

2019 Syllabus Part 2

ACADEMIC INTEGRITY v1

(Jan 13)

The contents of this document are valid for all classes I am teaching Spring 2019

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1. "Academic responsibility"

Most of my students, once employed, will be in jobs where they will need to be professionally responsible. Each area of endeavor has different guidelines for this; mine is the world of academia. One facet of all my courses is to visualize you as a member of the academic community with the expectations of that community incumbent upon you. Whether this turns out to be a temporary or permanent status for you, the basic concepts behind professional responsibility are similar and they are good to learn and practice.

In our case what I mean by "academic responsibility" is not you as a student but you as an academic. **We are expected to be diligent in accuracy, use good critical judgment at all times, avoid false argumentation as well as promoting ideas through empty rhetoric.**

As a student, of course you have responsibilities, too, such as upholding the school's honor code and avoiding academic misconduct. Much of this document overlaps with those responsibilities. So, "academic" is intended to mean both "as a member of the academic community" and "as a university-level student."

I expect you to be proactive in your posture of academic responsibility, doing so not just when asked but **at all times**, in whatever way you can notice that requires it.

1.1. Unrelenting diligence to make and preserve accuracy

It is your responsibility, not that of the reader, to present your work in a way that represents the facts fairly and accurately.

This is not an easy skill. It means visualizing your audience and formulating your expressions and the shape of your work to avoid misunderstandings. Of course some readers will still misunderstand. Your standard should be that it is reasonable to conclude that a somewhat careful reader will be unlikely, in the majority of cases, to misunderstand.

Accuracy includes an **accurate referencing of your sources** both in their details and their content. Keep notes while research and consider using [Zotero](#) to track your web work and help to generate accurate citations. Read and understand larger sections of your secondary sources rather than pluck quotes from them. (Thus, my essay grading rubric is more comfortable with a few sources read well than a large number of sources.) Reread your work for accuracy before submission.

Accuracy also includes an **accurate understanding of my instructions**, which are often long because I sometimes ask you to do things that are not traditionally associated with an assignment and need explanation. Spell key words correctly: author names, key terms, titles of things—these should never have spelling errors. I am not a good speller and I'm getting worse

all the time. I don't mind spelling errors except for the types of things just mentioned. Reread your work, checking these sorts of facts for accuracy.

Accuracy also includes an **accurate knowledge of deadlines**. Read course announcements so that you will stay informed.

1.2. Critical judgment in play at all times

One of the core roles of an academic is to take up the position between data and the reader. The academic collects, organizes, and interprets data, presenting it to the community via talks, blogs, papers, books, and so on. **When an academic works with data or shares data, that individual is also making a statement that she or he believes the data is worth working with. The posture of critical evaluator whose judgment we should trust is never turned off.** Any work cited, any information used, comes tagged with the implication "I wouldn't be using this or wouldn't be sharing this if I didn't think it was reasonably reliable." This differs from reportage. You can quote someone who says something outrageous, of course. You just need to let the reader know that you are aware of the outrageousness. Your credibility is expected and required. It is a core value of academic work.

1.3. Make content-rich analysis; eschew false argument and unsupported rhetoric

Academia might be political but it is not politics. Academic writing is heavily involved in discourse but it is not literary writing. **Academic statements should be grounded in evidence or sound reasoning.** Clear, even appealing style and rhetorical flourish can be nice but should accompany, not substitute for, ideas and credible analysis based informed, disciplined observation.

2. Touching base with the UC Berkeley honor code

“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.”

I fully endorse this statement and I know that, as students, you are required to endorse it as well. I will conduct my classes in this spirit and expect my students to do likewise. For more information, navigate to [Berkeley Center for Teaching and Learning: Honor Code](#).

I have pulled from the BerkeleyLaw website the below. Although this was written for a sub-community of our campus, it is an exact statement of my sentiments on the issue of academic honesty so I want to quote a paragraph of it here:

Primary responsibility for respecting the appropriate rules rests with each individual student and with the student body as a whole. Students, faculty and staff are urged to bring apparent violations to the attention of the instructor and/or the dean. The Honor Code can be successful only to the extent that it has the overwhelming support of student and faculty opinion and is taken seriously by everyone. (BerkeleyLaw: Honor Code)

3. Developing an understanding between us

If you are a student who basically is trying to do the right thing in my class you should be OK even if you do something I consider to be academically dishonest and you had not thought of it that way (even after reading this page), or if you err in a way that makes you look like you were dishonest when that was not your intention. Usually we can talk through these things, especially if you have established a relationship with me. However, students in my classes do cheat at times and even some of my most capable students have done so. So please understand if I show some measured caution about this issue.

If you have concerns on whether or not something is in bounds, or otherwise are unclear about the contents of these pages, by all means please contact me before you submit something (but keep the deadline in mind—your question will not generate a submission extension).

If, the other way around, I have concerns, I'll contact you except for some unusual circumstances where I will act on my own. If I do contact you, please speak honestly with me— if you have cheated that means full disclosure not bits and pieces of information and if you haven't that means just telling me that.

Penalties for academic dishonesty won't be removed or reduced simply through apology or claims that you didn't know. Read this page and be informed ahead of time. That being said, many incidents of academic dishonesty indeed fall into a gray area where it is reasonable that we have had a difference of opinion. If you have otherwise seemed to be a student who is making just even a normal, not special, level of effort towards doing the class honestly, our conversation will almost surely go well.

4. Plagiarism—avoid plagiarism in my classes (and elsewhere) by understanding the below

4.1. Plagiarism defined by UC Berkeley

Berkeley Campus Code of Conduct (2016) at http://sa.berkeley.edu/sites/default/files/Code%20of%20Conduct_January%202016.pdf

Plagiarism includes use of intellectual material produced by another person without acknowledging its source.

4.2. Plagiarism defined by plagiarism.org

The below is from plagiarism.org (<https://www.plagiarism.org/article/what-is-plagiarism>) and it matches well with my own course definition of plagiarism. I've added a few comments in brackets.

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks [**Please note this.**]
- giving incorrect information about the source of a quotation [**Please note this, too. You might think that this falls into the area of "mistake" but because it is your responsibility to maintain accuracy, this error actually becomes academic dishonesty, even if not intentional.**]
- changing words but copying the sentence structure of a source without giving credit [**That is, paraphrasing without citing the original source.**]
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not [**I don't consider this to be academic dishonesty, it is just "F" level work, since I will always want the core of your submission to be your own analysis.**]

4.3. Plagiarism defined by Turnitin

Turnitin has ten types of plagiarism arrayed across a spectrum although I don't agree with the "spectrum" concept. I do agree that the list is helpful for having a full understanding of what plagiarism can be. The list with very clear and has easy to understand examples. See: <https://www.turnitin.com/static/plagiarism-spectrum/>. I'm quoting the names for the ten and Turnitin's explanation:

1. **Clone:** Submitting another's work, word-for-word, as one's own
2. **CTRL+C:** Contains significant portions of text from a single source without alterations
3. **Find – Replace:** Changing key words and phrases but retaining the essential content of the source

4. **Remix:** Paraphrases from multiple sources, made to fit together
5. **Recycle:** Borrows generously from the writer's previous work without citation **[Note this one. This is when you are quoting yourself without telling me.]**
6. **Hybrid:** Combines perfectly cited sources with copied passages without citation
7. **Mashup:** Mixes copied material from multiple sources
8. **404 Error:** Includes citations to non-existent or inaccurate information about sources **[This one is commonly discovered by me. I check sources. Please use real sources, accurately.]**
9. **Aggregator:** Includes proper citation to sources but the paper contains almost no original work [Again, as above, I don't consider this to be academic dishonesty, it is just "F" level work, since I will always want the core of your submission to be your own analysis]
10. **Re-Tweet:** Includes proper citation, but relies too closely on the text's original wording and/or structure **[I totally agree that this is fully plagiarism and a dishonest practice, but I think many students might think otherwise. Please note our difference of opinion. You can honor your opinion, but you still need to operate within my rules for my courses.]**

4.4. Plagiarism definitions—cultural differences

4.4.1. East Asian scholarship traditions are good but set aside for my courses

Traditional East Asian scholarship—whether China, Korea, or Japan—has a long history of respecting the authoritative statements of experts. This system works well within larger East Asian social contexts. That is, a good student as defined in this system will learn in detail the analysis of others, and such "good students" will be seen as likely to be good and strong contributors to business and society. And this is likely to be true.

It is best if you understand right from the outset that my teaching goals include encouraging you to use and enhance your critical skills, which might feel contrary to this tradition of scholarship and respecting scholars. This interest in your own critical abilities does not mean that you need to show that you know more than experts, or that you always doubt in small or large part something of what they claim, but rather that everything receives critical evaluation. That you fully take on the responsibility of that critical judgment and, further, seek to understand the significance of these claims by experts. Or, in some cases, discover on your own new significance of those claims.

In short, I'm glad if you recognize that experts should be taken seriously. I just want you to always be critically aware, regardless of how famous or expert the source might be. Please comport yourself in ways that conveys to me your robust, lively, critical evaluative posture.

4.4.2. Current common practices are no excuse

Plagiarism is everywhere on the web. It is common in the music industry. And in anime and manga (graphic novels). And among students. And many other places. **That it is common practice does not in any way make it less in terms of academic honesty.** Please do not mix together my course expectations with common practices you might know. If anything, these common practices have increased my level of strictness on this issue.

4.5. My old (2010) webpage on plagiarism

I have an extensive, public-access webpage on what is plagiarism, plagiarism incidents, when to footnote, creating clarity between one's ideas and those of another, and a variety of other things. It has a sidebar index with hyperlinks and a bunch of graphics. If you feel unsure about what you think I think plagiarism is, or when and where to put a citation marker, or other matters, you can take a look at it (or just contact me): http://www.sonic.net/~tabine/crosscourse/AcademicDishonesty/acadis_frameset.html.

5. Citation method: When to cite (A+B rule)

Be absolutely sure to cite your source when both the following A and B are true:

A

When something in your writing (which might be an essay, a response to a prompt, whatever) is not information or an idea/concept created by you, or IS an idea created by you but via a relatively direct extension from the information or idea/concept of someone else ...

— *and* —

B

... the information or idea/concept is not widely known or not widely accepted (to an imagined, appropriate* audience).

* Our readership standard is: "an imagined, generally well-educated reader with considerable knowledge of Asia."

So, about "B" and basic facts. For example, if the date you use is the usually accepted composition date for a literary work, then it need not be cited. It is not controversial information. If, on the other hand, it is a particular scholar's new and interesting argument

asking others to rethink and change the composition date, then of course it needs to be cited. So basic information rarely needs citation. And, yes, the problem here is, "What does the readership consider basic information?" Our readership standard is the "generally well-educated reader with considerable knowledge of Asia."

Another example. The student reads in a secondary source, "There are about 800 poems in *The Tale of Genji*." This is generally known and doesn't need to be cited. That number is everywhere. However, if the original source had, instead, "There are about 800 poems in *The Tale of Genji* and the largest percentage of them, I have found, were written by Murasaki no Ue," and you plan on using the second half of the statement, then, since this is work that (probably) no one else has done, the author deserves to be identified for that work. Please note that if this person seems unreliable, you can tentatively use the information but you should indicate that with "XXXX claims that the majority of poems were written by Murasaki. I am not sure this is the case, but let's take it as a possibility." Because, in fact, this happens really to be a false statement. If the reader knows that, they will throw your work away as unreliable. If they understand you are cautious, you are still in the game—you have protected, even enhanced, your own credibility by maintaining critical distance.

The above were examples about "facts." Here is an example about an analytic position (a concept). If a student were to write, "Genji [the amorous protagonist of the famous *Tale of Genji*] was always attracted to basically any woman" I would not necessarily expect a citation. This is a widely-held evaluation of this fictional character, even among my students reading the work for the first time. It does not need citation, but if the student had developed the idea because of reading it elsewhere, then much better would be, "Just as XXXX has stated, I also think Genji is always attracted to any woman. Conversely in the case of controversial content, if the student were to write, "Genji, I can show, was bisexual in his romantic interests" I will want evidence to support this either by the student herself based on research or for the student to cite the scholar who was the source of this thought. If this is not your own idea, it is definitely necessary that you cite your source.

6. Citation method: How to cite and the importance of where the citation marker is placed

6.1. A common attribution error

Since students often search for quotations with online search engines, they are particularly vulnerable to attribution error.

For example: Scholar A writes,

Scholar B has written in his *magnum opus* on *The Tale of Genji*, that, "The only woman in the tale whose relationship with Genji is underway before the beginning of the narrative is Rokujo." (Scholar B, 1121)

He cites page 1121 of Scholar B’s huge work. The student then uses the quote and cites the same page number but does not specifically say that the quote is Scholar B. **The student's citation must identify BOTH, like this, for example:**

Scholar B has written in his *magnum opus* on *The Tale of Genji*, that, “The only woman in the tale whose relationship with Genji is underway before the beginning of the narrative is Rokujo.” (Scholar B, 1121 as quoted in Scholar A, 19)

6.2. Citation placement

The location of a citation marker is one of the strongest signals of the boundaries between your own ideas and those of another. It is best to entirely separate your ideas from those discovered and used from secondary sources by crafting entirely separate sentences but this isn't always the best choice. **No matter what the situation, attend to where the citation mark should be to clearly indicate what portion belongs to an external source.**

This can be tricky. Overuse of such markers is tiresome for the reader, underuse opens up the possibility of plagiarism. In the flow of a paragraph, if it is clear you are recapping a scholar's argument or observations over a stretch of sentences, a single note at the end of the paragraph is usually sufficient. However, be sure to separate out your ideas. So, for example, the first paragraph might start, "Lee has argued that" and the second paragraph might start, "While there is much to agree with in her claims, I would like to suggest that ..."

Here are other, more specific suggestions:

In most cases, place citation markers at the end of the sentence and after the punctuation:	
"Mary had a little lamb." ¹	<i>The note will cite the source of the poem.</i>
In some cases, it is better to put the footnote at the end of the clause :	
"I'm no crook" ¹ became a popular tag line in stand-up comedy in the late 1970s.	<i>Give the date and circumstances of Nixon's comment. NOTE: If you put the marker after "1970s" as would normally be the case (because it is the end of the sentence), the placement might suggest to some readers that the second half of the sentence is an authority that you are quoting, not your own opinion. You can avoid that by intelligent marker placement.</i>
Here is another example of when it is better to put it after the term or phrase :	
He was considered a "little lamb" ¹ by most of the criminal world.	<i>The note might read: "A phrase meaning a weak-willed person that was used by street gangs in Algeria in the 1940s."</i>
More examples:	
Hitomaro's "brilliance" ¹ shines in poem number 273.	<i>Where a source has called Hitomaro brilliant, but did not specifically mention poem 273.</i>

Hitomaro's "brilliance" shines in poem number 273. ¹	<i>Where a source has called Hitomaro's poem 273 an example of his brilliance.</i>
Hitomaro wrote lyrically, ¹ and is well known for his long poems as well.	<i>If the first claim is from your source and the second is your own opinion</i>
But,	
Hitomaro wrote lyrically, and is well known for his long poems, too. ¹	<i>If both the first and second claims are from your source.</i>
SOMETIMES A SENTENCE NEEDS REWRITING to insure a clear boundary between your ideas and those of your source.	
This should be considered part of the oral tradition, since it was composed in the fifth century. ¹	<i>The placement of the marker suggests that you mean to attribute both claims to your source. But what if the first half is your idea? (And, especially, what if the author would not agree with you?) Then you should rewrite as:</i>
Konishi asserts that the best composition date for the work is the fifth century. ¹ If that is the case, then it should be considered part of the oral tradition.	<i>Boundary of ideas is clear.</i>

7. Citation method: Paraphrasing – all paraphrased material must be cited and how to paraphrase

7.1. Always cite paraphrased content

In my courses (and anywhere for that matter), **all paraphrased content must be cited**. There is no wiggle room on this one. This is true plagiarism.

7.2. Definitions of paraphrasing

This is the definition from study.com (<https://study.com/academy/lesson/what-is-paraphrasing-definition-examples-quiz.html>):

... using your own words to express someone else's message or ideas. In a paraphrase, the ideas and meaning of the original source must be maintained; the main ideas need to come through, but the wording has to be your own.

I also like the *Cambridge Dictionary* definition:

... to state something written or spoken in different words, esp. in a shorter and simpler form to make the meaning clearer.

What paraphrasing is NOT: a scrambling or switching of words to hide the fact that it is not your idea but rather is based on a secondary source. **That is academic dishonesty**, not paraphrasing.

7.3. Importance of paraphrasing in my courses

I always prefer paraphrasing to quotation. It shows to me that you understand the concept, and it makes reading easier. Quote only when those specific words have value to be read in their specificity. I will always ask, when encountering a quote, "Could this have been better as a paraphrase?"

7.4. How to paraphrase

This is also from study.com (<https://study.com/academy/lesson/what-is-paraphrasing-definition-examples-quiz.html>). It is an excellent description of the correct process:

How do you paraphrase a source?

Read the original two or three times or until you are sure you understand it.

Put the original aside and try to write the main ideas in your own words. Say what the source says, but no more, and try to reproduce the source's order of ideas and emphasis.

Look closely at unfamiliar words, observing carefully the exact sense in which the writer uses the words.

Check your paraphrase, as often as needed, against the original for accurate tone and meaning, changing any words or phrases that match the original too closely. If the wording of the paraphrase is too close to the wording of the original, then it is plagiarism.

Include a citation for the source of the information (including the page numbers) so that you can cite the source accurately. Even when you paraphrase, you must still give credit to the original author.

8. Academic responsibility: The "context is king" standard

The "context is king" standard. This means that, you have given careful thought to the context (both specifically within what you submitting and the overall context of the assignment itself) of your statement, asking, "**Given this specific context (whatever it is) will the reader understand the boundary between my ideas and those that are drawn from secondary**

research material?" If that answer is, "Definitely" you're good to go. If the answer is "probably" rewrite so the answer is "definitely." Errors in this area are plagiarism, whether that was your intention or not. It is your responsibility to give due effort towards avoiding readerly misunderstanding.

9. Academic integrity: The "over-the-shoulder" and "fair & accurate" standards

9.1. Fairness and accuracy

The "over-the-shoulder" standard means that if **the author of a secondary source was able to look over your shoulder when you are quoting or paraphrasing her or him, if she or he can say, "Yes, that is a fair and accurate use of my words / ideas"** then you have done your job. If not, fix the problem.

Failing to meet this standard might not be intentional dishonesty. It might be just sloppy work or weak reading that hurts your credibility. I will probably never know which it is. If your assignment were a public document it might also hurt the reputation of the author and s/he could rightly take action against you. But that isn't our situation. Our situation is me trying to evaluate your work. When you misrepresent someone, your credibility crashes through the floor since now I will wonder if you understood *anything* that you read for your assignment and, too, I doubt will be raised in my mind about your integrity.

9.2. Inappropriate quoting practices

Quoting out-of-context or only partially in ways that benefit the purposes of you as the writer is a common rhetorical move. It is an unfortunate misunderstanding of instructions that have asked for evidence-based essays. It doesn't satisfy the "over-the-shoulder" standard, obviously.

10. Avoid collaborative (group) work when individual work is expected

If an assignment, and that includes essays, is to be completed only by you (the instructions probably say "individual work" but when not, use common sense) then that **really means only by you, in all its aspects**. My written assignments are nearly always premised on "What can this student, entirely on his or her own, do with this prompt?" We do a lot of group work in class but at some point I need to assess your abilities as an individual.

11. Unauthorized collaboration will have a penalty for BOTH the helper and the helped

In my opinion, just about the worst sort of academic dishonesty that occurs in my classes is when someone pressures someone else to do the work for him or her. **Please note that, in order to reduce the number of occurrences of this, in this case I consider both the asker and the giver to be guilty parties, and will prosecute both.** Please use this as your explanation to someone as to why you cannot provide the help requested.

12. Do not ask others to edit your work

For various reasons, some students are weak in the formal English of academic prose. These students sometimes ask others to help them produce an essay that sounds and reads better. While I believe in the important of collaborative work, written assignments in all my classes, unless I state otherwise, are meant to be your individual opportunity to show your understanding and interpretive abilities. Once someone helps you with editing this lined is blurred and it is difficult for me to be sure that the conceptual aspects of your submission are entirely your own.

All students are required to submit work that **has not been edited by others.**

If you feel I cannot understand your English, then please submit **your original draft PLUS the edited draft as ONE document.** Include, at the top of the first page of the submission (not in a message elsewhere) these details, in specifics not general statements to the extent that you can and please remember that honesty is important at this moment:

- who helped
- when they helped
- in what ways they helped

If you are uncomfortable mentioning names, at least give me an accurate description of the individual. I will grade the original but will refer to the edited version if there is something I cannot understand.

Please note that not following the above will be considered academic dishonesty and will incur severe penalties.

13. Recycling work you have done for another class, even partially, is out-of-bounds

The "university" is premised on the concept that undergraduates are to be exposed to a wide variety of types of knowledge. I extend that to include a wide variety of new topics. You might not agree with this but it is my policy. So, in my classes, recycling work from another class is completely out of the question. If you are not sure whether I would think of your submission as "recycling," please contact me. **My definition of recycling is more extensive than you might think.** For example, if I ask you to identify a film or short story for us to view or read, if it is something you studied in another class, it is out-of-bounds.

14. College paper mills, ghostwriters, and other ways to ask someone to write your work for you

Do not purchase essays. Do not pay friends to write essays or complete assignments. Do not pressure friends or anyone else to complete assignments for you. Do not share your work with others in the class if asked. I will not only assign an "F" for the course. I will report you to the University. If you are tight for time, talk with me. Don't order a paper. I usually collect writing samples in class. If your submitted material doesn't match this sample and you explain that you simply have more time to write better when at home, there is the high likelihood that I will not believe you.

Search the term "stylometrics" if you want to see how your writing "fingerprint" can be determined.

15. Avoid looking at the work of others during quizzes and tests

Quite a few students look at the work of other students during quizzes and tests. Mostly this seems to be just competitive curiosity or a habit that the student is unaware of. However, doing so invites others to follow suit. My main reason to ask you not to look around the room is not because I think you will cheat but rather simply to keep control of the room and allow me to spend my time helping students with answers rather than proctoring the event.

If I say, "Please don't look around the room" during a quiz or test it is because I have seen someone do so already 2 or 3 times. I will not make eye contact with the person about whom I am saying it. I don't want to make anyone that nervous during the assessment. We can discuss the issue after you are finished. If you hear the "please don't look ..." comment, ask whether it might be you, perhaps unconsciously looking beyond your own zone. It happens.

If, after such warning or if after a couple of different quizzes the same student seems to continue looking around, I will fail the student on the assessment and ask, usually in the bCourse comments box, for the student to come talk with me.

Please don't wear hats or sunglasses during quizzes and tests, that is, anything that hides your face/eyes.

Consider protecting your work while completing the quiz or tests.

16. Penalties, a short tour

In cases where I have already set my boundaries and the student has over-stepped them, the penalties are final regardless of the reason. Therefore, **it is best to read these pages with care at the beginning of the term, keep them in mind, and review them at key times.**

In areas where, in my judgment, it seems that there was a strong (not maybe) legitimate possibility of an understanding, at minimum the work will need to be redone, probably an essay on these pages required or something similar, and past work might be reviewed and past work might sometimes voided with or without review, depending on the nature of the assignment.

The below is typical of the penalties incurred but can be more or less severe depending on the specifics of the situation.

Any of the below except the first one makes it very unlikely I would write a recommendation letter for you in the future.

One of the forms to be completed is the "Faculty Disposition for Academic Dishonesty" (<http://sa.berkeley.edu/sites/default/files/Signed%20Faculty%20Disposition.pdf>). Depending on the case, I will complete this form.

16.1. For looking at the work of others during a quiz or exam

Half-credit, no credit, or "F" for the quiz or exam.

16.2. For cheating during an exam

"F" for the exam, possibly "F" for the course, possibly a report to the University.

16.3. For when others edit your work

No credit for the work and probably a required redo, if the student wants to pass the course. This might need to be completed in my office, without devices, or, alternatively, the student will need to also pass an oral quiz on the content of the work.

16.4. For unauthorized collaboration

No credit for the work and probably a required redo and a breakup of the team in most cases.

16.5. For plagiarism

I will fail the student on the assignment. I will also ask the student to come to the office and discuss what happened. Depending on how that conversation goes, I might go back and review earlier work by the student. I will almost always ask for an essay related to plagiarism. There may be other actions. In truly serious events I might fail the student for the course, or report her or him to the university, or both.

16.6. For submitting papers complete by others

"F" for the course and a report to the University. If I can identify the ghostwriter, and that individual is also a Berkeley student, that person will be reported, too.

16.7. For copying homework

A redo of the work. Probably specialized, individualized assignments going forward possibly with some required office visits to quiz content.

16.8. For recycling work from other classes

A redo of the work, based on a topic and prompt I create, not one of the student's choosing.