

# TIPS FOR PROMOTING ACADEMIC INTEGRITY IN THE CLASSROOM

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## **DU HONOR CODE STATEMENT**

*All members of the University of Denver are expected to uphold the values of Integrity, Respect, and Responsibility. These values embody the standards of conduct for students, faculty, staff, and administrators as members of the University community.*

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### **OUR VALUES are defined as:**

- **INTEGRITY:**  
*Acting in an honest and ethical manner;*
  
- **RESPECT:**  
*Honoring differences in people, ideas, and opinions;*
  
- **RESPONSIBILITY:**  
*Accepting ownership for one's own conduct.*

## DEFINE EXPECTATIONS TO STUDENTS

**Include the DU Honor Code and your own statements on academic integrity in your syllabus.** Remind students that a syllabus is a contract and that they are responsible for reading it and adhering to both the letter and the spirit of its policies.

**Define “integrity” for students and explain how it applies to research in your field.** Use one or two case studies to illustrate the impact that moral values (one definition of integrity) have on a scientist’s experiments, a historian’s research, or a composer’s work.

**Explain what plagiarism is, in all its manifestations.** Students who are merely told “Don’t plagiarize” often have little understanding of the difference between cutting and pasting text from a website versus paraphrasing text from a journal article.

## PEDAGOGICAL STRATEGIES

**Explain major assignments in class,** as well as provide detailed written instructions in a handout or online. For written assignments, consider including such details as: title, numbered pages, and font specifications. You might consider showing students an example of the submissions guidelines for a journal in your field, so they see your requirements for their work as on a continuum with published scholarly material. (You might also consider having them complete a checklist before submitting.)

**Design your writing assignments in ways that counter plagiarism.** If you are not sure how to do this, contact the Writing Center to discuss the possibilities.

## COMMUNITY

**Explain to students that the members of each course form a community**, and that as in all communities they each enjoy rights and responsibilities vis-à-vis one another and their professor. Ask them to write or discuss (or both) what they believe they should be able to expect from this community, and what they should expect to contribute – or be accountable for – in turn.

**Consider asking students to include a statement of integrity on the work they submit** for your course. Reinforce for them the value they should place in doing their own work (and the pride they can take in it). You might model this statement off integrity statements of journals in your field, or choose a statement as simple as: “I certify that all the work done for this assignment is my own.”

## SCHOLARLY PRACTICES

**Explain what footnotes and citations do** – why do scholars care about them? Students often have very little understanding of the purpose of citations, or their role in allowing readers to either check the writer’s sources or delve further into a subject that interests them.

**Explain the benefits of properly acknowledging others’ work and using citations:** transparency, scholarly credibility, etc. Students often have trouble discerning the broader gains that come from avoiding plagiarism and inserting footnotes – help them make this connection.

**Consider personalizing these issues**, by mentioning your research, artistic work, or other scholarly endeavors. What ethical issues come up in your field? What value do you see in academic integrity?

For more resources about the DU Honor Code and Academic Integrity, visit the Honor Code Portfolio Community at <http://portfolio.du.edu/honorcode>