

Academic Honesty Policy for Washburn District High School

As Washburn High School students prepare to become exemplary digital citizens in the 21st century, they will develop “the ability to think critically, behave safely, and participate responsibly in a media life.” Ethically, students will be expected to exhibit honesty and integrity at all times. Plagiarism and cheating will not be tolerated.

Definitions:

- To plagiarize is “to steal and pass off the ideas or words of another as one’s own, to commit literary theft.” This can include text, images, sound bytes, clips, or any other type of media. *Merriam Webster Dictionary*
- Cheating involves copying information from another student or using unauthorized materials for homework, quizzes, tests, lab reports and any other student produced work in the classroom.

Types of Plagiarism:

1. **Intentional** : *from Washington State University:*

Intentional plagiarism is where one knowingly appropriates the work of others and passes it off as their own. This can include:

- copying entire documents and presenting them as your own;
- cutting and pasting from the work of others without properly citing the authors;
- stringing together the quotes and ideas of others without connecting their work to your own original work;
- asserting ideas without acknowledging their sources, reproducing sentences written verbatim by others without properly quoting and attributing the work to them;
- making only minor changes to the words or phrasing of another's work, without properly citing the authors.

Intentional plagiarism can also involve inventing sources to which you would attribute your own ideas to make them seem credible. Intentional plagiarists can be either ignorant of the seriousness of the offense, or disrespectful of the seriousness of the offense.

2. **Unintentional**: *from Washington State University:*

Unintentional plagiarism, or the misuse of sources, is the accidental appropriation of the ideas and materials of others due to a lack of understanding of the conventions of citation and documentation. Misuse of sources might include a lack of understanding of paraphrasing, not being clear about the parameters of common knowledge, and/or the statute of limitations on the attribution of ideas. Since rules of attribution are culturally determined, much of unintentional plagiarism could also be the result of writers not understanding the sanctity with which American academics endow the concept of idea ownership. The misuse of sources can be the

result of ignorance or laziness, but is not the result of a desire to cheat.

The one-page discussion of “[Plagiarism, What is it?](#)” from Washington State University, is the clearest and simplest discussion to present to our students clearly pointing out what is and is not acceptable.

Please refer to the site : [Copyright in a Copy Paste World](#) for student & teacher tools, essential questions, & digital ethics.

Steps to Prevent Plagiarism in WDHS:

1. **Citation skills** will be taught - NoodleTools. Students will understand MLA and APA formatting. Bibliography / Work Cited page will be required with any research assignment.
2. **Essential Questions** will be created for a project which will discourage a copy/paste approach.
3. Presearch for a project will include a **thesis statement** and a listing of **keyword/search terms** which will confirm that the student is on the right track and can be successful with the project.
4. **Encourage & Demand** the use of ebooks, print resources, and database resources provided by the WDHS library to ensure **good resources**.
5. **Website evaluation check-sheet implemented** to encourage the use of the best of the web.
6. **Note cards** (created online using NoodleTools or other similar product) and/or **graphic organizers** will be encouraged to discourage copying/pasting. An **outline** of the project will not only provide guidance, but again will encourage student creation.
7. **Rough draft check** required to catch any intentional or unintentional plagiarism.

*****The following document is free to use in an educational setting - from turnitin.com & Research Resources (posted with my noodlebib link online)

Preventing Plagiarism: Student Resources

In a research paper, you have to come up with your own original ideas while at the same time using work that’s already been done by others. But how can you tell where their ideas end and your own begin? What’s the proper way to include sources in your paper? If you change some of what an author said, do you still have to cite that person?

Confusion about the answers to these questions often leads to **plagiarism**. If you have similar questions, or are concerned about preventing plagiarism, we recommend using the checklist below.

A. Consult with your instructor

Have questions about plagiarism? If you can't find the answers on our site, or are unsure about something, you should ask your instructor. He or she will most likely be very happy to answer your questions. You can also check out the [guidelines for citing sources properly](#). If you follow them, and the rest of the advice on this page, you should have no problems with plagiarism.

B. Plan your paper

Planning your paper well is the first and most important step you can take toward preventing plagiarism. If you know you are going to use other sources of information, you need to plan **how** you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas. Writing an outline, or coming up with a thesis statement in which you clearly formulate an argument *about* the information you find, will help establish the boundaries between your ideas and those of your sources.

C. Take Effective Notes

One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources, so that you have much of the information organized before you begin writing. On the other hand, poor note-taking can lead to many problems – including improper citations and misquotations, both of which are forms of plagiarism! To avoid confusion about your sources, try using different colored fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away – finding them again later when you are trying to finish your paper can be a nightmare!

D. When in doubt, cite sources

Of course you want to get credit for your own ideas. And you don't want your instructor to think that you got all of your information from somewhere else. But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, **you should always cite your source**. Instead of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by: 1) showing that you are not just copying other ideas but are processing and adding to them, 2) lending outside support to the ideas that are completely yours, and 3) highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere.

E. Make it clear **who** said **what**

Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism. Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them. If you are discussing the ideas of more than one person, watch out for confusing pronouns. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: "He brilliantly portrayed the situation of a writer in society at that time." Who is the "He" in this sentence? Bloom, Joyce, or Shakespeare? Who is the "writer": Joyce, Shakespeare, or one of their characters? Always make sure to distinguish **who** said **what**, and give credit to the right person.

F. Know how to Paraphrase:

A paraphrase is a restatement **in your own words** of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change **both** the **words** and the **sentence structure** of the original, **without** changing the content. Also, you should keep in mind that paraphrased passages **still require citation** because the ideas came from another source, even though you are putting them in your own words.

The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information.

G. Evaluate Your Sources

Not all sources on the web are worth citing – in fact, many of them are just plain wrong. So how do you tell the good ones apart? For starters, make sure you know the **author(s)** of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc. We recommend using Portland Community College's "[rubrics for evaluating web pages](#)" as an easy method of testing the credibility of your sources.