

## PROMOTING ACADEMIC INTEGRITY IN THE CLASSROOM

Understanding the student perspective is critical in promoting integrity in the classroom. Your approach can prevent the five most commonly reported student excuses for misconduct.

### ***“I didn’t know what academic misconduct was!”***

- Go beyond a blurb in your course outline that few students actually read.
- Review correct methods for citation, paraphrasing, etc. Remain positive and non-threatening. Your goal is to teach correct methods, not scare them.
- Discuss moral/ethical issues in class.
- Stress importance of honesty to the intellectual community.
- Highlight legal issues [copyright/intellectual property rights]
- Give assignments to teach best-practices [i.e., a “safe place” to make a mistake with citations and learn from it before the “real-deal” assignment].
- Model good conduct in your lecture, WebCT, and other course materials.

### ***“The prof. gives assignments just to make us have to do work.”***

- Be sure the assignment does have meaning.
  - How does it achieve learning objectives for course?
    - What new knowledge/skills/value does it promote?
    - How does it link with other course activities?
  - Does it have unique goals/outcomes?
- Tell students what they will get out of doing the assignment. Go beyond content.
- Ensure grade weighting reflects value of learning outcomes.
- Discuss consequences of missed learning opportunities. Stress your desire for their overall success in the course.

### ***“I had no idea how to do what needed to be done to complete the assignment.”***

- Assess students’ prior skills/knowledge and set realistic goals.
- Teach skills set required for assignment and/or provide support needed.
- Go over your assessment of required skills with students.
- Direct struggling students to appropriate resources [e.g., library, CCS, SASC, Learning Commons].
- Show how paper-mill assignments fail to meet your expectations.

***“There is too much work in this course. I had to copy to get the work done on time.”***

- Estimate the time they can devote to your course. Be realistic. [2 hours outside class for every 1 hour in class]
- Determine length and duration of assignment to fit with weighting in course.
- Tell them how long assignment should take. Be aware that you may underestimate.
- Identify strugglers early. Direct them to appropriate support.

***“I won’t get caught. If I do, the prof. won’t do anything about it!”***

- Be consistent.
- Know and follow university policies and guidelines.
- Ensure TAs know their responsibilities and feel supported in reporting suspected cases.