Grinnell College

ACADEMIC HONESTY:

Scholarly Integrity, Collaboration, and the Ethical Use of Sources

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PART I
Understanding Academic Integrity

Integrity is an essential part of the learning process at Grinnell, both in and out of the classroom. Your professors expect you to do your own work, cite your sources, and acknowledge assistance from others when you receive it. Such acts of academic honesty are closely connected to Grinnell's philosophy of self-governance by which you have many choices but are ultimately accountable for your actions within our community. The first section of this booklet aims to assist you in understanding Grinnell's expectations, your responsibilities, and the possible consequences if you do not live up to them.

1. HONESTY IN ACADEMIC WORK

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. Academic dishonesty is misrepresenting someone else's intellectual effort as your own. Within the context of a course, it also can include misrepresenting your own work as produced for that class when in fact it was produced for some other purpose. Dishonest behavior can include but is not limited to

- Cheating on tests.
- Downloading and/or using without adequate citation material found on the Internet, including words, solutions to mathematical or other problems, 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 sub-process 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.
- Submitting one paper to satisfy the requirements of two different courses without getting permission from both professors.
- Knowingly and deliberately assisting a fellow student to commit academic dishonesty.
- Using translation software or consulting with a speaker with advanced proficiency to do homework or other assignments without permission of the instructor.

Students who are found responsible for committing dishonest acts, whether intentionally or through carelessness, will face academic outcomes. The range of potential outcomes may include, but are not limited to, a lower assignment grade, lower course grade, ineligibility to graduate with honors, failure in the course, probation, suspension, and/or dismissal from the College. The Committee on Academic Standing's Guidelines for Academic Honesty Outcomes are available upon request from the Office of the Registrar.

Assumptions about Work You Submit

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

- When you submit a piece of work (whether a paper or paper draft, report, examination, homework, computer program, creative project, or other assignment) for a grade, you are claiming that its form and content represent your own original work produced for this assignment, 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, the Chicago style, or some other.

If you are found to have misused sources, you may be found responsible for 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 quotations you use in your text, even those consisting of only a phrase. In the case of long quotations, set them off in a block and follow the rules for indentation. 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 in the body of your essay, you must provide at the end of your project a clearly structured record of 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 their 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 – or even require – collaboration throughout the project. If you are in doubt about the extent of collaboration permitted in a specific course or on a specific assignment, 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 of 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.

Other Ethical Issues

There are other ethical dimensions to being a member of the Grinnell Community beyond those of scholarly integrity, and even though failure to uphold these expectations may not result in an academic honesty hearing, they can have other serious consequences. For example, forging a faculty member's signature on a document given to the registrar could be referred to the College Hearing Board for a conduct sanction. Attempting to mislead an instructor, say, by claiming to have forgotten to attach a paper to an email as a way of gaining additional time to work causes you to lose the valuable goodwill of the instructor. Instructors may also, on the course syllabus or other course guidelines, specify grade consequences for failure to follow course rules established for ethical reasons.

Process for Review of Alleged Violations of the Honesty Policy

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 their own work, except where clear and specific reference is made to other sources. If a faculty member believes some submitted work to be in violation of the College's honesty standards, that

instructor must bring it to the attention of the Committee on Academic Standing. Students cannot be found responsible for violating the academic honesty policy without a hearing by this committee's Subcommittee on Academic Honesty. The student has no recourse with the instructor once the instructor has submitted the coursework to the committee.

The Subcommittee on Academic Honesty of the Committee on Academic Standing will inform the student in writing of its receipt of the questionable material, including identification of the course involved, the work submitted—exam, paper, report, project, homework assignment, or computer program—and enough information to identify the specific elements of the material in question. 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 ensure 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 their 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, or a member of the student affairs staff, such as a residence life coordinator. If the student requires accommodations to fully participate in the hearing process, they should contact the Office of Accessibility and Disability Resources. Hearings will proceed – and a determination of responsible or not responsible, along with the appropriate academic outcomes – whether or not the student chooses to attend the hearing. Hearings will not be rescheduled due to non-attendance. The Subcommittee on Academic Honesty will make a digital audio recording of the hearing. The student may not record the hearing; however, the Subcommittee recording is retained for one year from the date of the hearing as part of the student's educational record. Under FERPA, students may request to review and inspect the recording by contacting the Office of the Registrar. Copies of the recording will not be provided.

The chair of the Subcommittee on Academic Honesty will notify the faculty member involved that they may directly inform the student that they are under review for academic dishonesty and that the relevant material has been delivered to the Committee on Academic Standing for investigation and review of the case. The subcommittee understands that in some cases the

faculty member might already have 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 a recommendation on the case, and submit it to the Committee on Academic Standing, which imposes such educational outcomes 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.

Students who are found responsible for committing dishonest acts, whether intentionally or through carelessness, will face academic outcomes. The range of potential outcomes may include, but are not limited to, a lower assignment grade, lower course grade, ineligibility to graduate with honors, failure in the course, probation, suspension, and/or dismissal from the College. The Committee on Academic Standing's Guidelines for Academic Honesty Outcomes are available upon request from the Office of the Registrar. Once the Committee on Academic Standing receives notice of a potential honesty violation, until the committee makes a decision, students may not drop or withdraw from the affected course. If the student is found responsible of an honesty violation by the committee, they may not drop or withdraw from the affected course. Students found responsible of academic dishonesty will receive the appropriate letter grade (A–F) in the affected course. If the student is found not responsible by the Committee, they may drop or withdraw from the affected course, provided the course is within the drop or withdraw period for the term.

For a student who goes through the hearing process and is found not responsible for violating the policy, nothing is maintained in their official College record related to the case or the hearing. For a student who is found responsible, a record of the responsibility and the outcome is maintained as part of the student's official College record in the Office of the Registrar for the remainder of time the student is enrolled at Grinnell and for five years after the last date of the student's enrollment. For a student who is suspended or dismissed for academic honesty violations, that fact is noted on the student's transcript. If a suspended student re-enrolls, the transcript notation is removed from that point forward; for a dismissed student the notation remains.

Appealing a Decision of the Committee on Academic Standing

An appeal of the decision of the Committee on Academic Standing involving academic dishonesty may be made in writing to the President's Office, which will convene an Appeal Review Committee to consider whether to grant a hearing. The appeal must be delivered to the President's office within five business days after receipt of the Committee's decision. The Appeal Review Committee will be composed of one Executive Council member, one former member of CAS, and one additional faculty member, all appointed by the President. This Committee shall grant a hearing for an appeal only on the condition that 1) relevant new evidence is presented or 2) procedural error in the original deliberation has been established.

If a hearing is granted, an Appeals Hearing Board will completely re-hear the academic honesty case. One member of the Executive Council, one former member of CAS and one additional faculty member, all appointed by the President, shall constitute the Appeals Hearing Board. In making appointments the President shall give favorable consideration to previous Committee on Academic Standing and Executive Council experience and shall not draw from the Appeal Review Committee.

The chair of the current CAS Subcommittee for Academic Honesty shall serve as a non-voting consultant to the Appeal Review Committee, present only at such meetings as deemed appropriate to consult with the Appeal Review Committee and provide information concerning the original hearing process and evidence as well as represent the Committee on Academic Standing in considering new evidence or reviewing procedure. The chair of the current CAS Subcommittee for Academic Honesty may not be a consultant to the Appeals Hearing Board.

The decision of the Appeals Hearing Board shall supersede any previous decision.

A student may appeal the decision of the Appeals Hearing Board directly to the President. In the event the Appeal Review Committee decides not to grant a rehearing, the student may appeal the decision of the Committee on Academic Standing directly to the President.

2. STUDENTS' FREQUENTLY ASKED QUESTIONS ABOUT HONESTY

How many cases of academic honesty are reviewed at Grinnell?

The Office of the Registrar tracks the data to answer this question. In the past five years, faculty members brought forward a yearly average of 31 cases involving 29 students to the Committee on Academic Standing. Of these, 20 students on average were found responsible for violating the College's academic honesty policy.

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

The College has formal procedures for fairly adjudicating suspected cases of academic dishonesty. An academic honesty subcommittee of the Committee on Academic Standing handles all such cases.

You should know that once an instructor submits a case of possible dishonesty to the subcommittee, that instructor is no longer allowed to communicate with you about this issue. To maximize objectivity, all communication about the case must occur between the subcommittee and the student, typically with assistance from registrar's office staff. For more information, see the penultimate section of the full policy ("Honesty in Academic Work"), entitled "Process for Review of Alleged Violations of the Honesty Policy."

What happens in a hearing?

Three faculty members from the Committee on Academic Standing (CAS) form the academic honesty subcommittee, which meets with the student for a hearing. The hearing is formal in content and structure, but efforts are made to help the student feel at ease. At the hearing, the student is expected to present all relevant information related to the situation in question. Subcommittee members will ask questions so that they can fully understand the student's actions and perspective. Frequently,

they also offer educational advice on citation practices or other aspects of academic integrity. Students who appear before the subcommittee are allowed (and encouraged) to bring a supportive and knowledgeable member of the community with them, and most do, often meeting with that person prior to the hearing to think through their role in the hearing. During the hearing that support person must remain a silent observer, however. Hearings vary in length depending on the complexity of the situation, but are typically 15–45 minutes long. The full process is outlined earlier in this booklet; see "Process for Review of Alleged Violations of the Honesty Policy."

What happens after the hearing?

The case goes to the full committee (CAS), a group that includes not only faculty, but also staff and students, for deliberation and a vote. This body discusses all of the information available and makes a decision that the committee believes is in the best interest of the student and of the College.

What happens if CAS finds me responsible?

Outcomes vary based on a careful review of many factors in the case. These outcomes can range from failure on the assignment and academic honesty probation to a lowered overall course grade, and/or ineligibility for honors, or some combination of these. The Committee typically reserves the most serious outcomes, such as suspension or dismissal from the College, for egregious cases including repeat findings of responsibility. The Committee on Academic Standing's Guidelines for Academic Honesty Outcomes are available upon request from the Office of the Registrar. These are strictly guidelines, and the Committee reserves the right, when appropriate, to mediate or enhance outcomes in individual cases. Additionally, CAS reserves the right, when appropriate, to refer students to the appropriate institutional body for conduct review.

Who will know if I am found responsible?

At the time that CAS finds a student responsible, the student, the registrar's staff, the academic advising office and the student's adviser are notified both of the finding of responsibility and the outcome. The instructor of the course in which the student violated the policy is informed that the student was found responsible and the resulting outcome, but only as it relates to the grade in the course. Additionally, if the student gives permission for someone at the College to provide information to an employer or another college or university, information may be shared. For example, students sometimes ask the dean of students or the registrar's office to complete forms relating to transfer or graduate study at another institution (e.g., law school) on which the College is required to indicate whether or not the student has been found responsible for academic dishonesty or other conduct offenses. These forms also typically ask for clarification regarding the type of offense and consequences. If the request occurs more than five years after graduation or withdrawal from the College, the College will state that records are no longer available.

Are there forms of academic dishonesty besides plagiarism or cheating on a test?

Certainly, there are many other forms of academic dishonesty, some of which are discussed in the Grinnell College Academic Honesty Policy ("Honesty in Academic Work"). For 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 them.

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 instead use 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 lab results is academically dishonest.

Could I be accused of violating academic standards on a paper draft?

Yes, drafts that you are required to submit matter! Many faculty "scaffold" assignments, requiring students to turn in an annotated bibliography and partial and/or full paper drafts prior to the final version being due. Students can be found responsible for violating the policy on any such early portions of assignments. All submitted academic work is subject to the same rules. Consulting an instructor, writing mentor, or the writing lab on a draft that you are not yet submitting for an assignment is an exception. Here is a great opportunity to consult on any grey areas of academic honesty.

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. nonprofit 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, consult the Grinnell College Copyright Policy available at: www.grinnell.edu/sites/default/files/documents/copyright_0.pdf.

PART II
The Mechanics of Citation

Proper citation of other people's ideas is not only vital to teacher-student trust and community integrity, it is also central to academic discourse. Scholars at Grinnell and around the globe work ethically with the words and ideas of others through systems of citation. Citation of ideas in written work allows the reader to trace back the history of an idea to its original source and to see the application of that idea to the current author's work. Doing this well requires patience and care. This section introduces you to the fundamentals of citation.

1. 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 (see Page 26 in this booklet).

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 your idea, not theirs. The professor beams and compliments your friend on their 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 their 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 researchers in citing sources, sharing credit, and other matters, please see *On Being a Scientist: A Guide to Responsible Conduct in Research, Third Edition* (National Academy of Sciences, National Academy of Engineering, and Institute of Medicine, 2009); Mark Israel and Iain Hay, *Research Ethics for Social Scientists* (London: Sage Publications, 2006); and the relevant sections in the most recent editions of *The MLA Handbook*, the *Chicago Manual of Style*, and the *Publication Manual of the American Psychological Association*.

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 First-Year Tutorial helps you begin to consider these important questions.

2. WAYS TO USE AND CITE SOURCES

We can legitimately incorporate others' work into our own work in various ways. In the first section, "Using Sources," we define some of the methods you might use in writing an academic paper in order to legitimately incorporate others' work into your own work: paraphrasing; summarizing; direct quotation, block quotation and snippets; and drawing on an idea or argument. In the second section, "Citing Sources," we offer three examples of formats scholars use in their citations of others' work: APA, MLA and *Chicago Manual of Style*. In the third section, "Citation Formats," we suggest sources you can consult to find out more about how to handle specific citation issues.

Using Sources

Paraphrasing an author's entire text, such as a speech or short story or journal article, requires that you put into your own words all of the points that the author made in the original work. It is a very useful task because you must digest all that the author said, grasp the meanings and implications, and transform all of those phrases and meanings into your own original language. In your own writing, it is far more likely that you will paraphrase only a section of a text. The key thing to understand is that whenever you are paraphrasing text, you are obligated to include all of the points in that text. And, of course, you are obligated to include all of the major points in that text.

Summarizing an author's work, whether a whole book or a journal article or a few paragraphs of text, requires that you create a concise statement of the author's core argument or main themes. In summarizing, you do not include every point an author made; instead, you use your critical reading skills to discern the author's central message and convey it in brief, streamlined phrasing. It is common to summarize authors' main arguments in the course of writing a paper in which you are contrasting, comparing, and evaluating various scholars' views on a topic. Whenever you summarize an author's work, you provide a citation.

Quoting is the most familiar way we incorporate others' work into our own. We are quoting an author whenever we use that author's exact phrasing word for word or verbatim. Quoting is perfectly legitimate as long as you identify who authored the words you are quoting and you cite the author and the text.

- **Block quotes** are verbatim quotes that typically exceed three or four lines of regular type. In those instances, you literally turn the long quote into a "block" by indenting it.

- **Snippets** are quotations consisting of just a few words from a source. You might construct a paragraph (or a whole paper) analyzing a politician's speech in which you incorporate short phrases – snippets – from the speech into your own sentences, making sure to put quotation marks around each snippet, and then cite each one.

A cautionary note about using quotations: As long as all verbatim phrasing is fully and accurately cited, you cannot be charged with academic dishonesty for using quotes. Quotations can often enhance a paper's argument if they are thoughtfully chosen to capture a point you wish to make about an author's text. It is essential that you use quotations to support your own thinking and writing. You don't want other people's words to overwhelm your paper, so be sure that you explain the significance of each quotation with your own analysis.

Drawing on an idea or argument is actually the most common way we incorporate another person's work into our own work, but it is often the most overlooked. It is in the nature of all scholarship to build on the ideas and arguments others have made; we all aim to be inspired by others' ideas, and we often write in response to others' writing. Even when you don't paraphrase, summarize, or quote from a source that directly informed your thinking, you should cite that source. This is your way of showing your reader where your thinking fits into the whole literature on a topic; you present a more mature image of yourself as a scholar when your citations show the breadth of sources that shaped your thinking on your subject.

Your tutorial professor will give you writing assignments that encourage you to practice each of these different ways of legitimately incorporating others' words and ideas into your own writing. In those assignments, you will be asked to pay close attention to citation methods and formats. The following section is intended to assist with that process.

Citing Sources

As you will discover in your reading and writing for different courses at Grinnell, there are many formats for citing sources. All are correct, but not all are equally correct in all disciplines. Some scientists and many social scientists use the APA (American Psychological Association) format, literary analysts typically use the MLA (Modern Language Association), and historians use the *Chicago Manual of Style*. And those are only the three most common formats. Your professors may introduce you to other formats as well.

There are significant, but sometimes subtle, differences between one citation format and another. This section will not endeavor to introduce you to all possible formats or all of the formatting rules for APA, MLA and *Chicago Manual of Style*. Its purpose is to make you aware of some key differences in citation formats and to guide you to resources that can educate you about how to handle particular citation issues and situations. The examples offered here are taken from the published work of Grinnell faculty members David Lopatto, William Ferguson, Erik Simpson, and Sarah Purcell.

In-text citations: When you use APA or MLA citation formats, you provide specific information about your source material in a parenthetical statement placed directly in your text. These formats will look like this:

Example #1/APA style: 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 interactions with people.

Example #2/MLA style: 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).

Example #3/MLA style: 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).

Note that the in-text citation in Example #1 gave only the year of the source's publication. That is because the sentence itself gave the author's name and the idea summarized in that sentence was drawn from the entire source, not just one page of the source.

By contrast, the in-text citation in Example #2 provided the author's name because it was not mentioned in the text itself, and the citation provided a page number because that particular point came from a particular page in the source.

Finally, Example #3 gives you an example of the use of snippets and illustrates the use of only a page number in the parenthetical because Simpson, the name of the author of the source, is already mentioned in the text. The citation did not have to give a citation for Hogg because Hogg is the subject of Simpson's work while Simpson is the real source for the text in Example #3.

The main concept here is that MLA, APA, and other citation formats instruct you to provide source information in parentheses placed right into your own text.

Endnote (or footnote) citations: When you use *Chicago Manual of Style* citation format, you do not use parenthetical citations within your text. Instead, wherever you wish to direct your reader to your source, you provide a superscript number that takes your reader to a full citation at the end of the paper (called an "endnote") or a full citation at the bottom of that same page of text (called a "footnote"). Currently, endnotes are used much more often than footnotes, but footnotes are legitimate and are convenient for readers.

Example of *Chicago Manual of Style*: "In the 1820s, Americans were in a mood to contemplate and commemorate their national past

even as they defined a new course for their national future. On the occasion of the fiftieth anniversary of the Revolutionary War, it became apparent that a world of the nineteenth century had taken the place of a very different eighteenth-century American society."[1]

Your word processing program will allow you to create this superscript reference number and automatically place the full citation at the bottom of the page or end of the paper, depending on whether you choose to insert a footnote or endnote. You should then format the citation in this way:

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[1] Sarah J. Purcell, *Sealed with Blood: War, Sacrifice, and Memory in Revolutionary America* (Philadelphia: University of Pennsylvania Press, 2002), 173.

The APA style manual refers to the bibliographic section as References. Here you list alphabetically all the sources you cited in the paper. An example of an APA style entry follows:

Lopatto, D. (2003). The essential features of undergraduate research. *Council on Undergraduate Research Quarterly, 24*, 139-142.

In MLA style, this listing is called "Works Cited," and it, too, requires that you list those sources you cited in the paper. An example of such an entry in MLA style follows:

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

Think about the differences in these two bibliographic formats. APA makes the date of publication most prominent, in part because scientists often publish several articles on the same subject, and the key distinction is the date of publication. When using the *Chicago Manual of Style*, you should provide a complete bibliography in addition to your endnotes or footnotes.

It is in the bibliography, for example, that you provide the first and last page numbers for an article, not just the page you cited in an endnote. Note, too, that in an endnote, you give the author's first name first and last name last; in the bibliography, however, the citations are arranged alphabetically, so there you give the author's last name first. Note that the *CMS* bibliography includes all the works you consulted in researching and writing the paper, not just those you actually cited. An example of a bibliographic entry follows:

Purcell, Sarah J. *Sealed with Blood: War, Sacrifice, and Memory in Revolutionary America.* Philadelphia: University of Pennsylvania Press, 2002.

Citation Formats

Burling Library provides a basic, one-page style guide for the MLA (Modern Language Association) format as well as for APA (American Psychological Association) and *Chicago Manual of Style*. As well, you can find guidance on how to employ each of these formats in all sorts of different citation situations by going to the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/. These formats change over time and are frequently updated, so make sure that you consult the most recent editions of their style guides.

These guides will also instruct you on how to cite sources you have found online. There, too, you will find differences among citation formats.

Your professor may choose to have you follow a different citation format than those outlined in APA, MLA, or *Chicago Manual of Style*. In that case, be sure to ask for a style guide or a reference to a website where you can find guidance on use.

3. STUDENTS’ FREQUENTLY ASKED QUESTIONS ABOUT CITATION

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 indention 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.

When do I use quotation marks in citation?

Place quotation marks around any quotation you use in your text, including full sentences, parts of sentences, and short phrases. Even single words must be surrounded by quotation marks when the author has used a word in a unique way, reflecting that author’s special contribution to the discussion of the topic. Treat quotations that exceed four lines of type as block quotations, in which you indent the quoted material and omit quotation marks.

How do I know what citation format to use?

In each of your classes, your professor will tell you which citation style is supposed to be used for all writing in that class. If the professor does not tell you, be sure to ask before you turn in any written work that cites others’ work. If you are publishing a literary work or a research report in a journal, the editor will tell you which citation style to use. The principle to keep in mind is that each format has particular rules, and you need to follow those rules with care.

Why do different disciplines use different formats for citation?

Differences in citation styles reflect very real, practical differences in the writing styles in various disciplines and the evolution of different citation traditions within the disciplines. For example, historians use endnotes instead of in-text, parenthetical citations because citations in historical writing often include more than the direct source; they offer, as well, paragraph-long discussions of different sources' views on the matter under discussion. In other disciplines, such discussions of the literature in the field would be included in the text itself.

In your classes, you are expected to employ the citation style appropriate to its discipline, so you may be using three or four different styles in one semester, depending on your course selection. The syllabus for each course should indicate which citation style is expected for assignments. Attention to differences in citation formats and accuracy in using each format is part of your liberal arts education and will prepare you for employers' and publishers' different citation expectations when you leave Grinnell.

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 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 (though *Wikipedia* is not usually considered to be a scholarly source).

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 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 use it in my paper as long as I cite the source?

The short answer to this question is yes. Be sure to follow the specific citation style (e.g., MLA, *CMS*) rules for citing Internet sources. Also, for a quoted passage of this length, follow the rules for block quotations.

The long answer is that if you cite this much material from another source, you may indicate to your professor that you are lazy or careless as a writer. An effective writer actively digests,

analyzes, condenses, expands, assesses, and/or adds to what she or he finds in other texts. Rather than simply dropping a long quotation into a paper, think about how to interpret, analyze, or paraphrase it instead – and then cite the source for contributing to your knowledge.

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.

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 a conversation with another person?

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

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.

4. ACADEMIC HONESTY AT GRINNELL

STUDENT DECLARATION OF UNDERSTANDING

I have read the Grinnell College policy on academic honesty. I am aware of the importance of citing properly, reporting findings accurately, and collaborating ethically. I am also aware of the potential consequences if I fail to live up to these expectations.

Student Name (print legibly)

Student Signature   Date

FACULTY CERTIFICATION OF BASIC CITATION COMPETENCE

The above-named student has demonstrated basic ability to incorporate other people's words and ideas into their own writing by paraphrasing, summarizing, quoting (block quotes and snippets), and responding to an idea or argument. The student has satisfactorily completed citation exercise(s) and has correctly utilized at least one type of citation method and format.

Faculty Name

Faculty Signature   Date

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

ACKNOWLEDGEMENTS

The *Academic Honesty* booklet sets forth guidelines for integrity in the use and exchange of ideas in academic work and provides assistance for students to gain introductory knowledge of citation principles. This booklet is the product of years of collaboration among faculty and staff members at Grinnell College. Mathilda Liberman, director of the Writing Lab 1974–97, originally authored a set of citation excercises. Judy Hunter, director of the Writing Lab 1999–2011, adapted the exercises and drafted many of the other supporting documents. In 2006, Joyce Stern, dean for student success and academic advising, assembled the exercises, the College's academic honesty policy, and supporting documents into a single, formal publication. In 2012, Janet Carl, director of the Writing Lab, and Victoria Brown, professor of history, Joyce Stern, and Mark Schneider, associate dean, redrafted nearly all sections. Members of the Committee on Academic Standing and the Tutorial and Advising Committee converse regularly about academic honesty policies and contribute their insights. Thanks to all these individuals and groups for their contributions to the development of this booklet.

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