

## **HOLYOKE COMMUNITY COLLEGE**

### **Academic Integrity Policy**

Holyoke Community College is committed to academic integrity--the honest, authentic and independent pursuit of knowledge. As members of the academic community, students are expected to be responsible for all of their own academic work without dishonesty or deception; joint work is legitimate only when assigned or approved by the instructor. HCC faculty members will take reasonable precautions to eliminate opportunities for academic dishonesty.

Violations of academic integrity include, but are not limited to, the following general categories:

#### **Using or obtaining unauthorized assistance in any academic work**

- Copying from another student's examination
- Communicating with another student or using electronic communications devices during an examination.
- Using notes, books or aids of any kind during an examination when prohibited by the instructor. (Students with disabilities should discuss educational accommodations with the Office for Students with Disabilities.)
- Obtaining prior knowledge of examination questions or obtaining or possessing a stolen copy of an examination.
- Using another student to take an examination for oneself.
- Submitting another student's class assignment as one's own.

#### **Providing fraudulent assistance to another student**

- Completing an academic assignment, paper or project or taking an examination for another student.
- Giving answers to or sharing answers with another student during an examination.
- Sharing answers during an examination by using a system of signals.

#### **Submitting the work of others as one's own (plagiarism) or representing previously completed work as current**

- Submitting a paper, lab report or other academic work for credit, which includes words, sentences, ideas, data or creative work of others without enclosing them in quotation marks, without paraphrasing them or without acknowledging the source.
- Submitting work copied in any medium from another individual or from the Internet.
- Submitting the same paper or academic assignment to other classes without the permission of the instructors.

#### **Furnishing false information to any college official or faculty member or fabricating data in support of an academic assignment**

- Forging a signature or falsifying or altering an academic or college record or document in any way.
- Falsifying bibliographic entries.
- Submitting academic materials, reports or projects containing falsified or fabricated facts, data or results.

#### **Avoiding academic dishonesty**

Academic dishonesty is a serious offense. Careful attention to academic responsibilities is the best way to avoid allegations of academic dishonesty. Students are reminded that material obtained from the Internet is subject to the same principles of submission as materials obtained from any other media. HCC faculty members will provide students with specific expectations about academic integrity in the course syllabi. Students are referred to their course instructor for clarification of these expectations and can also seek assistance from the college library or CAPS Writing Center.

#### **Consequences of academic dishonesty**

A Holyoke Community College faculty member who concludes that a student is in violation of the academic integrity statements set forth in the course syllabus will determine the appropriate response which may include a lower or failing grade for the examination, paper, project or for the course. If a student wishes to appeal the outcome of an instructor's finding of academic dishonesty, he or she is directed to the Student Grievance Policy published in the HCC Student Policy Guide.

If a faculty member believes that the seriousness of an incident warrants additional action beyond a grading consequence, he or she may also file a charge of academic dishonesty under HCC's Student Discipline Policy, which can result in sanctions ranging from a warning through suspension or dismissal from the college. Such a charge will be filed with the Vice President of Student Development or designee (Dean of Student Services) and will follow the procedures set forth in the HCC Student Policy Guide.

**Plagiarism Procedures:**

All students engaged in online learning are subject to the terms of the Academic Integrity Policy of the college. If a student is found to be in violation of the Academic Integrity Policy, the student is subject to the disciplinary actions of the course instructor including proctoring of all future exams and quizzes.

How to Recognize Plagiarism  
Excerpted from the website of Indiana University Bloomington  
<http://www.indiana.edu/~istd/overview.html>

**Overview**

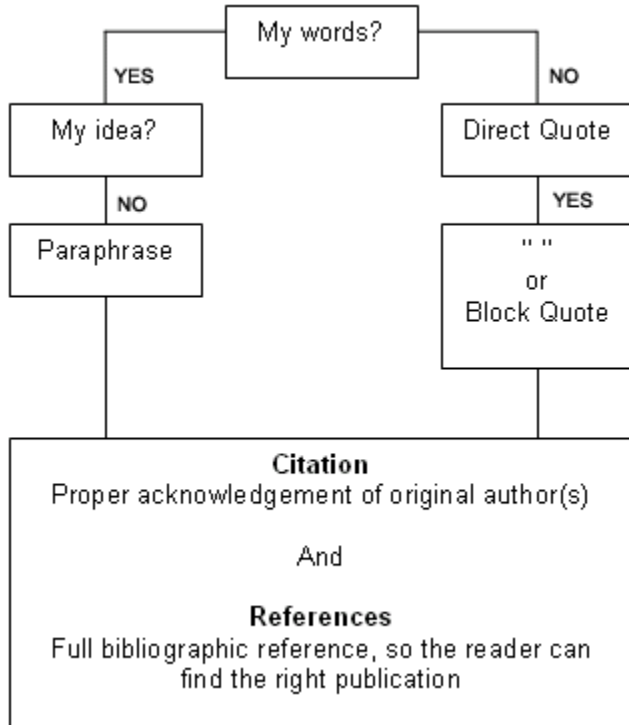
In order to avoid plagiarism, you must give credit when

- You use another person's ideas, opinions, or theories.
- You use facts, statistics, graphics, drawings, music, etc., or any other type of information that does not comprise common knowledge.
- You use quotations from another person's spoken or written word.
- You paraphrase another person's spoken or written word.

**Recommendations**

- Begin the writing process by stating your ideas; then go back to the author's original work.
- Use quotation marks and credit the source (author) when you copy exact wording.
- Use your own words (paraphrase) instead of copying directly when possible.
- Even when you paraphrase another author's writings, you must give credit to that author.
- If the form of citation and reference are not correct, the attribution to the original author is likely to be incomplete. Therefore, improper use of style can result in plagiarism. Get a style manual and use it.

- The figure below may help to guide your decisions.



### How to Recognize Plagiarism

Examples (Please note that these examples are using the APA style – not MLA)

Word for Word | [Paraphrasing](#)

A word-for-word example of plagiarism is one in which the writer directly quotes a passage or passages from an author's work without the use of proper quotation marks.

Read the example carefully!

<p><b>Original Source Material:</b> Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.</p>	<p><b>Source:</b> Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>
<p><b>Plagiarized Version</b></p>	<p><b>Correct Version</b></p>
<p>In examining technology, we have to remember that computers are not the first technology people have had to deal with. The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.</p>	<p>In examining technology, we have to remember that computers are not the first technology people have had to deal with. Frick (1991) believes that "... the first technology was the primitive modes of communication</p>

	<p>used by prehistoric people before the development of spoken language" (p. 10).</p> <p>References: Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>
<p><b>Explanation:</b> This example of student written work is plagiarized. The student copied, word-for-word, text from the original source material. No credit was given to the author of the text and quotation marks were not used. Also, the student didn't provide a reference.</p>	<p><b>Explanation:</b> Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that this passage is a word-for-word citation from the original document.</p>

### Word for Word | [Paraphrasing](#)

A word-for-word example of plagiarism is one in which the writer directly quotes a passage or passages from an author's work without the use of proper quotation marks.

Read the example carefully!

<p><b>Original Source Material:</b> An important characteristic of instructional-design theories is that they are design oriented (or goal oriented). This makes them very different from what most people usually think of as theories. Theories can be thought of as dealing with cause-and-effect relationships or with flows of events in natural processes, keeping in mind that those effects or events are almost always probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect).</p>	<p><b>Source:</b> Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), <i>Instructional-design theories and models volume II: A new paradigm of instructional theory</i>, (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.</p>

Plagiarized Version	Correct Version
<p>Whether they are probabilistic (i.e., the cause increases the chances of the stated effect occurring) or they are deterministic (i.e., the cause always results in the stated effect), we can think of theories as dealing with cause-and-effect relationships or with flows of natural processes.</p> <p>References: Reigeluth, C.M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), <i>Instructional-design theories and models volume II: A new paradigm of instructional theory</i>, (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.</p>	<p>Reigeluth (1999) states that we can think of theories "... as dealing with cause-and-effect relationships or with flows of events in natural processes," and goes on to say that they may be either "probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect)" (p. 7).</p> <p>References: Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), <i>Instructional-design theories and models volume II: A new paradigm of instructional theory</i>, (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.</p>
<p><b>Explanation:</b> This example of student written work is plagiarized. The student re-organized the original material, and inserted portions of the material in different places within the new paper, but it is still word-for-word plagiarism. Although the work was cited in the references, no credit was given to the author of the text and quotation marks were not used.</p>	<p><b>Explanation:</b> Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that the several passages are word-for-word citations from the original document. The author is also listed in the references.</p>