Dickinson College's Academic Integrity Tutorial

Complete by 8 AM on Monday, September xx, xxxx.

All first-year, transfer, and visiting students are required to take this tutorial. If you do not complete this tutorial in its entirety by the deadline, you will be prevented from registering for courses at the next course registration period.

Academic Integrity Tutorial

Welcome to Dickinson College's Academic Integrity Tutorial!

This tutorial will help you understand issues regarding Academic Integrity and the nuances of plagiarism, how to use research material ethically, and basic principles of citation. *Even if you have had plagiarism instruction prior to enrolling at Dickinson College, you are likely to encounter new material in this tutorial, including rules that are specific to Dickinson College*.

The goals of this tutorial are to:

- Help you understand the concept of Academic Integrity

- Help you succeed in doing college-level research and writing

- Introduce guidelines for citing sources properly

- Present Dickinson's policy on plagiarism

- Inform you of the consequences at Dickinson for cheating or plagiarism

- Acquaint you with the many campus resources you can consult for assistance

You may leave the quiz and return at any time; your work will be saved.

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Instructions

Most students complete this tutorial in approximately 40 minutes. You must answer all questions on each page to get credit for the tutorial. **We recommend that you take this tutorial on a desktop or laptop computer.** For help with assistive technology such as screen reader software, please see the Assistive Technology website from the office of Access and Disability Services.

Advance through the tutorial by clicking on "Next page." You can return to a previous page at any time by clicking on "Previous page."

To check your answer to a quiz question, click "Check."

Important: At the end of the tutorial, make sure you click **"Submit and Finish"** after answering the final question. If you do not, you will not receive credit for completing the tutorial.

Questions or Problems? Contact us at ask@dickinson.libanswers.com.

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PART 1: Understanding Plagiarism and Academic Integrity

As a student at Dickinson College, you will engage in scholarly discourse. Scholarly discourse is the practice of using the words and ideas of others in conjunction with your original thoughts to:

- Demonstrate your mastery of a subject

- Communicate with fellow scholars

- Debate different sides of an issue

- Posit a theory

- Make an argument

- Test a hypothesis

- Create new ideas

Most of these activities require that you research your topic using library resources. Research material must be used in an ethical manner according to a set of standards known as academic integrity.

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Academic integrity is the policies and principles we adhere to in order to show **respect to those who contributed to our own knowledge base** and **avoid plagiarism**. In the United States, ideas and their expression are **intellectual property** and are **protected by copyright laws**. Thus, academic integrity is also **adherence to those laws**.

One important aspect of academic integrity is **avoiding plagiarism**.

Question 1

Not complete

Points out of 1.00

⚑ Flag question

What is plagiarism?

Select one:

- ○ A. Collaborating on an assignment when you have been instructed to work independently

- ○ B. Presenting someone else's work as your own

- ○ C. Copying someone's answers during a test

- ○ D. Using unauthorized notes during exams

Check

Question 2

Not complete

Points out of 1.00

⚑ Flag question

Considering the definition we just established, do you think you have ever plagiarized someone else's work? (Your answer will not be linked to your name or shared.)

Select one:

- ○ A. Yes

- ○ B. No

Check

The most common way in which the words and ideas of others are acknowledged in scholarly discourse is through the use of citations.

What is the definition of "citation" in this context?

Select one:

○ A. A legal summons to pay a fine or appear in court

○ B. A brief notation that acknowledges when you are using an idea, phrase, or quotation found in another source

○ C. Formal praise recognizing a person's notable achievements

Check

Citations may take on various forms depending on the requirements of an academic discipline, a publisher, or an individual course.

They may look like this in-text citation (MLA Style):

(Dickens 57

Or this footnote citation (Chicago Style):

  1. Joane Nagel, *Gender and Climate Change: Impacts, Science, Policy* (Routledge, 2016), 107-8.

Or this bibliographic entry (APA):

Fuentes, A. (2016). Contemporary evolutionary theory in biological anthropology: Insight into human evolution, genomics and challenges to racialized pseudo-science. *Revista Cuicuilco, 23*(65), 293-304.

...or they may appear in some other format. What all citation styles have in common is that they include all information your audience needs to locate the source.

With a few notable exceptions, all of the information you gather for a research project should be cited. What types of information do **NOT** need to be cited? (You may select multiple answers.)
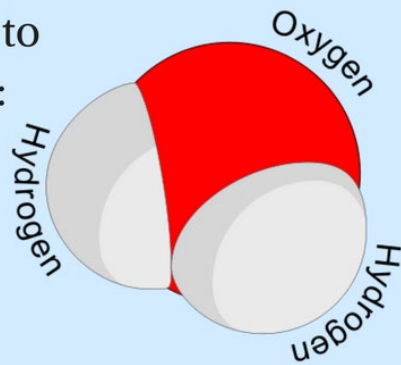
Select one or more:

☐ A. journal articles

☐ B. books

☐ C. data from a study

☐ D. websites

☐ E. scientific experiments

☐ F. images

☐ G. films

☐ H. your original ideas

☐ I. common knowledge

☐ J. course handouts

☐ K. newspaper articles
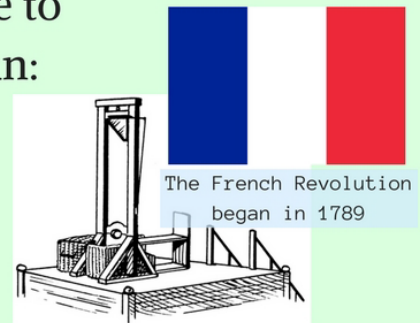
☐ L. sound files

Check

There were two correct answers to the last question: **common knowledge** and **your original ideas**. These types of information do *not* need to be cited.

"**Common knowledge**" is information that **an average person would know** or be able to easily verify, such as that Washington, D.C., is the capital of the United States. It may also be information that is **presumed to be well-known among people who are educated in a particular field**, such as the chemical structure of water molecule, or the date of a historical event.

Common knowledge to a chemist: Oxygen, Hydrogen, Hydrogen

Common knowledge to a historian: The French Revolution began in 1789

Although **your original ideas** do not need to be cited, Dickinson College has a specific rule about re-using one's own work. Normally, each paper you write may be submitted for only one course. **You cannot re-use a paper** that you have already submitted for one course without the express permission of both the professor who received your original submission and the professor who will receive the duplicate.

If you are able to use your own previous work to inform a new project, you should also cite yourself!

Question 5

Not complete

Points out of 1.00

⚑ Flag question

Dickinson students have expressed rumors and misconceptions about plagiarism that led to them being formally accused and found responsible for engaging in it. Determine if the following statements are true or false.

You do not have to cite if you use just a few words from a source.

Select one:

○ True

○ False

Check

Question 6

Not complete

Points out of 1.00

⚑ Flag question

Unintentional plagiarizing will not result in sanctions.

Select one:

○ True

○ False

Check

It is difficult for professors to detect plagiarism.

Select one:

○ True

○ False

Check

On the previous pages, you learned the truth about some of the misconceptions surrounding plagiarism and academic integrity. Now, you'll have the opportunity to think like a professor and decide whether something constitutes plagiarism.

Read the example below and answer the question that follows.

This sentence appeared in an article about the 2006 documentary film *An Inconvenient Truth*:

"Ironically, by being in the wonkiest context imaginable, Gore comes across as passionate, sincere, and likable."

(Citation in APA Style: Meyer, J. M. (2006). Another Inconvenient Truth. *Dissent 53*(4), 95-96.)

A student read that article and wrote the following in a paper:

"The presentation on a stage before an academic audience was done in the wonkiest context imaginable."

Is the situation above an example of plagiarism?

Select one:

○ It is NOT an example of plagiarism.

○ It is an example of plagiarism.

Check

Sometimes professors can detect plagiarism from subtle changes in a student's writing.

Carefully examine this example of student writing, and see if you can identify 3 phrases in which the writer shifts tone or language style.

> One of the main arguments of history is whether it can really be viewed objectively and whether it hampers the enlarging horizon of history. Usually, the "winners" record history and it is often hard to tell what is truth and what has been exaggerated. The endless antagonism between objectivism and subjectivism has threatened the modern objectivist paradigm of the study of history.

Select one or more:

- ☐ A. hampers the enlarging horizon of history
- ☐ B. Usually, the "winners" record history
- ☐ C. what is truth and what has been exaggerated
- ☐ D. antagonism between objectivism and subjectivism
- ☐ E. modern objectivist paradigm

Check

Here is the **original work**, with the phrases plagiarized by the student highlighted in yellow:

> Postmodernists tried to overcome the ==modernist objectivist paradigm==. The main purpose of this article is to investigate the pros and cons of "modernistic" history by examining its history from the perspective of the ==antagonism between objectivism and subjectivism==...modernism turned out to be the shackle by which the ==enlarging horizon of history was hampered==.

Citation in Chicago Notes and Bibliography Style:

Kim, Hyun Sik. "The Genealogy of Modern History." *South Korea* 16 (2002): 1-31.

Here's **the student's work** again, with the plagiarized phrases highlighted:

> One of the main arguments of history is whether it can really be viewed objectively and whether it ==hampers the enlarging horizon of history==. Usually, the "winners" record history and it is often hard to tell what is truth and what has been exaggerated. The endless ==antagonism between objectivism and subjectivism== has threatened the ==modern objectivist paradigm== of the study of history.

If your professor suspects plagiarism because of odd shifts in writing, they might search the same databases you used to easily find the material you copied.

Question 10

Not complete

Points out of 1.00

⚑ Flag question

Students who do not follow the principles of academic integrity may be disciplined by the college. A professor who suspects that plagiarism has occurred is required to report the incident to the Office of Student Conduct.

If that happens, the student suspected of plagiarism may have to attend a hearing at which a trained panel of faculty members, administrators, and students review the pertinent information and determine if plagiarism has occurred. If they decide that it has, then the student will face one or more sanctions.

From the list below, choose which sanctions (alone or in combination) you think are possible.

Select one or more:

☐ A. Zero on the assignment

☐ B. Academic probation

☐ C. Fail the class

☐ D. Suspension

☐ E. Required participation in workshops or consultations with one or more student support services including the Library, the Writing Center, Academic Advising, the Wellness Center, a peer tutor, or SOAR.

Check

The good news is that plagiarism is easy to avoid. As we have seen, an ethical researcher adheres to principles of good scholarship, including the following:

- **Reading, listening, observing, and researching** in order to enhance your understanding of a topic.

- **Acknowledging the work of others** in your own writing. This includes using quotation marks and writing citations when you quote a source, but it also demands that you take the time to **carefully examine and understand the sources** you use to inform your work. This does not mean that you simply find a few quotes to insert into your writing in an attempt to improve your work. You must ensure that you **appropriately represent each source** as its author intends and **seamlessly incorporate those sources** into your own discourse.

- Become **information literate**, which is the ability to identify, evaluate, and use information that could help you answer a research question, and, further, to explain the significance of the information you find.

You are certainly not expected to do this all on your own, nor will you learn it all in one course or one session with a librarian. You will begin to learn college-level writing and research in your First-Year Seminar, and a librarian will visit your class to help you learn about the research process. In future semesters, you will revisit the process in many other courses. In addition to the time your professors devote to these issues in class, you have other ways to get help:

- **Ask a librarian** either in person or via the Ask a Librarian page. You can visit a librarian during regular on-duty hours, make a personal appointment, email, or chat for help with research and citation questions.

- The Library's Citing Sources guide, which provides the rules and samples for each citation style commonly used on campus.

- **Ask your professor.** If you are unsure about anything regarding the research process or an assigned paper, visit your professor during their office hours to ask questions.

- **Visit the** Writing Center. Highly trained peer tutors can help you ensure that you incorporate research material appropriately into your paper or project.

- Community Standards. **Become familiar with the college's standards for social and academic conduct**. This document includes a section on academic integrity.

Part 2: Recognizing Plagiarism

We have established that plagiarism is the use of the words, ideas, or work of another person without proper citation and acknowledgement. But how does plagiarism end up happening?

Most students would never intentionally steal a paragraph from a book and try to pass it off as their own work, but plagiarism can occur by accident—especially when rushing to complete an assignment. As you have learned, **unintentional plagiarism is not acceptable.**

Question 11

Not complete

Points out of 1.00

⚑ Flag question

Plagiarism can take many different forms, and we will discuss some of the common kinds that arise at Dickinson College.

Wholesale copying is the most obvious form of plagiarism. This occurs when a writer copies an entire section of text and pastes it into their paper with no attribution.

Paraphrasing a source without providing proper attribution is also plagiarism. Paraphrasing is only acceptable if you cite your source properly.

What is paraphrasing?

Select one:

- A. Condensing a long passage into a more concise paragraph
- B. Copying and pasting text into a new document and changing a few words to make it more understandable
- C. Directly quoting a speaker or written text
- D. Rephrasing others' words to express an idea's key concepts in your own words

Check

Another common type of plagiarism is **patchwriting**. Patchwriting occurs when a writer takes direct words and phrases from a text and "patches" them together with their own words, without directly quoting the source. This can happen when a student does not take the time to understand the text enough to explain it independently.

Examine the following passages for evidence of patchwriting.

This is the original text that a student is using to write a paper:

> "Our results do not substantiate the concern that some brain tumors diagnosed in the United States during the mid-1990s were caused by the use of handheld cellular telephones. There was little or no indication of an increased risk of [brain tumors] associated with any use, cumulative use, or the laterality of use of these telephones."

Source, cited in APA Style:

Inskip, P. D., Tarone, R. E., Hatch, E. E,. Wilcosky, T. C., Shapiro, W. R., Sekler, R. G., ... Linet, M. S. (2001). Cellular telephone use and brain tumors. *The New England Journal of Medicine, 344*(2), 79-86.

Below is a paragraph written by a student who used the source quoted above.

> Scientists who published a study in The New England Journal of Medicine in 2001 reported that their results do not substantiate the fear that some brain tumors diagnosed in the U.S. during the mid-1990s were caused by the use of cell phones. They reported little or no indication of a higher risk of brain tumors associated with any use, cumulative use, or the laterality of use of cell phones (Inskip et al., 2001, p. 83). This study, however, was conducted within five years and therefore does not address exposure over a longer time period.

The options below are all taken from the student's writing. Choose the pieces of text that the student "patched" into their writing from the original source by Inskip et al. (There are multiple correct answers.)

Select one or more:

☐ brain tumors diagnosed in the U.S. during the mid-1990s were caused by the use of

☐ little or no indication of

☐ a higher risk

☐ associated with any use, cumulative use, or the laterality of use

☐ therefore does not address exposure over a longer time

Check

The question from the previous screen was **"Which of the following pieces of text were patched by the student from the original source into their own work?"** The answer choices are displayed below, with correct answers bolded and incorrect answers with a line drawn through them.

- **brain tumors diagnosed in the U.S. during the mid-1990s were caused by the use of**

- **little or no indication of**

- a higher risk

- **associated with any use, cumulative use, or the laterality of use**

- therefore does not address exposure over a longer time

This is the original text from the previous example. The pieces that the student patched into their writing is highlighted in yellow:

> Our results do not substantiate the concern that some ==brain tumors diagnosed in the United States during the mid-1990s were caused by the use of== handheld cellular telephones. There was ==little or no indication of== an increased risk of [brain tumors] ==associated with any use, cumulative use, or the laterality of use== of these telephones.

Below is a paragraph written by the student who used the source quoted above. The pieces that they patched from the original source are now highlighted in yellow:

> Scientists who published a study in The New England Journal of Medicine in 2001 reported that their results do not substantiate the fear that some ==brain tumors diagnosed in the U.S. during the mid-1990s were caused by the use of== cell phones. They reported ==little or no indication of== a higher risk of brain tumors ==associated with any use, cumulative use,== or the laterality of use of cell phones (Inskip et al., 2001, p. 83). This study, however, was conducted within five years and therefore does not address exposure over a longer time period.

To correct this issue, the student needed to include the word for word statements in quotes or properly paraphrase the original text, to ensure that the information was in their own words.

You must be able to recognize plagiarism so that you can avoid doing it accidentally. In the following six examples, you will determine whether a writing sample constitutes plagiarism and why it does or does not.

Carefully read this original text that a student used to write a paper:

> Overall, the challenges that the scientists are facing are focused on how they can utilize the most updated and modified models and approaches to accommodate uncertainty and future variability related to the fluctuations in the nature systems, abrupt extremes caused by climate change, possible relocations of the species, geo-changes and interventions of renovated technologies on human beings' daily life.

Source, cited in APA Style:

Chen, R.J.C. (2011). The facts of the weather extreme events in the United States: Is there a trend? *Journal of Sustainable Development, 4*(4), 14-21.

This is what the student wrote in their paper:

> Scientists are being asked to use the most up-to-date modified models to determine the impact upon the fluctuations in the nature systems. These fluctuations are directly influenced by a variety of natural occurrences in addition to the intervention of renovated technologies on people's day-to-day lives.

Is this plagiarism? If so, what needs to be done to fix it?

Select one:

○ A. Not plagiarism.

○ B. Plagiarism. Needs quotes around text that is reused from original source.

○ C. Plagiarism. Needs an in-text citation.

○ D. Plagiarism. Needs the changes from both B and C.

Check

Based on the following example, answer the question below.

Carefully read this original text from an article about the novel *Pride and Prejudice*:

> Austen's juxtaposition of outdoor and interior scenes emphasizes the restrictions of Romantic-era manners. Even when the geographical distance that has separated the lovers for much of the novel's time frame is reduced to a few feet in a drawing room, the etiquette governing genteel hospitality prevents them from communicating openly, if at all. When Darcy first dines at Longbourn, Elizabeth's anxiety to speak to him remains unrelieved....

Source, cited in MLA Style:

Murphy, Olivia. "Jane Austen's 'Excellent Walker': Pride, Prejudice, and Pedestrianism."
    Eighteenth-Century Fiction, vol. 26, no. 1, Fall 2013, pp. 121-142. doi:
    10.3138/ecf.26.1.121.

This is what the student wrote in their paper:

> According to literary scholar Olivia Murphy, in *Pride and Prejudice* Jane Austen frequently contrasts the freedom of the outdoors with the confinement of the indoors, and thus the indoors becomes a symbol of the stifling etiquette of the day. The first time Mr. Darcy comes to Longbourn for dinner, Elizabeth is not able to speak to him as she wishes, making this one of many scenes in the novel where communication that takes place inside a home is unsuccessful (Murphy 138).

Is the above an example of plagiarism? If so, what needs to be done to fix it?

Select one:

○ A. Not plagiarism.

○ B. Plagiarism. Needs quotes around text that is reused from original source.

○ C. Plagiarism. The in-text citation is incomplete.

○ D. Plagiarism. Needs the changes from both B and C.

Check

Carefully read this original text:

> In this study, the yoga intervention was associated with greater improvements in mood and decreases in anxiety in the tonic, acute and intervention analyses compared to the metabolically matched walking intervention, suggesting that the effect of yoga on mood and anxiety is not solely due to the metabolic demands of the activity. In our prior study, significant acute increases in brain GABA levels immediately after a yoga session were recorded. The current study found near-significant acute increases, but stable tonic levels during the 12-week yoga intervention.

Source, cited in APA Style:

Streeter, C.C., Whitfield, T.H., Owen, L., Rein, T., Karri, S.K., Yakhkind, A., ... Jensen, J.E. (2010). Effects of yoga versus walking on mood, anxiety, and brain GABA levels: A randomized controlled MRS study. *The Journal of Alternative and Complementary Medicine, 16*(11), 1145-1152. doi: 10.1089/acm.2010.0007.

This is what the student wrote in their paper:

> In one study, a yoga intervention was associated with greater decreases in anxiety and improvements in mood than the metabolically matching walking intervention in the tonic, acute, and intervention analyses. This suggests that the changes in mood and anxiety resulting from yoga are not solely due to the metabolic demands of the activity. In a previous study, the group found significant acute increases in GABA levels in the brain following a yoga session. In this study, they found near-significant acute increases, but tonic levels were stable during the 12-week yoga intervention (Streeter et al., 2010, p.1150).

Is this an example of plagiarism? If it is, what needs to be done to fix it?

Select one:

○ A. Not plagiarism.

○ B. Plagiarism. Text re-used from source without quotations.

○ C. Plagiarism. In-text citation should be at the end of the paragraph.

○ D. Plagiarism. Needs the changes suggested in both B and C.

Check

The previous question was an example of **patchwriting**. The student directly copied phrases without putting them in quotes and failed to adequately paraphrase from the source. What makes this less obvious than wholesale copying is that the student rearranged the order of some of the copied text and patched the

copied text together with small bits of their own words. In order to make this clear, the plagiarized phrases are highlighted in the same colors in both the original source and the student's work.

Here is the **original source** again, this time with the phrases that the student patched into their own writing highlighted in various colors:

> In this study, the ==yoga intervention was associated with greater== ==improvements in mood== and ==decreases in anxiety== ==in the tonic, acute and intervention analyses== compared to the ==metabolically matched walking intervention==, suggesting that the effect of yoga on mood and anxiety is not solely due to the metabolic demands of the activity. In our prior study, significant acute increases in brain GABA levels immediately after a yoga session were recorded. The current study ==found near-significant acute increases==, but stable tonic levels during the 12-week yoga intervention.

Here is the **student's** version again, this time with all of the text copied from the original source highlighted in colors that correspond to the original source above:

> In one study, a ==yoga intervention was associated with greater== ==decreases in anxiety== and ==improvements in mood== than the ==metabolically matching walking intervention== ==in the tonic, acute, and intervention analyses==. This suggests that the changes in mood and anxiety resulting from yoga are not solely due to the metabolic demands of the activity. In a previous study, the group found significant acute increases in GABA levels in the brain following a yoga session. In this study, they ==found near-significant acute increases==, but tonic levels were stable during the 12-week yoga intervention (Streeter et al., 2010, p. 1150).

To properly attribute the author, the student should either quote the original article or paraphrase, putting the author's information into their own words. An in-text citation is not sufficient when unquoted exact phrasing is used this extensively.

Read the following example and answer the question that follows.

Just as textual sources must be cited, so too must images, maps, charts, graphs, etc. that the author does not create themselves.

Here is a picture of the Waidner-Spahr Library, taken by the college's photographer in 1999:

Citation, Chicago Author-Date Style:

Bounds, A. Pierce. *Waidner-Spahr Library, 1999*, 1999, panoramic slide, Dickinson College
   Archives & Special Collections, Carlisle, PA, http://archives.dickinson.edu/image-
   archive/waidner-spahr-library-1999-0.

How could a student include an image such as the one above in a paper without plagiarizing.

Select one:

○ A. Include the citation for the image in the reference list.

○ B. Explain what the image is, in their own words, in a caption next to the image.

○ C. Include a citation in a caption with the image.

○ D. Both A and C.

Check

A student is writing a paper for their German class about the fall of the Berlin Wall. They write out the following text in English:

> The German Democratic Republic built the Berlin wall in 1961 to separate East and West Germany. The wall was first opened on November 9, 1989. People would chip off pieces of the wall to take as souvenirs. However, the reunification of East and West Germany was not official until October 1990.

Then, they paste it into Google Translate and get this as the result:

> Die Deutsche Demokratische Republik baute 1961 die Berliner Mauer, um Ost- und Westdeutschland zu trennen. Die Mauer wurde am 9. November 1989 zum ersten Mal geöffnet. Menschen würden Stücke von der Wand abschlagen, um sie als Souvenirs mitzunehmen. Die Wiedervereinigung von Ost- und Westdeutschland war jedoch erst im Oktober 1990 offiziell.

The student copies and pastes that into their paper and submits it.

Is this situation an example of academic dishonesty?

Select one:

○ Yes. It is an example of academic dishonesty.

○ No. The student put their own words into Google Translate, so it's fine.

Check

It is probably obvious that copying something written by somebody else in one language, running it through Google Translate, and pasting it into a paper that you are going to present as your own counts as plagiarism.

The matter becomes more complicated when you take your own words in one language and translate them through Google Translate (or a similar program). It is one thing to take a single word and enter it into a translation service to see what it would be in another language; it is another to write multi-word phrases or entire sentences into Google Translate and copy and paste the result into your paper. This is dishonest, and likely to be inaccurate. Neither Google Translate nor any other program can translate complex phrases and sentences better than a human. **While Google Translate and other online translation services can be useful tools, many language classes consider their use to be cheating.**

The purpose of language learning at Dickinson is for students to be able to express themselves in a language other than their native language. Unless explicitly made clear in your syllabus or prompt, online translators and work with native speakers other than those trained in peer tutoring is unacceptable. At every level of language learning, faculty expect students to make mistakes and to productively learn from them. **Inappropriate use of Google Translate denies you the chance to develop your language skills.**

A student was assigned a paper for their Psychology class. They use ChatGPT, a generative artificial intelligence tool, to draft a preliminary outline for their paper. The student expands upon what ChatGPT provided, adding a section and changing the order of some of the others. They use that updated outline as the basis for their paper.

Is this an example of academic dishonesty?

○ A. Yes, it is an example of academic dishonesty.

○ B. No. The student wrote the paper, they just used ChatGPT to create their outline.

◉ C. It depends. If their professor didn't give them explicit permission to use a Generative AI tool in this way, this is dishonest.

Clear my choice

Check

As with online translators, the use of Generative AI (artificial intelligence) tools such as ChatGPT, CoPilot, Gemini, and Grammarly in the learning environment may impede students' opportunities to learn about a topic and engage in critical inquiry, which is at the core of Dickinson's liberal arts education.

At Dickinson, learning happens when students practice curiosity, examine issues from multiple perspectives, develop their own ideas, and articulate them in their own words. Dickinson faculty carefully design assignments to facilitate these approaches to student learning. Relying on Generative AI to "brainstorm," "write," or otherwise complete critical steps of course assignments may prevent you from fully engaging in those learning opportunities.

The outputs of Generative AI can also be problematic. It is not uncommon for those tools to provide false information and made-up citations for nonexistent sources, or to deliver very inefficient solutions to problems.

Large Language Models (LLMs), a category of generative AI tools like ChatGPT that have become widely available in recent years, do not "write," "think," or "code." They generate an output based on patterns gleaned from the massive data sets used to "train" the model, such as word order and other relationships. There is currently little transparency around which data are used to train each LLM. Some critics of Generative AI are concerned that LLM training data may include low-quality or false information, resulting in dubious outputs. Other critics have questioned whether LLMs may be improperly relying on copyrighted information sources—some publishers and creators have filed lawsuits to that effect.

It is unacceptable to use Generative AI tools in Dickinson classes unless they are expressly permitted by your professor. Using them without permission is considered a violation of Dickinson's academic conduct policy. In cases where Generative AI use is allowed, professors may require that students disclose the nature and extent of use.

Always discuss with your professor whether any use of translation or artificial intelligence tools is appropriate for a specific assignment when the work is first assigned.

Now that you have learned about different forms of plagiarism and identified plagiarism in the works of others, we are going to return to a question that you were asked in the first module.

Based on what you've learned so far in this tutorial, do you think you have ever plagiarized someone else's work? (Again, your answer will not be linked to your name or shared.)

Select one:

○ YES

○ NO

Check

Part 3: Citing

Now that you know the basics of plagiarism and its consequences, it is time to consider citation practices. Citing sources correctly is an important part of the research and writing process. Effective writers cite everything that needs to be cited, pay attention to the format required for each project, and ask for help when necessary.

The major reasons for citing sources are to:

- give credit to the original source

- situate writing within a broader scholarly conversation

- strengthen arguments and provide credibility

- help the reader find more information on the topic

Plagiarism may be suspected when a writer presents incomplete **citations**. All citation styles require a citation whenever you are using information from a source.

The exact format of the citations will depend on the citation style required by the discipline for which you are writing. Regardless of style, someone reading your paper should be able to find the sources you used based on the information in the reference list.

If you are not sure whether to cite something, ask your professor or a librarian for advice!

Question 20

Not complete

Points out of 1.00

⚑ Flag question

What information needs to be cited? **Anything that is not common knowledge!** As mentioned previously, common knowledge is information that is widely known to the public or to readers in the specific discipline you are writing for.

You DO need to cite all the sources you use to inform a research project, whether those sources are online, in print, from a TV program, or even from a lecture you attended.

Which of the following sources need to be cited?

Select one or more:

☐ A. Books and Book Chapters

☐ B. Journal Articles

☐ C. Websites and Images Copied from Websites

☐ D. Course Lectures and Handouts

☐ E. Translated Text

☐ F. Films and Sound Files

Check

There are many different citation styles. The exact elements needed for a citation will vary depending on the citation style and type of source you are using, but the following elements are usually included:

- **Title of the container**, if one exists; in other words, the broader work a specific source is included within, such as the name of the journal an article was published in or the title of a book

- **Date** of creation or publication (usually the year, and sometimes the month and day)

- **Title of the work**

- **Author(s) and/or editor(s)** or other creators of the work

- **Page numbers** on which the material appears, e.g., the page range for a specific book chapter or journal article within a larger work

- **Other identifying information** as needed depending on the type of source, for example, volume and issue number for journal articles, the publisher for books, or the URL or DOI (Digital Object Identifier) for web sources.

Here is the first page of a journal article found in an online database with some of the important components labeled:

INTERNATIONAL JOURNAL OF
FOOD SCIENCES and NUTRITION

COMPREHENSIVE REVIEW

Coffee components and cardiovascular risk: beneficial and detrimental effects

Justyna Godos[1], Francesca Romana Pluchinotta[2], Stefano Marventano[3], Silvio Buscemi[4], Giovanni Li Volti[5], Fabio Galvano[5], and Giuseppe Grosso[5]

[1]Faculty of Biochemistry, Biophysics, and Biotechnology, Jagiellonian University, Krakow, Poland, [2]IRCCS Policlinico "S. Donato", San Donato Milanese, Milano, Italy, [3]Department "G.F. Ingrassia", Section of Hygiene and Public Health, University of Catania, Catania, Italy, [4]Department of Internal Medicine, University of Palermo, Palermo, Italy, and [5]Department of Clinical and Molecular Biomedicine, Section of Pharmacology and Biochemistry, University of Catania, Catania, Italy

Abstract

Coffee consists of several biological active compounds, such as caffeine, diterpenes, chlorogenic acids, and melanoidins, which may affect human health. The intake of each compound depends on the variety of coffee species, roasting degree, type of brewing method and serving size. The bioavailability and the distribution of each compound and its metabolites also contribute to coffee mechanisms of action. The health benefits of coffee consumption regarding cardiovascular system and metabolism mostly depend on its antioxidant compounds. In contrast, diterpenes and caffeine may produce harmful effects by raising lipid fraction and affecting endothelial function, respectively. Studying the mechanism of action of coffee components may help understanding weather coffee's impact on health is beneficial or hazardous. In this article, we reviewed the available information about coffee compounds and their mechanism of action. Furthermore, benefits and risks for cardiovascular system associated with coffee consumption will be discussed.

The citation of this journal article in MLA style would be written as:

Godos, Justyna, et al. "Coffee Components and Cardiovascular Risk: Beneficial and Detrimental Effects." *Food Sciences and Nutrition*, vol. 65, no. 8, 2014, 925-936. doi: 10.31.09/09637486.2014.940287

Being able to read a citation—knowing how to identify the different parts of the citation and what each element refers to—is a crucial writing and research skill. To read a citation, break it up into its individual parts.

_____

These elements are usually assembled into two forms for each source:

The first is a bibliography–also called a Reference List, or Works Cited List. This is the list of all sources used in the paper. Bibliographies are usually organized alphabetically by lead author. The bibliography provides the complete details needed for locating each source.

The following is a sample reference list using the APA style of citation.

References:

Bercik, P., Collins, S. M., & Verdu, E. F. (2012). Microbes and the gut-brain axis. *Neurogastroenterology and Motility, 24*(5), 405-413. doi: 10.1111/j.1365-2982.2012.01906.x

Birket, M. A. (2011). The Trier Social Stress Test protocol for inducing psychological stress. *Journal of Visualized Experiments*, (58). doi: 10.3791/3238

Foster, J. A. & Neufeld, K. M. (2013). Gut-brain axis: How the microbiome influences anxiety and depression. *Trends in Neurosciences, 36*(5), 305-312. doi: http://dx.doi.org/10.1016/j.tins.2013.01.005

Gillings, M. R., Paulsen, I. T., & Tetu, S. G. (2015). Ecology and evolution of the human microbiota: Fire, farming and antibiotics. *Genes, 6*(3), 84-857. doi: 10.3390/genes6030841

Julian, L. J. (2011). Measures of anxiety. *Arthritis Care and Research, 63*(S11). doi: 10.1002/acr.20561

Liang, S., Wang, T., Hu, X., Luo, J., Li, W., Wu, X.,...Jin, F. (2015). Administration of Lactobacillus helveticus NS8 improves behavioral, cognitive, and biochemical aberrations caused by chronic restraint stress. *Neuroscience, 310*, 561-577. doi: 10.1016/j.neuroscience.2015.09.033

_____

The second way in which sources are cited is by way of a simplified in-text (or parenthetical) citation that gives credit at the point of use, points to the exact location of cited material (i.e., page number), and directs the reader to the complete entry in the bibliography. This can also take the form of a footnote, which is an extended citation at the bottom of the page. You must use an in-text citation or a footnote **every time** you use or refer to a source in your writing.

Here is a sample in-text citation and accompanying reference entry (in Chicago Author-Date Style). This in-text citation points to information that was found on page 411 of the source.

In-text:

(Kossinets and Watts 2009, 411)

References:

Kossinets, Gueorgi, and Duncan J. Watts. 2009. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2): 405-50. Accessed February 28, 2010. doi:10.1086/599247

Here is a sample footnote and accompanying bibliography entry (in Chicago Notes and Bibliography Style). This footnote points to information that was found on pages 107 through 108.

Footnote:

1. Joane Nagel, *Gender and Climate Change: Impacts, Science, Policy* (New York: Routledge, 2016), 107-8.

Bibliography:

Nagel, Joane. *Gender and Climate Change: Impacts, Science, Policy*. New York: Routledge, 2016.

_____

Citations are formatted according to comprehensive guidelines, or styles, which are created by professional organizations to suit a specific academic discipline or intended use. For instance, the American Psychological Association publishes APA Style to suit the needs of psychologists and other researchers.

It is important to recognize that different citation styles exist, and always use the correct style for each assignment. The citation style you are required to use may change depending on the discipline, the professor, or even the specific assignment.

Below is a list of citation styles commonly used at Dickinson, with their associated departments. As you can see, there are many citation styles to choose from! Your syllabus or assignment prompt should specify which style to use. If you are not sure, ask your professor.

Style	Full Name	Typical Use
APA	American Psychological Association	Psychology
AAA	American Anthropological Association	Anthropology
ACS	American Chemical Society	Chemistry
ASA	American Sociological Association	Sociology
Chicago	Chicago Manual of Style	History; Art; Other Social Sciences
GSA	Geological Society of America	Earth Sciences
MLA	Modern Language Association	English; Other Humanities

The following slides will feature examples from the three most commonly used citation styles at Dickinson College:

- MLA (Modern Language Association) Style
- Chicago Style (both the Notes and Bibliography and Author-Date versions)
- APA (American Psychological Association) Style

After each example, you will be asked to identify a part of the citation to check your knowledge.

Example 1

Gleick, James. *Chaos: Making a New Science.* Penguin, 1987.

This example demonstrates a citation for a book by a single author in MLA citation style as it would appear in the bibliography.

Identify the publisher of this book.

Answer: [   ]

Check

Example 2

Dayan, Peter. "The Romantic Renaissance." In *Poetry in France*, edited by
Keith Aspley and Peter France, 333-43. Edinburgh: Edinburgh University Press, 1992.

This example demonstrates a citation for a specific chapter in a book in Chicago Notes and Bibliography citation style. This work contains chapters by different author.

What is the title of the chapter cited above and what is the range of page numbers covered by this chapter?

Select one:

○ A. *Poetry in France*, page 1992 to the end of the book

○ B. *Poetry in France*, pages 33 to 43

○ C. "The Romantic Renaissance", pages 333 to 343

○ D. "The Romantic Renaissance," pages 19 to 92

Check

Example 3

Calvo, M. G., & Lang, P. J. (2004). Gaze patterns when looking at emotional pictures:
    Motivationally biased attention. *Motivation and Emotion, 28*(3), 221-243.
    https://doi.org/10.1023/B:MOEM.0000040153.26156.ed

This example demonstrates a citation for a scholarly article in APA citation style. Unlike previous examples, in APA Style, only initials are used for the author's first and middle names. A DOI (Digital Object Identifier) is provided that refers only to this specific article to make it easier to search for online.

In what volume of the journal is the article cited above? (Please give the numeric value.)

Answer: [   ]

Check

Example 4

Stolberg, Sheryl Gay, and Robert Pear. 2010. "Wary Centrists Posing Challenge in Health
    Care Vote." *New York Times*, February 27. Accessed February 28, 2010.
    http://www.nytimes.com/2010/02/28/us/politics/28health.html.

This example demonstrates a citation for a newspaper article in Chicago Author-Date
citation style. As is common to many styles, when dealing with an article from a public
website (but usually not articles published in academic journals, even if they are online),
it is common to include an access date, telling the reader when you accessed the
material, in case the content has changed.

When was this article published? (Please provide the answer in the format
MM/DD/YYYY)

Answer: [   ]

Check

Example 5

Goya, Francisco. *The Family of Charles IV*. 1800, Museo del Prado, Madrid. *Gardener's Art
    Through the Ages*, 10th ed., by Richard G. Tansey and Fred S. Kleiner, Harcourt
    Brace, p. 939.

This example demonstrates a citation for a painting reproduced in a book in MLA
citation style. It includes information on the painting and painter, the location of the
original work, and the book in which the image of the painting is published.

What is the title of this painting?

Select one:

○ A. Goya, Francisco

○ B. The Family of Charles IV

○ C. Museo del Prado

○ D. Gardener's Art Through the Ages

○ E. Harcourt Brace

Check

Example 6

"Dickinson College Director of Library Services Earns User Services Association's
      Highest Honor." *Dickinson College*, 5 Apr. 2018,
          www.dickinson.edu/news/article/3108/dickinson_college_director_of_library_service:
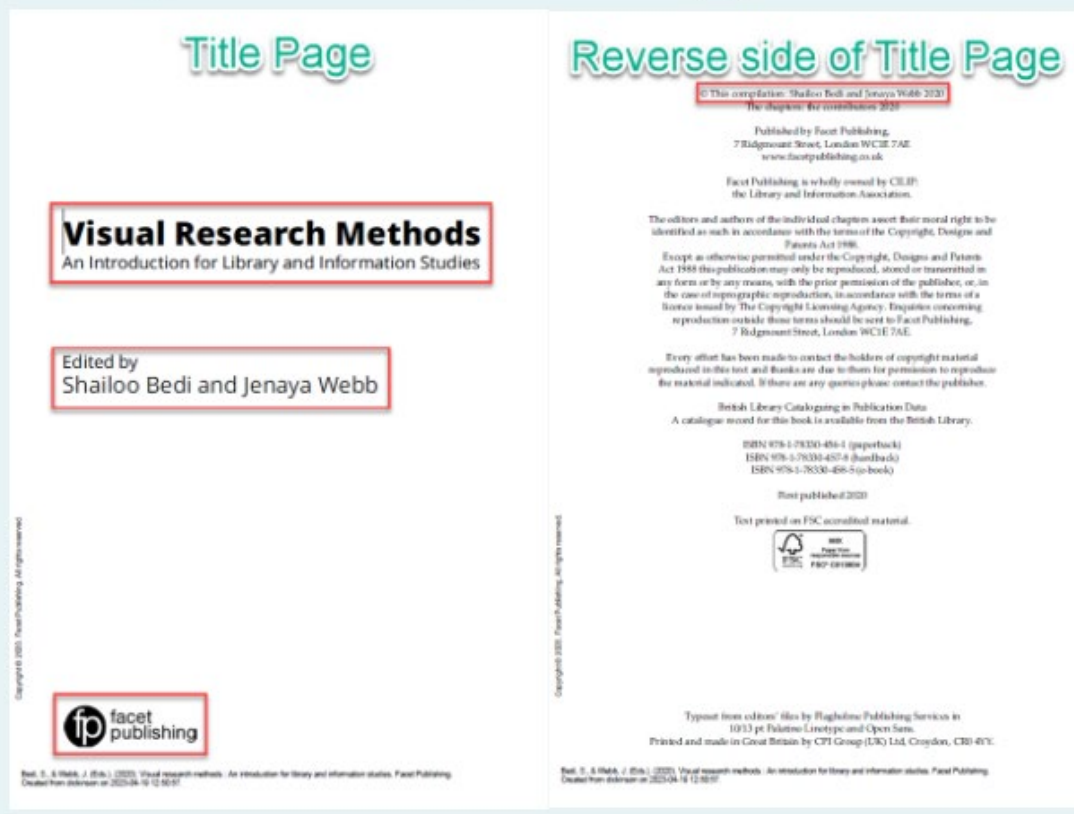

This example is an MLA style citation for a page on a website with no author listed. The
date used in this citation is the date when the page was last updated. If online sources
indicate the date they were last updated, you may be able to use that date in place of
the date you accessed the source. Check your citation style guide carefully for the
proper format.

Based on the example given above, if there is no author listed for a website, what
comes first in an MLA style citation?

Select one:

○ A. Webpage title

○ B. Publication date

○ C. Date accessed

○ D. Publisher

[Check]

The location of the information you need to create a citation depends on the type of source it is. For books, that information is usually found on the title page.

Title Page

Visual Research Methods
An Introduction for Library and Information Studies

Edited by
Shailoo Bedi and Jenaya Webb

fp facet
publishing

Reverse side of Title Page

For journal articles, as we saw earlier, information for citations is often on the first page of the article.

Volume Number

Issue Number

Page Range

Journal Title

Int J Food Sci Nutr, 2014; 65 8: 925–936

© 2014 Informa UK Ltd. DOI: 10.3109/09637486.2014.940287

Digital Object Identifer (DOI)

informa
healthcare

COMPREHENSIVE REVIEW

Coffee components and cardiovascular risk: beneficial and detrimental effects

Article Title

Justyna Godos[1], Francesca Romana Pluchinotta[2], Stefano Marventano[3], Silvio Buscemi[4], Giovanni Li Volti[5], Fabio Galvano[5], and Giuseppe Grosso[5]

[1]Faculty of Biochemistry, Biophysics, and Biotechnology, Jagiellonian University, Krakow, Poland, [2]IRCCS Policlinico "S. Donato", San Donato Milanese, Milano, Italy, [3]Department "G.F. Ingrassia", Section of Hygiene and Public Health, University of Catania, Catania, Italy, [4]Department of Internal Medicine, University of Palermo, Palermo, Italy, and [5]Department of Clinical and Molecular Biomedicine, Section of Pharmacology and Biochemistry, University of Catania, Catania, Italy

Authors

Abstract

Coffee consists of several biological active compounds, such as caffeine, diterpenes, chlorogenic acids, and melanoidins, which may affect human health. The intake of each compound depends on the variety of coffee species, roasting degree, type of brewing method and serving size. The bioavailability and the distribution of each compound and its metabolites also contribute to coffee mechanisms of action. The health benefits of coffee consumption regarding cardiovascular system and metabolism mostly depend on its antioxidant compounds. In contrast, diterpenes and caffeine may produce harmful effects by raising lipid fraction and affecting endothelial function, respectively. Studying the mechanism of action of coffee components may help understanding weather coffee's impact on health is beneficial or hazardous. In this article, we reviewed the available information about coffee compounds and their mechanism of action. Furthermore, benefits and risks for cardiovascular system associated with coffee consumption will be discussed.

Keywords
Antioxidant, caffeine, cardiovascular disease, nutrients, polyphenols

History
Received 29 April 2014
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Accepted 25 June 2014
Published online 21 July 2014

Publication Date

It may also be available on the library database record where you found the article.

ARTICLE

Coffee components and cardiovascular risk: beneficial and detrimental effects

Godos, Justyna ; Pluchinotta, Francesca Romana ; Marventano, Stefano ; Buscemi, Silvio ; Li Volti, Giovanni ; Galvano, Fabio ; Grosso, Giuseppe

International journal of food sciences and nutrition, 2014, Vol.65 (8), p.925-936

Alkaloids - adverse effects ; Alkaloids - pharmacology ; Alkaloids - therapeutic use ; Antioxidant ; Caffeine ; Caffeine - adverse effects ; Caffeine pharmacology ; Caffeine therapeutic use ; Cardiovascular disease ; Cardiovascular Diseases prevention & control ; Cardiovascular System - drug effects ; Chlorogenic Acid - adverse effects ; Chlorogenic Acid - pharmacology ; Chlorogenic Acid - therapeutic use ; Coffee ; Coffee adverse effects ; Coffee chemistry ; Consumption ; Diabetes Mellitus, Type 2 prevention & control ; Diterpenes - adverse effects ; Diterpenes - pharmacology ; Diterpenes - therapeutic use ; Effects ; Heart ; Humans ; Metabolism ; Nutrients ; Plant Extracts adverse effects ; Plant Extracts chemistry ; Plant Extracts pharmacology ; Plant Extracts therapeutic use ; Polymers - adverse effects ; Polymers - pharmacology ; Polymers - therapeutic use ; Polyphenols ; Polyphenols - adverse effects ; Polyphenols pharmacology ; Polyphenols therapeutic use

PEER REVIEWED

Available Online >

TOP

SEND TO

VIEW ONLINE

DETAILS

LINKS

CITATIONS

Sometimes, particularly with websites, not all of the information you want to include in your citation will be available. Citation style guides usually specify how to handle that situation.

(click to enlarge)

Part 4: Wrap-Up & Survey

Things to remember:

1. Always give credit to others for their words and ideas. This is called a **citation**, to be done in the bibliography and through in-text citations and footnotes.

2. Cite **ALL** sources (including internet sources, professor's handouts, articles, etc.)

3. **Ask your professor which citation style to use.** Follow your style manual to use footnotes, in-text notes, and other citations correctly.

4. When copying text word for word from a source, use **quotation marks** around words, phrases, and sentences.

5. When **paraphrasing or summarizing**, you still must cite your source (even if quotation marks are not needed).

6. **Avoid "patchwriting."** It is unacceptable to cut and paste phrases together without paraphrasing the source material and integrating it smoothly into your own ideas. It also makes for bad writing!

7. While doing research for a paper, **take careful notes and clearly indicate portions of your notes that are taken directly from the original text**. This will help you avoid accidental plagiarism.

8. **Keep track of which sources your notes came from**, including page numbers.

9. Take advantage of Dickinson's Multilingual Writing Center. If you're taking a foreign language, the Writing Center's peer tutors are a much better resource than Google Translate!

10. Know your **professor's expectations** and the Dickinson College policy on Academic Integrity.

11. Even if your professor doesn't indicate that you need to cite and/or include a bibliography/works cited, you should still **acknowledge the work of others** if you use it to inform your own work.

12. **Ask a librarian** for help if you aren't sure how to cite your sources!

Question 27

Not complete

Points out of 1.00

⚑ Flag question

Of the information provided in this Academic Integrity Tutorial, how much of it was new to you?

Please select the response that most accurately describes your experience.

Select one:

○ No information was new to me.

○ Very little information was new to me.

○ Some information was new to me.

○ Most information was new to me.

○ All information was new to me.

Check

Question 28

Not complete

Points out of 1.00

⚑ Flag question

Did you find this tutorial effective?
Please select the answer that most accurately describes your experience.

Select one:

○ Not at all

○ Only a little

○ Somewhat

○ Very

○ Extremely

Check

You may comment about any aspect of the presentation, including but not limited to content, delivery, usefulness, your general reaction to it, etc.