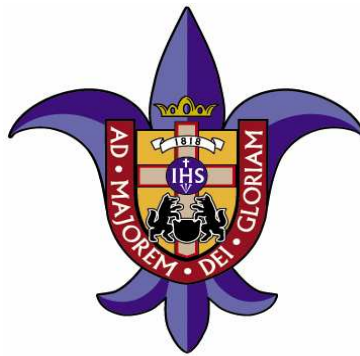


# **Academic Integrity Module**



**SAINT LOUIS  
UNIVERSITY**

**School of Public Health**

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**SAINT LOUIS UNIVERSITY  
SCHOOL OF PUBLIC HEALTH  
COVENANT**

IN LIGHT OF OUR PERSON-CENTERED SERVICE MISSION, WE SEEK TO  
PROVIDE FOR THOSE  
WHO CONSTITUTE THE SCHOOL OF PUBLIC HEALTH COMMUNITY  
AN ENVIRONMENT WHICH CULTIVATES:

**LOVE**

THE FOUNDATION SOURCE OF ALL OUR LIVES FLOWING FROM GOD'S  
EMPOWERING LOVE FOR ALL OF US

**RESPONSIBILITY**

A WILLINGNESS TO BE ACCOUNTABLE FOR ONE'S ACTIONS  
AND FIDELITY TO THE OBLIGATIONS WHICH ACCOMPANY ONE'S  
ACCEPTED ROLES

**TRUST**

A BELIEF IN THE INTEGRITY OF OTHERS

**ACCEPTANCE**

A RESPECT FOR THE BELIEFS OF OTHERS

**CONCERN**

A SENSITIVITY TO THE RIGHTS OF OTHERS

**PERSONAL DEVELOPMENT**

A LIFELONG COMMITMENT TO LEARNING AND PERSONAL GROWTH

**BALANCE**

THE FULFILLMENT OF ONE'S RESPONSIBILITY IN A TOTAL LIFE CONTEXT

**PARTNERSHIP**

A COMMITMENT TO SHARED VALUES AND PURPOSES WITH  
SCHOOL OF PUBLIC HEALTH STUDENTS, FACULTY, STAFF, ALUMNI, AND  
PRECEPTORS

## Chapter I Introduction

Saint Louis University is a Jesuit, Catholic university that aims to educate the whole person. As a Jesuit institution of higher education we not only seek academic excellence, but also take seriously our mission of forming men and women of virtue.

Truth is known as ‘the first virtue of systems of thought’ (Rawls, 1971). Our pursuit of truth is central to our research and education. As individuals and as an institution, the ability to advance the cause of truth depends on our integrity. In research, newly discovered truths are only credible if one is seen as an honest member of the academic community. In education, writings and presentations are trusted only if appropriate credit is given for what is not his or her own.

Learning at the School of Public Health is a creative, dynamic process that requires the honest exchange of ideas. Learning the reasons behind and standards for academic integrity allows students to more fully participate in this exchange. We intend the knowledge we build through research and studies to be placed at the service of those in need. Our School’s ability to serve others is compromised if the learning community we create is not one of honesty and trust.

We understand academic integrity to be both a means and an end. Integrity is a means because it allows us to advance the cause of truth and therefore serve those for whom our knowledge is being built. Yet it is also an end in itself because the integrity and academic honesty, as well as the ability, of our graduates is a true measure of our School’s success.

### **Purpose**

This module is intended to provide students with an understanding of the importance of academic integrity to themselves and their education, to their school, the University, and the practice of public health. Academic integrity is comprised of a set of general principles that underlie all academic and many non-academic endeavors.

Upon completion of this module, students will:

1. Fully understand the significance of academic integrity in general and in specific cases.
2. Recognize academic dishonesty in its many forms.
3. Identify appropriate resources to answer questions relating to academic integrity.
4. Cite sources appropriately.
5. Understand the concept of copyright in relation to plagiarism and its prevention.
6. Apply all of these principles in both spirit and letter in all of their endeavors at the University.

The module culminates with an “Honor Code Pledge” that must be signed by each student.

As a community of learning, a university requires an environment of academic integrity and mutual trust. Students, faculty, administrators, and staff are all bound by the rules of academic integrity, and share responsibility to maintain it.

Elements of academic integrity, especially plagiarism, are a problem in universities as well as in many other places, e.g. publishing, scientific research, and news media. In all of these cases, the violators suffer considerable and significant consequences, including loss of income, prestige and the trust of their audiences. Any sort of intellectual dishonesty can cause damage that goes far beyond the dishonest act itself, and is utterly unacceptable in any setting. (CNN, 2002; Trupe, 2002)

## Chapter II What is Academic Integrity?

### **Five Fundamental Values of Academic Integrity**

The five fundamental values of academic integrity include: (The Center for Academic Integrity, 1999)

1. **Honesty:** Displaying intellectual and personal honesty in learning, teaching, research and service.
2. **Trust:** Promoting confidence in persons and systems on campus that facilitate a free exchange of ideas and enable all to reach their highest potential.
3. **Fairness:** Employing clear and consistent standards for assessment that are appropriately applied to all members of the university community.
4. **Respect:** Acknowledging the participatory nature of learning and respecting the diverse perspectives of others.
5. **Responsibility:** Requiring that every person in the academic community be personally accountable for taking action when a breach of academic integrity occurs.

### **Definitions**

The following behaviors constitute academic dishonesty (College of Arts & Sciences, 2000):

#### *Cheating*

Cheating involves the use of unauthorized or unethical assistance to provide or gain an unfair advantage over other students. Instances include, but are not limited to the following:

1. Use of unauthorized assistance in taking quizzes or examinations;
2. Use of resources beyond those authorized by the instructor in solving problems or in carrying out other assignments such as writing papers, preparing reports, or giving oral presentations;
3. Acquisition, dissemination, or use of tests or other academic materials belonging to an instructor, a member of the staff, or other students without prior approval;
4. Hiring or otherwise engaging someone to impersonate a student in taking a quiz or examination or in fulfilling other academic requirements, such as paper writing.
5. Submitting as one's own work a paper or other individual assignment that has been prepared, either wholly or in part, by another person, group, or commercial firm.

EXAMPLE 1: (The Center for Academic Integrity, 1999)

*You are a faculty member who had a student in a class last semester who was bright, delightful and diligent. He did very well in your class, while holding several part-time jobs trying to make ends meet. This semester, the student is enrolled in another of your classes. He continues to work hard and is doing very well in the course. In addition, he stops by your office frequently to discuss course-related matters.*

*After the most recent class session, he mentioned in passing that he earned some money writing a paper last semester for another student. He also mentioned the topic of the paper, which you immediately recognized (because it was a very unique and obscure topic in your discipline) as one submitted by another one of your students. You had awarded a grade of "B" to the person who submitted the paper that was turned in as a "re-write" of a paper that had initially received a grade of "D". The final grade of the student who turned in the paper was not altered by the "B" grade. He would have received the same final course grade if he had let the original "D" grade for this paper stand.*

*The student who wrote the paper and told you about it didn't seem the least bit ashamed of having done so. Does the student think that writing a paper for another constitutes an act of plagiarism? Do you think the student who submitted the paper written by the first student plagiarized?*

This is clearly a case of cheating and both students are at fault. There are varying degrees of fault, so penalties will also vary.

*Falsification*

Falsification involves misrepresentations of fact for academic gain. Instances include, but are not limited to the following:

1. Lying to or deceiving an instructor;
2. Fabricating or misrepresenting the documentation or the data involved in carrying out assignments and/or research;
3. Fabricating, misrepresenting, or unauthorized altering of information belonging to an instructor or to any academic department or administrative unit within the University.

EXAMPLE 2:

*A graduate research assistant forgot to complete the required institutional review board (IRB) module and did not inform the faculty member he was working for that he had not completed it. He continued to enroll participants in the study, even after he remembered he had not completed the module.*

This is an example of falsification because the university clearly states that all faculty, staff and students who work on research projects MUST complete the IRB module prior to participating in research projects.

### *Sabotage*

Sabotage involves interference with the academic work of another member of the University community or modification, theft, or destruction of intellectual property such as computer files, library materials, or personal books or papers.

#### EXAMPLE 3:

*A student intentionally hides a book in the library stacks to prevent classmates from benefiting from its use.*

### *Collusion*

Collusion involves collaboration with another person or persons for the purpose of engaging in, aiding, or abetting acts of academic dishonesty as defined here.

#### EXAMPLE 4:

*Students in a history class were assigned to do a literature review and to compare and contrast World War I and World War II, addressing reasons for the war, outcomes, and several other issues. Two students conducted their reviews and created an outline based on one they had seen on their professor's desk and copied. The professor's outline also contained the point values for sections of the paper. The students shared their outline with three other friends.*

This is clearly cheating and the fact that two students worked together and then shared with others is also collusion.

### *Plagiarism*

Plagiarism involves the intentional representation of someone else's thoughts or words as if they were one's own. Plagiarism is the most common form of academic dishonesty, and occurs in every field. Plagiarism takes place "when a writer [or researcher] deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its source." (Council of Writing Program Administrators, 2003)

Plagiarism always contains the following six elements, which can be used for diagnosing plagiarism: (a) an object (e.g., language, data, words, text);(b) which has been taken (or borrowed, stolen, etc.);(c) from a particular source (books, journals, Internet, etc.);(d) by an agent (student, professor, author);(e) without adequate acknowledgement; and (f) with or without intention to deceive (Sutherland-Smith, 2008).

Instances of plagiarism include the following:

1. Quoting directly from someone else's work, whether oral or written, without using quotation marks and without giving proper credit to the author;
2. Paraphrasing someone else's ideas, opinions, theories, concepts, arguments, observations, or statements, whether oral or written, without giving proper credit;

3. Employing facts, statistics, data, or illustrative material as evidence to support or strengthen an argument without giving proper credit;
4. Failing to use appropriate citation and/or reference format so that the author does not receive credit for work.

EXAMPLE 5: (The Center for Academic Integrity, 1999):

*Joshua Hart is a sophomore in the Exercise and Sports Science (ESS) program of a college. Dr. Keeler has assigned a semester project in which students are to compile a model program for personal fitness training for themselves. Dr. Keeler has explained verbally and also included in his syllabus a good deal of information about the College Honor Policy and the importance of honesty in all assignments. He indicates that students are to complete this assignment on their own with no resort to third parties other than reference materials.*

*In completing the assignment for Dr. Keeler, Joshua has used a variety of text sources, his own experience, and information from a purchased CD-ROM entitled "The Personal Trainer for You" by Arnold Atlas. The CD carries copyright information. He has printed off various tables and charts from the CD and made clean copies to include along with his narrative and other materials. Joshua thinks he owns the materials in the CD as he purchased the CD and it belongs to him. He does not cite the CD in either the text or in the reference list.*

This is a case of plagiarism because credit was not given to the original author. To avoid plagiarism, be sure to always cite the original source (when possible).

The following video may increase your understanding of plagiarism:

<http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>

## Chapter III How Do You Avoid Plagiarism?

### When Must You Cite and Acknowledge?

The five basic principles described below (Princeton University, 2008a) apply to all disciplines and should guide your own citation practice. Even more fundamental, however, is this general rule: If it is not your own work or common knowledge, cite it; when in doubt, cite. (With the availability of EndNote®, citing and creating reference lists is extremely easy). You'll certainly never find yourself in trouble if you acknowledge a source when it's not absolutely necessary; it's always preferable to err on the side of caution. Better still, if you're unsure about whether or not to cite a source, ask your professor or librarian for guidance before submitting the paper or report.

#### *Quotation*

Any verbatim use of a source, whether oral or written, should be rigorously cited. The examples below follow the APA style manual (American Psychological Association, 2001).

- Short quotation (< 40 words, even one key word): incorporate into text and enclose with double quotation marks.

*Example A:*

She stated, "The 'placebo effect' ... disappeared when behaviors were studied in this manner" (Miele, 1993, p. 276), but she did not clarify which behaviors were studied.

- Long quotation ( $\geq$  40 words): display it in a block quotation, which starts on a new line and indent the block 1/2 inch from the left margin. No quotation marks are required.

*Example B:*

Christopher Hawley (1984, p. 38) agrees:

Plagiarism is not carried on exclusively by evil students whose sole intent is to defraud the unsuspecting professor. Much unacceptable documentation in fact, may come more from simple ignorance rather than deceit.

For any quotation of sources, cite the source in parentheses or in a footnote immediately after the quotation marks in text and include a complete reference in the reference list at the end of the paper. Usually, for print sources, the author, year, and page number are needed for citing the source in text (see *Example A* above). However, many electronic sources do not provide page numbers unless they are PDF reproductions of print materials. If no page information is available from an online resource, you do not have to cite page number, but the other information must be included.

How many words is it permissible to directly quote without obtaining copyright permission? It varies from one copyright owner to another. For example, APA permits use of up to 500 words of APA-copyrighted journal text without explicit permission (American Psychological Association, 2001).

### *Paraphrase*

Paraphrasing is a restatement of another person's thoughts or ideas in your own words, using your own sentence structure. You must cite the source, either in parentheses or in a footnote. However, you should avoid using minor changes in words or sentences when you paraphrase. For example, you can not just replace "heavy" with "weighty" in a paragraph of the original work and claim it as your own writing. You did not make a particularly unique change, so this is not paraphrasing. When you can restate the idea more clearly or simply, or if you want to place the idea in your flow of thought, paraphrasing is appropriate (www.Princeton.edu)

### *Summary*

Summarizing is a concise statement of another person's thoughts or ideas in your own words. Cite your sources, either in parentheses or in a footnote at the end of each summary.

### *Facts, Information, and Data*

If you use data from findings of a research study, you must cite your source,-- probably a scientific journal or a website. If you use epidemiology data from a government website, you must cite your source.

#### EXAMPLE 6:

*A researcher in public health is writing a paper about African American cancer survivors using the Internet to seek information about cancer. She includes the following sentence in her writing: "African Americans make up 12.4% of the U.S. population, and have higher overall cancer mortality rates than all other racial or ethnic groups." She must cite the sources where the figure 12.4% and where the fact "higher overall cancer mortality rates than all other racial or ethnic groups" were found and she did. They were from the US Census Bureau and National Cancer Institute Surveillance, Epidemiology and End Results (SEER) program. As the information was from the websites, the exact URLs of the web pages containing the information should be listed as one citation component in the reference list.*

However, if the fact or information is generally known and accepted, you do not need to cite a source. For example, the fact that Woodrow Wilson served as president of both Princeton University and the United States, or that Avogadro's number is  $6.02 \times 10^{23}$  is common knowledge. You do not need to cite the sources. Note that facts are different from ideas: facts may not need to be cited, whereas ideas must always be cited. To know how to differentiate fact and common knowledge, refer to "Not-So-Common Knowledge," (Princeton University, 2008b) for more discussion. But remember: when in doubt, cite.

### *Supplementary Information*

Occasionally, especially in a longer research paper, you may not be able to include all of the information or ideas from your research in the body of your own paper. Footnotes or endnotes and appendices allow you to include this information; they also allow you to provide additional data to bolster your argument, briefly present an alternative idea that you found in one of your sources, or even list two or three additional articles on some topic that your reader might find interesting. In appendices of long papers (e.g., monograph or dissertation), you may provide background information about your topic, or explanations about a specific research method, or different schools of thought on your topic, etc. Such supplementary information demonstrates the breadth and depth of your research, and permits you to include germane, but non-essential, information or concepts without interrupting the flow of your own paper.

### *Acknowledgements*

If you use materials assembled or collected by others in the form of projects or collections (e.g. literature review materials), an acknowledgement should be given to the people who assembled or collected these papers.

For example, you are writing a literature review and your professor loaned you articles which you review and use in your article. Since you did not assemble or collect those articles, you should acknowledge your professor at the end of your paper.

In summary, in all of these cases, proper citation requires that you indicate the source of any material immediately after its use in your paper. For quotations, the footnote or parenthetical citation should immediately follow the closing quotation marks. For a specific piece of information, the footnote or parenthetical citation should be placed as close as possible. For a paraphrase or summary, the footnote or parenthetical citation may come at the end of the sentence or paragraph. (Princeton University, 2008a)

### **Important Facts**

**\*Note 1:** Simply listing a source in your bibliography (reference list) is not adequate acknowledgment of that source. This point is extremely important and too often misunderstood by students. If you list a source in your bibliography, but do not properly cite it in the text of your paper, you can be charged with plagiarism.

**\*Note 2:** Information on the Internet must be cited. Except for your own words and common knowledge, you should acknowledge any information you use in your writing, regardless of whether it is found in print material or on the Internet. In addition, information on the Internet is often copyrighted and has legal protection. Even if that information is not legally protected and is in public domain, you still cite the source.

**\*Note 3:** Research and citation practices often vary between countries. International students must pay special attention to reviewing and understanding citation standards and expectations of higher education institutions in the United

States. For example, students from schools in East Asia may learn that copying directly from sources without citation is the proper way to write papers and do research. Students in France, preparing for the Baccalaureate examination, may be encouraged to memorize whole passages from secondary sources and copy them into papers and exam essays. Such differences can lead to unintentional plagiarism when used in the U.S. Make sure you understand the copyright laws, fair use guidelines, and university regulations and ask your professors for help if you are not sure.

### **What Information should be Included in a Citation?**

Citation components will vary with the form of material you are citing (book, website, article in a journal etc.), but in general, authors, date, and source should be included in each citation. You need to pay close attention to the citation format specific to your source, and choose the correct citation style for your audience. For example, social sciences often employ APA style. Humanities texts often use MLA style. Your professor will let you know which style you should use.

You can find specific information about each style and the appropriate format in style manuals. If you have more questions about any publication style, consult your liaison librarian Donghua Tao, PhD ([taod@slu.edu](mailto:taod@slu.edu), 977-8812).

#### 1. American Psychological Association (APA) style:

<http://owl.english.purdue.edu>

<http://www.cws.illinois.edu/workshop/writers/citation/apa/>

<http://www.apastyle.org/elecref.html>

A template for and then example of a typical citation for a journal article using APA style are presented below:

- Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages
- Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

#### 2. Chicago style:

<http://www.liu.edu/cwis/cwp/library/workshop/citchi.htm>

An example for a journal article using Chicago style:

- Wilcox, Rhonda V. 1991. Shifting roles and synthetic women in Star Trek: The next generation. *Studies in Popular Culture* 13 (2): 53-65.

#### 3. Turabian style:

<http://library.osu.edu/sites/guides/turabiangd.php>

An example for a journal article in Turabian style:

- Davis, Philip. "The Effect of the Web on Undergraduate Citation Behavior: A 2000 Update." *College & Research Libraries* 63 (January 2002): 53-60.

4. Uniform Requirements for Manuscripts Submitted to Biomedical Journals: <http://www.icmje.org/index.html#references>. The following URL provides you with a list of journals that follow this citation format <http://www.icmje.org/jrnlist.html#I>.

An example for a journal article:

- Flanagin A, Fontanarosa PB, DeAngelis CD. Authorship for research groups. *JAMA*. 2002;288:3166-8

5. Specific journals/organizations' style manuals: Follow each specific journal's manuscript requirements for authors.

You can check to assure that citations are accurate by using PubMed Single Citation Matcher:

<http://www.ncbi.nlm.nih.gov/corehtml/query/static/citmatch.html>

#### Citation Tools

##### *EndNote©*

EndNote© is a stand-alone computer software for bibliographic management. The current version is EndNote X2. Saint Louis University subscribes to a site license so you can take advantage of this software application while you are on campus.

##### *EndNote Web*

EndNote Web (<http://www.endnoteweb.com/>) is a web-based service designed to help students and researchers manage bibliographies through the process of writing a research paper. It is the web version of EndNote with basic features but less capacity than EndNote©. You can transfer a certain number of references from EndNote© to your EndNote Web account. Comparisons of EndNote© and EndNote Web can be found at <http://www.endnoteweb.com/encompare.asp>.

##### *Zotero*

Zotero (<http://www.zotero.org/>) is an open source application that helps you gather, organize, and analyze research sources (e.g. literature) and the sources can be shared. Since Zotero is an open source application, you can download it to your personal computer and use it anywhere.

If you would like to learn more about these applications, please consult your professor or your liaison librarian, Donghua Tao, PhD ([taod@slu.edu](mailto:taod@slu.edu), 977-8812).

## Chapter IV

### Copyright & Plagiarism

Plagiarism and copyright violation are related. Both can, at times, involve failure to properly credit sources. However, they are not identical. Copyright (or ©) is a form of intellectual property, which protects any expressible form of an idea or information that is substantive and discrete. Copyright does not cover ideas and information themselves, only the form or manner in which they are expressed. These can include poems, theses, plays, other literary works, movies, dances, musical compositions, audio recordings, paintings, drawings, sculptures, photographs, software, and radio and television broadcasts. Their publication, distribution and adaptation are copyright protected.

You can plagiarize without violating copyright law. For example, failing to credit the words of Shakespeare to him, whose writing was done so long ago as to no longer carry a copyright, constitutes plagiarism. Conversely, sometimes you are not plagiarizing but you are violating a copyright law. For example, if you reproduce an entire book and you cite the author of that book, you are not plagiarizing, but you are violating copyright law.

In effect, plagiarism- using someone else's words, ideas, images, etc. without acknowledging the original author - is a matter of professional ethics. Copyright infringement - copying or adapting copyrighted works without getting the copyright holder's permission - is a matter of law. Citing sources generally prevents accusations of plagiarism, but is not a sufficient defense against copyright violations unless your use of these sources qualifies as fair use. Fair use is a doctrine in United States copyright law that allows limited use of copyrighted material without requiring permission from the copyright holders, such as use for scholarship or review. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes, the nature of the copyrighted work, the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and the effect of the use upon the potential market for, or value of the copyrighted work. All these affect the determination of whether or not a use of copyrighted work is fair use (Legal Information Institute, Cornell University Law School, 2009).

Copyright is a very complex subject. Even experts may disagree on certain topics. For more information about copyright and fair use, you may refer to the following sources:

- Copyright Law of the United States of America and Related Laws Contained in Title 17 of the *United States Code*  
<http://www.copyright.gov/title17/>
- The Digital Millennium Copyright Act (DMCA)  
<http://thomas.loc.gov/cgi-bin/query/z?c105:H.R.2281:>  
<http://www.copyright.gov/legislation/dmca.pdf>

- Copyright on the Internet  
<http://www.piercelaw.edu/thomasfield/ipbasics/copyright-on-the-internet.php>
- US CODE: Title 17,107. Limitations on exclusive rights: Fair use.  
<http://www.copyright.gov/title17/92chap1.html#107>
- Fair Use  
<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>
- Copyright Fair Use Cases  
<http://www.ipwatchdog.com/copyright/fair-use-cases/>

## APPENDIX A

### Other Resources

#### Tutorials about plagiarism

- <http://libraries.slu.edu/help/tutorial/plgwhat1.html>
- <https://apps2.jhsph.edu/academicethics/Login.aspx?ReturnUrl=%2facademiceethics%2fWelcomeLoggedIn.aspx> (note: you can register as a guest.)
- <http://guides.library.fullerton.edu/ait/>
- <http://www.ai.niu.edu/ai/students/>
- <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>

#### SLU resources

- SLU Writing Centers <http://www.slu.edu/x13997.xml>
- SLU Libraries' Resource page about plagiarism prevention [http://libraries.slu.edu/academic\\_integrity/plagiarism/index.html](http://libraries.slu.edu/academic_integrity/plagiarism/index.html)
- School of Law Plagiarism Policy Statement <http://law.slu.edu/policies/plagiarism.html>
- Examples of plagiarism <http://law.slu.edu/handbook/chapters/ch07/D.html>

## APPENDIX B

### Worksheets

Please consider the following three circumstances and present your thoughts.

1. I get an idea based on knowledge I have gained through study, and from my personal experience. It happens to be the same idea stated in a published article. However, I did not find this article when I did my literature search, so I did not cite the article. In this case, did I plagiarize?

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2. As an international student, I find it difficult to express my meaning in a non-native language. When I find an appropriate phrase in one of my textbooks and want to use it, should I cite the textbook? If so, must I cite it every time I use it? If I do not give any credit to the author, have I plagiarized?

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3. I want to cite some information from a document which I found on the Internet. This material is part of a larger document. However, the link I found only included part of the document. How am I going to cite this source?

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