. Rule of thumb: when in doubt, cite.
- Cite ideas and data: You are also obliged to acknowledge, whether in an in-text citation or a footnote, any idea you have borrowed from another person or source. Scholars, researchers, and writers often engage in intense discussions with each speaker confirming or modifying some aspect of another's thought. Given these circumstances, it's often difficult to credit the source for any given idea. However, such acknowledgment is part of how we honor each other's words and work. Even though, at times, you may feel as if the distinction between your ideas and the ideas of others is unclear, you must make that distinction as clear as possible. This requirement to acknowledge the ideas of others applies whether the source is a faculty member, another student, a guest lecturer, or an off-campus friend or relative.

- Include a list of collaborators, people consulted, references, works cited, and/or bibliography at the end of your essay, lab report, research paper, or presentation. That is, in addition to using footnotes or parenthetical references to cite sources and/or collaborators in the body of your essay, you must provide at the end of your project a clearly structured record of all your sources.

Collaboration and Scholarly Ethics

Your participation in a scholarly conversation often requires that you work with others in learning or creating knowledge. At Grinnell, each professor establishes rules about such collaboration for his or her course. Some will insist that all work be done individually (this is the default assumption); others may allow you to work together on part of a project but not the final product; others may encourage collaboration throughout the project. If you are in doubt about the extent of collaboration permitted in a specific course, ask your professor to clarify the rules. To behave ethically, you must follow the rules of each professor in each course. Whenever you collaborate with others, you must acknowledge the joint effort through in-text citations to others' contributions, a written expression of thanks, and an entry in the bibliography or list of works cited. In other words, just as you cite written sources to tell the reader what words or ideas come from that source, you must acknowledge the help of your collaborators to tell the reader how the product emerged from the collaboration.

In addition, when you submit work on which you have collaborated with others, you must ensure that the whole work conforms to the standards of accurate and precise citation.

Your Responsibility as an Ethical Scholar

In sum, as a Grinnell student, you now contribute to a conversation as a member of the global academic community. To do so responsibly, you must acknowledge your debt to others.

2. THE IMPORTANCE OF CITATION

A citation is both a signpost and an acknowledgment. As a signpost, it signals the location of your source. As an acknowledgment, it reveals your indebtedness to that source. In both these ways citations help you communicate with your reader. By using them, you tell the reader whose idea or words you are using in each sentence and in each paragraph.

A citation can appear in different formats: within the text (in-text citation), at the bottom of the page (footnotes), or at the end of the paper (endnotes). Different disciplines use different formats; thus, the mechanics of citing require attention to detail. For answers to specific questions on the mechanics of citation, please consult the sources that describe each type.

Citation is important because the principle of building on the ideas of others is the basis of academic life. In the pursuit of knowledge, academics look at evidence and reason about that evidence in their own individual ways. That is, taking what is already known, established, or thought, they use their reasoning power to create new knowledge. Given the activities that make up this process, there are three reasons why it is important to cite sources accurately and thoroughly.

First, citing sources of ideas is important because ideas are the currency of academia. Academics want to accumulate that currency; they want to get credit for their contributions. A writer who cites ideas offers credit to the idea's originator and thereby honors that person.

Second, citing sources is important because, if you use someone else's idea without giving credit, you violate that person's ownership. To understand this violation, envision the following scenario: while you and your friend are discussing some ideas from class one day, you make what you consider to be a particularly insightful observation. During a later class discussion, your friend brings up your observation but neglects to point out that it is yours, not his. The professor beams and compliments your friend on his clear and insightful thinking. In this scenario, you likely feel that there's something unfair about your friend's implicit claim that your idea was his own. After all, you had been thinking about the idea and perhaps had devoted time to developing it, yet you are not getting credit for it. Worse, someone else is. That sense of

violation, the sense something valuable has been stolen from you, suggests why failure to cite sources hurts another person.

Third, citing sources is important because academics value being able to trace how ideas develop. Consider the scientist who reads about an experiment in a publication and then decides to perform an experiment to extend the results of the earlier one. At the same time, other scientists plan experiments to test the findings, to contest or confirm the findings and to relate the findings to their own research. All of these “second generation” experiments owe their inspiration to the original idea. If another person reads one of the “second generation” ideas, proper citation will allow that person to explore the original publication to trace how the idea has developed. In general, scholars must be able to trace how ideas develop in order to consider and test them accurately. So giving credit to the original source of ideas allows academics to understand how ideas develop in academia, an understanding that helps them better approximate the truth.

For more discussion on the ethical responsibilities of scientists in citing sources, sharing credit, and other matters, please see *On Being a Scientist: Responsible Conduct in Research, Second Edition* (National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 1995).

For these three reasons it is important both to cite sources and to use them well. Neither is easy. Throughout your college career you will learn how to cite, when to cite, and why to cite. Your work in the tutorial helps you begin to consider these important questions.

3. STUDENTS' FREQUENTLY ASKED QUESTIONS

What is academic dishonesty?

Academic dishonesty refers to a range of behaviors including cheating, plagiarism, deception, fabricating or falsifying results, collaborating on assignments without permission — behaviors that present someone else's work as one's own, fail to give credit to sources, or seek to gain unfair advantage over other students. These behaviors show disrespect for others, call into question the integrity of one's own work, and undermine the trust that characterizes positive educational relationships in an academic environment. See the list on page 1 for some specific examples of academically dishonest behaviors.

How big a problem is academic dishonesty at Grinnell?

According to the College registrar, the numbers of cases brought and students found guilty of academic dishonesty are as follows:

Year	Number of Cases	Number Found Guilty
1998–99	15	8
1999–00	6	5
2000–01	29	12
2001–02	28	19
2002–03	13	6
2003–04	10	10
2004–05	31	27
2005–06	28	26
2006–07	28	16
2007–08	23	19
2008–09	13	5
2009–10	27	18

What happens if my professor believes that I have violated the academic honesty policy?

The College has formal procedures for adjudicating suspected cases of academic dishonesty. The following is reprinted from the *Student Handbook*.

In submitting a report, paper, examination, project, homework assignment, or computer program, a student is stating that the form and content of the paper, report, examination, project, homework assignment, or computer program represents her or his own work, except where clear and specific reference is made to other sources. If any suspicious course work is submitted to an instructor, that instructor must bring it to the attention of the Committee on Academic Standing. Students cannot be penalized for academic dishonesty without a hearing by the Subcommittee on Academic Honesty. The student has no recourse with the instructor once course work has been submitted to the instructor.

The Subcommittee on Academic Honesty of the Committee on Academic Standing will inform the student in writing of its receipt of the suspicious material, including identification of the course involved, the work submitted – exam, paper, report, project, homework assignment, or computer program – and enough information to identify those elements of the material deemed suspicious. This notification will set the time and place of a hearing as well as the procedures to be used for the hearing. The hearing is scheduled in such time as will insure a fair and expeditious process.

The student may submit a written statement in addition to or in lieu of appearing in person to respond to the charges. The student is informed of her or his right to bring another person from the College community as a nonparticipating observer at the hearing. Typically, the observer is the student's academic adviser, another faculty member, a member of the Student Affairs staff, or a Residence Life Coordinator.

The Chair of the Subcommittee on Academic Honesty will notify the faculty member involved that he or she may directly inform the student that he or she is suspected of academic dishonesty and that the suspicious material has been delivered to the Committee on Academic Standing for investigation and disposal of the case. The subcommittee understands that in some cases the faculty member might have already so informed the student. Other than providing relevant information to the Subcommittee on Academic Honesty, the faculty member has no further function in the process.

The function of the Subcommittee on Academic Honesty is to ascertain the facts, formulate an opinion in the case, and submit its findings and recommendations to the Committee on Academic Standing, which imposes such penalties as appear in the best interest of the student and the College. The student is notified in writing by the chair of the Subcommittee on Academic Honesty about the final decision.

The penalties for academic dishonesty may include, but are not limited to, grade reduction, course failure, suspension, or dismissal. Any penalty other than dismissal may carry up to two semesters of academic dishonesty probation.

The student has the right to appeal to the faculty's Executive Council. The appeal, which must be made in written form and delivered to either the Vice-President for Academic Affairs and Dean of the College or the Chair of the Faculty within seven days after receipt of the committee's decision, calls for consideration on the grounds of relevant new evidence or on the grounds that agencies involved in the action made significant procedural errors in reaching the original decision.

How do I know what citation format to use?

Within some departments, the faculty require a specific system of citation. For example:

- Chemistry: (lower-level courses) *Investigations* booklet; (upper-level courses) *American Chemical Society Style Guide*
- Chinese: *Chicago Manual of Style*
- Education: American Psychological Association format
- English: Modern Language Association style
- Physics: *Physical Review* journal style
- Psychology: American Psychological Association format
- Sociology: American Sociological Association format
- Spanish: Modern Language Association style
- Theatre: Modern Language Association style

For other departments or in any cases where you have questions, look at your syllabus and check with your professor.

Why do different disciplines use different formats for citation?

These differences have to do with how these citation systems have evolved and what the disciplines value, with the result that different disciplines emphasize different characteristics of the sources. For example, in the APA format, the date is listed in a much more prominent place than in MLA; APA puts the date immediately after the author's name, while MLA puts it after the name, title, and publication information.

APA Hodder, I. (1989). Writing archeology: Site reports in context. *Antiquity*, 63, 268-274.

MLA Hodder, Ian. "Writing Archeology: Site Reports in Context." *Antiquity* 63 (1989): 268-74.

What is common knowledge? How does it relate to issues of citation?

Common knowledge is information so well known and uncontroversial it needs no source. For example, if you are writing about the arrival of Columbus at the North American continent, you could assume that the basic facts of this event are common knowledge. However, when you discuss the interpretation of the event, for example, whether Columbus was engaging in an exciting voyage of discovery or a cruel colonizing effort or some amalgam of the two, you need to cite your sources unless the interpretation is clearly your own.

How do I recognize common knowledge?

Pay attention to sources as part of your reading process. As you study course material, particularly in introductory courses, think about whether a view is expressed by several writers, whether it is described as common in the literature, or whether it seems to be attributed to one person.

Generally, introductory courses explain the assumptions of disciplines; that is, they reveal both the discipline's arguments and its fault lines, what is common knowledge and what is not. As you learn more about the discipline and the questions it explores, you should begin to understand better what that discipline commonly understands and accepts. In sum, the way to understand what is common knowledge is to read carefully, listen attentively, and reason clearly.

Since I don't have to cite things that are common knowledge, does it follow that I don't have to cite materials labeled *public domain*, *share alike*, *open source*, and *open content*?

No, it does not follow. You must cite everything except common knowledge.

The terms *public domain* and *share alike* refer to the copyright status of materials: works in the public domain are not subject to proprietary interests, that is, they are not subject to a copyright or a patent; works licensed as share alike are covered by a copyright that allows users to share and share alike, and restricts them to using a similar license when using materials from that source. However,

when you are citing such sources in an academic context, usually you are concerned not with the copyright status of a text but with giving your reader an accurate idea of what sources have contributed to your work. Therefore, whether or not a work is in the public domain or is licensed share alike, you need to cite your source.

“Open source” refers to a movement, begun in the computer field, to allow users to make changes to software; a parallel movement, “open content,” is best exemplified by *Wikipedia*, an online encyclopedia which anyone who wishes to may edit (note that this procedure may affect its reliability as well). Despite the openness of the names, if you use information from *Wikipedia* in your academic papers, you still have an obligation to cite it.

Do I have to cite something that happened in class?

Generally, it’s a good idea to keep track of where you learned things, so the default answer to this question is yes. Since you should take notes in class, you should note the source, date, and context of particular views. This guideline applies to Blackboard or listserv discussions as well. Check with your professor for a definitive answer for each of your courses.

Do I have to cite myself?

If you published an idea previously (and in this context submitting a paper for a class may be considered publishing), then you should cite yourself when you use the same idea in a later paper.

Do I have to cite a newspaper article?

A conversation with another person?

Again, on the general presumption that it’s best to cite all your sources, the answer is yes.

If I use a whole paragraph or couple of paragraphs from one source, how often do I have to cite the source? Is once at the end enough?

Different styles of citation (MLA, APA, etc.) require different uses of quotation marks, indentation, and citation for entire blocks of text. Follow these rules closely. Additionally, however, you should cite the source as often as you need to in order to make clear to your reader where the material comes from and whose idea it is. Think about being the reader of such a paragraph or set of paragraphs. How often would you have to see a citation to know what the source of each statement is? Where would you as a reader like to have guideposts as to whose idea you are reading? The answer is probably more often than just at the end of a paragraph or a set of paragraphs. Think about a reader asking constantly, “Whose idea is this?” Then arrange your citations so as to answer that question.

When I have a long quotation or paraphrase that comes from one source, how do I cite if I put an idea from another source in the middle?

Keep in mind that, if you put an idea from another source in the middle of those of an author, you must make clear to the reader whose ideas are whose. It’s a good idea to make clear syntactic differentiations between the sentences that represent the ideas of sources: that is, acknowledge a source at both the beginning and the end of the section taken from it.

If I download a paragraph or two directly from the Internet, can I just put it in quotation marks, cite the source, and use it in my paper?

Doing so may indicate that you are technically honest, but it will also show that, as a writer, you are lazy or careless. As a good writer, you should always engage in an active process of digesting, analyzing, condensing, expanding, assessing, and adding to what you find in other texts. Rather than simply dropping a quotation into a paper, think about interpreting, analyzing, or paraphrasing that quotation.

What is the relationship between citing and quoting?

Citing means acknowledging the source of the idea and indicating its location so your reader can consult that work. Quoting refers to using the exact words of another source in your writing. When you quote, you must use quotation marks or indentation to indicate that the words are not yours, and you must also cite the source. Thus, any quotation requires a citation, but you will have many citations for material that you won't quote directly.

Why do some professors criticize my papers for using lots of quotations when others seem to like such use?

Some disciplines focus on language; others do not. For example, if you are writing a paper for an English course, chances are you are analyzing a particular use of language. Therefore you will need to quote at least the piece of language under analysis.

On the other hand, if you are surveying previous research for a biology research project, chances are you will spend your time paraphrasing the findings, using few or no direct quotations, although you will of course cite your sources.

Most of these questions focus on proper citation. Are there forms of academic dishonesty that do not relate directly to citation?

Certainly, there are many other forms of academic dishonesty, some of which are discussed in the Grinnell College Academic Honesty Policy. For one example, it is academically dishonest to forge (or even to “fudge”) your results on a scientific experiment. It is also academically dishonest to do someone else's work for him or her.

Can you give examples of the forging of scientific results?

Here are three examples:

- If you've written a computer program that doesn't work, your professor asks for sample output, and you type that output by hand, your work is forged and academically dishonest.
- If you do not gather data in lab (or lose it) and write down some numbers that "seem reasonable," you have forged your results.
- If you do not gather data in lab and take a classmate's data without your instructor's permission, you have forged your results.

Can you give examples of doing someone else's work for them?

Here are two examples:

- Writing a paper or completing a homework assignment for someone else (at Grinnell or elsewhere) is academically dishonest.
- Letting someone copy your results is academically dishonest.

Why are book titles sometimes underlined and sometimes italicized?

Underlining and italicizing are equivalent: both indicate the title of a long work. Back in the day when writers used typewriters, they would underline to indicate to the publisher that the underlined words should be italicized when they were printed. Now you generally have your choice about which to use; just don't use both together. And remember to use quotation marks for titles of shorter pieces, such as chapters in a book or articles in a journal, magazine, or newspaper.

What is the difference between plagiarism and copyright violation?

Plagiarism is an academic offense: a plagiarist participates in academic conversation under false pretenses by failing to make clear how he or she has derived the ideas in the work (for example, by not citing, by paraphrasing badly, by collaborating without attribution, or by neglecting to give credit for ideas). In addition to having ethical implications, this behavior may have judicial consequences at Grinnell College.

Copyright violation is a legal offense: a copyright violator uses work another person has created without honoring the rights that belong to the creator. These rights include publishing, reproducing the work, preparing derivative works from it, distributing copies, and performing or displaying the work. Under certain conditions you may use copyrighted material without permission. These conditions include “fair use,” conditions that depend on the purpose, nature, amount and effect of your use.

How might I as a student be guilty of copyright violation?

The most likely situation would be if you publish something in a public forum, such as at a conference or on the web, without the copyright owner’s permission. In order to claim fair use, four factors are considered: the nature of the use (commercial use vs. non-profit educational use), the nature of the copyrighted material (creative works have greater protection than factual reporting), the amount used (are you using a large portion of the work, or just a paragraph? Are you using the key segment of the work?), and the effect of your use on the potential market for the work (is your use depriving the copyright owner of potential revenue?) Satisfying a single factor (like educational use) is not sufficient: all four factors must be considered together.

As an example of how to use others’ work fairly, you could, in referring online to other people’s online words, link to those people’s pages rather than reproduce their work on your page.

Am I a copyright holder?

Once you create something in a “tangible form” — a written paper, a work of art, a video, a website — you are the copyright holder of that material. If others use your material without your permission or in ways that violate fair use, you can use legal means to stop them.

For more information on copyright and fair use, including an aid for conducting a fair use analysis (appendix A.4c), consult the Grinnell College Copyright Policy available via the web: www.lib.grinnell.edu/research/copyright.pdf.

*For more information on citation and paraphrase,
consult the following web page:*

www.grinnell.edu/academic/writinglab/citationlinks

4. EXERCISE ON PROPERLY USING THE WORKS OF OTHERS

This exercise includes two sections: the first demonstrates how an academic writer might document sources; the second asks you to demonstrate your understanding of how to do so.

The first section provides models of how writers paraphrase, use a long or block quotation, quote only a few words or snippets, and cite an idea. It also gives examples of different styles of citation, such as American Psychological Association (APA), Modern Language Association (MLA), and Chicago Style.

The second section asks you to do what the first section models: to cite a paraphrase, to cite a long quotation, to cite words or short phrases, and to cite ideas. For this exercise you may use either the given source or one suggested by your tutorial professor; you may demonstrate different citation styles or use just one, as your professor directs. Please note that this booklet does not provide a reference for how to do each style; in doing this exercise, as in writing a paper, you must locate resources on how to use different styles and have those resources available as you write.

Two pieces of advice:

- Work carefully on this exercise; its results should demonstrate that you understand the basics of citation, a demonstration the college requires of each student.
- Make the process of citing sources part of your routine when you write your drafts; do not leave that process till the end. That is, as you write drafts, figure out a reliable method of remembering and indicating sources you cite and the parts of your writing that derive from those sources.

SECTION I: DEMONSTRATION

Paraphrasing

In writing an academic paper, you may want to paraphrase — that is, use different words to say what someone else has said. This process may seem simple, but it presents subtle challenges. You must digest what the author has said, think critically about what the author implies and means, and transform all that into your own language: not an easy task.

To give an example of how to paraphrase, we will use as our source passage a review of two books about how people conducted business in Europe during the Middle Ages. This review, “The Business of Business in The Middle Ages: Bruges and Montpellier,” written by Grinnell’s Vice President and Professor of History Marci Sortor, appeared in the *Journal of Urban History*. According to this review, the two books show how merchants at this time depended on a whole array of support services to conduct their business. In the paragraph quoted below, Sortor explains how the historian Murray offers a novel interpretation of a change that took place in Bruges (in what is now Flemish Belgium) during the fourteenth century:

International commerce at Bruges, as at Montpellier, was dominated by merchants from elsewhere. At Bruges, the predominance of foreigners was central to its success. By the fourteenth century, the Flemish town no longer sent its merchants out to distant lands. Instead, foreign merchants came to Bruges to do business. Italian merchant companies established branches, and the Hanse [an alliance of German merchant guilds] settled a headquarters there. Traditionally, historians of Bruges have interpreted the fourteenth-century shift in its commercial role as a shift from active to passive participation in trade and a sign of economic decline. Murray, however, argues that the transition marked an important stage in the growth of the European economy. Far from marking Bruges’ decline, this new role brought the medieval city to its apogee and led to the development of the financial and operational apparatus of commercial capitalism. Foreign merchants needed a range of services to do business. They needed a place to stay, a way to exchange their coins into local currency, a source of information about available goods and interested

buyers, and help with local laws. They needed a way to transfer currency and settle debts, a place to store their wares, and, often, help with handling and processing the goods that they acquired. What Bruges offered, according to Murray, was an articulated system of commercial services that provided international merchants with “an urban business environment of surpassing openness.”

(This paragraph illustrates two conventions of reproducing the words of others. First, the square brackets ([. . .]) indicate that the enclosed words are not part of the original as written by Sortor. That is, the original paragraph Sortor wrote did not include the definition of Hanse that appears in square brackets above. Second, words within quotation marks show us that Sortor is quoting exactly the words of Murray. If we, in turn, were going to quote those words, we would have to cite full citation information for Murray, and then note that we had actually discovered the words in Sortor’s article: “Murray, as quoted in Sortor”).

Let’s assume we need to paraphrase Sortor’s paragraph in order to support a claim asserting that business in the European Middle Ages developed only because of the availability of services that supported the efforts of the businesses. We might end up with a paragraph like the following:

Sortor claims that, according to Murray, Bruges thrived because of the availability of services it offered its immigrant businessmen. The immigrants who peopled Bruges during the fourteenth century were able to maintain their businesses only because there were hotel owners, money lenders, horse renters, and storage facility owners in that city who enabled them to do so. In fact, Murray emphasizes that Bruges at this time not only was open to foreigners but also had many people who made their living by supporting businesses run by immigrants.¹

Notes

1. Sortor, Marci. 2008. The Business of Business in The Middle Ages: Bruges and Montpellier. *Journal of Urban History*, 34 (originally published online Jan 28, 2008) DOI:10.177/0096144207312881, <http://juh.sagepub.com>.

(In this citation the “DOI” or Digital Object Identifier is part of a system that attempts to assign permanent identifiers to objects in the digital environment. If you use the DOI number to identify a source, you do not need to also give the page number.)

Note that in this example we are using the Chicago style of citation, so the citation appears not in the text but in a footnote. In addition to the footnotes within the text, all sources cited in the paper are included in a numbered list at the end, on a page entitled “Notes.”

Using Block Quotation

In writing an academic paper, you may also want to incorporate a long section of another’s text into your own. In such a case, you may use a block quotation, where you indent to show that the source is a quotation. Once you have done so, you need not enclose the quotation within quotation marks, although you should accurately reproduce the punctuation in the original passage.

Be wary of using block quotations too frequently: if your paper consists of large stretches of someone else’s writing interspersed with only short connections of your own, your professor may rightly accuse you of poor writing. Remember that, generally speaking, the goal of writing a college paper is not to show that you can copy down another author’s words but to demonstrate that you can digest and explain the material in your own words.

When you use a block quotation, your own words should introduce the quotation and lead your reader out of it. You should make sure that the reader understands not merely the point the author of the quotation was making, but also the point you are making by using it. Merely dropping a block quotation into your paper without integrating it carefully constitutes not only poor writing but sloppy thinking, too.

The source passage we will use to exemplify the use of a block quotation comes from a chapter in a book entitled *British Subjects: An Anthropology of Britain* (Nigel Rapport, ed. Berg: 2002 New York). This chapter presents a joint anthropological study “Cultural Values and Social Organization in Wales: Is Ethnicity the Locus of Culture?” by Grinnell Professor of Anthropology Douglas Caulkins and former Grinnell Institutional Researcher Carol Trosset. The research described in this chapter follows up on Trosset’s previous ethnographic immersion research on Welsh values. Her work showed that Welsh people tend to value egalitarianism, martyrdom, performance, emotionalism, and nostalgia. Caulkins’ and Trosset’s follow up work investigates whether Welsh people belonging to different ethnic and linguistic groups vary in the degree to which they hold these values. In the paragraph reproduced

below, found on page 241 of Rapport's book, Caulkins and Trosset explain and justify the research methods they use in the study:

In the summer of 1993, we returned to Wales as a research team, to investigate how the concepts defined by Trosset were distributed among residents of Wales of all ethnic and linguistic groups. We decided to employ methods that contrasted with Trosset's prior ethnographic immersion study, and which included consensus analysis (described below), as it is a statistical technique designed to measure levels of agreement between subjects. For research settings we selected two towns in the Western Welsh-speaking area (Bowie 1993), one ('Llanwyn') in the northern and one (Lampeter) in the southern region. With a population of several thousand each, both were large enough for diversity and were minor sites of Trosset's original study. Trosset's book (*Welshness Performed*, 1993) had not yet been published and no one in these towns was familiar with her interpretations of Welsh personhood. Caulkins had previously worked in Wales studying high-technology entrepreneurs but none of the firms he had studied were located in these towns. The senior researchers recruited six undergraduate student assistants who had special training for the project. Three worked with Trosset in the northern site and three with Caulkins in the southern site. Trosset interviewed Welsh-speakers in Welsh; the rest of the team interviewed in English. The team followed a snowball sampling strategy, asking consultants to suggest other potential interviewees who might have a different perspective. We also developed a sampling frame that represented diversity of class, gender, and ethnic identity, obtaining a sample of 152 residents, approximately half from each location.

Let's imagine we wish to use this paragraph in a paper exploring the ways writers in different disciplines write methods sections. Imagine that we've just written a section on how science writers writing about what they do in the lab tend to write impersonal, fact-oriented methods sections that aim to allow others to replicate results exactly. In this section we use a block quotation from Caulkins' and Trosset's study to exemplify how methods sections in social science may be more personal and more explanatory:

In contrast, methods sections in social science writings tend to be more personal and to offer more justification for the choices the researchers make in their study. For example, note how this methods section from an anthropological study does not merely name the methods used but offers justification for them and assurance that the researchers are able to use them:

For research settings we selected two towns in the Western Welsh-speaking area (Bowie 1993), one ('Llanwyn') in the northern and one (Lampeter) in the southern region. With a population of several thousand each, both were large enough for diversity and were minor sites of Trosset's original study. Trosset's book (Welshness Performed, 1993) had not yet been published and no one in these towns was familiar with her interpretations of Welsh personhood. Caulkins had previously worked in Wales studying high-technology entrepreneurs but none of the firms he had studied were located in these towns. The senior researchers recruited six undergraduate student assistants who had special training for the project. (Trosset and Caulkins, 241)

This section not only describes the methods used, but asserts that the sites were large enough to provide reliable information ("With a population of several thousand each . . ."), claims that knowledge of previous research could not have tainted the sample (" . . . no one in these towns was familiar with her interpretations. . ."), shows the familiarity of both major researchers with the area but denies that this familiarity would cast doubt on the results, and points out the "special training" given to the research assistants that makes them able to participate. Not just a statement of methods, this methods section argues that the methods are justified, useful, and doable.

Note that we are using the block quotation as the object of analysis; we're not just dropping a group of sentences into an argument but are analyzing what's in the block quotation. That is, the block quotation does not just serve as part of the argument, but performs some other function as well: in this case, as the object of analysis.

Since we're using the American Anthropological Association style of citation, we are using in-text citations and an alphabetized reference section at the end:

References

Trosset, Carol and Douglas Caulkins.

2002 Cultural Values and Social Organization in Wales: Is Ethnicity the Locus of Culture? *In British Subjects: An Anthropology of Britain*. Nigel Rapport, ed. Pp. 239-256. Berg: New York.

Using snippets

In writing an academic paper, you may also use snippets from another source, short quotations consisting of only two or three words. Such use is especially appropriate when the specific language of a text constitutes the evidence of your claim, as in papers analyzing literature or other texts. To examine this kind of use, let us consider a passage from an academic paper written by Associate Professor of English Erik Simpson entitled "Minstrelsy Goes to Market: Prize Poems, Minstrel Contests, and Romantic Poetry," published in the journal *ELH* [English Literary History], Volume 71. In this paper Simpson argues that competitions in the form of poetry contests among 18th century British minstrels or bards reveal how poetry functioned in those cultures. At one point in the article, Simpson gives a detailed interpretation of one poem, *The Queen's Wake* by James Hogg, that describes such a contest. While this poem ends with the hero winning the contest, Hogg describes the competition as beset by corruption and patronage. Simpson writes,

The happy ending of the prize contest itself thus stands out as a brief moment of justice in the midst of what Hogg portrays as a corrupt, mercenary system. The Queen's Wake portrays transhistorical minstrelsy as a darkly comic mirror of the Scottish tradition's respectable genealogies. Hogg's past and present minstrels are connected not through venerability but through common experiences of snobbery, virulent national and regional prejudice, and even the experience of British oppression. Offered as a tribute to a patron, Charlotte, and a mentor, Scott, the poem treats both of them with strange ambiguity. Although The Queen's Wake does not move beyond

the boundaries of the British masculine minstrel tradition (as Landon's contest poems would), it troubles that tradition by claiming to move more deeply to its center – to a meaner, more disorderly place than Scott's minstrels ever imagined – and by refusing to separate the troublesome world of the minstrels from the Scotland that Hogg and Scott both inhabit. Hogg thus created the genre of the minstrel contest poem as a means of staging the underbelly of the literary marketplace. (704)

Let's imagine we're writing a paper, using the MLA style of documentation, in which we are examining changes in the way poetry of this era portrayed the cultural tradition. We've just finished writing a section dealing with poems that deal with what Simpson calls the "British masculine minstrel tradition." In making a transition to examining poetry that offers a different view of the cultural tradition, we wish to use Simpson's examination of this Scottish minstrel poem:

But some poetic traditions show a more negative side of the Scottish minstrel world. For example, as Erik Simpson points out, *The Queen's Wake* by James Hogg "troubles the tradition" by portraying the culture as unpleasant. In fact, writes Simpson, the poem presents the Scottish tradition as "a meaner, more disorderly place" than that portrayed by the previous poetic tradition. That is, Hogg's "genre of the minstrel contest poem" was a way of showing his readers what Simpson refers to as the "underbelly of the literary marketplace" (704).

This passage cites the page number only once since all the short quotations or snippets are from the same page and since the text attributes the ideas to Simpson. In the list of Works Cited, this reference would look like this:

Works Cited

Simpson, Erik. "Minstrelsy Goes to Market: Prize Poems, Minstrel Contests, and Romantic Poetry." *ELH* 71 (2004): 691-718. Project MUSE. 9 June 2008. <http://muse.jhu.edu>.

Note that when you use an online source, you should indicate where and when you accessed it.

Using an idea from another source

Sometimes an idea you read may inspire in you another idea you want to use in your academic paper. That is, reading an idea in a text may set you off in a different direction, one you might not have followed if you hadn't read that source. If such an idea inspires you, you should cite its source, even if you have neither quoted nor paraphrased.

The source passage we will use to demonstrate is from an article written by Grinnell Professor of Psychology David Lopatto, who summarizes the results of a study he and others did to investigate the benefits of undergraduate research. In this study, investigators asked both faculty and students at a number of colleges and universities about what they saw as the benefits of this kind of research. Lopatto divides the responses into two categories: *structure*, which he defines as the facilities, scheduling, the more physical aspects of the experience, and *consideration*, which he defines as the more affective, social-emotional benefits, such as working with others, gaining a faculty mentor, and learning about how scientists do science. In the following passage, Lopatto summarizes his results and offers a hypothesis to explain them:

What do the convergence or divergence of faculty and student opinions tell us about the undergraduate research experience? The faculty responses are a mix of structure and consideration items, but it is the consideration items that rank high on the student list. I suggest a hypothesis: Students value consideration more than structure. The benefits they value result from a good relationship with and expert guidance from a mentor. They learn from the mentor how scientists think, how obstacles are tolerated and how a career path develops. The behavior of the mentor may affect them more than the state of the physical facility or the poster requirement as the project ends. The hypothesis may help explain why smaller institutions (such as my own liberal arts college), which claim to provide more faculty-student contact, may produce a high proportion of graduate students in the sciences despite having smaller and less impressive facilities than research universities (Cech, 1999). The hypothesis suggests that broadest level of structure of an undergraduate

research program, such facilities, state-of-the-art equipment, and programmed poster sessions, may fail to yield desired responses from undergraduate researchers without a concomitant attempt to develop the art of considerate mentoring in science faculty. (Lopatto, 2003)

Let's assume that we want to use some of the ideas from this passage in a paper arguing a general claim that colleges should invest more in personnel than in physical infrastructure. In doing so, we use an idea from Lopatto's paragraph:

What priorities should a college adopt when it must choose between whether to spend money on infrastructure or on personnel? Assuming that the education of the student is the primary goal, colleges should probably spend money on people, not things. Just as Lopatto (2003) finds that students doing undergraduate research value the relationships or personal interactions of that experience, so we may infer that what students value in college and university settings are the interactions with people. It follows that colleges and universities should invest their money not in infrastructure but in people.

Note that the above paragraph, while it refers to Lopatto's research on the undergraduate research experience, widens the claim made in that research. Indeed, Lopatto would not necessarily support this widening of his claim — that is why it is important to put the citation near the clear restatement of his claim, not in a place where it could be misread as agreement with this wider claim.

In the APA system of citation, the notes at the end of the paper would include Lopatto's paper in this way:

Reference List

Lopatto, D. (2003). The essential features of undergraduate research. *Counc. Undergrad. Res.* Q.24 , 139-142.

SECTION II: EXERCISE

Use the given passages or ones recommended by your professor to complete the following tasks. For each task, please include a properly formatted entry for a list of Works Cited.

Paraphrase

The following passage is taken from Associate Professor of Chinese Scott Cook's article "Consummate Artistry and Moral Virtuosity: The "Wu xing 五行" Essay and Its Aesthetic Implications," published in *Chinese Literature: Essays, Articles, Reviews (CLEAR)*, Vol. 22, (Dec., 2000), pp. 113-146 and found in JSTOR at <http://www.jstor.org/stable/3109445>

In the following paragraph, Cook focuses on a list of requirements, each one leading to the next, that the essay describes as leading to virtue:

The passage continues by listing a set of embedded prerequisites to the attainment of virtuosity suggestive of the sort of cultivation chains we find in other Confucian texts of the period:

2(b) If the nobleman has no inner-heart (zhongxin ...) apprehension (you ...) he will have no inner-heart knowledge; lacking inner heart knowledge, he will have no inner-heart [delight (yue...)]; lacking inner-heart [delight, he will not be] secure (an ...); insecure, he will not be happy; (le ...); and unhappy, he will be without virtuosity.¹⁹

The terms of this chain are of great interest. That the path to virtuosity would begin with feelings of "apprehension" (or "concern") is significant, particularly in view of the fact that they ultimately lead to their opposite: the sense of complete "happiness" or "contentment" (le . . .), the final prerequisite, — nay, definition — of moral virtuosity, the stage at which apprehension ceases to play any part. It is the course of this path to self-perfection that we shall be tracing throughout much of the remainder of this paper. For now, however, let us note, once again, that central to

the entire process remains the notion that these feelings and conducts take shape from within one's "inner heart" (zhongxin . . .), the deepest recesses of one's mind.

Assume that you are writing a paper in which you want to use Cook's passage, perhaps to define what a "cultivation chain" is in Chinese philosophy. Paraphrase Cook's passage, cite your source, and give the source as it would appear in the list of works cited, using the MLA style of citation.

Using block quotations

The following passage is from a paper entitled "Worker Motivation, Wages, and Bilateral Market Power in Nonunion Labor Markets" by Professor of Economics William D. Ferguson, published in the *Eastern Economic Journal*, Vol. 30, No. 4, Fall 2004, pp. 527-547. The article was accessed through Business Source Elite, Grinnell College Libraries (June 12, 2008) <http://search.ebscohost.com/login.aspx?direct=true&db=bsh&AN=15386138&site=ehost-live>. In this second paragraph of the article, Ferguson offers some definitions of the phenomena he discusses.

Bilateral market power exists in employment relationships whenever both workers and employers benefit from maintaining their association: whenever the value of the employment relationship exceeds the value of the next best alternative for both parties simultaneously. Two conditions lead to the presence of bilateral power in employment relationships: i) job loss should be costly for workers; and ii) replacing workers should be costly for firms. Both conditions emerge whenever workers possess firm-specific human capital — or, more generally, whenever firms face costs to replacing current employees — and workers face reemployment costs. (Ferguson, 527)

Write a paragraph, perhaps comparing how authors use definitions in different disciplines, in which you use all or a part of this paragraph as a block quotation; use proper Chicago citation style for both the in-text citation and an entry in the list of references.

Using snippets

The following methods section is taken from a book chapter (pages 117-147) entitled “Learning as social interaction: Interdiscursivity in a teacher-researcher book group.” The 2004 book that includes this chapter is entitled *An Introduction to Critical Discourse Analysis in Education*, edited by Rebecca Roger (Erlbaum: 2004, p. 117-147). In the chapter, Grinnell Professor of Education Jean Ketter and former Grinnell Assistant Professor of Education and current Professor of Education at University of Minnesota Cynthia Lewis describe the study group they convened among teachers in a local middle school to read and discuss multicultural literature that they might adopt for their classrooms.

In this chapter, we closely examine the interactions of a long-term teacher and researcher study group focusing on the reading and teaching of multi-cultural literature in a rural middle school setting. Over the 4-year span of the study, the group included 10 members – all White females – the two of us as researcher-participants and eight teachers of Grades 5 to 9. The purpose of the group was for participating teachers to read and discuss multi-cultural young adult literature in ways that would help them make decisions about whether and how to teach these works in their community (see Appendix A for book list). To do this, our work together over the years focused not only on issues related to the teaching of literature, but, more important, on our individual and collective assumptions about race, identity, and multi-cultural education in terms of how these assumptions shape decisions about text selection and teaching approaches (Ketter and Lewis, 118).

Write a paragraph, perhaps about the influences on teacher decisions, in which you use snippets from this paragraph. Use APA system of citation for in-text citations; in addition, format the chapter title as it would appear in a list of works cited in APA style.

Using an idea from a source:

Librarian of the College Richard Fyffe is co-author with Scott Walter of a handbook entitled “The Digital Difference: Responsible Conduct of Research in a Networked World ” (2005). Lawrence, KS: University of Kansas Graduate School found at <http://hdl.handle.net/1808/230>. The following two paragraphs are part of the Introduction section, where Fyffe and Walter explain the challenges to those who have interests in publications in the digital environment:

In this digital environment, publishers are rightly concerned about the need to protect the contents of their journals, books, databases, and other products against widespread copying that might rob them of revenue and undermine their fiscal viability. Similarly, scholarly societies and cultural heritage organizations (e.g., museums) are concerned about protecting the publications and images that represent important sources of revenue. At the same time, however, scholarly authors are most interested in assuring the greatest impact for their work through widespread dissemination and citation, and researchers demand convenient and timely access to the results of their colleagues’ scholarly inquiry. Easy sharing of research results within the community of scholars is taken for a basic right so long as proper attributions of authorship are respected. In a world in which publishers are increasingly resorting to complicated licensing and pricing frameworks as a means of protecting their capital investment, how can a researcher still act responsibly in the choices he or she makes for the publication and dissemination of his or her work?

These issues extend beyond the academy, as well. Citizens of the United States and other countries expect a clear demonstration of the value of scholarly research, including ready access to the results of research that is often conducted at taxpayer expense through grants and other subsidies. Research in many disciplines — medical research, especially — has important implications for public policy and public health and needs to be made widely available. How is the public’s right to “open access” to

the results of such research to be balanced against the interests of publishers, researchers, scholarly societies, libraries, and other cultural heritage organizations?

Write a paragraph in which you develop an idea that is connected to but not directly derived from the article by Fyffe and Walter. Use APA style in-text citations to give him credit for giving you the idea, but make it clear that the idea is yours, and differs from what he says in the paragraph. Use the APA style of citation to produce both in-text citation and list of works cited.

5. HONESTY SCENARIOS FOR DISCUSSION AND DEBATE

Does This Violate Our Academic Honesty Policy?

Honesty Scenario #1:

In your anthropology course you have a term paper due at the same time as two mid-term exams. Being a responsible student, you start the research for the paper early, finding reputable sources from books and journals. You read quite a bit, taking good notes along the way. It's now two weeks later and finally begin to write the paper, though you know it's going to be an all-nighter as you also have to review for your two exams tomorrow. You feel pleased, though, because the paper comes together rather quickly.

As you write it occurs to you that some of your notes might be verbatim quotes from the sources, rather than that person's idea expressed in your own words, but you're not sure which is which. Since it all sounds pretty good, you decide to include what you've written in your notes. Besides, you correctly listed all of your sources in the bibliography, so it's not like you haven't given the author credit.

Are you guilty of academic dishonesty?

What might you have done differently to avoid this situation?

Honesty Scenario #2:

You're a student in an introductory science class and you have a lab report due tomorrow. Although you and your lab partner finished your experiment and individually did calculations based on the data, you find as you sit down to write up your lab that you can't make sense out of your results. You confer with your lab partner and note that his calculations slightly differ from yours, so you decide to use his data in the write-up. You figure this is not a big deal since what counts is both having done the lab and understanding the results. Besides, it's just a lab report which is only about two percent of your grade in the class.

Are you guilty of academic dishonesty?

What might you have done differently to avoid this situation?

Honesty Scenario #3:

In your Intro to Art History class you have to work with a group to produce a final research paper. You meet with the other two people in the group at least once per week over several weeks and feel pretty good about your topic. You decide to divide up the report into three sections with the understanding that you'll put the three sections together to create the final product. You don't pay much attention to the other two people's sections since you have your own stuff to worry about, and a lot of other classwork to do during the last week of the semester. Jennifer, from your group, offers to combine the three sections, add a title page and turn it in. You later learn that one of your group mates quoted liberally from one of the sources without citation.

Are you guilty of academic dishonesty?

What might you have done differently to avoid this situation?

Honesty Scenario #4:

You're taking an advanced-level political science class and are assigned a paper on political ethics. You wrote a really good ethics paper for a philosophy course last semester, and decide to save yourself some time and turn in your old paper with some minor modifications to make it better fit the assignment.

Are you guilty of academic dishonesty?

What might you have done differently to avoid this situation?

Honesty Scenario #5:

In your Gender & Women's Studies class you have to write a reaction paper to an article on pornography. You're almost done writing the paper when you have to leave your room to go to bio lab. On your way down the loggia a friend from GWS asks if you have a copy of the article that she could borrow because she lost hers. You tell her you're headed to lab, but she's welcome to borrow your copy which is sitting on the floor in your room. She said she'd make a photocopy of it and put it right back. Later you find out that much of the reaction paper she turned in looks a lot like yours and the professor is suspicious.

Are you guilty of academic dishonesty?

What might you have done differently to avoid this situation?

Honesty Scenario #6:

In this scenario you are on the Academic Honesty Subcommittee of the Committee on Academic Standing. You learn that the professor in a course assigned a collaborative final project. Students were to work in pairs to deliver an oral presentation on a topic that was supposed to lead to a final essay. The professor indicated that students should conduct common research, share notes, agree on the presentation contents, and work together on the presentation delivery. Then they were each to write an individual paper on the same topic, developing their own theses and drawing from their research as necessary but without further collaboration. Two papers, submitted by Emily and Nate, were turned in with many identical sentences and phrases but no quotation marks or citations to explain their common source.

Are the students guilty of academic dishonesty?

What could the faculty member have done differently?

What could the students have done differently?

6. ACADEMIC HONESTY AT GRINNELL

I have read the Grinnell College policy on Academic Honesty, found in the *Student Handbook*, and I have satisfactorily completed exercises related to Academic Honesty. I am aware of the importance of citing properly, reporting findings accurately, and collaborating ethically.

Student Name

Student Signature

Date

The above named student has satisfactorily completed the Academic Honesty exercise.

Faculty Name

Faculty Signature

Date

Please return this completed form to the Office of the Registrar for inclusion in the student's permanent file.

ACKNOWLEDGEMENTS

The *Academic Honesty Handbook* sets forth guidelines for integrity in the use and exchange of ideas in academic work. It is the product of years of collaboration among faculty and staff members at Grinnell College. Mathilda Liberman, former director of the Writing Lab, originally authored the Citation Exercises. Judy Hunter, current director of the Writing Lab, adapted the Exercises and drafted many of the other supporting documents. Members of the Committee on Academic Standing and the Tutorial and Advising Committee converse regularly about Academic Honesty policies and contribute their insights. Joyce Stern, Dean for Student Academic Support and Advising, conceived of the idea of putting the exercises and supporting documents together into a single publication. Thanks to all these individuals and groups for their contributions to the development of this *Handbook*.

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