

FAIRPLAY

V::2010
A GUIDE TO
ACADEMIC INTEGRITY



McGill



PREAMBLE

Your Handbook on Student Rights and Responsibilities (the Green Book) contains the policies and procedures that guide academic life at McGill and support our mission as a University.

“The integrity of University academic life and of the degrees the University confers is dependent upon the honesty and soundness of the teacher-student learning relationship and, as well, of the evaluation process. Conduct by any member of the University community that adversely affects this relationship or this process must, therefore, be considered a serious offence.” (Handbook on Student Rights and Responsibilities, Ch.6, Section III Introduction; 2010)

→ www.mcgill.ca/students/srr

Every course outline calls attention to the importance of understanding the meaning of academic integrity at McGill by providing the following statement:

“McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures”. (Senate resolution, January 29, 2003)

Take the time to read about how to avoid academic offences at:

→ www.mcgill.ca/students/srr/honest

Electronically-accessed side-bar quotations are cited according to the *Publication Manual of the American Psychological Association, 6th edition*. 2010. American Psychological Association (APA), Washington, D.C.

CREDITS

CONTENT

Enrolment and Student Affairs Advisory Committee
(Subcommittee on Academic Integrity)

PROJECT SPONSORS

Office of the Dean of Students
Office of the Ombudsperson for Students

EDITING

Kelly Di Domenico

PROJECT COORDINATION

Communications Services, Public Affairs

PHOTOGRAPHY

Claudio Calligaris
Allen McInnis

DESIGN

Graphic Design, Public Affairs



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INTEGRITY SCENARIOS

As an undergraduate student, you will have many assignments, papers, laboratory reports and/or presentations to prepare over the course of your studies. You may also become involved in peer or public education, go on to do graduate studies, or become a teaching assistant (TA) for undergraduate courses.

As such, academic integrity may apply to you not only as a student, but potentially in these other roles as well. During your time at McGill, you may encounter the following scenarios that raise questions about academic integrity. For each, we indicate if it involves a violation of the Code of Student Conduct and Disciplinary Procedures (the Code), the specific article of the Code that is violated, an explanation of what constitutes a particular offence, how a TA or instructor can prevent similar situations from occurring and the immediate consequences. The penalties for a violation of the Code are listed in the [Green Book](#), Articles 54 and 56. **Take the time to review the range of possible sanctions for a violation of the Code.**

01 :: QUESTIONING CELL PHONE USE

While entering an exam room, you realize that you forgot your watch, but are not concerned since your cell phone has a clock on it. During the exam, you take out your cell phone to check the time. Have you violated the Code?

YES No

→ Article 16(a)

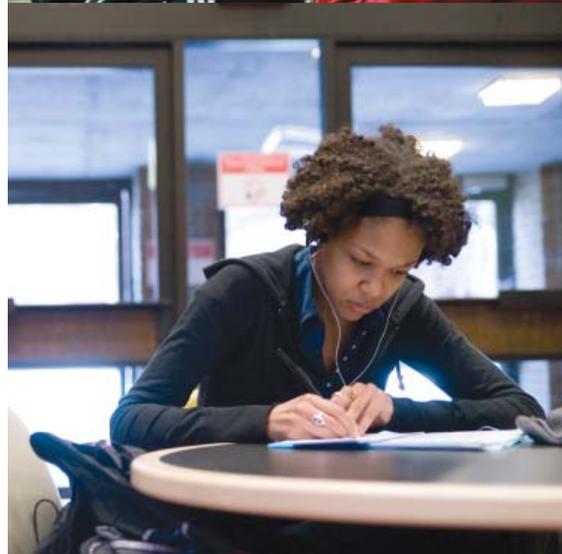
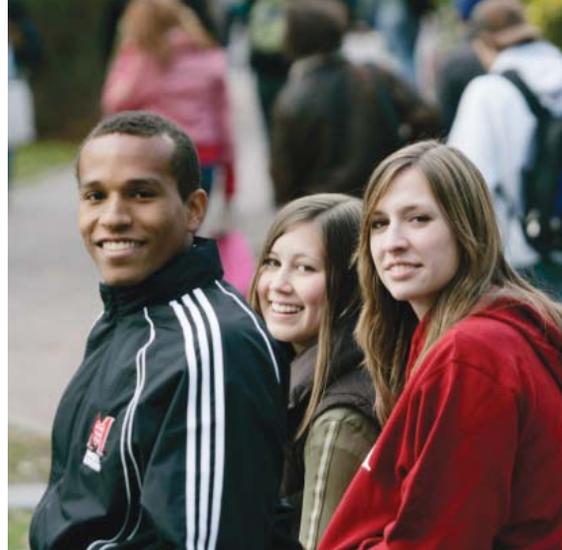
Why is this an issue?

Knowing the time during an exam is important for effective time management, but unlike watches, cell phones can receive and display text messages, pictures and even diagrams. Furthermore, allowing a student to use a cell phone during an exam may create the impression that the student enjoys an advantage over his/her peers, even if it is only used for time checks. It also creates an opportunity for cheating to occur.

An interview with the disciplinary officer will be required. See Articles 16(a), 54 and 56 in the [Green Book](#) for more details.

How can it be avoided?

During an exam, all students – even those without a watch – should know how much time is available to complete the exam. At the beginning of the exam, your instructor or TA should explain that cell phones are absolutely forbidden, but that regular time updates will be provided. This ensures fairness for everyone, provides an effective time management mechanism and removes an opportunity for cheating.



“Twelve students were accused of cheating on an accounting exam after friends text-messed them the answers from a bogus key that was posted online in an effort to catch cheaters. Some students were thought to have directly accessed the key using cell phones capable of browsing the Web.”

– Selingo, J. (2004). The cheating culture. *ASEE Prism*, 14(1). Retrieved from http://www.prism-magazine.org/sept04/feature_cheating.htm



02 :: REUSING YOUR OWN PAPER

A student is taking a course this semester that is related to a previous course he took. His final paper for the previous course was on a topic that is central to the present one. Due to the overlap, he decides to hand in the same paper as one of his assignments for the current course. Is this permitted?

Yes

NO

→ Article 16(c)

Why is this an issue?

One of the objectives of your studies is to build on your education by applying concepts and knowledge acquired in previous courses to current ones. The work produced for each course must be original, and the resubmission of an old paper does not build on previous knowledge; it recycles it.

An interview with the disciplinary officer will be required. See Articles 16(c), 54 and 56 in the [Green Book](#) for more details.

How can it be avoided?

It is sometimes possible, and even desirable to use previous work as a launching base for new assignments, and this can be part of the academic process. Students who want to do this should contact the course instructor or TA to find out if and how a previous piece of work can be expanded or otherwise used to fulfill the requirements of a current course. If the student fails to do this and submits a previously graded paper, the TA must inform the course instructor, who will then contact the appropriate disciplinary officer.

“Another factor that related to lack of awareness was ‘ownership of work.’ This referred to turning in the same paper in two different classes, an action designated as cheating in most institutional policy statements, but not consciously viewed as dishonest by students. For the students who were aware that this was inappropriate behavior, they differentiated this behavior from other cheating behavior because the actual work was their own.”

– Love, P. G., & Simmons, J. M. (1997, November). *The meaning and mediated nature of cheating and plagiarism among graduate students in a college of education*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Albuquerque, NM. Available from the ERIC database. (ERIC Document No. ED415826).

QUICK FACTS

I am registered in course section B, but actually attend section A, because I prefer the schedule. The instructor insists that I write the quiz with my registered section, but I have no study partners in that group. In this situation, it makes sense to find out about the quiz from a student in another section who wrote it earlier in the day, right? To obtain prior knowledge about a test, without an instructor’s permission (e.g. in a tutorial) is an academic offence; you would gain an unfair advantage over others in the course section.

03 :: AVOIDING MISREPRESENTATION

A student presents a TA with a doctor's note to explain why she missed the midterm exam. It is discovered that she changed the dates on the doctor's note. She explains that she had been ill the week before the midterm and was not able to study. She had recovered by the date of the exam; however, feeling unprepared she decided to alter the dates on her doctor's note to include the day of the exam. Has this student violated the Code?

YES No

→ Articles 18 and 10(b)

Why is this an issue?

Serious illnesses or other major life issues can be legitimate reasons for seeking exam deferrals, but forging a doctor's note or another official document is a serious offense. Official documents are trustworthy because they give information from accredited and reliable sources. Undermining that social contract hurts everyone.

An interview with the disciplinary officer will be required. See Articles 10(b), 18, 54 and 56 in the [Green Book](#) for more details.

How can it be avoided?

If a student has a legitimate reason for seeking a deferral, the student needs to contact the Faculty's student affairs/services office as soon as possible. This is where a decision can be made. If a student hands in a forged note, the course instructor must send it to the faculty disciplinary officer. Staff should explain to students that while they may have legitimate reasons for missing an exam, forgery is unacceptable.

QUICK FACTS

I take very good course notes. Can I sell my notes and completed assignments to next year's class? Your class work is for your personal learning. You do not have a professor's permission to sell his/her course material in the form of your notes. Some professors encourage note sharing as a component of collaborative learning; this does not include selling of notes. Your course may only have a Note-Taking Club (NTC) with your instructor's permission.



"Eighty percent of those who used fraudulent excuses reported using such excuses in an effort to obtain extra time to either complete an assignment or to study for an exam."

"... having a lenient professor (73%) was the most likely condition allowing students to use a fraudulent excuse ..."

– Roig, M., & Caso, M. (2005). Lying and cheating: Fraudulent excuse making, cheating, and plagiarism. *Journal of Psychology, 139*(6). Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=19243713&site=ehost-live>

"As with the previous study, the majority of students in our sample (62% vs. 57% in Caron et al.) reported that fewer than 25% of their professors required any type of proof for their excuses ..."

– Caron, M. D., Whitbourne, S. K., & Halgin, R. P. (1992). Fraudulent excuse making among college students. *Teaching of Psychology, 19*, 90-93. doi:10.1207/s15328023top1902_6



04 :: CLASS PRESENTATION AND ATTRIBUTION OF DIAGRAMS, CHARTS AND TABLES

A student has incorporated diagrams and charts from various textbooks into a class presentation. He thought source citation was not required since he used the course textbook and other reference resources on the suggested reading list. Has he violated the Code?

YES No

→ Article 15(a)

Why is this an issue?

The authors of the diagrams and charts and the sources where they were found must be acknowledged. Without these attributions, the student is presenting the work of others as his own. Also, a TA may not recognize every chart, diagram or table from every suggested reading, and grades for originality could be allocated for what is in fact copied work.

An interview with the disciplinary officer will be required. See Article 15(a), 54 and 56 in the [Green Book](#) for more details.

How can it be avoided?

When the instructor or TA advises students to include explanatory tables, charts and diagrams, a discussion of citation expectations would be helpful. Students could be referred to the liaison librarian for the relevant academic discipline for assistance with citation requirements.

"Inhibitions against copying are further reduced by the fact that, when I make a virtual copy, I do not take anything physical away from the person who owns the original. People who would never steal a book or a painting from someone else often without hesitation copy articles and pictures on-line, especially when they feel that they are not doing so (just) to make money."

– Hinman, L.M. (2002). The impact of the Internet on our moral lives in academia. *Ethics and Information Technology*, 4, 31-35. doi: 10.1023/A:1015231824812

QUICK FACTS

I may have copied, but I still learned! That should count for something.

Copying the work of another student harms the learner in two ways. First, it is an academic offence that carries serious consequences. Second, it affects what and how you learn; research has found that students who copy answers that require analysis or problem solving tend to receive poorer grades as their terms progress (Palazzo et al. (2010). Patterns, correlates, and reduction of homework copying. *Phys. Rev. ST – Phys. Educ. Res.* 6, 010104 - 1-11).

05 :: TRANSLATION AND QUOTATION MARKS

A student reads an article which was published in French and she wants to quote it in her English-language term paper. She believes that personal translation work is automatically considered paraphrasing, so while she provides the reference for the passage she translates, she does not use quotation marks or text indentation to bring attention to the translated text in her paper. Is this an acceptable method for including translated text in a term paper?

Yes **NO**

→ Article 15(a)

Why is this an issue?

The expression of a sentence or paragraph may change due to your choice of words, but the essential message and findings belong to the original author. Readers need to know when content they are reading has not been chosen or arranged by the author. The translation must be treated as a quote.

An interview with the disciplinary officer will be required. See Article 15(a), 54 and 56 in the [Green Book](#) for more details.

How can it be avoided?

There are various citation styles to choose from when including translated text in your work:

- You may use quotation marks around translated passages and add a footnote stating that you translated the text into English; in this case, the original text would be provided in quotation marks in the footnote, with the source.
- You may also indent the translated text so that it has larger margins than the main text. In this case the original passage, in French, would be provided either before or after the translated text.

(MLA Handbook for Writers of Research Papers, 7th edition. 2009. The Modern Language Association of America, New York, pp. 104-105).

Consult a librarian to learn what method is expected in your academic discipline.



“As the Internet helps us cross language and cultural borders, more and more incidents of translated plagiarism are bound to arise. These incidents are much harder to detect, as translation is often a fuzzy process that’s hard to search for, and even harder to stop as they usually cross international borders. It’s very easy for someone who speaks two languages to take a piece of work, translate it and claim it as their own while feeling secure that almost no one who speaks language A will read the language B version and vice versa.”

– Bailey, J. (2005, August 13). Translation Plagiarism [Web log post]. Retrieved from <http://www.plagiarismtoday.com/>

QUICK FACTS

Instead of searching for just the right article every time I do library research, it’s easier to download a few journals and hunt through them for the perfect article later. It’s for personal use, so why is this a problem? While individual articles can be downloaded for personal use, it is a violation of McGill’s e-journal license and library agreements to download entire journals. This is a misuse of library resources and would lead to an allegation of a violation of the Code of Student Conduct and Disciplinary Procedures, Article 12.



06 :: SHARING MY WORK

A TA for a course notices similarities between two assignments. It turns out that one student loaned her finished work to her friend to give him an idea of how to proceed with the assignment. Without her knowledge, the friend copied some answers and handed in the homework. She assumes that since she did not give permission to her friend to copy her work she has not violated the Code. Is she right?

Yes **NO**

→ Article 15(c)

Why is this an issue?

Peer teaching and peer learning are important and effective study strategies for students. However, giving a completed assignment to a friend is not peer teaching and copying answers is not peer learning. Unintentionally or otherwise, the student who passed on the assignment enabled cheating to occur, and has therefore committed a violation.

An interview with the disciplinary officer will be required. See Articles 15(c), 54 and 56 in the [Green Book](#) for more details.

How can it be avoided?

Peer learning should be encouraged, since it helps students learn to teach. Instructors should explain effective peer teaching strategies such as working in pairs, sharing comments on work, and brainstorming solutions to problems in groups. Sharing completed work is not an acceptable peer learning technique. If a student has copied the answers of another student, the incident must be documented by the TA and the material sent to the course instructor, who will contact the appropriate disciplinary officer.

“Never have, never will, besides the person next to me probably knows less than I do.” – Student response to survey question on reasons not to cheat.

– Andrews, K. G., Smith, L. A., Henzi, D., & Demps, E. (2007). Faculty and student perceptions of academic integrity at U.S. and Canadian dental schools. *Journal of Dental Education*, 71, 1027-1039. Retrieved from <http://www.jdentaled.org/cgi/content/full/71/8/1027>

QUICK FACTS

If I tell my friend in another course section about quiz questions, is that cheating?
If your friend has not yet written the quiz, both of you will have violated the Code; sharing unauthorized information and using unauthorized information are both offences.

07 :: REQUESTING A RE-READ

A student brings his graded test to a TA to ask that the marking of certain questions be revised. The TA determines that the original answers have been altered and some have new material added to them. The student explains that the original answers didn't accurately reflect his knowledge, so he has added clarifications that he feels better represent what he knew at the time he took the exam. Has he violated the Code?

YES No

→ Articles 10(b) and 18

Why is this an issue?

It is good for students to reflect on their work in light of grader feedback, but it is a serious offence to revise graded work prior to submitting it for a re-read.

An interview with the disciplinary officer will be required. See Articles 10(b), 18, 54 and 56 in the [Green Book](#) for more details.

How can it be avoided?

Students should indeed integrate instructor feedback into future work. In fact, some instructors allow students to revise their work for re-grading as part of their teaching methods. When evaluating an assignment, however, graders must only assess what was submitted and cannot infer what a student intended or meant to write.

If a student alters graded work and requests a re-read, the incident must be documented and the instructor will contact the appropriate disciplinary officer. Modified graded work can never be resubmitted unless students are expected to submit multiple drafts or corrected work as part of an assignment. Consult the grading section of the course outline or ask the TA about the resubmission policy in the course.



"I'm just trying to do everything I can do to get through this school ... [like] answer multiple-choice questions with 'c' – a letter that can easily be altered and submitted for a regrade... If this is the only way to do it, so be it."

– Student interviewed for: Kleiner, C., & Lord, M. (1999, November 22). The cheating game: 'Everyone's doing it,' from grade school to graduate school. *U.S. News & World Report*. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=2475440&site=ehost-live>

QUICK FACTS

I'm having trouble keeping up. If I pay someone who took the course last year to do my assignment, I own the work, right? Will I be in trouble if I submit a purchased assignment? You will have submitted the work of another as your own; that is an academic offence. You will have created an unfair advantage over other students in the course.



08 :: YOUR HOMEWORK, YOUR RESPONSIBILITY

A student mentions to a TA that her husband did her lab reports, since he took the course the year before. Has this student violated the Code?

YES No

→ Article 15(a)

Why is this an issue?

Students learn from doing course work and applying their knowledge. Instructors work hard to design course work from which students can benefit, so students cheat themselves out of their education when they don't complete their own course work. It is also unethical to present someone else's work as your own.

An interview with the disciplinary officer will be required. See Articles 15(a), 54 and 56 in the [Green Book](#) for more details.

How can it be avoided?

Instructors and TAs should explain to students the benefits of completing their own course work and make clear the learning objectives of every assignment. If a student is presenting someone else's course work as his own, the matter will be documented by the TA and reported to the instructor who will contact the appropriate disciplinary officer.

"One student in Quebec, dismayed by a response [from Google Answers] that offered only background research for a paper on religion, pleads, 'Make it into an essay, not just links and quotes. I need this asap PLEASE!!! 2500 words is the minimum.'"

- Goot, D. (2002, September 10). Thin line splits cheating, smarts. *Wired*. Retrieved from <http://www.wired.com/culture/education/news/2002/09/54963>

QUICK FACTS

What's wrong with photocopying textbooks and course packs so I can sell them at a lower cost? Everybody wins, right? The resources are not yours to sell; the rights of the author, instructor and/or publisher must be respected.

09 :: WORKING TOGETHER

In a particular course, group work is encouraged but all assignments must be written individually. Two students work together, and they write down their ideas as they work, contributing equally. As required, they write up their reports separately, using these notes. In the end, there is substantial overlap in their reports. Have they violated the Code?

Yes No **MAYBE**

→ Article 15(a)

Why is this an issue?

While there will be overlap in the ideas presented in a report that is developed collaboratively, all students bring different perspectives and have different writing styles. That alone should ensure that reports developed collaboratively but written separately will be unique.

In this case, an interview with the disciplinary officer will not be required.

How can it be avoided?

Instructors and TAs should remind students that while they may share ideas and concepts, and even the structure of their assignment, each student should develop his or her own conclusions from the discussion they share, and each item handed in for grading must be written individually.

QUICK FACTS

We have a long assignment that requires a lot of calculations and library research. Can my friend and I split the work and share the answers we submit?

If your instructor has indicated that independent work is required, you cannot work together or share answers. If no instruction was given, it is best to seek clarification. At the very least, be sure to use your own words and be able to demonstrate your knowledge and learning in all submitted work.



"... the behaviours considered least serious by both groups were collaborating on work that was supposed to be done individually, copying a few sentences without footnoting them, and fabricating a bibliography, and these were more common..."

– Kidwell, L. A., & Kent, J. (2008). Integrity at a distance: A study of academic misconduct among university students on and off campus. *Accounting Education*, 17(supp 1), 3 - 16. doi: 10.1080/09639280802044568



10 :: “I DIDN’T KNOW THE RULES!”

A TA is grading lab reports and notes that much of the background material (methodology, instruments used, etc.) in one report is taken directly from a website. It turns out that the student didn’t know that Web material of this type had to be referenced. The student assumes that this is not plagiarism since it was unintentional, and expects to receive a warning only. Is the student correct in his assumption?

Yes **NO**

→ Article 15(a)

Why is this an issue?

Obtaining information from published sources is desirable and inevitable, but it is important to know how and when to cite sources. Referencing your sources allows interested readers to look them up and learn from them, just as you have. Taking direct text passages from secondary sources that explain or comment on methods, concepts and ideas and presenting them as your own is plagiarism and a serious offence.

An interview with the disciplinary officer will be required. See Articles 15(a), 54 and 56 in the [Green Book](#) for more details.

How can it be avoided?

Students need to learn how to use available materials effectively and how to reference properly, as it is not only ethical but required academically. If a student has not been referencing outside sources, the instance will be documented and brought to the instructor’s attention for forwarding to the disciplinary officer.

“It sucks that you can write an amazing A+ essay, however forget to reference and fail.”

– Student comment on the consequences of unintentional plagiarism. de Lambert, K., Ellen, N., & Taylor, L. (2006). Chalkface challenges: A study of academic dishonesty amongst students in New Zealand tertiary institutions. *Assessment & Evaluation in Higher Education*, 31, 485-503. doi:10.1080/02602930600679415

QUICK FACTS

Everyone knows that the instructor of a particular course recycles exam questions. Students have collected old exams to study from. Is it an academic offence to possess these old exams? If questions from a previous exam are available on the exam archive website, or were returned to previous students by the instructor, they are considered to be publically available in a general sense. If the exam questions were obtained in another way – taken from the exam room without permission, for example – or if the exam was reconstructed without the instructor’s consent, there may be a problem. When in doubt, ask the instructor for clarification.

11 :: PARAPHRASING AND CITATION

You are writing your term paper or thesis introduction, thoroughly citing primary papers as you go. You come across an excellent review article that perfectly sums up what you are trying to say. You paraphrase its conclusion and fail to cite the article in your submission. Did you violate the Code?

YES No

→ Article 15(a)

Why is this an issue?

Failing to cite the review is plagiarism. That author's thoughts and ideas were re-worked by the student but are not the student's own thoughts, even if he or she shares that point of view. Although the conclusion was paraphrased, it is an offence not to cite the review article.

An interview with the disciplinary officer will be required. See Articles 15(a), 54 and 56 in the [Green Book](#) for more details.

How can it be avoided?

Familiarize yourself with citation methods and procedures. Your liaison librarian is an excellent resource person. Remember, never fail to cite any material used in your writing, including ideas expressed in reviews.



"If I were bogged down and not concentrating and not really looking at where I was pulling quotes from [then I might plagiarize a few phrases]."

– Graduate student interviewed for: Love, P. G., & Simmons, J. M. (1997, November). *The meaning and mediated nature of cheating and plagiarism among graduate students in a college of education*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education. Available from the ERIC database. (ERIC Document No. ED415826).

"Copying a few sentences without footnoting is perhaps the least understood problem among students. Most faculties would consider this plagiarism, but the majority of students consider this only trivial cheating."

– Kidwell, L. A., & Kent, J. (2008). Integrity at a distance: A study of academic misconduct among university students on and off campus. *Accounting Education*, 17(supp 1), 3 - 16. doi: 10.1080/09639280802044568

QUICK FACTS

My project advisor refuses to sign off on a journal article I have prepared for submission. Can I delete his/her name and submit it? All contributors should be acknowledged or named as co-authors depending on the extent of their contribution. Seek assistance from your Chair or Associate Dean / Student Affairs Director to resolve this situation.



PLAGIARISM

Examples of quotation, paraphrasing and summarizing are provided. Which of the examples is appropriate? For each example, refer to the following text.

Text:

“The most famous exams in medieval monasteries were the Lentine. Each Benedictine monk had to read a specific book during Lent and had to pass an exam on it. The exams eventually became formalized, public affairs. All brothers assembled in the chapter house. The bookkeeper read the name of each monk. When called, one by one, each monk placed the book he read on the carpet. The prior or his designate took the book in hand, and publicly examined the brother on it. If the brother did not pass, he had to reread the book.”

From: Clark, William. 2006. Academic Charisma and the Origins of the Research University. University of Chicago Press, Chicago, 96.

Ex. 01

According to Clark (2006), oral academic exams have been part of education for many years. The most famous exams in medieval monasteries were the Lentine. Each Benedictine monk had to read a specific book during Lent and had to pass an exam on it. All brothers assembled in the chapter house. The bookkeeper read the name of each monk. When called, one by one, each monk placed the book he read on the carpet. The prior or his designate took the book in hand, and publicly examined the brother on it. If the brother did not pass, he had to reread the book. Such oral exams have become a central part of graduate education.

Is this appropriate?

Yes

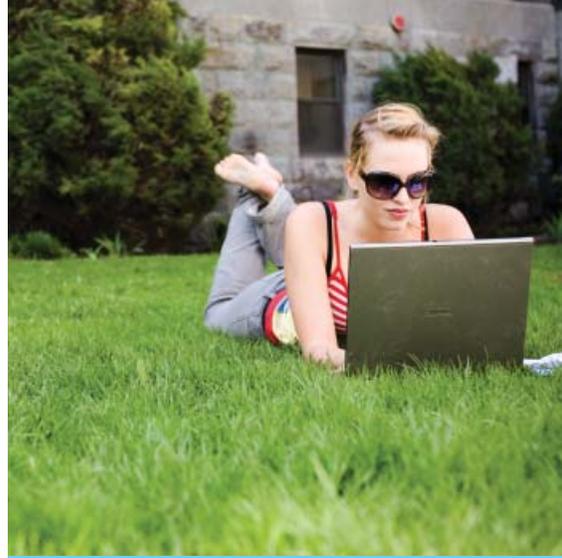
NO

You need quotation marks where the text is “word for word.” Done correctly, the above example would be:

According to Clark (2006), oral academic exams have been part of education for many years. “The most famous exams in medieval monasteries were the Lentine. Each Benedictine monk had to read a specific book during Lent and had to pass an exam on it. All brothers assembled in the chapter house. The bookkeeper read the name of each monk. When called, one by one, each monk placed the book he read on the carpet. The prior or his designate took the book in hand, and publicly examined the brother on it. If the brother did not pass, he had to reread the book.” Such oral exams have become a central part of graduate education.

Ex. 02

According to Clark (2006), oral academic exams have been part of education for many years. The Lentine exams were the most well-known exams in medieval monasteries. During Lent, each monk had to read a specific book and pass an exam on it. Once all the monks were assembled in the chapter house, the bookkeeper



read their names. When called, each monk placed his book on the carpet. The examiner took the book and examined the monk publicly. The monk had to reread the book, if he did not pass. Such oral exams have become a central part of graduate education.

Is this appropriate? Yes **NO**

There is minor paraphrasing, but it is too close to the original. Done correctly, the above example would be:

According to Clark (2006), oral academic exams have been part of education for many years. The Lentine exams were “the most [well-known] exams in medieval monasteries.” During Lent, “each monk had to read a specific book” and “pass an exam on it.” Once all the monks were “assembled in the chapter house[, t]he book-keeper read [their] name[s]. ... When called, ... each monk placed [his] book ... on the carpet.” The examiner “took the book ... and publicly examined the [monk] ... If the [monk] did not pass, he had to reread the book.” Such oral exams have become a central part of graduate education.

Ex. 03

Oral academic exams have been part of education for many years. For example, one can trace the tradition of oral exams back to medieval monasteries where the well-known Lentine exams were held. Over the period of Lent, monks were required to read a book. At the time of the examination, all the monks gathered and were examined orally in front of their peers. Such oral exams have become a central part of graduate education.

Is this appropriate? Yes **NO**

This is a good summary but has no reference.

Ex. 04

Oral academic exams have been part of education for many years. For example, according to Clark (2006), one can trace the tradition of oral exams back to medieval monasteries where the well-known Lentine exams were held. Over the period of Lent, monks were required to read a book. At the time of the examination, all the monks gathered and were examined orally in front of their peers. Such oral exams have become a central part of graduate education.

Is this appropriate? **YES** No

This is a good summary and has a reference.



Ex. 05

Canada extends from the Pacific Ocean to the Atlantic Ocean. It covers 9,984,670 square kilometres (3,854,085 sq. mi.). Its population is 33,930,830 (2008 estimate).

Is this appropriate?

Yes

NO

Since this information is beyond common knowledge – except for the “ocean to ocean” part – this must be cited, even if used for a PowerPoint® presentation. Done correctly, the above example would include official government data sources such as Natural Resources Canada for the area and Statistics Canada for the population:

Natural Resources Canada, www.nrcan.gc.ca,

<http://atlas.nrcan.gc.ca/site/english/learningresources/facts/faq.html/#q5>
(6 April 2010).

Statistics Canada, www.statcan.gc.ca,

<http://www.statcan.gc.ca/start-debut-eng.html> (6 April 2010).

Many instructors would not accept a source such as:

Wikipedia

<http://en.wikipedia.org/wiki/Canada> (21 November 2008).

Ex. 06

Montreal is situated on the St. Lawrence River in the province of Quebec. It is known for its multicultural population and vibrant nightlife as well as for its long winters and summer festivals.

Is this appropriate?

YES

No

This is an example of common knowledge.

CITATION STYLES & WHERE TO GET HELP

Here are some examples of commonly-used citation styles your professor may ask you to use. Next to each style is contact information for subject-specialist librarians who can help you.

ACS (American Chemical Society): Schulich Library of Science & Engineering – email: schulich.library@mcgill.ca – Phone: 514-398-4769

AIP (American Institute of Physics): Schulich Library of Science & Engineering – email: schulich.library@mcgill.ca – Phone: 514-398-4769

APA (American Psychological Association): Education Library & Curriculum Resources Centre – email: education.library@mcgill.ca – Phone: 514-398-8109

ASA (American Sociological Association): Humanities & Social Sciences Library – email: hssl.library@mcgill.ca – Phone: 514-398-4734

Chicago: Humanities & Social Sciences Library – email: hssl.library@mcgill.ca – Phone: 514-398-4734

CBE/CSE (Council of Science Editors): Life Sciences Library – email: health.library@mcgill.ca – Phone: 514-398-4475

Harvard: Marvin Duchow Music Library – email: music.library@mcgill.ca – Phone: 514-398-5874

MLA (Modern Language Association): Humanities & Social Sciences Library – email: hssl.library@mcgill.ca – Phone: 514-398-4734

Physical Review/APS (American Physical Society): Schulich Library of Science & Engineering – email: schulich.library@mcgill.ca – Phone: 514-398-4769

Red Book (Canadian Guide to Uniform Legal Citation): Nahum Gelber Law Library – email: law.library@mcgill.ca – Phone: 514-398-4715

Turabian: Humanities & Social Sciences Library – email: hssl.library@mcgill.ca – Phone: 514-398-4734

Vancouver: Life Sciences Library – email: health.library@mcgill.ca – Phone: 514-398-4475

Citation Management Software can help you organize and format your references in a variety of styles. Two of these programs, **Endnote** and **Reference Manager** are available for free to McGill students, faculty, and staff. Details can be found here: <http://www.mcgill.ca/library-using/computers/endnote/> .





FURTHER READING (available at McGill University Libraries)

Barrass, R. (2005). *Students must write: A guide to better writing in coursework and examinations* [electronic version]. Available from: <http://www.mylibrary.com?id=24379>

Hacker, D. (2008). *A Canadian writer's reference* (4th ed.). Boston Bedford/St. Martins. Library location: **PE1408 H33 2008** [In Library Use] Humanities and Social Sciences Reference (McLennan Bldg, Main floor)

Lipson, C. (2006). *Cite right: A quick guide to citation styles – MLA, APA, Chicago, the sciences, professions, and more*. Chicago: University of Chicago Press. Library location: **PN171 F56 L55 2006** [Regular Loan] Humanities and Social Sciences McLennan Building

Lipson, C. (2008). *Doing honest work in college: How to prepare citations, avoid plagiarism, and achieve real academic success* (2nd ed.). Chicago: University of Chicago Press. Library locations: **PN171 F56 L56 2008** [3 hour Reserve loan] Marvin Duchow Music Reserves, **PN171 F56 L56 2008** [In Library Use] Schulich Science & Engineering Reference, **PN171 F56 L56 2008** [3 hour Reserve loan] Humanities and Social Sciences Reserves (Redpath Library Bldg, Main floor)

McMahan, E., Funk, R., & Way, B. T. W. (2005). *Print preview: A guide to academic writing success* (Canadian ed.). Toronto: Pearson Longman. Library location: **PE1408 M343 2005** [Regular Loan] Humanities and Social Sciences McLennan Bldg

Neville, C. (2007). *The complete guide to referencing and avoiding plagiarism*. Maidenhead: Open University Press. Library location: **PN171 F56 N48 2007** [In Library Use] Humanities and Social Sciences Reference (McLennan Bldg, Main floor)

Troyka, L. Q., & Strom, C. (2004). *Quick access: Simon & Schuster reference for writers* (2nd Canadian ed.). Toronto: Pearson Prentice Hall. Library location: **PE1408 T75 2004** [In Library Use] Education Reference

McGILL'S STUDENT RIGHTS AND RESPONSIBILITIES WEBSITE



For more information, please visit: <http://www.mcgill.ca/students/srr/>

Other useful links

Academic Advising

<http://www.mcgill.ca/students/advising>

Office of the Dean of Students

<http://www.mcgill.ca/deanofstudents>

Your one-stop shop for all student resources

<http://www.mcgill.ca/students>

Questions, suggestions and corrections are welcome!

Contact: deanofstudents@mcgill.ca

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