

FP Academic Integrity

Lesson plan

Fall 2022

Enduring understandings

1. Being a part of the scholarly conversation includes acknowledging previous ideas and authors.
2. Intellectual integrity is the underpinning for all educational, scholarly, and creative work at Knox College, and the Knox Honor Code is the mechanism that governs this ethical behavior.

Essential questions

1. Can a community create/maintain standards for discourse and communication?
2. What are the ethics of participating in a scholarly community?
3. Why does our community need an honor code?
4. How is our community shaped by our honor code?
5. Why does citation practice matter?

Knowledge, Skills, and Values

1. Students will know....
 - What academic practices promote integrity and honesty in academic work.
 - Why integrity matters on a college campus
 - How to get help with issues of academic integrity or citation.
2. Students will be able to...
 - Follow the Honor Code by citing sources, evaluating what needs citation, and taking unproctored exams
 - Define integrity (especially as it pertains to the college environment)
 - Discuss how and why credit is given
 - Know when and where to get appropriate help in interpreting anything related to academic integrity
3. Students will value...
 - Taking responsibility for their work
 - An environment of trust on campus (among students, between students and faculty) created by the Honor Code
 - Giving credit to whom it is due

Assessments of knowledge, skills, and values

- Measuring Honor Board referrals to the library
- Google form results for Who Gets the Credit activity
- Discuss outcomes with FP Faculty and FP Steering Committee

- FP Paper Assment (December)

Learning Activities

- Honor Code definition pair/share discussion
- Phone search activity: fact-finding race (for example, find Knox's Honor Code online)
- Who Gets the Credit activity

Resources

- Knox Honor Board Video
- Knox College Honor Code Video
- Powerpoint Slides
- Who gets the credit google form and item sheets

Methods

- Introduction of self (2 minutes)
- Integrity definitions
 - Read the various definitions
 - Ask: Do any of these definitions resonate with you? Which one? Why?
 - Do you have a better definition of integrity?
- Video- Knox College Honor Code Video (3 minutes)
 - Discuss issues with the video
 - Only one student is named although two did the work- Ismatt Kattani '51 is mentioned, the other is Glenn LeFevre '50
 - Link to the article with more info:
https://docs.google.com/document/d/1WOpeM5ZMZs-ub0PS--lvOC1ZZu2xYKuWK7_FRa8YWWM/edit?usp=sharing
- Discuss official Knox College Honor Code (7-10 minutes)
 - Video Introduction from Knox Honor Board
 - Remark on the dry, officious language so ask the students...
 - What is it about the 'academic' that must be kept with integrity? How do you show you have integrity at this level of education?
 - Why does academic integrity matter? Why do (or should) you care?
 - Students usually focus on avoiding rule-breaking (plagiarism, expulsion, etc...) tie answers back to previous question of 'integrity' & 'academic'.
 - It shows your reader (or instructor) that you've done the homework, proven you know what you are talking about, considered all sides, cited your sources. Big picture: Imbues you

with authority and participating in the cyclical nature of scholarly discussion

- Allows personal growth, you can recognize your own strengths/weaknesses, develop communication oral/written skills, build self-confidence.
- Level playing field between you and peers, allows instructor feedback to be useful and targeted. Big picture: Value in your education.
- Situations where you and academic integrity interact: (<10 minutes)
 - Tests/Quizzes/Examinations/cell phone activity (don't tempt others/yourself)
 - Ask students how quickly they can find the the locations of the other Lincoln-Douglas Debates by using their phones (put question on slide)
 - Besides Knox College, what where the locations of the Lincoln Douglas Debates?
 - Would doing this kind of search be ethical during a test or quiz?
 - What about texting the answer to a friend?
 - Collaborative Work (lab work, team assignments, anywhere where everyone should pull their weight)
 - Opportunity for instructor input
 - Written Expression (essays, research papers, journals)
- Discuss the Whys
 - Why does plagiarism happen
 - Allow for student discussion (if they offer any)
 - #1 Reason- procrastination
 - a study of German university students, researchers found the following, "In measuring academic procrastination six months prior to academic misconduct, we found that academic procrastination affected the frequency of all forms of academic misconduct and its variety" (Patrzek, 1014). In other words, the more students procrastinated, the more they were likely to plagiarize, cheat, or offer a fake excuse"
 - Prevention
 - These answers are too easy- but they are the ones most commonly shared
 - Be sure to mention that some of these methods might be difficult for some students.
 - There is a difference between procrastination and executive dysfunction.
 - Know how your brain works and how best to approach an assignment.

- What do you need?
 - Extra time? (contact disability services to be sure you have your accommodations squared away)
 - Structure- Visit CTL for help creating a plan
 - Resources- Visit the library or make an appointment with a librarian
 - Other reasons
 - Discuss reasons as listed on slide 10
 - Transition to Who Gets the Credit Activity (8-10 minutes)
 - Say: “One of the challenges when it comes to integrity is determining who should get the credit for an idea. We had an example of this already today with the honor code video.
 - Divide students into groups (3-5 students in small classes, larger if needed)
 - Have students scan the qr code to access the google form for the activity.
 - Hand out the Info sheets for each item.
 - Students use their phones or computers to answer the questions on the google form: <https://forms.gle/CUVpZsrmkg4YtBZm7>
 - The goal is for students to think about how credit is given and to whom it is given.
 - Links to articles used/answers
 - Monopoly
<https://www.themarysue.com/women-scientists-men-took-credit-for/>
 - Paper Bag
<https://www.themarysue.com/women-scientists-men-took-credit-for/>
 - The Cotton Gin
<https://www.archives.gov/education/lessons/cotton-gin-patent>
 - Telephone
<https://www.loc.gov/everyday-mysteries/technology/item/who-is-credited-with-inventing-the-telephone/>
 - Corn Husker Sheller
<https://www.ipwatchdog.com/2021/02/01/better-way-husk-martha-jones-first-black-woman-receive-patent/id=129514/>
 - Bluetooth
<https://www.thoughtco.com/who-invented-bluetooth-4038864>
 - Cotton Scraper
<https://www.smithsonianmag.com/innovation/with-patents-or-without-black-inventors-reshaped-american-industry-180962201/>
 - Steamboat Propeller
<https://theblackhistorychannel.com/2013/benjamin-montgomery-slave-inventor/>

- Boyd Bedstead
<https://www.nkytribune.com/2019/02/our-rich-history-henry-boyd-once-a-slave-became-a-prominent-african-american-furniture-maker/>
 - The Pulsar
<https://www.themarysue.com/women-scientists-men-took-credit-for/>
 - Computer Programming
<https://www.themarysue.com/women-scientists-men-took-credit-for/>
 - Opiate Receptor <http://candacepert.com/about-biography/>
 - Bloodmobile
<https://www.mentalfloss.com/article/638823/scientists-who-didnt-get-credit>
 - Kayak <https://en.wikipedia.org/wiki/Kayak>
 - Syringe
<https://www.forbes.com/sites/nicolefisher/2020/11/29/7-native-american-inventions-that-revolutionized-medicine-and-public-health/>
 - Nuclear Fission
<https://theconversation.com/lise-meitner-the-forgotten-woman-of-nuclear-physics-who-deserved-a-nobel-prize-106220>
- This is why citation matters. We aren't going to get into the details of how to cite right now, but it's important to still understand WHY we cite.
 - But WHY do we cite?
 - this slide is based on Becca's current research, so your mileage may vary and you may want to alter how you approach this slide
 - Link to the draft of Becca's work if you really want to read more and understand where these concepts come from
https://docs.google.com/document/d/1ONqS595yMsrijMzINLzN_g8dSqHdBpZBbc1yoo_aUHc/edit?usp=sharing
 - Key point on ownership: The concept of ownership undergirds the process of attribution. There is an assumed owner of a text- of a piece of knowledge- and that owner must be credited. The provenance of ideas and concepts relies on proper citation. Even so, ownership itself is problematic. Anderson and Christensen discuss these problems as a reflection of a colonial property paradigm that reinforces settler-colonialism.¹ Attribution is a technique of ownership and it is, "encoded with colonial property

¹ Anderson and Christen, "Decolonizing Attribution," 116.

privilege and racialized subject positions which prevent, or at least make incredibly difficult, those originally excluded from holding that status, any entry back to disrupt or unsettle the conditions inherent in the making of the record or the document.”²

- Key point: To be clear, marginalized groups are historically under cited in the literature of their various disciplines.³ This has a direct impact on promotion and tenure status in the academy, but it also serves to further marginalize the voices of people of color, women, LGBTQ folks, and indigenous scholars. White privilege permeates all levels of the academy,⁴ and libraries record, store, catalog, teach and sustain these patterns of oppression.⁵ Faculty may not be actively excluding marginalized voices from their courses or from their own research; however, they often replicate the canon they were taught- a canon that excludes voices and further limits the participation of scholars of color.⁶ The very acts of authorship and citation confer values on certain texts and exclude others;⁷ not every community’s texts are valued in the same way.⁸
- Of course How to cite something properly will matter- but that’s not the important thing we want you to take from today. If you DO need to cite something and need to know how, here are the two best resources.

Optional: If there is time:

- Transition into how there are 3 ways to use your sources as the foundation: quote, paraphrase, & summarize
 - Ask: what is quoting?
 - Using the author's' words verbatim, usually important when wanting to maintain a lyrical turn of phrase (i.e. literature/poetry). Repeat how instructors don’t want papers filled with endless quotes, so try using the other two citation methods as a springboard for your ideas...
 - Ask: what is paraphrasing?

² Anderson and Christen, 124.

³ Aksnes et al., “Are Female Researchers Less Cited?”; Davenport, “A Protested Appointment?”; McElhinny et al., “Gender, Publication and Citation in Sociolinguistics and Linguistic Anthropology”; Dworkin et al., “The Extent and Drivers of Gender Imbalance in Neuroscience Reference Lists”; feministkilljoys, “Making Feminist Points”; Smith, “Cite Black Women: A Critical Praxis”; Te Punga Somerville and Somerville, “He Korero e Pa Ana Kit e Toa Takitini”; Atchison, “Negating the Gender Citation Advantage in Political Science.”

⁴ Bolles, “Telling the Story Straight,” 57.

⁵ Pashia, “Examining Structural Oppression as a Component of Information Literacy,” 88.

⁶ Pashia, 91.

⁷ Elmborg, “Information Literacy and Writing across the Curriculum: Sharing the Vision,” 195.

⁸ Mott and Cockayne, “Citation Matters: Mobilizing the Politics of Citation toward a Practice of ‘Conscientious Engagement,’” 962.

- Expressing someone else's thoughts/ideas in your own words. Don't just change the words/structure of the original passage. Internalize what the author is expressing and say it differently.
- Ask: what is summarizing?
 - Concise summary or a longer section, book, etc... If someone asks you how a movie was, you don't act out the whole thing for them. You summarize the main points/ideas/plot in a couple of sentences.
- End with a question about what they learned today and mention that the librarians are here to help. We don't want this to be the only time we see them, stop by the library/reference desk with any questions.