



College of Distance Education and Training Academic Integrity Manual | 2019

Introduction

“Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful.”

—*Samuel Johnson,*
English author and lexicographer

The College of Distance Education and Training (CDET) has developed this publication so its learners, faculty, and proctors fully understand the concept of academic integrity. The information in this document affirms the importance of academic integrity as it pertains to personal, academic, and professional endeavors. This publication has information that:

- Defines academic integrity.
- Discusses the relevance of academic integrity, not only in your academic life, but also in your professional military career.
- Recognizes that personal integrity is the foundation of our personal, professional, and academic actions.
- Discusses the difference between the operational and academic environment, individual effort versus collaborative effort, and the types of collaboration.
- Defines and identifies the various forms of plagiarism.
- Gives strategies on how to develop your writing voice and how to avoid plagiarism.

The College of Distance Education and Training Academic Integrity Policy

The CDET's intellectual reputation depends on maintaining the highest standards of personal, intellectual, and professional honesty. Every learner, faculty member, and proctor in CDET must commit to and preserve these standards.

The following is the CDET Academic Integrity Policy:

“Academic integrity is essential to the success of the educational process; every member bears a responsibility for ensuring that the highest standards of academic integrity are upheld. The three components of academic integrity—personal integrity, collaboration, and plagiarism—are embodied in the Marine Corps' core values and ethics.”

When you participate in any CDET program—in any capacity—you must **agree to follow** the CDET Academic Integrity Policy. By agreeing to the policy, you pledge to uphold the CDET standards of academic integrity for personal integrity, collaboration, and plagiarism.

Academic integrity requires:

- Faculty to provide an academic environment that is open to ideas and discussion but rooted in personal and professional respect.
- Proctors to ensure the integrity of the examination process for all learners.
- Learners to submit examinations and assignments that showcase original effort, without plagiarism, and free of inappropriate collaboration.

The CDET considers any act of academic dishonesty by any participant in the educational process a major violation of its Academic Integrity Policy.

The CDET Academic Integrity Policy is an educational restatement of the Marine Corps' ethos: a code of conduct that embodies integrity, loyalty, honor, and courage.

Violating the CDET Academic Integrity Policy is nothing less than breaking faith with your fellow Marines.

After reading this manual, learners, faculty, and proctors must also read the CDET Academic Integrity Policy Letter.

Defining Academic Integrity

Academic integrity is one of the fundamentals that colleges, universities, and professional institutions are built upon; it deals with honesty and truthfulness in scholarship. All objective scholarship involves questioning, debating, formulating, and testing different ideas. However, respect and credit must be given to the academic research and work of others. The Center for Academic Integrity defines the five fundamental values of academic integrity as follows:

- **Honesty:** The quest for truth and knowledge requires intellectual and personal honesty in learning, teaching, research, and service.
- **Trust:** Academic institutions must foster a climate of mutual trust to stimulate the free exchange of ideas.
- **Fairness:** All interactions among learners, faculty, and administrators should be grounded in clear standards, practices, and procedures.
- **Respect:** Learning is acknowledged as a participatory process, and a wide range of opinions and ideas are respected.
- **Responsibility:** A thriving community demands personal accountability on the part of all members and depends upon action in the face of wrongdoing.

These fundamental principles create a symbiotic relationship that promotes healthy debate in academic and professional communities. They also support the expansion and sharing of knowledge for the benefit of all.

Academic integrity has three components: **personal integrity, collaboration, and plagiarism.**

Academic integrity is essential to the success of the educational enterprise, and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

“Marine Corps integrity is doing that thing which is right, when no one is looking.”

—Colonel Colin Lampard, USMC

“I love the Marine Corps for those intangible possessions that cannot be issued: pride, honor, integrity, and being able to carry on the traditions for generations of warriors past.”

—Corporal Jeff Sorni, USMC

Personal Integrity

Personal integrity is the cornerstone of character. In addition to being one of the fourteen leadership traits, it is an integral element of our core value of honor.

HONOR: The bedrock of our character. The quality that guides Marines to exemplify the ultimate in ethical and moral behavior; never to lie, cheat, or steal; to abide by an uncompromising code of integrity; to respect human dignity; to have respect and concern for each other. The quality of maturity, dedication, trust, and dependability that commits Marines to act responsibly; to be accountable for actions; to fulfill obligations; and to hold others accountable for their actions.

—MCWP 6-11, **Leading Marines**

Superior performance in combat, in garrison, in seminar, and while taking or proctoring examinations starts with personal integrity.

Learners, faculty, and proctors are responsible for fully understanding and abiding by the fundamental values of personal integrity in all their work at the College of Distance Education and Training.

“Marines are held to the highest standards of personal conduct. The Nation expects that from us. The personal and professional conduct, decency, integrity, and accountability of Marines must be beyond reproach. This is a non-negotiable principle.”

—General Carl E. Mundy,
30th Commandant

“The warrior spirit includes not only tactical and technical proficiency, but also adherence to the highest standards of personal and professional integrity. In doing so, Marines, individually and collectively, ‘keep our honor clean.’”

—MCDP 1-0, Marine Corps Operations

Collaboration

In the operational environment, collaborative effort is the norm. Staffs, committees, and teams continuously collaborate on projects; no thought is given to recognition of any particular individual's effort. However, in the academic environment a high value is placed on recognizing and honoring the work of the individual.

Education within the CDET course and program requires **individual effort** and **collaborative effort**. It is absolutely crucial for you to understand when each type of educational method is required and permitted.

- **Individual effort** is used during quizzes, responses to issues for discussion, and final essay examinations. This is when you demonstrate your personal understanding of the subject.
- **Collaborative effort** is the focus of seminar discussions and practical exercises. Collaboration can help you and your fellow learners achieve a deeper level of understanding.

The College of Distance Education and Training's academic programs are conducted in an academic environment—not an operational environment. What is allowable for work products in the operational environment may not be permitted for learning assignments in the academic environment.

Collaboration (*cont'd.*)

CDET expects you to learn through **appropriate collaboration**. Appropriate collaboration is an important part of the learning process: it enhances learning by honing your critical thinking and problem solving skills. However, collaboration becomes inappropriate when individual effort is required.

Inappropriate collaboration includes working with others on assignments that are individual effort, dividing up work, or checking answers with others. Inappropriate collaboration can include, but is not limited to:

- Jointly answering individual effort assignments.
- Having another person write or rewrite your paper.
- Sharing your work with others.
- Providing or using another's MarineNet username and password.

You can avoid inappropriate collaboration by taking the initiative to prevent it:

- Do not work with other learners on individual effort assignments.
- Use original ideas.
- Do not provide your work to other learners for any reason.
- Do not provide your proctor information to others.

“Appropriate collaboration” provides an opportunity to extend the learning experience, explore new ideas, and to share critical and constructive feedback from many points of view.

“Inappropriate collaboration” misrepresents joint work as individual effort, is unethical, and will be treated as an academic integrity violation.

Plagiarism

Plagiarism is knowingly or unknowingly submitting someone else's work as your own or without properly crediting the original author. While the CDET programs do not require bibliographic references or footnotes, if learners use outside sources—for example, direct quotation or paraphrase—they must cite each occurrence in the body of the document's text. There are two basic types of plagiarism:

- **Intentional Plagiarism:** When the writer purposely copies someone's written words or ideas without properly citing the source.
- **Unintentional Plagiarism:** When the writer carelessly copies information and fails to adequately cite the source.

There are severe consequences for plagiarism, intentional or unintentional. If a learner intentionally plagiarizes, they will be referred to a Student Performance Evaluation Board (SPEB). This can result in disenrollment from the program. Additionally, intentional plagiarism can be considered stealing. Instances of proven intentional plagiarism may be reported to the learner's command and have resulted in adverse fitness reports or punishment under UCMJ Articles 92, 121, or 133.

Similarly, unintentional plagiarism will result in a disruption of the learner's academic and professional career, adding hours of remediation to their busy workload, and often negatively affecting career progression. Thus, learners are responsible for their work and to make sure it is free of plagiarism.

The English word "plagiarism" comes from the Greek root for "kidnap." In simplest terms, plagiarism is theft. It is the act of stealing the writings or ideas of another and using them as one's own. Plagiarism can take many forms. It may be as blatant as buying a research paper off the Internet, or it may be as subtle as failing to include quotation marks around a distinctive turn of phrase taken from another author's work.

Plagiarism (*cont'd.*)

There are three basic forms of plagiarism to be mindful of and avoid:

- **Word-for-Word Plagiarizing:** This is when a writer copies words or ideas verbatim. To avoid this, cite the author, or put the text in quotes. Any sources you use must be clearly separated from your own ideas.
- **Plagiarizing by Paraphrase:** This occurs when a writer finds an idea and then rewrites the words to make it sound original. However, the idea is still the same, so credit must be given.
- **Interwoven Plagiarizing:** This is when a writer takes different written sources and rearranges them to make a point. Writers need to be aware of all of their sources: where they are in their writing and if they are cited properly.

You must know what to cite in your writing to avoid plagiarism. The following chart has some basic guidelines for citing sources:

Citation Needed	No Citation Needed
<ul style="list-style-type: none"> • Direct quotations. • Summaries or paraphrases of sources. • Statistical information or others' research. • Uncommon facts. • Stated opinions and research of others. 	<ul style="list-style-type: none"> • Your own observations, words, or opinions. • Common knowledge and common facts. • Your own statistical data or research (in current paper).

Plagiarism is a breach of academic integrity whether it is intentional or unintentional. As a College of Distance Education and Training participant, it is your responsibility to become familiar with plagiarism.

Developing Your Writing Voice

In addition to fully understanding the rules of plagiarism and citing sources, developing your writing voice is another key to having academic integrity. Voice, as it pertains to writing and academic integrity, is the act of taking authority, or authorship, over your work. Practice will hone your writing voice (i.e., actually writing), and as you become comfortable with vocabulary and grammatical techniques your voice will be more noticeable; also, following the steps of the writing process will help develop your voice, improving your confidence when writing. Here is a list of some additional writing topics and tutorials available in the writing centers (CSCDEP, EWSDEP, and ECDEP) or CEP Writing Resources to help you with your writing:

- Steps of the Writing Process.
- Organizing the Essay.
- Prewriting.
- Outlining.
- Thesis Development.
- Persuasive Writing-Communication Techniques.
- Revision.
- Effective Editing Checklist.
- Plagiarism and Citing Sources.
- Characteristics of Effective Writing.
- Writing Tips at a Glance.

The values of academic integrity expand into your academic and professional life, and plagiarism is a big issue in the Internet Age (i.e., where mass cutting-and-pasting is so routine). The tools provided to learners in the specific CDET program writing centers about the writing process and properly citing sources will benefit you in your personal and professional writing endeavors.

Your writing voice is how your words “sound” on the page. It’s the way you write. It’s your tone. It’s the words you use: Are they simple, everyday words or scholarly, technical words? It’s the pattern of your sentences: Are they short and choppy, long and drawn out, or a combination of both? It’s the way you put these elements together.

Because each of us has a unique personality, each of us has a one-of-a-kind writing voice. It is this quality that makes our writing special or interesting. Use your experiences to charge your writing; embrace your writing voice.

CDET Program Writing Centers

The various CDET program writing centers (**CSCDEP**, **EWSDEP**, and **ECDEP**) contain valuable resources, materials, and exercises for learners who want to improve their writing abilities and attain their writing goals. Our overall goal is to provide learners with the necessary tools to help them improve their writing.

Each writing center contains:

- Our cornerstone writing booklet, “Writing Tips at a Glance,” which provides across-the-board writing guidance for papers and essays.
- Numerous self-tutorials and exercises that can help with specific writing questions.
- Templates for common military correspondence.
- A discussion board where users can post questions and concerns and then get fast feedback.
- Individualized tutoring options.

Through the writing centers, learners can explore the available online resources, receive help and feedback on papers, or work one-on-one with a writing instructor.