

# Information for Course Instructors about the Honor Code of Emory College of Arts and Sciences

## 2017-2018

### The Honor Code

The [Honor Code](#) of Emory College requires all students to maintain a standard of absolute integrity in all their academic work. Acts of academic dishonesty, such as plagiarizing, cheating, or lying to an instructor for academic advantage, are resolved through a student- and faculty-led Honor Council, and all members of the Emory community have a duty to report any suspicion of misconduct. We hope that you do not have to face such a situation while teaching in the College, but the Honor Council is prepared to investigate any reports in an efficient and professional manner.

There is a great deal you can do to minimize opportunities for academic misconduct. We encourage you to talk about the Honor Code throughout the semester and to explain your particular expectations with regard to academic integrity. Consider having a conversation about why academic integrity matters to you personally. Discuss notable examples of academic dishonesty in your field (i.e. cases of plagiarism by scholars or falsifying data in research projects). Introduce class assignments that are related to the Honor Code or academic integrity (e.g. have students identify problems such as lack of quotation marks, missing citations, or improper paraphrasing in a fabricated sample paper). Finally, consider incorporating the practices below where appropriate to curb opportunities for cheating and other forms of dishonesty.

### Plagiarism

Plagiarism is a violation of the Honor Code whether it is intentional or not. It is common for students accused of plagiarism to plead ignorance, and the Honor Council is trained in investigating the validity of such claims. When a student is found guilty of plagiarism, the Honor Council can mandate specific educational sanctions, such as working with a graduate fellow in the Writing Center or ESL services to educate students about proper methods of citation. Cases of plagiarism may be avoided by incorporating the following practices:

- Students' experiences in quoting and citing material vary widely, so it is important to talk to your class about the standards for your discipline and provide examples of the proper methods for quoting, paraphrasing, and citing sources. Be clear with your students about whether they are permitted to consult outside sources for their papers. Require citations and a bibliography in such instances.
- Plagiarism detection programs (such as Unplag available through Canvas) compare students' papers to internet sources and a database of work previously submitted. Requiring your students to submit assignments through these programs provides a significant deterrent against plagiarism.

- Avoid assigning generic research papers and break down or scaffold the component parts (proposal, outline, bibliography, draft, etc.). Many papers are available for purchase on the internet, and students can pay online services to write custom papers for them. Assignments that are narrower in scope and tied closely to class material make it more challenging for students to plagiarize deliberately.

## **Exams**

The Emory College Honor Code does not prohibit instructors from proctoring exams and taking measures to reduce opportunities for cheating. Actively proctoring exams by monitoring students and wandering around the classroom may greatly reduce any temptation on the part of students to cheat, especially in large classes.

The Honor Code specifies that faculty may establish reasonable policies to protect the security and integrity of exams and quizzes. Any special policies you have should either be stated clearly in the syllabus or in written instructions for the exam given in advance. If students fail to comply with the policies prior to the start of the exam, you may withhold the exam until the student complies with your instructions. If a student violates the policies during the exam, you should take steps to protect the integrity of the exam, but allow the student to complete it. You may then contact the Honor Council to determine if opening an Honor Council case is warranted.

Some professors in the College have adopted and suggested specific practices to prevent misconduct:

- Require students to place their personal belongings at the front of the room.
- Assign seats or keep track of where students are seated during an exam.
- When space permits, ask students to leave a desk between them.
- Never use the same exam twice. Students sometimes post copies of old exams to websites that facilitate cheating.
- Give two or more different versions of the exam. Even changing the order of questions can make a big difference.
- Keep track of the number of exams given out and turned in.
- If students are required to bring blue books, collect them and redistribute them to the class.
- For large exams, use multiple proctors.
- Do not allow more than one student to leave the exam period at a given time. You may require students to surrender their smartphones and sign out to use the restroom. Be aware that the occasional student, intent on cheating, may try to bring multiple smart devices.
- Move individuals who are engaging in suspicious behavior. Without drawing attention to a particular student, reassign seats for a group of students.
- If you see a student consulting notes or crib sheets, you may ask for this material. However, you must allow the student to complete the exam.
- Check the nearest bathroom for hidden study materials before and after the exam.
- Scan exams before returning them to prevent a student from altering answers and requesting a re-grade.

- If you assign take home exams, consider making them open book. Closed-book take-home exams invite misconduct. It is also important to review your expectations for citing and quoting material.

### **Electronic Devices during Exams**

The Honor Code prohibits the use of smartphones, tablets, laptops, and similar devices for any reason during exams and quizzes except in those cases when the instructor has made an exception (e.g. calculators for a quantitative exam, or an open notes, open-internet exam). If you observe a student using a phone or other device, you should make an effort to determine what the student is doing on the phone and then inform the student that the use of electronic devices is prohibited. Ask the student to turn off and store the device and allow the student to complete the exam. Some faculty members will also ask the student to show them whatever app or information is open on the screen; keep in mind, however, that *any* use of an electronic device is prohibited. After the exam, report the incident to the Honor Council, which will investigate and hear the case.

### **Collaboration**

Define in your syllabus and assignments what is permissible in terms of collaboration on homework, lab reports, and other assignments. Be explicit. If no collaboration is permitted, indicate that students are not allowed to discuss *or* to exchange work. If some collaboration is permitted, explain what is acceptable. If the assignment is highly collaborative, consider allowing groups to submit one group report.

### **False Information and Data**

Falsifying data is a grievous professional offense, but undergraduates sometimes view this as trivial. Discuss with your students the implications of falsifying or misrepresenting information.

### **Syllabi**

Students report that professors and course syllabi are their best sources of information about the Honor Code. Include your specific expectations with regard to academic integrity and any particular exam or testing policies. You may also include the following statement in your syllabus:

*The [Honor Code](#) is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to use an electronic device during exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during exams without explanation. You also affirm that if you witness others violating the Honor Code you have a duty to report them to the instructor or the Honor Council.*

## **Policy for Late Assignments**

Students sometimes turn in dishonest work rather than submitting something late. Be clear with your students about your policies involving extensions and late work. Stress that losing points for a late assignment is preferable to being reported to the Honor Council and receiving an F in the course.

## **Reporting Violations**

If you believe a student has violated the Honor Code, do not confront the student. Please contact Ms. Blaire Wilson, Assistant Director, in the Office for Undergraduate Education. She will advise you on how to handle the situation and, if appropriate, open an Honor Council case. If a formal charge is made, the students and faculty of the Honor Council will investigate the case and hold a hearing to resolve it. Details of the investigation and hearing process can be found at the [Honor Council website](#).

An Honor Code violation will typically result in an F in the course and a mark on the student's record, which is usually reportable for seven years; however, the Honor Council may recommend a lesser penalty, such as a verbal warning, for unintentional or less egregious violations and a more severe penalty, such as suspension or permanent dismissal, for flagrant or repeated violations. A mark on the student's record may be reported to graduate and professional schools, employers, or academic programs, such as study abroad.

Instructors are sometimes tempted to handle academic misconduct on their own, but we strongly encourage you to report any suspicion of misconduct. There are many reasons why it is important to follow the Honor Council process:

- It contributes to a culture of academic integrity on campus.
- It provides students with due process; and accused students have the right to an Honor Council investigation and hearing.
- The Honor Council strives to ensure standard sanctions in cases of guilt so that students don't receive arbitrary or widely different punishments.
- The process itself (in addition to any sanctions) is a deterrent against future academic misconduct.
- Reporting a case removes the situation from your hands so that you can focus as best as possible on instructing the student.
- A student may have a prior history of academic misconduct.
- Sometimes dishonest behavior continues even after a professor has tried to address it. Failing to report the misconduct in the first place may make it more difficult to correct the issue.

## **Faculty Participation on the Honor Council**

Faculty members play a valuable role in upholding the academic integrity and high standards of Emory College, and their participation is crucial to the Honor Code process. Working with student members,

faculty advisors typically investigate two or three cases each semester. This process involves meeting with the faculty member who reported the case and the students involved in the incident. Faculty members also serve on Honor Council hearings two to four times each semester depending on the number of cases.

To be eligible to serve as a faculty advisor, an individual must be a member of the Emory College of Arts and Sciences faculty. "Faculty member" is defined in the formal sense, according to the Emory College Faculty By-Laws: "Regular members are those full-time faculty who hold regular appointments at the ranks of professor, associate professor, assistant professor, professor of pedagogy/practice/performance, senior lecturer, lecturer and whose primary appointments (at least 50%) are in Emory College."

Faculty members interested in consideration for these important roles in supporting academic integrity should contact Jason Ciejka, [jciejka@emory.edu](mailto:jciejka@emory.edu), for more information.

### **Contact Information**

#### **Emory College Honor Council**

Assistant Dean, Dr. Jason Ciejka, [jciejka@emory.edu](mailto:jciejka@emory.edu), 404-727-0674

Assistant Director, Honor Council, Ms. Blaire Wilson, [blaire.wilson@emory.edu](mailto:blaire.wilson@emory.edu), 404-727-8928

### **Additional Resources**

Emory College Honor Council:

<http://www.college.emory.edu/home/academic/honor-council/index.html>

Woodruff Library, Guide to Citing Sources:

[http://guides.main.library.emory.edu/citing\\_your\\_sources](http://guides.main.library.emory.edu/citing_your_sources)

International Center for Academic Integrity:

<http://www.academicintegrity.org/icai/resources-4.php>

James Lang. Cheating Lessons: Learning from Academic Dishonesty. Cambridge, Mass.: Harvard University Press, 2013.

Donald McCabe, Kenneth Butterfield, and Linda Treviño. Cheating in College: Why Students Do It and What Educators Can Do about It. Baltimore: Johns Hopkins University Press, 2012.