Responsible: Department of School Performance

PURPOSE

This administrative procedure shall describe and define protocols related to plagiarism and cheating.

PROCEDURE

1. Plagiarism

    a. Plagiarism occurs when a student uses another writer's work without giving credit for the source. The word plagiarism comes from the Latin word for "kidnapping," and it is indeed considered to be theft. In fact, plagiarism of copyrighted material is against federal law and school and school district policy.

    b. Plagiarism typically occurs in school situations in the following ways:

        i. A student uses the author's words without using quote marks around the material.

        ii. A student uses an electronic source (internet, tv, lyrics) without citing the source.

        iii. A student uses the author's ideas or information without giving credit for the material (known in the academic world as "citing the source").

        iv. A student does both—uses the author's words *and* ideas without citing the source.

2. Cheating

    a. Cheating can take many forms but always involves taking information from another student or individual. Examples of cheating can include but are not limited to:

        i. taking answers on a test, homework, or quiz from another student or other source, with or without his/her knowledge;

        ii. collaboration on assignments such as taking or sharing answers without teacher permission;

        iii. obtaining test answers and/or questions from other students in advance of an exam;

        iv. stealing test materials from a teacher's belongings;

   v. falsifying grade reports or changing a grade book;

   vi. taking pictures of an exam and forwarding the pictures to anyone;

   vii. texting answers or questions to anyone.

  b. Cheating can be accomplished by several means, including but not limited to: deception, theft, talking, signs, gestures, copying, use of unpermitted study aids such as "cheat sheets," and threats to other students.

3. Why do we care about plagiarism and cheating?

  a. School is one of many places where students should learn to lead an ethical life. Because words and ideas are the "product" created in schools, plagiarism and cheating are the greatest academic crimes a student can commit. It is the intention of the staff to respect and value the work of others by (1) creating a climate in which plagiarism and cheating is never acceptable and (2) teaching students how to properly cite sources to avoid plagiarism.

  b. Plagiarism and cheating are also unacceptable in elementary school, middle school, high school, colleges and universities. Most high schools and universities have a policy clearly stating that students who plagiarize material or cheat on examinations will receive no credit on the assignment/test and risk failure in the course. Also, a number of universities have additional penalties for plagiarism and cheating, including suspension or expulsion from the university and a notation on the student's transcript that cheating or plagiarism occurred in a course.

  c. In the publishing world, lawsuits involving substantial financial penalties have focused on accusations of plagiarism; the most well-publicized plagiarism cases in recent years have involved one author accusing another of "stealing" an idea or plot concept. Therefore, learning to avoid plagiarism is also a skill that students must master for success in life.

  d. The ultimate loser when cheating or plagiarism occurs is the student. Students who plagiarize or cheat deny themselves the opportunity to fully develop their own ideas and thoughts and to learn the value of a complete exploration of an issue.

4. How students can avoid plagiarism:

  a. Give credit to the source, even when paraphrasing.

  b. Use quotation marks when using another's words and give credit to that source.

    c. Use their own words as much as possible when writing. The easiest way to not be tempted to plagiarize words is to take notes in phrases—no matter how eloquent the writer is.

    d. Learn the correct way to cite an electronic source which includes listing the web address in the sources.

    e. Learn the correct way to document sources. Teachers will help with this process. As well, many handbooks available in school, the library, and in bookstores give directions for citing sources correctly.

5. Student Responsibilities – Each student has a responsibility to protect the integrity of grades conferred by:

    a. not sharing answers with others;

    b. not allowing others to see examinations during the testing period;

    c. mastering and using the correct procedures for documenting sources. (Students who are unsure of how to cite a source should see their teacher for help rather than assuming that "It's only a sentence; it'll be okay.");

    d. discouraging plagiarism and cheating in others;

    e. reporting cases of plagiarism and/or cheating to teachers, counselors, or administrators;

    f. asking for help when questions arise involving plagiarism or cheating.

6. Faculty Responsibilities – Faculty and staff will create a climate in which intellectual honesty is valued and respected by:

    a. acquainting students with the plagiarism and cheating policy so that they are well aware of the consequences of plagiarism;

    b. enforcing the plagiarism/cheating policy equally, without regard to the student's class standing;

    c. teaching the proper methodology for citing sources and note-taking so that students understand how to avoid plagiarism;

    d. meeting with students when questions arise;

    e. monitoring tests and quizzes to reduce the temptation to cheat.

7. Parents' Responsibilities: Parents can help their children avoid the short-term and long-range consequences of plagiarism and cheating by:

    a. actively sharing the learning process at home by discussing their children's

schoolwork;

b. monitoring library research and internet use to help children avoid plagiarism;

c. supporting the ethical and academic basis of this document through words and actions.

8. Consequences of plagiarism or cheating: Students who engage in plagiarism or cheating are subject to punishment, which can include but are not limited to:

a. No credit for the assignment or test in which plagiarism or cheating occurred;

b. Lowering of citizenship grade.

c. Completion of alternative assignment with partial or no credit.

9. Consequences

a. Disciplinary measures for plagiarism or cheating are initially at the discretion of the classroom teacher after consultation with school administration. Decisions will be based on individual teacher policy and the severity of the incident of plagiarism or cheating. The school administration may impose additional consequences if conditions so warrant.

10. FAQ's (Frequently Asked Questions) about Plagiarism:

a. When do I have to cite my source? Whenever you have an idea and/or use words by another author or writer, you must give credit for it. Your teacher will provide specific instructions for documentation and citing sources.

b. What do I do about others' opinions? Opinions obtained from other sources or that reflect the views of other writers should be properly credited.

c. Does this mean I have to cite the source for everything, even things like "George Washington was the first president of the United States"? No. There is something known as "common knowledge," and the sources for this type of information do not need to be cited. Sometimes it's hard to decide whether information is common knowledge or not. When determining whether or not a fact is common knowledge, ask yourself if this information can be obtained in many (five or more) sources. If the answer is "yes," then you need not cite your source. However, if you are not sure, it is better to cite the source than risk being accused of plagiarism.

d. If I paraphrase, does that mean I don't have to cite my source? No. You have to cite the source of your *information*, even if you don't use the same

words.

e. If I cite my source, does that mean I can use the writer's words? No. Unless you use quotes around the writer's words, citing your source does not protect you from plagiarism. If you cannot think of a better way to say something, put quotes around the writer's words *and* cite your source.

f. How often should citations appear? You should have citations at the end of each piece of information that you got from a different source. If you got an entire paragraph of information from the same source, you may put the citation at the end of the paragraph. If you change sources within a paragraph, the citations also should be changed within the paragraph.

g. What if you are using a source in which the writer also refers to another source? If at all possible, you should locate the primary source, read it, and cite that. However, if that is not available to you, you should indicate in your own writing that your source found the information somewhere else. Example: "Carlsmith finds in Zimbardo's research in 1985 that shy people usually show symptoms of social hesitancy as early as pre-school. (Carlsmith 35)"

h. How much paraphrasing is enough paraphrasing so that I am not accused of plagiarism? It's important to re-state information in your own words so completely that you cannot be accused of plagiarism. The easiest way to avoid being tempted to "just change a few words" is to take notes in words or phrases rather than whole sentences. Then you can absorb your information so completely that it becomes "yours" rather than someone else's.

11. Example of acceptable and unacceptable paraphrasing:

a. Original: Although Claude McKay was born in Jamaica and lived in many countries during his life, he considered Harlem his spiritual home. The son of poor farmers, McKay moved from the village of Sunny Ville to Kingston, the capital of Jamaica, when he was 14 years old and began writing poetry while still a teenager. (Rozakis 312)

   i. Unacceptable Paraphrase: Claude McKay considered Harlem his spiritual home although he was born in Jamaica and lived in many countries during his life. He moved from the village of Sunny Ville to the capital of Jamaica, Kingston, when he was 14 years old and began writing poetry in his teens. His parents were poor farmers.

   ii. Acceptable Paraphrase: Claude McKay began writing poetry in his teens around the time he moved with his family from Sunny Ville, a small town in which his parents were farmers, to Kingston, Jamaica's

capital. However, in spite of his Jamaican upbringing and his international travels, McKay thought of Harlem as his "spiritual home." (Rozakis 312)

b. The "unacceptable paraphrase" would be a plagiarism "double-whammy" because not only were phrases copied from the author, but the author's ideas were also not credited.

c. The acceptable paraphrase re-states the information in a completely new way and also gives credit to the original writer.

    i. Source: Rozakis, Laurie E, *The Complete Idiot's Guide to American Literature.* New York, Macmillan

12. Cyber-research

a. The Internet has presented many new challenges for researchers, to include:

    i. Anyone can have a website. The fact that something is on a website doesn't make it accurate or valid.

    ii. Websites come and go. A website you use one day can literally be lost in cyberspace (or completely gone) the next. For this reason, it's an excellent idea for students to store the document on a floppy as proof that they have cited a source about which they are questioned.

    iii. Many professors believe that until an idea is on paper, it is not considered legitimately published.

    iv. The methodology for documenting electronic sources continues to change with the technology. It is difficult to find a handbook sufficiently current to have complete information on documenting electronic sources.

b. Does this mean I should not use the Internet or other electronic sources? No. However, you should approach electronic researching with these special considerations in mind.

13. How do plagiarists get caught in school?

a. Most teachers can recognize student writing as opposed to professional writing. A teacher can (and will) ask a student to produce documents to prove that words were not copied or that information was properly cited. It is not unusual for teachers to go to the library, turnitin.com, or "surf the Net" to verify sources of information. It is therefore in your best interests to keep all your rough drafts, notes and copies of materials you read as

proof of your research. In some cases, you will be expected to turn these in with the rest of your project or in "interim" submissions of work-in-progress.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This Administrative Procedure reflects the goals of the District's Strategic Plan.

REVIEW AND REPORTING

1. This procedure and any accompanying documents will be reviewed annually.

REVISION HISTORY

Date	Revision	Modification
07/2009	1.0	Adopted as Accepted Practice
04/01/2012	2.0	Revised:
01/03/2014	3.0	Revised: converted to Administrative Procedure