

Academic Honesty Student Sanction Guidebook

Student Conduct and Community Standards' primary purpose is to be educational. In a recent assessment, students were asked what they hoped to gain from the conduct process; the primary theme that emerged was a desire for learning and education. In light of this view and the office's mission, students are provided with a menu of educational sanctions to choose from, allowing them to participate in developing their own individualized learning experiences. The goal of this process is to provide a framework for **intentional** and **purposeful** sanctioning consistent with the department's identified learning goals.

Academic Honesty Learning Goals

The conduct process is designed to facilitate achievement in learning goals. Educational sanctions should be linked to at least one the following learning goals for students.

As a result of involvement with the conduct process as related to Academic Honesty students will:

- **Relate University policy to daily life.**
- **Apply information and experiences to a new situation.**
- **Articulate rationales for personal behavior.**
- **Articulate the values and principles involved in personal decision-making.**
- **Differentiate between their own ideas and the ideas of others.**

Students will be evaluated on their achievement of these learning goals through a collaborative sanctioning process and use of a rubric based on the Association of American Colleges and Universities (AAC&U's) VALUE Rubrics. Students are **not** expected to excel at all learning goals through one encounter, but rather multiple touch points, or even recidivism, may be required to achieve desired learning outcomes.

Using the Sanction Guidebook to select Sanctions

SELECTING APPROPRIATE SANCTIONS

Disciplinary Conferences

In a face-to-face meeting, the Conduct Officer and the student should identify individual learning goals. This process should be collaborative. The student and the Conduct Officer should agree on learning goals based on the unique needs of the student and the circumstances of the incident.

When selecting sanctions, the Conduct Officer should take into consideration the student's demonstrated level of ability as related to the learning goal. Based on the student's individualized need, the student and the Conduct Officer should agree on the level of ability from which to complete sanctions. Students should select sanctions that will meet their learning goals in, or just above, their demonstrated level of ability.

The process of selecting sanctions may happen in one, or multiple meetings. The sanctions selected should be approved by the Conduct Officer prior to completion.

Using the Sanction Guidebook to select Sanctions (Continued)

SELECTING APPROPRIATE SANCTIONS (Continued)

University Hearing Board

The University Hearing Board is encouraged to use the Sanction Guidebook to inform their sanctioning process. The Hearing Board may ask a student questions throughout the Hearing to inform their understanding of the student's demonstrated level of ability as related to the learning goal in order to select appropriate sanctions.

Faculty

Faculty may use the Sanction Guidebook after first-time Academic Honesty Violations in a similar manner. Faculty can speak with the student, and together with the student, determine what the student needs to learn to be successful. Faculty and student should use the sanctions provided to formulate a learning goal for the student. Faculty who wish to receive training about the use of the Sanction Guidebook, or who would like to consult with the Student Conduct and Community Standards Office about the use of the Sanction Guidebook should call the office at 516-877-3612.

EVALUATING LEARNING GOALS

About the Rubric

This rubric is adapted from the Association of American Colleges and Universities (AAC&U) VALUE Rubrics. The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning. The core expectations articulated in the VALUE rubrics were translated into the language of our campus and altered for the purpose of use in Academic Dishonesty incidents. The utility of the VALUE rubrics is to position learning within a basic framework of expectations such that evidence of learning can be shared through a common dialog and understanding of student success. The VALUE rubrics are widely used throughout the country in many institutions of higher education and throughout disciplines.

Using the Rubric

After the student completes the assigned sanctions, the Conduct Officer, Hearing Board, or Faculty member should measure the student's learning through the use of the rubric to determine the success of the sanctioning in achieving the stated learning goal(s). If a student does **not** meet at least one milestone, then the student may be asked to redo the sanction, or select a new sanction to complete from the Sanction Guidebook that will better help the student reach the learning goals. This process can be repeated at the discretion of the Conduct Officer, Hearing Board, or Faculty until the student has achieved the desired level of learning appropriate for the incident.

Academic Honesty Learning Outcome Rubric

Evaluators are encouraged to assign a zero to any outcome that does not meet benchmark (cell one) level performance.

AAC&U Value Rubric	Unit Learning Goal	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Information Literacy	Students can differentiate between their own ideas and the ideas of others.	Student demonstrates understanding between their own ideas and that of ideas requiring attribution. Student can use correctly the following information strategies: citations, references, paraphrasing, and summarizes a full understanding of ethical and legal restrictions on the use and published material of outside resources.	Student can identify the correct use of the following information strategies: citations, references, paraphrasing, summary, or quoting, and demonstrates a full understanding of ethical and legal restrictions on the use of published material and outside resources.	Demonstrates a full understanding of ethical and legal restrictions on the use of published material and outside resources.	Demonstrates a basic understanding of ethical and legal restrictions on the use of published material and outside resources.
Foundational Skills	Student applies information and experiences to a new situation.	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to new situations	Makes references to previous learning and shows evidence of applying that knowledge and those skills to new situations	Makes references to previous learning and attempts to apply that knowledge and those skills to new situations.	Makes vague references to previous learning, but does not apply knowledge and skills to new situations.
Foundational Skills	Student relates University policy to daily life.	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about academic and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about academic or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about academic or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about academic or life events.
Problem Solving/Creative thinking	Student articulates a rationale for personal behavior.	Creates or evaluates a plan to apply a different approach to solve the problem that directly addresses the rationale for the behavior.	Demonstrates ability to theoretically apply one or more alternative approaches to solve the problem, or plan to change the rationale for the behavior.	Analyzes one or more alternative approaches to solve the problem, or analyzes personal rationale for the behavior.	Identifies one or more alternative approaches to solve the problem that were available, or identifies one or more rationales for the behavior.
Ethical Reasoning	Student articulates the values and principles involved in personal decision-making.	Student discusses in detail and analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity as related to personal decision making.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs as related to personal decision making.	Student states both core beliefs and the origins of the core beliefs as related to personal decision making.	Student states either their core beliefs or articulates the origins of the core beliefs but not both as related to personal decision making.

Adapted from AAC&U Value Rubrics

UNDERSTANDING THE LEVELS OF ABILITY

All students have different ability levels as they work their way towards achievement of their learning goals. This Sanction Guidebook categorizes learning levels into a three level hierarchical ordering based on Bloom's Taxonomy (Bloom 1956/2001). For example, a student who cannot remember or understand the University policy violated, probably cannot create a plan to avoid violating that policy in the future, or evaluate the reasons for behavior as related to that policy. Students need to have **foundational ability levels** before moving onto more complex ability levels. Conduct Officers and others should choose sanctions just above or at the student's current ability level to assist students in demonstrating achievement of selected learning goals.

Level 1: Remember/Understand

Students in this category are at the levels of ability known as **Remembering** and **Understanding**. This is a foundational level of knowledge necessary to achieve at other levels. Students in this category can recognize or recall relevant knowledge through definitions, or lists. These students construct meaning by explaining, interpreting, discussing, or summarizing. For example, students in this category might be able to list the possible violations, or summarize University expectations. Sanctions at this level build foundational knowledge in all areas. Many of these sanctions can be completed **during** face-to-face meetings. Conduct Officers and others may find completion of these in-meeting sanctions sufficient, or may use in-meeting sanctions to assess the student's current knowledge level and assign additional sanctions to build on this knowledge. Many students can likely achieve this level of demonstrated ability through a thoughtful conduct meeting.

Level 2: Apply/Analyze

Students in this category are at the levels of demonstrated ability known as **Applying** and **Analyzing**. At this level, the student can use information in a new way or understand how ideas or concepts relate to each other through comparison, questioning, or criticism. For example, a student at this level might be asked to apply what they learned to a new situation or set of facts, compare alternative solutions, relate what they learned to daily life or another discipline, discuss the impact of their actions on another person, or present information in a new way for others. Many students are likely in this level.

Level 3: Evaluate/Create

Students in this category are at the levels of demonstrated ability known as **Evaluating** and **Creating**. At this level, students make judgments to justify and support decisions. They can assess a variety of options, make recommendations and evaluate different perspectives or scenarios. They are able to piece elements of knowledge together to create something new, such as a new idea, design, project, etc. For example, students might create or develop a new plan of action to meet their goals or change their behavior, take a persuasive position, make recommendations to their peers, assess the best way to move forward, or evaluate their past decisions to formulate new ways of being or behaving.

Bloom's Taxonomy Level of Ability	DESCRIPTION:
Remember	The student recognizes and recalls relevant knowledge: define, list, recall, describe, identify.
Understand	The student constructs meaning: interpret, discuss, explain, compare, summarize, rephrase.
Apply	The student can use information in a new way: illustrate, discuss, demonstrate, prepare.
Analyze	The student can distinguish between parts, how pieces relate to each other: compare, criticize, question, distinguish, etc.
Evaluate	The student makes judgments or justifies and supports decisions: appraise, argue, defend, support, test, verify, assess, recommend, etc.
Create	The student puts elements of knowledge together to form a functional whole, create something new (a product, point of view, etc.): construct, design, develop, formulate, organize, etc.

LEARNING GOALS

During a meeting or hearing, students and staff should review the learning goals below. Together with the Conduct Officer, Hearing Board, or Faculty, students should discuss and select the most appropriate learning goal, and determine the appropriate level from which to select a sanction. The completed sanction will be evaluated by the rubric provided in this Guidebook to determine whether or not the student has met the learning goals. **All of these sanctions can be modified to fit the needs of the student or incident.**

INDEX

LEARNING GOAL #1:	6
Student can relate University policy to daily life.	
LEARNING GOAL #2:	8
Student can apply information and experiences to a new situation.	
LEARNING GOAL #3:	10
Student can articulate rationales for personal behavior.	
LEARNING GOAL #4:	12
Student can articulate the values and principles involved in personal decision-making.	
LEARNING GOAL #5:	14
Student differentiates between their own ideas and the ideas of others.	

LEARNING GOAL #1: Student can relate University policy to daily life.

Level 1: Remember/Understand

Sum it Up - Sum up the result of your incident in one, appropriate, word. Explain why this is the word you chose to summarize your incident, and explain how you are currently feeling about this incident. This can be done through written, verbal, or both styles of communication.

Domain(s): Cognitive Complexity

Construct a tweet- Take out your phone and type a tweet (it does not actually have to be on twitter; it can be in a text message) that explains the policy you violated.

Domain(s): Knowledge Acquisition

One minute paper expectations - Using a piece of paper, in one minute summarize your understanding of University expectations of you as a result of this incident.

Domain(s): Knowledge Acquisition

One minute paper plagiarism - Using a piece of paper, in one minute summarize your understanding of plagiarism.

Domain(s): Knowledge Acquisition

Level 2: Apply/Analyze

Attend a Program/Workshop - Attend an approved educational program on an approved topic (such as a workshop offered by the Writing Center). Write a reflection paper on what you have gained from this experience. This paper must be typed, double-spaced and should address the following:

- (1) What policies did you violate?
- (2) How does the information presented in the educational program relate to the policies that you have violated in this instance?
- (3) If placed in the same situation that led to the incident, how would your actions be similar or different?

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence

Meet with Writing Center staff – Make an appointment with a staff member in the Writing Center to review a topic relevant to the incident. The topic might be on plagiarism, using proper citation, conducting research, or organizing your writing. Before your appointment, you must create a list of learning objectives that you have for the meeting. These learning objectives can be in the form of questions you want the staff to answer for you. You must submit this list of learning objectives to Student Conduct and Community Standards (or your faculty member) for approval **before** your appointment. After the appointment, write a two-page summary of **how** you will apply this knowledge in the future. Consider whether or not you need additional education or resources in order to use what you have learned effectively in the future.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence

Am I trustworthy? – Consider whether or not you value trustworthiness. Is being trustworthy something you strive to be? Analyze **how your actions as related to this incident reflect on your trustworthiness?** Whose trust have you broken as a result of this incident and why might someone believe that you are less trustworthy if they learned that you were academically dishonest? After you consider these questions, choose one of the following:

- **Reflection Paper:** Write a three-page reflection paper explaining how your actions as related to this incident reflect on your trustworthiness. Whose trust have you broken and why might people find you to be less trustworthy if they learned that you were academically dishonest? This paper must be typed, double-spaced and include proper grammar, spelling, etc.
- **Draw/Paint Your Reflection:** Draw or paint your reflection to these questions. This product can represent your reactions, feelings, or thoughts related to the questions. Your drawing may be digital. Include a one paragraph explanation of your drawing or painting.

Domain(s): Cognitive Complexity, Intrapersonal Competence

Level 3: Evaluate/Create

Informational Poster - Create a poster for your peers to explain the Academic Honesty violation at issue in this incident. Explain the importance of Academic Integrity as it relates to this particular violation and the possible consequences on the individual, the community, and academics if people engage in this kind of behavior.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement

Buzzfeed Meme/Gif List or Quiz - Create a BuzzFeed list that will provide information to other students that might help them better understand Academic Dishonesty. Examples may include “10 Resources to avoid Plagiarism Pitfalls” or “8 Ways to Organize yourself during syllabus week.” At the end of the list, please answer the following questions.

1. What are the potential consequences for future violations of the University’s Academic Honesty policy?
2. Explain the expectations of Adelphi University for student behavior and how these expectations relate to student life.
3. What can you do to avoid violating this University policy in the future?

This paper must be typed, double-spaced, and contain appropriate grammar and spelling.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement

Letter for First Year Self - Write a letter to yourself as a first-year student in college or high school senior self, you are expected to address the following: (1) What advice do you now know that you wish you knew earlier about Academic Integrity? (2) How would this information have been helpful to know when entering into college? This letter may not be used to justify your actions or evaluate the actions of others? (3) What advice do you have for a first-year college student or high school senior self about developing good academic habits? This letter should be no less than 250 words, typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence

LEARNING GOAL #2: Student can apply information and experiences to a new situation.

Level 1: Remember/Understand

Create a list - Using a piece of paper, create a list of all of the areas of your life in which your Academic Integrity will affect you.

Domain(s): Knowledge Acquisition

Values list - Using a piece of paper, create a list of all the values that you believe are relevant to Academic Integrity. Circle the values that most important to you **and** that you feel apply to other areas of your life.

Domain(s): Knowledge Acquisition

Create a list of goals - Using a piece of paper, create a list of at least five goals that you have before you graduate. If you continue to violate the Academic Honesty policy, circle the goals that will be affected by this choice.

Domain(s): Knowledge Acquisition, Intrapersonal Competence

Level 2: Apply/Analyze

Autobiography Essay - Write an autobiographical essay (at least 500 words). Focus on what your life was like prior to attending Adelphi, how your life has changed during your time at Adelphi, and the events that led to your current situation. **Finally, explain what you have learned from this experience and how you plan to make a positive contribution to the Adelphi community.** This paper must be typed, double-spaced, and contain appropriate grammar and spelling.

Domain(s): Cognitive Complexity, Civic Engagement, Intrapersonal Competence

Ted Talk Video - Watch a Ted Talk assigned by the Conduct Officer/Hearing Board and write an essay (at least 250 words) on what you learned from the video. Write a response that answers the following: (1) Demonstrate your level of understanding of what you learned from the video and also how you can apply concepts from the video to your life. (2) What was the speaker's main message? (3) What part of the video resonated with you the most? (4) Are there any tools that could be implemented in your life? What are they? (5) In what ways do you plan to incorporate the lessons shared by the speaker in your own life? (6) In what ways has this video changed your perspective or understanding of your experience? This essay may not be used to justify your actions or evaluate the actions of others. This essay should be typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Knowledge Acquisition, Cognitive Complexity

Attend a Program/Workshop - Attend an approved educational program on an approved topic (such as a workshop offered by the Writing Center). Write a reflection paper on what you have gained from this experience. This paper must be typed, double-spaced and should address the following:

- (1) What policies did you violate?
- (2) How does the information presented in the educational program relate to the policies that you have violated in this instance?
- (3) If placed in the same situation that led to the incident, how would your actions be similar or different?

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence

Meet with Writing Center staff – Make an appointment with a staff member in the Writing Center to review a topic relevant to the incident. The topic might be on plagiarism, using proper citation, conducting research, or organizing your writing. Before your appointment, you must create a list of learning objectives that you have for the meeting. These learning objectives can be in the form of questions you want the staff to answer for you. You must submit this list of learning objectives to Student Conduct and Community Standards (or your faculty member) for approval **before** your appointment. After the appointment, write a two-page summary of **how** you will apply this knowledge in the future. Consider whether or not you need additional education or resources in order to use what you have learned effectively in the future.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence

Level 3: Evaluate/Create

Well-Being Self Care Plan - You will develop your own Well-Being Self Care plan for the next month. Once the plan is approved by the conduct officer/staff person you will check in with your conduct officer/staff person twice a month to share your progress. For information on what is a Well-Being Self Care Plan and templates visit <https://schools.au.reachout.com/articles/developing-a-self-care-plan>

Domain(s): Cognitive Complexity, Intrapersonal Competence

Goals to Graduation - Write down five goals (long or short term) that you would like to accomplish before you graduate. Once you complete your list of ten goals you are to create an action plan, make sure to include necessary resources, timelines etc., and a plan to change your behavior. Explain how not changing your behavior as it relates to this violation will affect your ability to complete your goals to graduation. This paper must be typed, double-spaced, and contain appropriate grammar and spelling.

Domain(s): Cognitive Complexity

Career Services - Meet with a staff member from Career Services in order to better prepare you to answer questions about your conduct history to future employers and graduate schools. After your appointment, write a paper with: (1) A summary of the information presented. (2) Evaluating the impact this incident will have on your future actions. (3) And prepare an answer to the following question. "I see you answered "Yes" to the question about a disciplinary history on our application; How have you grown from this incident?"

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence

LEARNING GOAL #3: Student can articulate rationales for personal behavior.

Level 1: Remember/Understand

Pros and Cons Worksheet - Create a list of the pros and cons regarding the decision(s) you made. Each list should have at least five items.

Domain(s): Intrapersonal Competence, Critical Thinking

Why did this happen? - Create a list of reasons this incident occurred.

Domain(s): Intrapersonal Competence, Civic Engagement, Cognitive Complexity

Sum it Up - Sum up the reason this incident occurred in one, appropriate, word. Explain why this is the word you chose, and explain how you are currently feeling about this incident. This can be done through written, verbal, or both styles of communication.

Domain(s): Cognitive Complexity

Identifying Motive - Consider what **motivated** you to make the decision that you did. For example, “getting a better grade in this course” or “keeping my scholarship” might have been your motive. Write a list of at least **five** motives for your behavior.

Domain(s): Intrapersonal Competence

Level 2: Apply/Analyze

Letter to Loved One/Mentor - Write a letter to your loved one, mentor, or someone who is important to you (professor, parent, advisor etc.). Within this letter you should address the following: (1) Explain the incident, and what led up to it. (2) What decisions/behaviors have you made that led to the incident? (3) What impact did this incident have on you as well as the community? (4) How you felt after learning the consequences. (5) Explain why it is important to make responsible decisions. This letter may not be used to justify your actions or evaluate the actions of others. This letter should be no less than 250 words, typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence, Civic Engagement

Explain your motives – Consider what **motivated** you to make the decision that you made. For example, “getting a better grade in this course” or “keeping my scholarship” might have been your motive. Write a list of at least **five** motives for your behavior. In a two-page reflection essay, explain how these motives contributed to your decision and how these motives might have been used to make different, more productive, decisions that did not result in a violation of the University’s Academic Honesty policy.

Domain(s): Cognitive Complexity, Intrapersonal Competence

Peer Influence – Did your peers or others have any influence on your behavior, or the decisions that you made? Make a list of ways your peers, culture, or others influenced your decisions. Reflect on how you feel about the influence others had on your actions and what kind of influence you want to have on those around you. How can you contribute positively to those around you and how can you respond to the influence or pressure on others? After careful consideration, write an open letter to the community explaining how the community affected your decision making and how your plan to move forward and have a positive influence on the community and those around you. This letter should be no less than 250 words, typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Interpersonal Competence, Intrapersonal Competence

Level 3: Evaluate/Create

Letter to Future You - Write a letter to your future self, you are expected to address the following: (1) Explain the incident, and what led up to it. (2) What decisions/behaviors have you made that led to the incident? (3) What impact did this incident have on you as well as the surrounding community? (4) What do you want your future behavior to look like **and what will you do to meet these goals?** Discuss any changes you need to make to achieve your goals. You can write this letter using www.futureme.org . This letter may not be used to justify your actions or evaluate the actions of others. This letter should be no less than 250 words, typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence, Civic Engagement

Career Services - Meet with a staff member from Career Services in order to better prepare you to answer questions about your conduct history to future employers and graduate schools. After your appointment, write a paper with: (1) A summary of the information presented. (2) Evaluating the impact this incident will have on your future actions. (4) and prepare an answer to the following question. “I see you answered “Yes” to the question about a disciplinary history on our application; how have you grown from this incident?”

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence

Feeling overwhelmed? – Consider whether being stressed or overwhelmed contributed to your violation of the Academic Honesty policy? If so, create an action plan to address the stress in your life. An action plan is not a reflection essay about “What you can do differently?” An action plan is a list of **concrete** steps you will take to address issues that contribute to your stress level. Next, write a two-paragraph reflection about how you can use your current skills to ensure you meet your goals and the actions that you outlined. An example action plan is provided below, but feel free to be creative and make an action plan that suites your needs.

Current Skills	Listening	Critical Thinking	Communication
Skills/Behaviors that I need to work on	Organization	Sleeping more	Exercising
My goals	Organize my assignments in my google calendar.	Get an additional two hours of sleep per night.	Exercise for 30 minutes a day two times a week to reduce stress.
Resources needed	Syllabi, Google Calendar.	Quiet place to sleep.	Campus recreation center, sneakers.
Action	Every week, I should review my google calendar to input deadlines for myself.	I will turn off my phone and electronics by 11PM every night – no exceptions.	Clear time on Tuesdays and Saturdays to go to the Campus recreation center. I should sign up for a group class on at least one of these days to commit to exercising.

Example Action Plan

Domain(s): Cognitive Complexity, Intrapersonal Competence

LEARNING GOAL #4: Student can articulate the values and principles involved in personal decision-making.

Level 1: Remember/Understand

Sum it Up Values - Sum up the result of your incident in one, appropriate, word related to your values. Explain why this is the word you chose. This can be done through written, verbal, or both styles of communication.

Domain(s): Cognitive Complexity

Who did I affect? - Make a list of all the people affected by this incident.

Domain(s): Cognitive Complexity, Civic Engagement

Values List- In three to five minutes, make a list of your most important values. Circle the ones that relate to this incident.

Domain(s): Cognitive Complexity, Civic Engagement, Intrapersonal Competence

Values list Academic Integrity - Using a piece of paper, create a list of all the values that you believe are relevant to Academic Integrity. Circle the values that are most important to you.

Domain(s): Knowledge Acquisition

Level 2: Apply/Analyze

Personal Reflection Essay - Complete a reflection essay (at least 500 words). This essay will address the following questions: (1) How do you feel about your actions? (2) Do your actions reflect your morals/values? (3) If not, what you will do in the future? (4) What you will not do in the future? (5) What advice would you give someone who finds themselves in a similar situation? This essay may not be used to justify your actions or evaluate the actions of others. This essay is not an opportunity to debate the validity of the *Code of Conduct*. This essay should be typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence

Difficult Decisions – Write a reflection paper describing a difficult decision you have recently been faced with or will be faced with in the future. Identify and describe what personal values you used, or would use, to guide your decision making? Reflect on your decision making in your life so far and discuss whether you believe you have made value-based decisions. How can you incorporate your own values into future decision making? This reflection paper should be typed, double-spaced, utilize appropriate grammar, language and spelling. You do not have to use outside sources, or resources; however, if you do use outside sources, be sure to properly cite them.

Domain(s): Cognitive Complexity, Intrapersonal Competence

Trust as a value – Analyze what trustworthiness as part of your character means to you and consider how it affects the decisions that you make. Is trustworthiness part of your character and who you strive to be? Then complete the following activity:

- Draw a “Character Wheel” which incorporates all of the qualities you want to embody and how much of that quality you believe makes up your character. These qualities might include: *integrity, kindness, empathetic, leadership, etc.* Write or record via phone audio or computer a reflection that addresses how you feel these qualities affect how and why you make the decisions that you choose to make. A written reflection should be five-pages double-spaced, utilizing appropriate grammar, language, and spelling. A recorded audio or video reaction should be three to five minutes.

CHARACTER WHEEL



Example Character Wheel

Domain(s): Intrapersonal Competence

Level 3: Evaluate/Create

Tedx Decision Making - Record yourself giving a “TedTalk” about ethical decision making. You can use your phone, computer, or borrow a computer from the University Library. The recording need not be “high quality,” but should be able to be viewed by the Conduct Officer. You should create your own values and principles involved in personal decision-making and share them in this talk. The talk should explain to others how to evaluate and critique their own decision-making. Your talk should be 5 to 10 minutes long.

Domain(s): Cognitive Complexity, Intrapersonal Competence

Career Services - Meet with a staff member from Career Services in order to better prepare you to answer questions about your conduct history to future employers and graduate schools. After your appointment, write a paper with: (1) A summary of the information presented. (2) Evaluating the impact this incident will have on your future actions. (3) and prepare an answer to the following question. “I see you answered “Yes” to the question about a disciplinary history on our application; How have you grown from this incident?”

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence

What if everyone plagiarized? – Write down three of your personal values that relate to the incident that occurred. Read the [New York Times Article “Plagiarism: Everybody Into the Pool”](#) by Charles McGrath. After reading answer the following reflection questions in written or video format.

- Do you agree or disagree with the author’s main ideas? Why or why not?
- How do your personal values relate to the decision to plagiarize work or ideas inside and outside of an Academic setting?
- What do you think the author means by “we talk to them about plagiarism in absolute terms, as if we were all agreed on what it was?” After reading the article, do you think society agrees on what plagiarism is? How do your own values influence your own ideas and beliefs about the acceptability of plagiarism?

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence

LEARNING GOAL #5: Student differentiates between their own ideas and the ideas of others.

Level 1: Remember/Understand

Construct a tweet- Take out your phone and type a tweet (it does not actually have to be on twitter; it can be in a text message) that explains what plagiarism is.

Domain(s): Knowledge Acquisition

Seven Types of Plagiarism – Write your own definition, or explain in your own words, the following types of plagiarism. If you are unfamiliar with these types of plagiarism, you may have to do some background research, or ask staff at the Writing Center. If outside sources are used, be sure to include proper citations.

Type of Plagiarism	Your Definition
Global Plagiarism	
Paraphrasing Plagiarism	
Patchwork Plagiarism	
Verbatim Plagiarism	
Mosaic Plagiarism	
Self-plagiarism	
Incorrect Citation	

Domain(s): Knowledge Acquisition

One minute paper - Using a piece of paper, in one minute summarize your understanding of plagiarism.

Domain(s): Knowledge Acquisition

Level 2: Apply/Analyze

Patchwork Plagiarism Quiz – Take the Patchwork [Plagiarism Quiz](#). After completing the quiz, identify what you still need to do in order to properly identify and understand plagiarism. Create an action plan to seek out further education as it relates to plagiarism. An action plan is not a reflection essay about “What you can do?” An action plan is a list of **concrete** steps you will take to address your gaps in knowledge

Domain(s): Knowledge Acquisition

Plagiarism and Its Effect – Read “[Plagiarism and Its Effect on Creative Work](#)” by Shelley H. Carson. Write a five-page reflection essay discussing whether you agree or disagree with the author. This reflection paper should be typed, double-spaced, utilize appropriate grammar, language and spelling. You do not have to use outside sources, or resources other than Carson’s article; however, if you do use outside sources, be sure to properly cite them.

Domain(s): Knowledge Acquisition; Cognitive Complexity

Strategies for Avoiding Plagiarism – Make a list of at least seven strategies to avoid plagiarism in your next written assignment. After each strategy write a brief explanation of the strategy and how it is an effective way to avoid plagiarism.

Domain(s): Knowledge Acquisition; Cognitive Complexity

Level 3: Evaluate/Create

Tedx “Owning Knowledge” - Record yourself giving a “TedTalk” about what it means to “Own Knowledge.” You can use your phone, computer, or borrow a computer from the University Library. The recording need not be “high quality,” but should be able to be viewed by the Conduct Officer, or Faculty. The talk should explain to others what “Owning Knowledge” means and how you know when you own your own knowledge. Your talk should be 5 to 10 minutes long.

Domain(s): Cognitive Complexity, Intrapersonal Competence

Informational “Poster” - Create a poster for your peers to explain plagiarism. Your poster should help your peers differentiate between their own ideas and someone else’s ideas. How will our peers know when they need to cite an idea, or when they are using someone else’s ideas? Your poster should include resources available on-campus to assist your peers in understanding plagiarism and avoiding plagiarism pitfalls. Your poster can be hardcopy, digital, or electronic.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement

Seven Types of Plagiarism - Create a BuzzFeed list, or Seven Memes that will explain the Seven Types of Plagiarism to your peers. Your peers should be able to understand the differences between the types of plagiarism from your BuzzFeed list or Memes.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement