

Materials Checklist:

- Script
- Scenarios sheets
- Selection from UConn statement

Created by Pam Bedore, Deb Macintosh, Dana Canastar, and Hudson Rollinson

Updated: 13 October 2016

Academic Integrity Workshop Script

Introduce yourself, the APAC (location, hours, services), and the workshop:

This is the Academic Integrity Workshop, in it we will discuss some instances of integrity—some having to do with plagiarism, but others just with honesty and integrity in general—and see if we can get to some kind of consensus and understanding about the fine points of honesty and integrity in an academic setting.

Hand out the scenario sheet and the selections from UConn’s statement on academic integrity. Don’t go over the statement on academic integrity, just explain to them that this is important to them, as is the student handbook which can be found online.

First Thing:

Field the question “what is plagiarism?” see what students respond with. This is to hopefully get students engaged and paying attention as well as allow you to get some idea of their perspective and experience. If you don’t reach some kind of agreement in conversation explain plagiarism: *plagiarism is the academic form of stealing. In academia, as in journalism and all other forms of writing, we hold ownership over our thoughts—especially the ones we write down and publish. Taking credit for someone else’s words or thoughts is like also taking credit for the work they did in researching, theorizing, and writing. We give credit to the original writer by citing sources in keeping with the various citation styles: APA, MLA, and Chicago are some the most common.*

Introduce the Activity:

In academia, cheating is not always confined to plagiarism—there are other forms of dishonesty. There is literally stealing answers or information, but also some things that seem less clear, using one paper for multiple assignments, group work, formatting your papers so they seem longer than they really are. You are going to discuss some of these in groups and then we will talk about them and get some input from your professor.


Break them into groups:

Break the class into groups of 3 or 4 students. Give them a minute to come up with a name for their group. This frequently perplexes some groups and then WE get to assign a silly name (“Fuzzy Pink Squirrels in Hats” or “AP Baseball McLovin Dudes” are but two monikers I’ve come up with) just to keep the momentum going forward. Write the team names on the board with a line under them (you will later be writing their answers underneath the teams’ names).

Go over the scenarios:

Have them go over the scenarios one at a time, you will be discussing each of them as a whole group after they discuss them as individuals. Give about five minutes each and have them call up their answers to you as they come to them in their groups. Once all groups are done, discuss as a group; ask them why they chose the answer they did and why other groups disagreed or came to the same conclusion. Finally, after each scenario ask the professor if they have anything to add or clarify



 University of Connecticut

Avery Point Academic Center