Grinnell College

ACADEMIC HONESTY:

Scholarly Integrity, Collaboration, and the Ethical Use of Sources

2024–25

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PART I

Understanding Academic Honesty at Grinnell

Academic honesty is an essential part of the learning process at Grinnell, both in and out of the classroom. Your instructors expect you to do your own work, cite your sources, and acknowledge assistance from others when you receive it. Such acts of academic honesty are closely connected to Grinnell's philosophy of self-governance by which you have many choices but are ultimately accountable for your actions within our community. The first section of this booklet aims to assist you in understanding Grinnell's expectations, your responsibilities, and the possible consequences if you do not live up to them.

1. HONESTY IN ACADEMIC WORK

When you study at the College, you join a conversation among scholars, professors, and students, one that helps sustain both the intellectual community here and the larger world of thinkers, researchers, and writers. The tests you take, the research you do, the writing you submit — all these are ways you participate in this conversation.

The College presumes that your work for any course is your own contribution to that scholarly conversation, and it expects you to take responsibility for that contribution. That is, you should strive to present ideas and data fairly and accurately, indicate what is your own work, and acknowledge what you have derived from other sources. This care permits other members of the community to trace the evolution of ideas and check claims for accuracy.

Failure to live up to this expectation violates the principles of academic honesty that underlie these intellectual conversations and contributions. Fundamentally, violation of these principles misrepresents another's intellectual effort — whether derived from a machine-generated source or a person — as your own. Within the context of a course, it also can include misrepresenting your own work as produced for that class when in fact it was produced for some other purpose.

Behavior that violates these principles and Grinnell's academic honesty policy can include but is not limited to:

- Cheating on tests;
- Using without adequate citation material found on the Internet, including words, pictures, graphs, tables, and other graphics;
- Turning in written or graphic work without correctly citing the sources of ideas, words, data, or images;
- Copying from others on papers, tests, or other work;
- Copying a computer program or sub-process without acknowledging its sources;
- Presenting work in class, such as in a PowerPoint presentation, without correctly citing the sources of the words, ideas, or images;

- Quoting or paraphrasing language from a Large Language Model (LLM) or other AI service without citing this in the coursework you submit or present;
- Quoting a passage that does not exist, or citing a source that does not exist;
- Collaborating with others on projects where that is not allowed and/or collaborating without properly crediting that collaboration in a footnote or endnote;
- Manufacturing or falsifying data in the process of research;
- Submitting one paper to satisfy the requirements of two different courses without getting permission from both instructors;
- Knowingly and deliberately assisting a fellow student to violate the academic honesty policy;
- Using translation software or consulting with a speaker with advanced proficiency to do homework or other assignments without permission of the instructor.

Students who are found responsible for violating Grinnell's academic conduct standards, whether intentionally or through carelessness, will receive academic outcomes. The range of potential outcomes may include, but are not limited to, failure on the assignment, a lower course grade, ineligibility to graduate with honors, failure in the course, probation, suspension, and/or dismissal from the College. The Committee on Academic Standing's Guidelines for Academic Honesty Outcomes are available upon request from the Office of the Registrar.

Assumptions about Work You Submit

In general, then, you should make the following assumptions about work assigned at the College:

- When you submit a piece of work (whether a paper or paper draft, report, examination, homework, computer program, creative project, or other assignment) for a grade, you are claiming that its form and content represent your own original work produced for this assignment, except where you have clearly and specifically cited other sources.
- Tests or examinations are closed book unless the instructor states otherwise.

- Any assigned work is to be done independently unless the instructor states otherwise.
- If you collaborate on any phase of an assignment, you must indicate what work is your own and what emerged from the collaboration.

Ethical Use of Sources to Avoid Plagiarism

One particular type of academic misconduct — plagiarism — occurs when a writer uses sources, whether through quoting, paraphrasing, or summarizing, without clearly or sufficiently acknowledging the source. Thus, to avoid plagiarizing, you must cite the source of any expressions, ideas, or observations not your own, whether they come from a primary source, a secondary source, an electronic source, a textbook, a class discussion, a lab manual, or any other source of information.

Whenever you quote, paraphrase, summarize, or use an idea from a source, you must acknowledge that source through some system of citation. The exact system varies by discipline; your instructor will tell you whether to use MLA, APA, Chicago style, or some other citation format.

If you are found to have misused sources, you may be found responsible for plagiarism even when you have made no conscious effort to deceive. Therefore, you should cite your sources in a clear and consistent way; if you have any doubts about how to cite sources, ask your instructor.

Generally, in writing papers, you should comply with the following requirements for acknowledging sources:

- Quote sparingly and precisely: Brief quotations, included within your own clear analyses or interpretations, are far more effective than long, unanalyzed ones.
- Indicate quotations: Place quotation marks around any quotations you use in your text, even those consisting of only a phrase. In the case of long quotations, set them off in a block and follow the rules for indentation. In addition, cite the precise source of the quotation in a footnote, endnote, or in-text citation. You must use quotation marks around the directly quoted parts and cite the source even if you have rearranged the order of the sentences or have interspersed some of your own words and ideas.

- Paraphrase carefully: When you paraphrase — that is, when you put what a source says into your own words — you must not merely rearrange a few words from the source but must recast the passage or sentence completely. In addition, you must specifically cite the source of any material that you have paraphrased or summarized, even when you have substantially reworded or rearranged it. It is not acceptable to explain similarities between your work and that of others by claiming that you read the source or sources long ago and have confused the phrases and ideas of the other author or authors with your own. Rule of thumb: When in doubt, cite.
- Cite ideas and data: You are also obliged to acknowledge, whether in an in-text citation or a footnote, any idea you have borrowed from another person or source. Scholars, researchers, and writers often engage in intense discussions, with each speaker confirming or modifying some aspect of another's thought. Given these circumstances, it's often difficult to credit the source for any given idea. However, such acknowledgment is part of how we honor each other's words and work. Even though, at times, you may feel as if the distinction between your ideas and the ideas of others is unclear, you must make that distinction as clear as possible. This requirement to acknowledge the ideas of others applies whether the source is a faculty member, another student, a guest lecturer, an off-campus friend or relative, or any other source.
- Include a list of sources, including people consulted (this may be referred to as references, works cited, and/or a bibliography) at the end of your essay, lab report, research paper, or presentation. That is, in addition to using footnotes or parenthetical references to cite sources in the body of your work, you must provide a clearly structured record of all your sources at the end of your project.

Acknowledging Collaboration and Assistance

Your participation in a scholarly conversation often requires that you work with others in learning or creating knowledge. At Grinnell, each instructor establishes rules about such collaboration for their course. Some will insist that all work be done individually (this is the default assumption); others may allow you to work together on part of a project but not

the final product; others may encourage — or even require — collaboration throughout the project. If you are in doubt about the extent or nature of collaboration permitted in a specific course or on a specific assignment, ask your instructor to clarify the rules. To behave ethically, you must follow the rules of each instructor in each class.

When collaboration is permitted on work that is to be submitted individually, follow the instructions in the syllabus or assignment prompt regarding how collaboration should be indicated or recognized. If there are no specific instructions, the ideas or work of others must still be clearly cited. This includes assistance received from another person or from a Large Language Model or AI service. In other words, just as you cite written sources to tell the reader what words or ideas come from that source, you should acknowledge help you received so that the reader understands how your work was shaped by this assistance. For example, assistance might include help with brainstorming ideas, editing writing, or gathering data. It is good academic practice to acknowledge this assistance in a footnote or acknowledgements section offering thanks and describing the nature of the assistance. The failure to acknowledge assistance does not always rise to the level of an academic honesty violation but does so when it violates the rules of an assignment set by an instructor.

Your Responsibility as an Ethical Scholar

In sum, as a Grinnell student, you now contribute to a conversation as a member of the global academic community. To do so responsibly, you must acknowledge your debt to others.

Other Ethical Issues

There are other ethical dimensions to being a member of the Grinnell community beyond those of scholarly integrity, and even though failure to uphold these expectations may not constitute an academic honesty violation, they can have other serious consequences. For example, forging a faculty member's signature on a document given to the Registrar's Office could be referred to the Dean of Students for a conduct process. Attempting to mislead an instructor, say, by claiming to have forgotten to attach a paper to an email as a way of gaining additional time to work causes you to lose the valuable goodwill of the instructor.

Process for Review of Alleged Violations of the Honesty Policy

In submitting a paper, report, examination, project, homework assignment, or computer program, a student is stating that the form and content of the paper, report, examination, project, homework assignment, or computer program represents their own work, except where clear and specific reference is made to other sources. If an instructor finds evidence that a student's submitted work may be in violation of the College's honesty standards, that instructor must bring it to the attention of the Committee on Academic Standing. A student cannot be found responsible for violating the academic honesty policy without a hearing by this committee's Subcommittee on Academic Honesty, which includes the opportunity for the student to contribute to facts in the case. Once the instructor submits their report to the Committee, they may not discuss the case with the student. The instructor will continue to teach and engage with the student as they would any other learner in the class.

The Subcommittee on Academic Honesty of the Committee on Academic Standing will inform the student in writing of its receipt of the material in question, including identification of the course involved, the work submitted — exam, paper, report, project, homework assignment, or computer program — and enough information to identify the specific elements under review. This notification will set the time and place of a hearing as well as the procedures to be used for the hearing. The hearing is scheduled at a date and time that will ensure a fair and expeditious process.

The student may submit a written statement in addition to or in lieu of appearing in person to respond to the charges. The student is informed of their right to bring another person from the College community as a nonparticipating observer to the hearing. Typically, the observer is the student's academic adviser, another faculty member, or a member of the Academic Advising or Student Affairs staff. If the student requires accommodations to fully participate in the hearing process, they should contact the Office of Accessibility and Disability Resources. Regardless of whether the student chooses to attend the hearing, the hearing will proceed and a determination of responsible or not responsible, along with the appropriate academic outcomes, will follow. Hearings will not be rescheduled due to non-attendance.

The Subcommittee on Academic Honesty will make a digital audio recording of the hearing. The student may not record the hearing; however, the Subcommittee recording is retained for one year from the date of the hearing as part of the student's educational record. Under FERPA, students may request to review and inspect the recording by contacting the Office of the Registrar. Copies of the recording will not be provided.

The chair of the Subcommittee on Academic Honesty will notify the faculty member involved that they may directly inform the student that they are under review for a potential violation of the academic honesty policy and that the relevant material has been delivered to the Committee on Academic Standing for consideration of the case. The subcommittee understands that in some instances the instructor might already have informed the student. Other than providing relevant information to the Subcommittee on Academic Honesty, the instructor has no further function in the process.

The function of the Subcommittee on Academic Honesty is to ascertain the facts, formulate a recommendation on the case, and submit it to the Committee on Academic Standing, which imposes such outcomes as appear in the best interest of the student and the College. The student is notified in writing by the chair of the Subcommittee on Academic Honesty about the final decision.

A student who is found responsible for violating the College's academic honesty policy, whether intentionally or through carelessness, will receive academic outcomes. The range of potential outcomes may include, but are not limited to, failure on the assignment, a lower course grade, ineligibility to graduate with honors, failure in the course, probation, suspension, and/or dismissal from the College. The Committee on Academic Standing's Guidelines for Academic Honesty Outcomes are available upon request from the Office of the Registrar. Once the Committee on Academic Standing receives notice of a potential honesty violation, until the committee makes a decision, the student may not drop or withdraw from the affected course. If the student is found responsible for an honesty violation by the Committee, they may not drop or withdraw from the affected course. If the student is found not responsible by the Committee, they may drop or withdraw from the affected course, provided the course is within the drop or withdraw period for the term.

For a student who goes through the hearing process and is found not responsible for violating the policy, nothing is maintained in their official College record related to the case or the hearing. For a student who is found responsible, a record of the responsibility and the outcome is maintained as part of the student's official College record in the Office of the Registrar for the remainder of time the student is enrolled at Grinnell and for five years after the last date of the student's enrollment. For a student who is suspended or dismissed for academic honesty violations, that fact is noted on the student's transcript. If a suspended student re-enrolls, the transcript notation is removed from that point forward; for a dismissed student the notation remains.

Appealing a Decision of the Committee on Academic Standing

An appeal of the decision of the Committee on Academic Standing involving a violation of the academic honesty policy may be made in writing to the President's Office, which will convene an Appeal Review Committee to consider whether to grant a hearing. The appeal must be delivered to the President's office within five business days after receipt of the Committee's decision. The Appeal Review Committee will be composed of one Executive Council member, one former member of CAS, and one additional faculty member, all appointed by the President. This Committee shall grant a hearing for an appeal only on the condition that 1) relevant new evidence is presented or 2) a procedural error in the original deliberation has been established.

If a hearing is granted, an Appeals Hearing Board will completely re-hear the academic honesty case. One member of the Executive Council, one former member of CAS and one additional faculty member, all appointed by the President, shall constitute the Appeals Hearing Board. In making appointments the President shall give favorable consideration to previous Committee on Academic Standing and Executive Council experience and shall not draw from the Appeal Review Committee.

The chair of the current CAS Subcommittee for Academic Honesty shall serve as a non-voting consultant to the Appeal Review Committee, present only at such meetings as deemed

appropriate to consult with the Appeal Review Committee and provide information concerning the original hearing process and evidence as well as represent the Committee on Academic Standing in considering new evidence or reviewing procedure. The chair of the current CAS Subcommittee for Academic Honesty may not be a consultant to the Appeals Hearing Board.

The decision of the Appeals Hearing Board shall supersede any previous decision.

A student may appeal the decision of the Appeals Hearing Board directly to the President. In the event the Appeal Review Committee decides not to grant a rehearing, the student may appeal the decision of the Committee on Academic Standing directly to the President.

2. STUDENTS' FREQUENTLY ASKED QUESTIONS ABOUT HONESTY

Are there ways to violate academic honesty principles or policies besides plagiarism or cheating on a test?

Certainly, there are many other forms of academic honesty, some of which are discussed in the Grinnell College Academic Honesty Policy ("Honesty in Academic Work"). For example, it violates both policies and principles of academic honesty to forge (or even to "fudge") your results on a scientific experiment or to do someone else's work for them.

Can you give examples of forging scientific results?

Here are some examples:

- If you've written a computer program that doesn't work, your instructor asks for sample output, and you type that output by hand, your work is forged and not academically honest.
- If you do not gather data in lab (or lose it) and write down some numbers that "seem reasonable," you have forged your results.
- If you do not gather data in the lab and instead use a classmate's data without your instructor's permission, you have forged your results.
- If you report or analyze only some of the data you collected (e.g., the results that are consistent with your predictions) or change some or all of the data to fit the expected outcome, you have forged your results.

Can you give examples of doing someone else's work for them?

Here are two examples:

- Writing a paper or completing a homework assignment for someone else (at Grinnell or elsewhere) is a violation of the academic honesty policy.

- Letting someone copy your lab results is a violation of the academic honesty policy.

Can I use AI assistance for my assignment?

It depends. AI technologies are evolving quickly, and there are many potential ways to use them on an assignment, including as a research aid or to help improve grammar, punctuation, and word choice. Always consult your course syllabus, the assignment prompt, and your instructor to understand what tools or sources you are allowed to use for your assignment and how to acknowledge them.

If you are given no guidance, then it's probably fine to use AI tools for research purposes. But beware: these tools sometimes provide inaccurate information or generate citations of texts that don't exist. It is therefore your responsibility to fact-check any information, including citations, you get from an AI assistant. In the paper itself, you should cite both the AI tool that directed you to a text and the text itself. For example, if an AI assistant tells you that a certain scholar said something that you want to use for a paper you are writing, you should confirm that the scholar exists, check the accuracy of the quote or paraphrase, locate the text being quoted or paraphrased, and cite that text as well as the AI assistant.

Using AI technology to help edit an essay can sometimes improve your writing, but it can also change your meaning and flatten your prose. Make sure that you review any suggestions made by AI tools, including assistants embedded in your writing software, to ensure that your ideas, your meaning, and your voice are maintained through your revision process. As with any form of assistance you receive, you should acknowledge and describe this assistance in a footnote or acknowledgements section of your work.

Could I be accused of violating academic standards on a paper draft?

Any component of an assignment that you are required to submit to the instructor is subject to the same academic honesty rules as a final draft. Many instructors "scaffold" assignments, requiring students to turn in an annotated bibliography and partial and/or full paper drafts before the final version is due. Drafts created

as part of your own process or for discussion with a professor, writing mentor, or Writing Center instructor are typically not held to the same standard. However, bear in mind that citing sources as you write helps to prevent inadvertent plagiarism that might result if you copy and paste a quote into a paper, intending to add a citation later, and then forget to do so. It's in your interest to signal quotes carefully and cite sources accurately at every stage of the writing process. If you have questions, ask your instructor.

What is the difference between plagiarism and copyright violation?

Plagiarism is an academic offense. A plagiarist participates in academic conversation under false pretenses by failing to make clear how they have derived the ideas in the work (for example, by not citing, by paraphrasing badly, by collaborating without attribution, or by neglecting to give credit for ideas). In addition to having ethical implications, at Grinnell College this behavior may have negative conduct outcomes.

Copyright violation is a legal offense. A copyright violator uses work another person has created without honoring the rights that belong to the creator. These rights include publishing, reproducing the work, preparing derivative works from it, distributing copies, and performing or displaying the work. Under certain conditions you may use copyrighted material without permission. These conditions include fair use, which is decided on a case-by-case basis, depending on the purpose, nature, amount, and effect of your use.

For more information on copyright and fair use, review the College's "Intellectual Property" policies at https://www.grinnell.edu/policies.

What happens if my instructor observes that I may have violated the academic honesty policy?

The College has formal procedures for fairly adjudicating possible violations of the academic honesty policy. An academic honesty subcommittee of the Committee on Academic Standing handles all such cases.

You should know that once an instructor submits a case regarding a possible violation to the subcommittee, that

instructor is no longer allowed to communicate with you about this issue. To maximize objectivity, all communication about the case must occur between the subcommittee and the student, typically with assistance from registrar's office staff. For complete information, see the penultimate section of the full policy ("Honesty in Academic Work"), entitled "Process for Review of Alleged Violations of the Honesty Policy."

What does it mean if my instructor has reported that my work may violate the academic honesty policy?

Instructors are required by the college to report potential violations of the academic honesty policy, but this report alone does not establish whether a student has violated the policy. It is the job of the Committee on Academic Standing to determine the facts by reviewing materials presented by the instructor and talking with the student to learn their point of view.

After your instructor submits a report to the Committee, they are not involved in further inquiry into your case nor in the decision made by the Committee. The instructor is bound by the Committee's findings and determination of the outcome. Since you will be continuing as a student in the class, this avoids creating an adversarial situation in which your instructor is investigating or interrogating you and also ensures equity and consistency in the process.

What happens in a hearing?

Three faculty members from the Committee on Academic Standing (CAS) form the academic honesty subcommittee, which meets with the student for a hearing. The hearing is formal in content and structure, but the faculty members convening the hearing will make efforts to help the student feel at ease. At the hearing, the student is expected to present all relevant information related to the situation in question. Subcommittee members will ask questions so that they can fully understand the student's actions and perspective. Frequently, they also offer educational advice on citation practices or other aspects of academic integrity. Students who appear before the subcommittee are allowed (and encouraged) to bring a supportive and knowledgeable member of the community with them, and most do, often meeting with that person prior to

the hearing to think through their role in the hearing. During the hearing that support person must remain a silent observer, however. Hearings vary in length depending on the complexity of the situation and are typically 15-45 minutes long. The full process is outlined earlier in this booklet; see "Process for Review of Alleged Violations of the Honesty Policy."

How should I prepare for an Academic Honesty hearing?

Students preparing for a hearing should review the academic honesty policy, collect any notes or information relevant to the case, and consider inviting a member of the Grinnell College community, such as their adviser, to accompany them to the hearing for support. Students are invited to write a statement for the Committee, and, whether they share their thoughts in writing or not, they often find the experience of writing to be clarifying and helpful.

What happens after the hearing?

The case goes to the full committee (CAS), a group that includes not only faculty, but also staff and students, for deliberation and a vote. This body discusses all of the information available and makes a decision that the committee believes is in the best interest of the student and of the College.

What happens if CAS finds me responsible for violating the academic honesty policy?

Outcomes vary based on a careful review of many factors in the case. These outcomes can range from failure on the assignment and academic honesty probation to a lowered overall course grade, and/or ineligibility for honors, or some combination of these. The Committee typically reserves the most serious outcomes, such as suspension or dismissal from the College, for egregious cases including repeat findings of responsibility. The Committee on Academic Standing's Guidelines for Academic Honesty Outcomes are available upon request from the Office of the Registrar. These are strictly guidelines, and the Committee reserves the right, when appropriate, to mitigate or enhance outcomes in individual cases. The Committee's decision may be appealed following the procedures outlined in the "Process for

Review of Alleged Violations of the Honesty Policy." Additionally, CAS reserves the right, when appropriate, to refer students to the appropriate institutional body for conduct review.

Who will know if I am found responsible?

At the time that CAS finds a student responsible, the student, the registrar's staff, the academic advising office, and the student's adviser are notified both of the finding of responsibility and the outcome. The instructor of the course in which the student violated the policy is informed that the student was found responsible and the resulting outcome, but only as it relates to the grade in the course. Additionally, if the student gives permission for someone at the College to provide information to an employer or another college or university, information may be shared. For example, students sometimes ask the dean of students or the registrar's office to complete forms relating to transfer or graduate study at another institution (e.g., law school) on which the College is required to indicate whether or not the student has been found responsible for academic honesty or other conduct violations. These forms also typically ask for clarification regarding the type of violation and consequences. If the request occurs more than five years after graduation or withdrawal from the College, the College will state that records are no longer available.

What if I am found not responsible for violating the policy?

If you go through the hearing process for a case of a potential academic honesty violation but are found "not responsible," no notation will be placed on your educational record regarding the allegation nor the hearing.

How many cases of academic honesty are reviewed at Grinnell?

The Office of the Registrar tracks the data to answer this question. In the past five years, faculty members brought forward a yearly average of 31 cases involving 29 students to the Committee on Academic Standing. Of these, 17 students on average were found responsible for violating the College's academic honesty policy.

PART II
Principles of Citation

Properly citing ideas and texts from other sources is not only vital to teacher-student trust and community integrity but also central to academic discourse. Scholars at Grinnell and around the globe work ethically with the words and ideas of others through systems of citation. Citing the sources of words and ideas allows readers to see those words and ideas in context, to trace the history and development of ideas, and to better understand the current author's contributions to a scholarly conversation. Citing sources effectively requires patience and care. This section introduces the fundamentals of why and how to cite properly.

1. THE IMPORTANCE OF CITATION

A citation is both a signpost and an acknowledgment. As a signpost, it signals the location of your source. As an acknowledgment, it reveals your indebtedness to that source. In both these ways citations help you communicate with your reader. By using them, you tell the reader whose idea or words you are using in each sentence and in each paragraph.

A citation can appear in different formats: within the text (in-text citation), at the bottom of the page (footnotes), or at the end of the paper (endnotes). Different disciplines use different formats; thus, the mechanics of citing require attention to detail. For answers to specific questions on the mechanics of citation, please consult the sources that describe each type (see page 26 in this booklet).

As both a principle and a practice, citation lies at the heart of academic life, which is committed to engaging, debating, and building upon the ideas of others. In particular, we would underscore three reasons why it is important to cite sources accurately and thoroughly.

First, citing sources is important because, if you use someone else's idea or phrasing without giving credit, you violate that person's ownership. To understand this violation, envision the following scenario: While you and your friend are discussing some ideas from class one day, you make what you consider to be a particularly insightful observation. During a later class discussion, your friend brings up your observation but neglects to point out that it is your idea, not theirs. The instructor beams and compliments your friend on their clear and insightful thinking. In this scenario, you likely feel that there's something unfair about your friend's implicit claim that your idea was their own. After all, you had been thinking about the idea and perhaps had devoted time to developing it, yet you are not getting credit for it. Worse, someone else is. That sense of violation, the sense something valuable has been stolen from you, suggests why failure to cite sources hurts another person.

Second, citing sources is important because academics value being able to trace how ideas develop. Consider the scientist who reads about an experiment in a publication and then decides to

perform an experiment to extend the results of the earlier one. At the same time, other scientists plan experiments to test the findings, to contest or confirm the findings and to relate the findings to their own research. All of these "second-generation" experiments owe their inspiration to the original idea. If another person reads one of the "second-generation" ideas, proper citation will allow that person to explore the original publication to trace how the idea has developed. In general, scholars must be able to trace how ideas develop in order to consider and test them accurately. So, giving credit to the original source of ideas allows academics to understand how ideas develop in academia, an understanding that helps them better approximate the truth.

Third, citing the sources of ideas or evidence is important because knowledge is the currency of academia. Academics want to accumulate that currency; they want to get credit for their contributions. In fact, many academic fields have created citation indexes or other elaborate systems that track and quantify the number of times scholarly publications are cited, which is often used to evaluate the impact particular scholars have made in their area of research. Citation analysis, in this form, can be used to determine grants, rank the prestige of journals, shape promotions and tenure of faculty, or even determine government funding levels for particular departments or programs. A writer who cites the ideas or research of others, therefore, offers substantial credit that recognizes the contributions of this prior work.

For these three reasons it is important both to cite sources and to use them well. Neither is easy. Throughout your college career you will learn how to cite, when to cite, and why to cite. Your work in the First-Year Tutorial helps you begin to consider these important questions.

For more discussion on the ethical responsibilities of researchers in citing sources, sharing credit, and other matters, please consult the following works that are available digitally through our library catalog:

- *On Being a Scientist: A Guide to Responsible Conduct in Research, Third Edition* (National Academy of Sciences, National Academy of Engineering, and Institute of Medicine, 2009), pp. 29-38.
- Ken Hyland, "Academic Attribution: Citation and the Construction of Disciplinary Knowledge," *Applied Linguistics*, Volume 20, Issue 3, September 1999, pp. 341–367.

- David Henige, "Discouraging Verification: Citation Practices Across the Disciplines," *Journal of Scholarly Publishing*, Volume 37, Issue 2, January 2006, pp. 99-118.
- Bjorn Hellqvist, "Referencing in the Humanities and its Implications for Citation Analysis," *Journal of the American Society for Information Science and Technology*, Volume 61, Issue 2, February 2010, pp. 310-318.

2. WAYS TO USE AND CITE SOURCES AND ACKNOWLEDGE COLLABORATION AND ASSISTANCE

We can legitimately incorporate others' work into our own work in various ways. In the "Using Sources" section, we describe methods you might use in writing an academic paper in order to incorporate others' work into your own work: paraphrasing; summarizing; direct quotation, block quotation and snippets; and drawing on an idea or argument. In "Citation Styles," we explain a selection of styles and where to learn about them. In "Citation Elements," we explain the information you need to look for in order to cite correctly. In "Citing Sources," we offer examples of citations in three formats scholars use in their citations of others' work: American Psychological Association (APA), Modern Language Association (MLA), and *Chicago Manual of Style* (CMOS or Chicago). And in "Citation Generators," we offer advice about how to use tools that claim to make the citation process easier.

Using Sources

Paraphrasing an author's work, such as a speech or short story or journal article, requires that you put into *your own words* the key ideas, evidence, or arguments that you are drawing upon from that original work. Unlike quoting a source — in which you incorporate the exact language of the author, putting those words in either quotation marks or set off in block format (see below) — paraphrasing invites more flexibility in terms of scope and emphasis. This flexibility can be extremely useful because you might want to make a point in more condensed language than the original text, or to translate the central insights of a passage into more universal terms, so that it fits more seamlessly with the specific focus of your project. Paraphrasing also allows you to bring together multiple points that might be spread out across different sections of a text and therefore difficult to quote directly or succinctly. Keep in mind, however, that the fundamental point of paraphrasing is to introduce and acknowledge the particular

ideas, evidence, or arguments you are drawing upon. So, you must put a citation at the end of any sentence/s that paraphrase another's work. Doing so provides an important source of acknowledgment and a signpost for your audience.

Summarizing, like paraphrasing, involves incorporating another person's ideas, evidence, or arguments into your own work by *rephrasing* the text (as opposed to directly quoting the source, verbatim, i.e., word for word). The citation practices for both paraphrasing and summarizing, moreover, are the same. The difference between the two lies in an expectation of scope and inclusiveness. When one "summarizes" a text, the aim is to provide a more comprehensive review of that work, including all of its main points or arguments. To summarize an article on the molecular structure of a particular protein, for example, would oblige the writer to explain (in their own condensed language) the essential research question, methodology, evidence, and findings of the piece; a writer who is paraphrasing that same article is not trying to capture all of these key elements and is therefore free to discuss only those particular ideas or arguments they want to discuss. In other words, summarizing and paraphrasing have fundamentally different goals and purposes, so you should be attentive in your particular class assignments to whether the professor wants you to provide more comprehensive summaries of particular texts, or to focus more on paraphrasing and selectively drawing upon the sources to develop your own points.

Quoting is the most familiar way we incorporate others' work into our own. We are quoting an author whenever we use that author's exact phrasing word for word or verbatim. Quoting is perfectly legitimate as long as you identify who authored the words you are quoting and cite the author and the text.

- **Block quotes** are verbatim quotes that typically exceed three or four lines of regular type. In those instances, you literally turn the long quote into a "block" by indenting it.
- **Snippets** are quotations consisting of just a few words from a source. You might construct a paragraph (or a whole paper) analyzing a politician's speech in which you incorporate short phrases — snippets —from the speech into your own sentences, making sure to put quotation marks around each snippet, and then cite each one.

A cautionary note about using quotations: While academic honesty governs the *ethical* use of sources and acknowledgments, individual disciplines or research fields may have their own *rhetorical* and *scholarly* conventions about the proper balance between quotations and paraphrasing. So, while it might be ethical to submit a paper in which 90% of the text is direct quotations from other sources, the professor might critique the paper for failing to develop one's own ideas, interpretation, or analysis. A paper for an English class, in which students are asked to develop arguments based on the specific language used in texts might quote sources more often than a chemistry class, where the professor wants to see that students can "digest" complex findings from articles into succinct, paraphrased statements (rather than relying upon direct quotations). In other words, understanding how to effectively paraphrase, summarize, and quote other sources provides an ethical baseline for participating in the world of academic life; but learning to develop effective arguments within different academic fields requires you go beyond these ethical precepts to learn how and why particular fields value a certain balance between different modes of engaging other sources and highlighting one's own arguments.

Drawing on an idea or argument is the most common way we incorporate another person's work into our own work, but it is often the most overlooked. It is in the nature of all scholarship to build on the ideas and arguments others have made; we all aim to be inspired by others' ideas, and we often write in response to others' writing. Even when you don't paraphrase, summarize, or quote from a source that directly informed your thinking, you should cite that source. This is your way of showing your reader where your thinking fits into the whole literature on a topic; you present a more mature image of yourself as a scholar when your citations show the breadth of sources that shaped your thinking on your subject.

Your tutorial professor will give you writing assignments that encourage you to practice each of these different ways of legitimately incorporating others' words and ideas into your own writing. In those assignments, you will be asked to pay close attention to citation methods and formats. The following section is intended to assist with that process.

Citation Styles

As you will discover in your reading and writing for different courses at Grinnell, there are many formats for citing sources, and different disciplines use different styles. Some scientists and many social scientists use APA style, literary analysts typically use MLA, and historians most often use Chicago/CMOS. And those are only the three most common formats. These style guides change over time and are frequently updated. The examples in this section are based on the 7th edition of the APA manual, the 9th edition of the MLA manual, and the 17th edition of CMOS.

Your instructors may specify a particular style that they wish you to use, choose to have you follow a different citation format than those outlined in APA, MLA, or CMOS, or provide you with their own style guide.

Burling Library provides a basic, one-page style guide for APA, MLA, and CMOS. Complete print guides to the current versions of each of these three styles are available on reserve at the library; ask for them at the Burling circulation desk. Burling's online search system, PRIMO, also provides online access to CMOS, including detailed explanations of both the Author-Date system and the Notes-Bibliography system. Detailed information about all three of these styles is available online at the Purdue University Online Writing Lab (OWL) at owl.purdue.edu.

Proper citation requires time and attention, especially when first working with an unfamiliar citation style. Because many professors take correct citation format very seriously, errors may affect your grade. However, formatting errors made as part of a good faith effort to cite a source do not constitute an academic honesty violation.

Citation Elements

No matter which citation format you're using, citing sources accurately requires you to know *what kind of source* you're citing and to identify *what information about the source* to include in your citation.

First: what's the source? Some types of sources seem obvious: if you're holding a physical book in your hand, the source is clearly a book. But what kind of book? Is it a book by a single author? A collection of reprinted essays by a single author edited

by someone else? A collection of essays or chapters by different people, only one of which you're citing? Those three kinds of sources would be cited differently. And when you're working with electronic sources accessed online, determining the type of source can be even more complicated. If you're working with a PDF, is it an article published in a scholarly journal, a chapter of a book, a complete book? If you're on a website, are you looking at a government document, a story from an online magazine or newspaper, an open-access academic journal? Again, all those types of sources would be cited differently. If you're not sure what kind of source you've found, ask your professor or a librarian to help you identify it.

Second: where do you find the information you need to include in your citation? The author's name is usually clear, but if the source is an essay that's part of an edited collection, you may see both an author's name and an editor's name, and you need to know which is which. If you're citing a chapter from a book written by a single author, you will generally need the book title, not the chapter title — but if it's a chapter from an edited collection, you will need both. If the source is a journal article, the article title is probably easy to find, but you will also need the name of the journal in which it was published. If you're citing an electronic source that you accessed through a library database such as ERIC, JSTOR, Project MUSE, ProQuest, or ScienceDirect, you may (depending on the citation style) need to include the name of that database. Citations for electronic sources may also require a permalink or a DOI (Digital Object Identifier) — a unique character string used to identify a document. Often you can find all this information on the first page of an article or the copyright page of a book. Other times you will need to gather at least some of this information from the library resources through which you accessed the source. Again, if you're not sure how the information you have corresponds to what you need to include in your citation, ask your professor or a librarian to help you figure it out.

Citing Sources

There are significant, but sometimes subtle, differences between one citation format and another. This section will not endeavor to introduce you to all possible formats or all of the formatting

rules for APA, MLA, and CMOS styles. Rather, its purpose is to make you aware of some key differences in citation formats. The examples offered here are taken from the published work of Grinnell faculty members David Lopatto, William Ferguson, Erik Simpson, Sarah Purcell, and Catherine Chou.

In-text citations: When you use APA, MLA, or CMOS Author-Date citation formats, you provide specific information about your source material in a parenthetical statement placed directly in your text. These formats will look like this:

Example #1/APA style: Just as Lopatto (2003) finds that students doing undergraduate research value the relationships or personal interactions of that experience, so we may infer that what students value in college and university settings are interactions with people.

Example #2/MLA style: Both conditions emerge whenever workers possess firm-specific human capital —or, more generally, whenever firms face costs to replacing current employees — and workers face reemployment costs (Ferguson 527).

Example #3/MLA style: That is, Hogg's "genre of the minstrel contest poem" was a way of showing his readers what Simpson refers to as the "underbelly of the literary marketplace" (704).

Note that the in-text citation in Example #1 gave only the year of the source's publication. That is because the sentence itself gave the author's name and the idea summarized in that sentence was drawn from the entire source, not just one page of the source.

By contrast, the in-text citation in Example #2 provided the author's name because it was not mentioned in the text itself, and the citation provided a page number because that particular point came from a particular page in the source.

Finally, Example #3 gives you an example of the use of snippets and illustrates the use of only a page number in the parenthetical because Simpson, the name of the author of the source, is already mentioned in the text. The citation did not have to give a citation for Hogg because Hogg is the subject of Simpson's work while Simpson is the source for the text quoted in Example #3.

Footnote (or endnote) citations: When you use the CMOS Notes-Bibliography system, you do not use parenthetical citations within your text. Instead, wherever you wish to direct your reader to your source, you provide a superscript number that takes your reader to a full citation at the bottom of that same page of text (called a "footnote") or at the end of the paper (called an "endnote"). Either footnotes or endnotes are acceptable; some professors strongly prefer one or the other, so if the assignment instructions don't specify, ask.

Example of CMOS Notes-Bibliography citation: "In the 1820s, Americans were in a mood to contemplate and commemorate their national past even as they defined a new course for their national future. On the occasion of the fiftieth anniversary of the Revolutionary War, it became apparent that a world of the nineteenth century had taken the place of a very different eighteenth-century American society."[1]

Your word processing program will allow you to create this superscript reference number and automatically place the full citation at the bottom of the page or end of the paper, depending on whether you choose to insert a footnote or endnote. You should then format the citation in this way:

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[1] Sarah J. Purcell, *Sealed with Blood: War, Sacrifice, and Memory in Revolutionary America* (Philadelphia: University of Pennsylvania Press, 2002), 173.

References, Works Cited, and Bibliographies: Nearly all citation styles, including APA, MLA, and CMOS, include a section at the end of the paper containing a list of all the sources cited in the paper with complete bibliographic information about each source. The in-text citations in the body of the paper tell readers where to look in this list to find further information about sources. Entries are listed alphabetically by the author's last name (or, for edited collections, the editor's last name).
The APA style manual refers to the bibliographic section as **References**. Here you list alphabetically all the sources you cited in the paper. Here is an example of an APA style entry:

Lopatto, D. (2003). The essential features of undergraduate research. *Council on Undergraduate Research Quarterly, 23*(3), 139–142.

In MLA style, this listing is called **Works Cited**, and it, too, requires that you list those sources you cited in the paper. Here is an example of an entry in MLA style:

Simpson, Erik. "Minstrelsy Goes to Market: Prize Poems, Minstrel Contests, and Romantic Poetry." *ELH*, vol. 71 no. 3, 2004, p. 691-718. *Project MUSE*, https://doi.org/10.1353/elh.2004.0043.

Note the differences in these two bibliographic formats. APA makes the date of publication more prominent, in part because scientists often publish several articles on the same subject, and the key distinction is the date of publication.

The CMOS Notes-Bibliography format uses the term **Bibliography** for the list of sources.

Here is an example of a CMOS Notes-Bibliography entry for a book:

Purcell, Sarah J. *Sealed with Blood: War, Sacrifice, and Memory in Revolutionary America*. Philadelphia: University of Pennsylvania Press, 2002.

And here is an example of an entry for a journal article:

Chou, Catherine. "The Parliamentary Mind and the Mutable Constitution." *Historical Research* 89, no. 245 (2016): 470-485.

Compare these examples to the note format above. In a CMOS footnote or endnote, you give the author's first name first and last name last; in the bibliography, however, the citations are arranged alphabetically by author's last name, so the author's last name comes first.

Citation Generators

Online citation generators are easy to find and often easy to use: you paste in a web link or some basic information about the source you want to cite, and the website generates a citation. Some library databases, such as JSTOR, will also generate citations in common formats (including APA, MLA, and Chicago/CMOS). These powerful tools can save writers a lot of time.

Unfortunately, they can also make a mess of a reference list. Discerning writers use these tools carefully and check their output thoroughly.

Our suggestions for using citation generators effectively:

1. Choose your tool wisely. Library databases such as JSTOR and ProQuest, which generate citations for the books and articles they host, are much more likely to produce accurate results than commercial websites like Grammarly and MyBib.
2. Know which citation format to choose. A professor who expects APA format will probably be unhappy with an MLA-style citation, even a correct one.
3. Know what kind of source you're citing. If you tell a citation generator that a source is a website, it will cite that source as a website, even if the source is actually a journal article that you accessed online through the library.
4. If the generator requires you to enter information yourself, enter it correctly. If you misspell an author's name, get a date or article title wrong, or enter "JSTOR" where the journal title should go, the citation generator cannot save you.
5. Once the citation is generated, check it against the information in the original style guide or another reputable source of information such as Purdue OWL. Pay particular attention to names, spelling, capitalization, punctuation, and numbers. Some generators — even generally accurate ones — will mysteriously produce titles in ALL CAPS. Some will include an author's full first name when only a first initial is called for. Others simply fail to generate accurate citations for websites and other online sources. You can fix these problems, but only if you notice them.

3. STUDENTS' FREQUENTLY ASKED QUESTIONS ABOUT CITATION

Is incorrect citation the same thing as plagiarism?

Perhaps, but not necessarily. Citation can be incorrect but not violate academic honesty policy or principles. For example, if you don't italicize the book or journal title in your APA style in-text citation, or you add the state following the city in a Chicago-style footnote, these are errors in implementing citation rules which won't cause a student to appear before the Committee on Academic Standing. However, these errors may result in a lowered grade on the assignment if citation accuracy is part of your assignment grading rubric.

What is the relationship between citing and quoting?

Citing means acknowledging the source of the idea and indicating its location so your reader can consult that work. Quoting refers to using the exact words of another source in your writing. When you quote, you must use quotation marks or indention to indicate that the words are not yours, and you must also cite the source. Thus, any quotation requires a citation, but you will have many citations for material that you won't quote directly.

When do I use quotation marks in citation?

Place quotation marks around any quotation you use in your text, including full sentences, parts of sentences, and short phrases. Even single words must be surrounded by quotation marks when the author has used a word in a unique way, reflecting that author's special contribution to the discussion of the topic. Treat quotations that exceed four lines of type as block quotations, in which you indent the quoted material and omit quotation marks.

How do I know what citation format to use?

In each of your classes, your instructor will tell you which citation style is supposed to be used for all writing in that class. If the instructor does not tell you, be sure to ask before you turn in any written work that cites others' work. If you are publishing a literary work or a research report in a journal, the editor will tell you which citation style to use. The principle to keep in mind is that each format has particular rules, and you need to follow those rules with care.

Why do different disciplines use different formats for citation?

Differences in citation styles reflect very real, practical differences in the writing styles in various disciplines and the evolution of different citation traditions within the disciplines. For example, historians use endnotes instead of in-text, parenthetical citations because citations in historical writing often include more than the direct source; they offer, as well, paragraph-long discussions of different sources' views on the matter under discussion. In other disciplines, such discussions of the literature in the field would be included in the text itself.

In your classes, you are expected to employ the citation style appropriate to its discipline, so you may be using three or four different styles in one semester, depending on your course selection. The syllabus for each course should indicate which citation style is expected for assignments. Attention to differences in citation formats and accuracy in using each format is part of your liberal arts education and will prepare you for employers' and publishers' different citation expectations when you leave Grinnell.

What is common knowledge? How does it relate to issues of citation?

Common knowledge is information so well-known and uncontroversial it needs no source. For example, if you are writing about the arrival of Columbus at the North American continent, you could assume that the basic facts of this event

are common knowledge. However, when you discuss the interpretation of the event, for example, whether Columbus was engaging in a voyage of discovery or a colonizing effort or some amalgam of the two, you need to cite your sources unless the interpretation is clearly your own.

How do I recognize common knowledge?

Pay attention to sources as part of your reading process. As you study course material, particularly in introductory courses, think about whether a view is expressed by several writers, whether it is described as common in the literature, or whether it seems to be attributed to one person.

Generally, introductory courses explain the assumptions of disciplines; that is, they reveal both the discipline's arguments and its fault lines, what is common knowledge and what is not. As you learn more about the discipline and the questions it explores, you should begin to understand better what that discipline commonly understands and accepts. In sum, the way to understand what is common knowledge is to read carefully, listen attentively, and reason clearly.

Since I don't have to cite things that are common knowledge, does it follow that I don't have to cite materials labeled public domain, share alike, open source, and open content?

No, it does not follow. You must cite everything except common knowledge.

The terms *public domain* and *share alike* refer to the copyright status of materials. Works in the public domain are not subject to proprietary interests, that is, they are not subject to a copyright or a patent; works licensed as share alike are covered by a copyright that allows users to share and share alike and restricts them to using a similar license when using materials from that source. However, when you are citing such sources in an academic context, usually you are concerned not with the copyright status of a text but with giving your reader an accurate idea of what sources have contributed to your work. Therefore, whether or not a work is in the public domain or is licensed share alike, you need to cite your source.

"Open source" refers to a movement, begun in the computer field, to allow users to make changes to software; a parallel movement, "open content," is best exemplified by *Wikipedia*, an online encyclopedia which anyone may edit (note that this procedure may affect its reliability as well). Despite the openness of the names, if you use information from *Wikipedia* in your academic papers, you still have an obligation to cite it (though *Wikipedia* is not usually considered to be a scholarly source).

If I use a whole paragraph or couple of paragraphs from one source, how often do I have to cite the source? Is once at the end enough?

Different styles of citation (MLA, APA, etc.) require different uses of quotation marks, indentation, and citation for entire blocks of text. Follow these rules closely. Additionally, however, you should cite the source as often as you need to in order to make clear to your reader where the material comes from and whose idea it is. Think about being the reader of such a paragraph or set of paragraphs. How often would you have to see a citation to know what the source of each statement is? Where would you as a reader like to have guideposts as to whose idea you are reading? The answer is probably more often than just at the end of a paragraph or a set of paragraphs. Think about a reader asking constantly, "Whose idea is this?" Then arrange your citations to answer that question.

When I have a long quotation or paraphrase that comes from one source, how do I cite if I put an idea from another source in the middle?

Keep in mind that, if you put an idea from another source in the middle of those of an author, you must make clear to the reader whose ideas are whose. It's a good idea to make clear syntactic differentiations between the sentences that represent the ideas of sources; that is, acknowledge a source at both the beginning and the end of the section taken from it.

If I download a paragraph or two directly from the internet, can I use it in my paper as long as I cite the source?

The short answer to this question is yes. Be sure to follow the specific citation style (e.g., MLA, Chicago) rules for citing internet sources. Also, for a quoted passage of this length, follow the rules for block quotations.

The long answer is that if you cite this much material from another source, you may indicate to your instructor that you are careless or not invested as a writer. An effective writer actively digests, analyzes, condenses, expands, assesses, and/or adds to what she or he finds in other texts. Rather than simply dropping a long quotation into a paper, think about how to interpret, analyze, or paraphrase it instead, and then cite the source for contributing to your knowledge.

How do I cite getting help on a paper from a large language model like ChatGPT?

Use of ChatGPT and similar AI tools needs to be cited and/or acknowledged. Consult your course instructor or an instructor in the Writing Center if you need guidance, and then follow the citation format that you are using in your assignment.

Why do some instructors criticize my papers for using lots of quotations when others seem to like such use?

Some disciplines focus on language; others do not. For example, if you are writing a paper for an English course, chances are you are analyzing a particular use of language. Therefore, you will need to quote at least the piece of language under analysis.
On the other hand, if you are surveying previous research for a biology research project, chances are you will spend your time paraphrasing the findings, using few or no direct quotations, although you will of course cite your sources.

When should I cite myself?

If you published an idea previously (and in this context submitting a paper for a class may be considered publishing), then you should cite yourself when you use the same idea in a later paper.

When do I cite something that happened in class?

Citing class should be reserved for matters that uniquely arise out of the classroom, such as a thoughtful point made by a student that you wish to reiterate (this applies to a comment made in class or on a discussion board). However, before you cite class, first consider whether the matter you wish to cite came out of a reading or other materials assigned to you by your professor. In general, you should be citing the original source material rather than a professor's explanation of it.

When should I cite or acknowledge a conversation with another person?

In general, conversations are acknowledged rather than cited. There are, however, rare times when you may need to cite a conversation because you draw upon an idea or evidence that you end up incorporating into your work in a significant way. What constitutes "significant" can be very nuanced, so students are encouraged to speak with their instructor for advice on when citation is necessary.

In most cases, conversations about student work fit the definition of "personal assistance" that should be acknowledged, but not formally cited, as explained by David Becker in the APA Style Blog:

> Personal assistance encompasses individuals whose work may not warrant authorship credit — that is, they didn't do any actual writing or make significant scientific contributions... — but their assistance was nonetheless valuable and deserving of some form of credit. Maybe you would like to thank some students who helped recruit research participants and collect data, or perhaps a couple [of] friends and colleagues who took some time out of their busy schedules to proofread the first draft of your manuscript before you submitted it for publication.

If an instructor, Writing Mentor, or classmate helped with your writing process or helped you think through an idea, consider creating an acknowledgements section in which you give them credit for that help. APA and Chicago styles specify placement and formatting for an acknowledgements section.

If you're not sure what wording to use for your acknowledgments, we suggest using one of these templates; replace the [brackets] with the information that applies to your paper.

> [Name] provided feedback and advice on a draft of this paper.
>
> Thanks to [name], who [helped with brainstorming, provided feedback on the argument, explained strategies for writing conclusions].

4. ACADEMIC HONESTY AT GRINNELL

STUDENT DECLARATION OF BASIC UNDERSTANDING

I have read the Grinnell College policy on academic honesty. I am aware of the importance of citing properly, reporting findings accurately, and collaborating ethically. I am also aware of the potential consequences if I fail to live up to these expectations. I am aware that this is an introduction to concepts that I will use throughout my courses at Grinnell, and thus I will benefit from asking about these rules in the context of each one of my future classes.

Student Name (print legibly)

Student Signature Date

FACULTY CERTIFICATION OF BASIC CITATION COMPETENCE

The above-named student has demonstrated basic ability to incorporate words and ideas from other sources into their own writing by paraphrasing, summarizing, quoting (block quotes and snippets), and responding to an idea or argument. The student has satisfactorily completed citation exercise(s) and has correctly utilized at least one type of citation method and format.

Faculty Name

Faculty Signature Date

Tutorial instructor: Please return this completed form to the Office of the Registrar to include in the student's academic record.

ACKNOWLEDGEMENTS

This booklet is the product of years of collaboration among faculty and staff members at Grinnell College. Mathilda Liberman, director of the Writing Lab 1974–97, originally authored a set of citation exercises. Judy Hunter, director of the Writing Lab 1999–2011, adapted the exercises and drafted many of the other supporting documents. In 2006, Joyce Stern, dean for student success and academic advising, assembled the exercises, the College's academic honesty policy, and supporting documents into a single, formal publication. In 2012, Janet Carl, director of the Writing Lab 2012-2018, and Victoria Brown, professor of history, Joyce Stern, and Mark Schneider, associate dean, redrafted nearly all sections.

Members of the Committee on Academic Standing and the Tutorial and Advising Committee regularly review academic honesty policies and contribute their insights. In 2023, several people contributed to additions in the booklet regarding use of the newly emerged AI large language models. In 2024 faculty and staff, largely from the Committee on Academic Standing and the Tutorial and Advising Committee revised large sections of the booklet, particularly guidance on citation practices. Thanks to all these individuals and groups for their contributions to the development of this booklet.

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