



NORTHWESTERN  
UNIVERSITY

# **Academic Integrity:**

## **A Basic Guide**

August 2024

Dear Northwestern Student:

To protect the value of your academic record and the education it represents, Northwestern maintains standards of fairness and honor in all academic work. The essence of these standards is a respect for individual achievement and an intolerance of any form of lying, cheating or theft that threatens to devalue such achievement.

The purpose of this guide is to set forth the terms under which academic work is pursued at Northwestern and throughout the larger intellectual community of which we are members. Please read this information carefully, as you will be held responsible for its contents. It describes the ways in which common sense and decency apply to academic conduct. When you applied to Northwestern, you agreed to abide by our principles of academic integrity; these principles are spelled out in the opening pages. The balance of the document provides information that will help you avoid violations as well as your rights should you be suspected of a violation and the potential sanctions that may be imposed. When conducting academic work, keep in mind that, beyond the consequences listed, a violation may result in a delay of graduation or a report to a professional school that requests information about your academic record.

Each of the schools enforces our common principles of academic integrity according to its own procedures. You can find links to the procedures in each school at:

<https://www.northwestern.edu/provost/policies-procedures/academic-integrity/index.html>

We hope that you will find this guide helpful as you experience the many wonderful opportunities available at Northwestern.

Sincerely,



Miriam G. Sherin  
Associate Provost for Undergraduate Education



Kathleen Hagerty  
Provost

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# I. PRINCIPLES REGARDING ACADEMIC INTEGRITY

*The principles set forth below arise from consultations carried out since 1990 with students, faculty, academic deans, the University General Counsel, and the Office of the Provost. The basic standards of academic integrity were ratified by the Faculty Senate on May 13, 1992, and are the framework within which the undergraduate and graduate schools of the University operate.*

Academic integrity at Northwestern is based on a respect for individual achievement that lies at the heart of academic culture. Every faculty member and student, both graduate and undergraduate, belongs to a community of scholars where academic integrity is a fundamental commitment. The University as an institution makes collaboration and the pursuit of knowledge possible, but always promotes and evaluates individual effort and learning.

Parts A and B--The Basic Standards of Academic Integrity and the Eight Cardinal Rules of Academic Integrity--describe the principles of student academic conduct supported by all academic programs at the University, at every level – both undergraduate and graduate, and regardless of modality or venue, including, but not limited to, online courses and study abroad programs.

Part C describes the Procedures, Student Rights, Sanctions, and External Reporting Policy that will govern academic integrity issues arising in classes within the Bienen School of Music, McCormick School of Engineering and Applied Science, Medill School of Journalism, Media, Integrated Marketing Communications, Northwestern University in Qatar, School of Communication, School of Education and Social Policy, School of Professional Studies, The Graduate School, and Weinberg College of Arts and Sciences.

The professional schools—Kellogg School of Management, Feinberg School of Medicine, and Northwestern Pritzker School of Law—have developed their own sets of procedures, protections, sanctions, and reporting standards consistent with the professional obligations and ethical expectations of their fields. More information about their policies can be found [here](#).

It is each student’s responsibility to be aware of all rules and policies applicable to their program.

## A. Basic Standards of Academic Integrity

All students registered for classes at Northwestern must adhere to the University's standards of academic integrity. These standards may be intuitively understood, and cannot in any case be listed exhaustively; the following examples represent some basic types of behavior that are unacceptable:

1. **Cheating:** using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned, then submitting the work for regrading; allowing another person or resource (including, but not limited to, generative artificial intelligence) to do one’s work and submitting that work under one’s own name without proper attribution; submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.
2. **Plagiarism:** submitting material that in part or whole is not entirely one’s own work without attributing those same portions to their correct source. Plagiarism includes, but is not limited to, the unauthorized use of generative artificial intelligence to create content that is submitted as one’s own.
3. **Fabrication:** falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for

- collecting or generating data, and failing to include an accurate account of the method by which the data were gathered or collected.
4. **Obtaining an unfair advantage:** (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library or other materials with the purpose of depriving others of their use; (c) unauthorized collaborating on an academic assignment (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student's academic work; (f) recycling one's own work done in previous classes without obtaining permission from one's current instructor; or (g) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.
  5. **Aiding and abetting an academic integrity violation:** (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above; (b) providing false information in connection with any inquiry regarding academic integrity; or (c) providing (including selling) class materials to websites that sell or otherwise share such materials – including homework, exams and exam solutions, submitted papers or projects, as well as original course materials (for example, note packets, PowerPoint decks, etc.). In addition to violating Northwestern's policies on academic integrity, such conduct may also violate University policies related to copyright protection.
  6. **Falsification of records and official documents:** altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.
  7. **Unauthorized access to computerized academic or administrative records or systems:** viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

## B. Eight Cardinal Rules of Academic Integrity

Maintaining academic integrity requires an intentional approach to all academic pursuits. Students must be mindful of their work process, including appropriate engagement with others, and their work product, particularly the representation of sources and data. The following rules should be internalized by all students and consulted as needed for reinforcement or a mere refresher:

1. **Know Your Rights.** Do not let other students in your class diminish the value of your achievement by taking unfair advantage. Report any academic integrity violation you see.
2. **Acknowledge Your Sources.** Whenever you use words or ideas that are not your own when writing a paper, use quotation marks where appropriate and cite your source in a footnote, and back it up at the end with a list of sources consulted.
3. **Protect Your Work.** In examinations, do not allow your neighbors to see what you have written; you are the only one who should receive credit for what you know.
4. **Avoid Suspicion.** Do not put yourself in a position where you can be suspected of having copied another person's work, or of having used unauthorized notes in an examination. Even the appearance of an academic integrity violation may undermine your instructor's confidence in your work.
5. **Do your own work.** The purpose of assignments is to develop your skills and measure your progress. Letting someone else do your work defeats the purpose of your education, and may lead to serious charges against you.

6. **Never falsify a record or permit another person to do so.** Academic records are regularly audited and students whose grades have been altered put their entire transcript at risk.
7. **Never fabricate data, citations, or experimental results.** Many professional careers have ended in disgrace, even years after the fabrication first took place.
8. **Always tell the truth when discussing your work with your instructor.** Any attempt to deceive may destroy the relation of teacher and student.

## C. Procedures, Student Rights, Sanctions, and External Reporting Policy

This section describes the Procedures, Student Rights, Sanctions and External Reporting Policy that govern academic integrity issues in Bienen, McCormick, Medill, Northwestern University in Qatar, School of Communication, School of Education and Social Policy, School of Professional Studies, The Graduate School, and Weinberg. As noted above, the professional schools—Kellogg, Feinberg, and Pritzker—have developed their own set of procedures, protections and sanctions consistent with the professional obligations and ethical expectations of their fields. Their policies can be found [here](#).

### Procedures

Suspected cases of academic integrity violations should be reported to the course instructor or the relevant administrator of the school in which the course or program is based. Reports must be brought within 1 month of the date the reporting individual becomes aware of the alleged incident. The relevant administrator of the school will review the report and decide whether to bring a charge. Students charged with an academic integrity violation may not change their registration or grading basis in a course in which the charge is pending, or in which a finding of an academic integrity violation has been made.

### Student Rights

In accordance with University Statutes, the enforcement of academic integrity lies with the faculties of the University's individual schools. In all academic integrity cases, the student charged or suspected shall be accorded the following rights:

1. Prompt review of all reports of academic integrity violations, to be conducted, insofar as possible, in a manner that prevents public disclosure of the student's identity. Such review may include informal review and discussion with the relevant administrator of the school prior to bringing a charge, provided that such review does not compromise the rights of the student in the formal process.
2. Reasonable written notice of: the facts and evidence underlying the charge of an academic integrity violation; the principle(s) of academic integrity said to have been violated; and the procedure by which the accuracy of the charge will be determined.
3. Reasonable time, if requested, within which to prepare a response to the charge. Ordinarily, an initial meeting with the relevant school administrator will take place within 7 business days of receiving written notice of the charge.
4. A meeting to discuss the charge with the relevant administrator of the school, who serves as the objective decision-maker in the adjudication process.
5. A written statement of decision regarding whether there was sufficient evidence of a violation of academic integrity. Any finding of violation must be supported by a brief description of both the process used to come to that determination and the evidence supporting the finding. Except in cross-school cases, the statement will include the sanction to be imposed.

6. Review of any adverse initial determination (finding, sanction, or both), if requested in writing by the student within 10 business days, by a school-level appeals committee. The appeals committee must conduct a thorough review of the evidence in the case as well as the process followed. The appeals committee may not be made up entirely of the same individuals who decided the initial violation. Implementation of sanctions will generally be suspended until all appeals made by the student have been exhausted.
7. Final review of an unsuccessful appeal if requested in writing by the student within 10 business days, by the Provost or an advisory committee designated by the Provost. The Provost will review unsuccessful appeals only after a finding and a sanction have been issued. The Office of the Provost limits reviews to:
  - New information discovered after resolution of the case that could not have reasonably been available at the time of the resolution of the case and is of a nature that could materially change the outcome.
  - Procedural errors within the academic integrity process that may have substantially affected the fairness of the proceeding.
  - An outcome (findings and/or sanction) that was manifestly contrary to the weight of the information presented during the proceeding; i.e., obviously unreasonable and unsupported by the great weight of information.

## Sanctions

All proven cases of an academic integrity violation should be penalized as appropriate under the circumstances. Sanctions will be imposed by the school in which the student is enrolled. (Note: For dual degree students, sanctions will be jointly decided by the relevant administrators in the applicable schools.) The imposition of any sanction other than a reprimand or warning should include a statement of reasons supporting its severity. Sanctions may include but are not limited to:

1. A letter of reprimand and warning.
2. A defined period of suspension of one or more quarters.
3. Ineligibility for certain awards, honors and special programs.
4. Revocation of an awarded degree.
5. Expulsion from the University (noted on official transcript).
6. Any appropriate combination of the above.

[It should be understood that there is no necessary connection between a first-time offense and a letter of reprimand. Depending on the nature of the offense, a student may be suspended or expelled as a result of a first-time offense.]

Reduced or Failing Grade: In addition, in cases where a violation is found, the course instructor has the sole discretion to determine the effect any violation has on any affected assignment and the comprehensive grade in the course. Possible grade sanctions include: no impact on the grade; the requirement to redo the assignment; grading the relevant piece of work with an F or 0; a failing grade for the course. Grades modified by the course instructor following a finding of academic integrity violations may not be appealed.

## External Reporting Policy

Sanctions that do not result in separation from the University (suspension or expulsion) are not reported to external entities by Northwestern University unless: 1) the student consents to the disclosure; or 2) disclosure is required by law.

## II. HOW TO AVOID PLAGIARISM

Northwestern's "Principles Regarding Academic Integrity" defines plagiarism as "submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source." Plagiarism can occur in many forms besides writing: art, music, computer code, mathematics, and scientific work can also be plagiarized. This document pays special attention to plagiarism in writing, but it is important to understand that unauthorized collaboration in a math or science assignment is also plagiarism.

In all academic work, and especially when writing papers, we are building upon the insights and words of others. A conscientious writer always distinguishes clearly between what has been learned from others and what he or she is personally contributing to the reader's understanding. To avoid plagiarism, it is important to understand how to attribute words and ideas you use to their proper source.

### Guidelines for Proper Attribution

Everyone in the university needs to pay attention to the issue of proper attribution. All of us--faculty and students together--draw from a vast pool of texts, ideas, and findings that humans have accumulated over thousands of years; we could not think to any productive end without it. Even the sudden insights that appear at first glance to arrive out of nowhere come enmeshed in other people's thinking. What we call originality is actually the innovative combining, amending, or extending of material from that pool.

Hence each of us must learn how to declare intellectual debts. Proper attribution acknowledges those debts responsibly, usefully, and respectfully. An attribution is responsible when it comes at a location and in a fashion that leaves readers in no doubt about whom you are thanking for what. It is useful when it enables readers to find your source readily for themselves. You help them along the way, just as that same source helped you along yours. To make sure that our attributions are useful, we double-check them whenever we can. Quite literally, it is a habit that pays. Colleagues in every field appreciate the extra care. Nothing stalls a career faster than sloppy, unreliable work.

Finally, an attribution is respectful when it expresses our appreciation for something done well enough to warrant our borrowing it. We should take pride in the intellectual company we keep. It speaks well of us that we have chosen to use the work of intelligent, interesting people, and we can take genuine pleasure in joining our name with theirs.

### A Note about Attributions or Citations

The two most commonly used attribution systems—Modern Language Association (MLA) and American Psychological Association (APA)-- consist of two parts: (a) a reference or works cited list at the end of the document, giving precise information about how to find a source and (b) parenthetical citations immediately following the material you are citing. Professors and disciplines may vary as to the preferred style for documenting ideas, opinions and facts, but all methods insist upon absolute clarity as to the source and require that all direct quotations be followed by a citation. The best solution is to ask which method your instructors prefer. The reference desk of NU's library has manuals available, but form is not as important as substance.

It is sometimes difficult to judge what needs to be documented. Generally, knowledge which is common to all of us or ideas which have been in the public domain and are found in a number of sources do not need to be cited. Likewise, facts that are accepted by most authorities also do not require a citation. Grey areas, however, exist and sometimes it is difficult to be sure how to proceed. Many people wrongly assume that if they find material on the web, that material is in the public domain and does not need to be cited. However, the same guidelines apply to all sources you use in your work:



electronic or print, signed or unsigned. If you are in doubt, err on the side of over-documentation.

The following passages come from a number of sources, including undergraduate essays. They are all appropriately documented using Modern Language Association (MLA) style and each represents a different kind of problem that you will be facing in your own written work.

## A. Examples of Materials which Have Been Appropriately Cited

### 1. Quoted Material and Unusual Opinion or Knowledge

**Source:** Vivello, Jackie. "The Mystery of Nancy Drew." *Ms.* 3.3 (1992): 76-77. Print.

The teenage detective who was once a symbol of spunky female independence has slowly been replaced by an image of prolonged childhood, currently evolving toward a Barbie doll detective. . . . Every few pages bring reminders of Nancy's looks, her clothing, her effect on other people. . . . The first entry in this series carries a description of Nancy: "The tight jeans looked great on her long, slim legs and the green sweater complemented her strawberry-blonde hair."

#### **Use and Adaptation of the Material:**

Nancy Drew has become a "Barbie doll" version of her old self. She has become superficial and overly concerned with her looks. She is described in the new series as wearing "tight jeans [that] looked great on her long, slim legs" (qtd. in Vivello 77). She has traded her wits and independent spirit for a great body and killer looks (Vivello 76-77).

#### **Explanation:**

The writer has paraphrased most of the material. She discovered that the paraphrased ideas are unusual (not found in other sources). Therefore, she placed a citation at the end of the entire passage. In addition, the writer borrowed a quotation from the Nancy Drew series that she found in the article. The writer has placed quotation marks around that borrowed material and placed a "quoted in" citation immediately after the quotation.

### 2. Interpretation

**Source:** Lehmborg, Stanford. *The Peoples of the British Isles: A New History*. Vol. I. New York: Wadsworth, 1992. Print.

Page 9: One recent theory, advanced by the physicist Gerald Hawkins, holds that Stonehenge was actually an observatory, used to predict the movement of stars as well as eclipses of the sun and moon. Such a structure would have been of great value to an agricultural people, since it would enable them to mark the changing seasons accurately, and it would have conferred seemingly supernatural powers on the religious leaders who knew how to interpret its alignments.

#### **Use and Adaptation of the Material:**

If Stonehenge were an astronomical observatory which could predict the coming of spring, summer, and fall, this knowledge would have given tremendous power to the priestly leaders of an agricultural community (Lehmborg 9).

#### **Explanation:**

The writer has appropriately cited this material since the writer is in debt to someone else for the analysis, even though the writer has not used any direct quotations.

### 3. Paraphrased Material

**Source:** Osborne, Richard, ed. *How to Grow Annuals*. 2<sup>nd</sup> ed. Menlo Park: Lane, 1974. Print.

Page 24: As a recent authority has pointed out, for a dependable long-blooming swath of soft blue in

your garden, ageratum is a fine choice. From early summer until frost, ageratum is continuously covered with clustered heads of fine, silky, fringed flowers in dusty shades of lavender-blue, lavender-pink, or white. The popular dwarf varieties grow in mounds six to twelve inches high and twelve inches across; they make fine container plants. Larger types grow up to three feet tall. Ageratum makes an excellent edging.

**Use and Adaptation of the Material:**

You can depend on ageratum if you want some soft blue in your garden. It blooms through the summer and the flowers, soft, small, and fringed, come in various shades of lavender. The small varieties which grow in mounds are very popular, especially when planted in containers. There are also larger varieties. Ageratum is good as a border plant (Osborne 24).

**Explanation:**

The writer has done a good job of paraphrasing what could be considered common knowledge (available in a number of sources), but because the structure and progression of detail is someone else's, the writer has acknowledged the source. This the writer can do at the end of the paragraph since he or she has not used the author's words.

**4. Using Other Authors' Examples**

**Source:** Begley, Sharon. "The Puzzle of Genius." *Newsweek* 28 June 1993: 46+. Print.

The creative geniuses of art and science work obsessively. . . . Bach wrote a cantata every week, even when he was sick or exhausted.

**Source:** Hotz, Robert. "The Heady Theories on Contours of Einstein's Genius." *Wall Street Journal* 2009 May 22, late ed: A9. Print.

Although he published 300 scientific papers, Einstein couldn't easily describe the way his mind worked.

**Use and Adaptation of the Material**

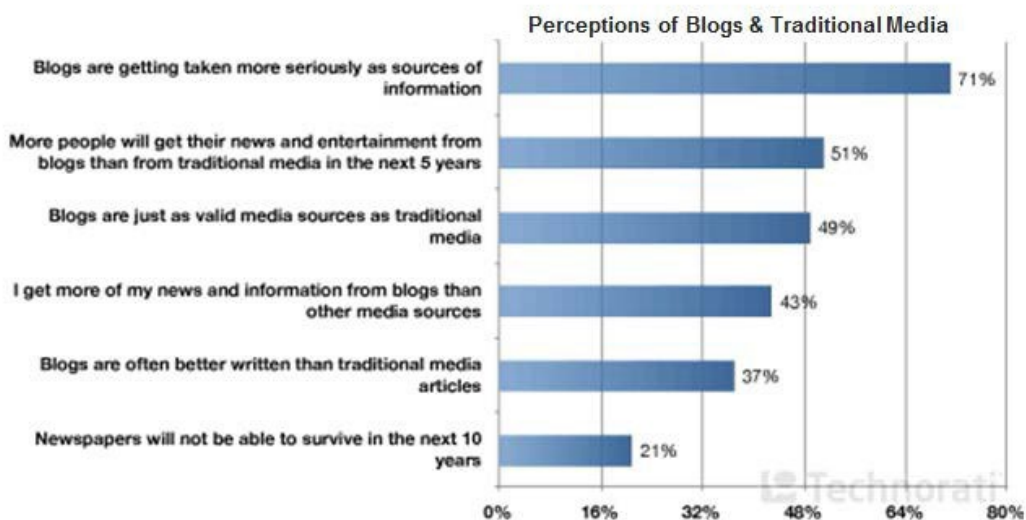
If there is a single unifying characteristic about geniuses, it is that they produce. Bach wrote a cantata every week (Begley 50). Einstein drafted over 300 papers (Hotz A9).

**Explanation:**

Instead of finding original examples, the writer has used other authors' example to back up what the writer had to say; therefore, the writer cited the sources where he found the examples.

## 5. Using Other Authors' Charts and Graphs

Source: Technorati. *State of the Blogosphere 2008*. Technorati, 13 October 2009. Web. 20 November 2009



### Use and Adaptation of the Material:

As blogging has evolved, so has its credibility as a communication medium. In its survey for its *2008 State of the Blogosphere Report*, Technorati asked a statistically valid representative sample of bloggers world wide about the credibility of the blogging world. The results suggest blogging is becoming more credible as a source of information (see Figure 1).

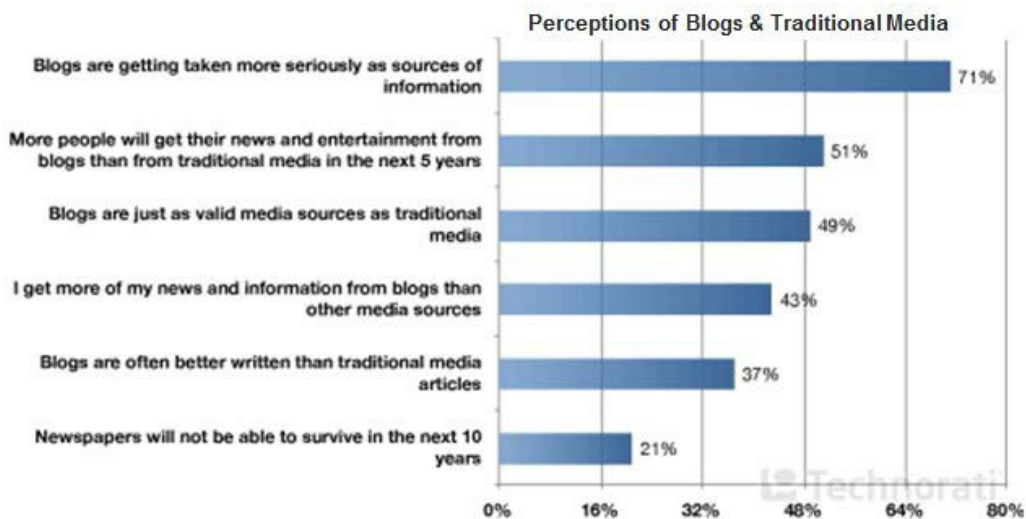


Figure 1: Perceptions of Blogs and Traditional Media. Source: Technorati 2008.

### Explanation:

Instead of creating an original chart or graph, the writer has used one from an outside source to support what the writer has to say; therefore the graph has been cited both in the textual introduction and also in the caption. If the writer had created an original chart, some of the facts might need citations (see example VIII).

## 6. Using Class Notes

**Source:** McKay, Mary. : "Messages in Modern Music." Northwestern University. Evanston, IL. 10 Mar. 2010. Lecture.

A. Born in USA--Springsteen's 7th, most popular album

a. Recorded with songs on Nebraska album--therefore also about hardship

1. Nebraska about losers and killers

b. About America today--Vietnam, nostalgia, unemployment, deterioration of family

c. Opening song--many people missed the Vietnam message about how badly vets were treated.

class notes--Messages in Modern Music A05

Professor Mary McKay--March 10, 2010

### Use and Adaptation of the Material:

As Professor McKay has pointed out, many of the songs in *Born in the USA* (Springsteen's seventh and most popular album), including the title song, were recorded with the songs on *Nebraska*.

Consequently, *Born in the USA* is also about people who come to realize that life turns out harder and more hurtful than what they might have expected. However, while *Nebraska* deals with losers and killers, *Born in the USA* deals more locally with the crumbling of American society--its treatment of returning Vietnam veterans, its need to dwell on past glories, its unemployment and treatment of the unemployed, and the loss of family roots. This is apparent from the opening song of the album "Born in the USA" in which Springsteen sings from the perspective of a Vietnam Veteran.

### Explanation:

By mentioning Professor McKay's name in the text itself, the writer has acknowledged that these ideas (which are not commonly held or the writer has not investigated to find out if they are commonly held) come from a lecture. In this instance, because there is no page number to cite, no parenthetical citation is necessary. A reader can go to the entry for McKay in the Works Cited list to find all the necessary specific information about the source.

## 7. Debatable Facts

**Source:** Craig, Gordon A. *Europe Since 1815*. New York: Dryden, 1974. Print.

Page 370: In the campaigns of 1915, Russian casualties have been conservatively estimated at more than 2 million.

**Source:** Stavrianos, Leften.S. *The World Since 1500*. New York: Prentice Hall, 1966. Print.

Page 438: By the end of the summer [of 1915] in addition to military casualties totaling 2,500,000 men, Russia had lost 15 percent of her territories. . . .

### Response to the Material

Estimates of the number of deaths in Russia during 1915 range from over two million (Craig 370) to two and a half million (Stavrianos 438).

### Explanation:

The writer found different facts in different sources; therefore the "facts" needed to be documented.

## 8. Unusual Facts

**Source:** Enroth-Cugell, Christina, Lyle F. Mockros, and Robert A. Linsenmeier. "Biomedical Engineering at Northwestern, 1969-1999." PDF File. *Northwestern University Biomedical Engineering*. Northwestern University, 4 Sept. 2001. Web. 3 August 2010.

The majority of the biomedical engineering faculty from various departments in Tech believed that if the program at Northwestern was to maintain the worldwide reputation for excellence it had achieved and make further progress during the ensuing years, then the curriculum had to continue to include quantitative biology courses on the Evanston Campus. One compelling reason for advocating the reintroduction of such biology courses on the Evanston campus was that by the early 1970's approximately 40% of first year undergraduates in the engineering school were enrolling in the Interdisciplinary Biomedical Engineering Program.

### Use and Adaptation of the Material:

For decades, biomedical engineering has been one the most popular engineering majors at Northwestern. In fact, in the 1970's roughly 40% of incoming engineering undergraduates entered the Interdisciplinary Biomedical Engineering Program (Enroth-Cugell, Mockros and Linsenmeier, 3)

### Explanation:

The writer found this fact in only one source and wants his reader to know where to find it.

## B. Examples of Plagiarism

Failure to acknowledge the sources from which we borrow ideas, examples, words and the progression of thought constitutes plagiarism.

Here are some examples:

### 1. Direct Plagiarism

#### Source Material

From: Ekman, Paul, Wallace V. Friesen, and Phoebe Ellsworth. *Emotion in the Human Face: Guidelines for Research and an Integration of Findings*. New York: Pergamon, 1972. Print.

Page 1: The human face in repose and in movement, at the moment of death as in life, in silence and in speech, when alone and with others, when seen or sensed from within, in actuality or as represented in art or recorded by the camera is a commanding, complicated, and at times confusing source of information. The face is commanding because of its very visibility and omnipresence. While sounds and speech are intermittent, the face even in repose can be informative. And, except by veils or masks, the face cannot be hidden from view. There is no facial maneuver equivalent to putting one's hands in one's pockets. Further, the face is the location for sensory inputs, life-necessary intake, and communicative output. The face is the site for the sense receptors of taste, smell, sight, and hearing, the intake organs for food, water, and air, and the output location for speech. The face is also commanding because of its role in early development; it is prior to language in the communication between parent and child.

#### Misuse of source

(italicized passages indicate direct plagiarism):

Many experts agree that *the human face, whether in repose or in movement, is a commanding, complicated, and sometimes confusing source of information. The face is commanding because it's visible and omnipresent. Although sounds and speech may be intermittent, the face even in repose may*

give information. *And, except by veils or masks, the face cannot be hidden. Also, the face is the location for sensory inputs, life-supporting intake, and communication.*

### **Comment**

The plagiarized passage is an almost verbatim copy of the original source. The writer has compressed the author's opinions into fewer sentences by omitting several phrases and sentences. But this compression does not disguise the writer's reliance on this text for the concepts he passes off as his own. The writer tries to disguise his indebtedness by beginning with the phrase "Many experts agree that. . . ." This reference to "many experts" makes it appear that the writer was somehow acknowledging the work of scholars "too numerous to mention." The plagiarized passage makes several subtle changes in language (e.g., it changes "visibility and omnipresence" to "it's visible and omnipresent"). The writer has made the language seem more informal in keeping with his own writing style. He ignores any embellishments or additional information given in the source-passage. He contents himself with borrowing the sentence about how only masks and veils can hide the face, without using the follow-up elaboration about there not being a "facial equivalent to putting one's hands in one's pockets." He also reduces the source's list of the face's diverse activities at the end of the paragraph.

Had the writer enclosed the borrowed material in quotation marks and credited the authors of the *Emotions* book with a parenthetical citation, this would have been a legitimate use of a source.

## **2. The Mosaic**

### **Source Material**

From: Fishman, Joshua. *Language in Sociocultural Change*. Stanford: Stanford University Press, 1972. Print.

Page 67: In a relatively open and fluid society there will be few characteristics of lower-class speech that are not also present (albeit to a lesser extent) in the speech of the working and lower middle classes. Whether we look to phonological features such as those examined by Labov or to morphological units such as those reported by Fischer (1958) (Fischer studied the variation between -in' and -ing for the present participle ending, i.e. runnin' vs. running and found that the former realization was more common when children were talking to each other than when they were talking to him, more common among boys than girls, and more common among "typical boys" than among "model boys"), we find not a clear-cut cleavage between the social classes but a difference in rate of realization of particular variants of particular variables for particular contexts. Even the widely publicized distinction between the "restricted code" of lower-class speakers and the "elaborate code" of middle-class speakers (Bernstein 1964, 1966) is of this type, since Bernstein includes the cocktail party and the religious service among the social situations in which restricted codes are realized. Thus, even in the somewhat more stratified British setting, the middle class is found to share some of the features of what is considered to be "typically" lower-class speech. Obviously then, "typicality," if it has any meaning at all in relatively open societies, must refer largely to repertoire range rather than to unique features of the repertoire.

### **Misuse of source**

(italicized passages indicate direct plagiarism):

*In a relatively fluid society* many characteristics of lower-class speech will also be found among the working and lower middle classes. Labov and Fischer's studies show that *there is not a clear-cut cleavage between social classes but only a difference* in the frequency of certain speech modes. All classes share certain speech patterns. The difference among classes would only be apparent by the

frequency with which speech expressions or patterns appeared. By this standard, then, Bernstein's distinction between the "restricted code" of the lower-class speakers and the "elaborated code" of middle-class speakers is useful only up to a point, since Bernstein mentions cocktail parties and religious services as examples of "restricted speech" groupings. "Typicality" *refers more to speech "range" than to particular speech features.*

### **Comment**

While this passage contains relatively few direct borrowings from the original source, all its ideas and opinions are lifted from it. The writer hides her dependency on the source by translating its academic terms into more credible language for a novice in sociology. For example, the plagiarist steers clear of sophisticated terms like "phonological features," "morphological units," and "repertoire range." However, her substitutions are in themselves clues to her plagiarism, since they over-generalize the source's meaning. The writer seems to acknowledge secondary sources when she refers to Labov's and Fischer's studies, but she obviously has no first-hand knowledge of their research. If she had consulted these studies, she should have cited them directly and included them in the Works Cited list, rather than pretending that both she and her audience would be completely familiar with them. She intertwines her own opinions with the source and forms a confused, plagiarized mass.

The writer should have acknowledged her indebtedness to her source by eliminating borrowed phrases and crediting her paragraph as a paraphrase of the original material. She could also have put quotation marks around the borrowed phrases and cited them appropriately: "As Fishman explains, phonological studies by Labov and Fischer show that "there is not a clear-cut cleavage between social classes but only a difference" in the frequency of certain speech modes (Fishman 67).

### **3. Paraphrase**

**Source :** *The Sun Also Rises by Ernest Hemingway.* Cliffs Notes, n.d. Web. 4 August 2010.

#### **THE DISCIPLINE OF THE CODE HERO**

If the old traditional values are no good anymore, if they will not serve man, what values then will serve man? Hemingway rejects things of abstract qualities courage, loyalty, honesty, bravery. These are all just words. What Hemingway would prefer to have are concrete things. For Hemingway a man can be courageous in battle on Tuesday morning at 10 o'clock. But this does not mean that he will be courageous on Wednesday morning at 9 o'clock. A single act of courage does not mean that a man is by nature courageous. Or a man who has been courageous in war might not be courageous in some civil affair or in some other human endeavor. What Hemingway is searching for are absolute values, which will be the same, which will be constant at every moment of every day and every day of every week. Ultimately, therefore, for Hemingway the only value that will serve man is an innate faculty of self-discipline. This is a value that grows out of man's essential being, in his inner nature. If a man has discipline to face one thing on one day he will still possess that same degree of discipline on another day and in another situation. Thus Francis Macomber in the short story "The Short, Happy Life of Francis Macomber," has faced a charging animal, and once he has had the resolution to stand and confront this charging beast, he has developed within himself a discipline that will serve him in all situations. This control can function in almost any way in a Hemingway work.

#### **Misuse of source:**

Hemingway tries to discover the values in life that will best serve man. Since Hemingway has rejected traditional values, he himself establishes a kind of "code" for his heroes. This code is better seen than spoken of. The Hemingway hero doesn't speak of abstract qualities like courage and honesty. He lives them. But this living of values entails continual performance the Hemingway hero is always having his

values put to the test.

How can the hero be up to this continual test? Hemingway stresses the faculty of self-discipline as the backbone of all other virtues. Self-discipline places man's good qualities on a continuum. The dramatic change in Francis Macomber in "The Short, Happy Life of Francis Macomber" stems more from his new-found self-control than from any accidental combination of traits.

### **Comment**

This illustrates plagiarism since the writer used the notion of the "Hemingway code hero" presented in Cliffs Notes as the sole basis for his own essay. He has absorbed his source's concepts, re-phrased them, and, perhaps, made them simpler. But there is a one-to-one relationship between the development of ideas in the Cliffs Notes and the plagiarist's rendition.

The first two sentences of the plagiarist's are directly borrowed from his source; the remaining sentences are more artfully disguised. The worst feature of this idea-copying is that it seems to be the end product of a close reading of Hemingway's "Short, Happy Life," the writer makes it appear that his comments are based on this short story.

The writing here would be acceptable if he had written the same paraphrase with the proper acknowledgement of his source.

## **4. Insufficient Acknowledgement**

**Source:** Laven, Peter. *Renaissance Italy: 1464-1534*. New York: Capricorn, 1964. Print.

The tenacious particularism of the Italian state gave rise to a wide variety of constitutional solutions and class structures throughout Italy. Even conquered territories and those swallowed up by bigger neighboring powers often managed to retain much of their internal organization as it had been. If power changed hands, the instruments and forms of power usually remained the same. Since the economic needs of such territories did not suddenly alter with a change of government or master, those classes which had been important before the change tended to continue to be important afterwards as well. Only when the nature of the change was economic and social might there have been a reversal in the relationships of classes; but even in this there was no sudden revolution in the structure of classes.

### **Misuse of source:**

In his comprehensive study, *Renaissance Italy*, Peter Laven discusses the peculiar organization of Renaissance city-states: "The tenacious particularism of the Italian states gave rise to a wide variety of constitutional solutions and class structures throughout Italy. Even conquered territories and those swallowed up by bigger neighboring powers often managed to retain much of their internal organization as it had been" (130). This means that if power changed hands, the instruments and forms of power usually remained the same. Since the economic needs of such territories did not suddenly alter with a change of government or master, those classes which had been important before the change tended to continue to be important afterwards as well. Only when the nature of the change was economic and social might there have been a reversal in the relationships of classes; but even in this there was no sudden revolution in the structure of classes.

### **Comment**

This half-crediting of a source is a common form of plagiarism. It stems either from a desire to credit one's source and copy it too, or from ignorance as to where to footnote. The general rule is to footnote after rather than before your resource material. In this case, the plagiarist credits historian Peter Laven



with two quoted sentences and then continues using the author without giving acknowledgement. The writer disguises the direct plagiarism as a paraphrase by using the falsely-explanatory phrase "This means that ..." in the third sentence. This example of plagiarism is especially reprehensible because the writer seemingly acknowledges his source--but not enough.

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This guide was prepared with contributions from many people, including members of the Undergraduate Council. Mark Sheldon, Assistant Dean for Academic Integrity in WCAS, assisted with the organization of the document and worked with Barbara Shwom of the WCAS Writing Program to update the material. The section on attribution was written by Jean Smith of the WCAS Writing Program, with help from Bob Wiebe of the History Department. Contributors include Katrina Cucueco (Speech '96), Ryan Garino (CAS '98), Scott Goldstein (Tech '96), and Jean Smith and Ellen Wright of the Writing Program. The examples of plagiarism and comments are based upon *Sources: Their Use and Acknowledgement* (published by Dartmouth College).

For more on plagiarism, see Charles Lipson, *Doing Honest Work in College. How to Prepare Citations, Avoid Plagiarism, and achieve Real Academic Success* (Univ. of Chicago Press, 2004).

The section on plagiarism was updated 8/9/10 by bshwom@northwestern.edu.