Question 1
You use a sentence from a speech you found online.

- Cite
- Do not cite

Question 2
You state that George Washington was the 1st president of the United States.

Question 2 options:

- Cite
- Do not cite

Question 3
You are not sure whether you should cite a source or not.

- Cite
- No not cite

Question 4
You change a lot of the wording of a paragraph from an article.

- Cite
- Do not cite

Question 5
Copying and pasting from the internet can be done without citing the source, because everything on the internet is common knowledge and freely available.

- True
- False
Question 6
If you quote your roommate in an interview, you don't have to cite him/her or use quotation marks.
- True
- False

Question 7
Purchasing a paper or asking another to write a paper for you is a form of plagiarism.
- True
- False

Question 8
Plagiarism could lead to an academic warning, failure of the assignment or class, academic suspension, and/or expulsion from school.
- True
- False

Question 9
Using a paper you wrote for another class is self-plagiarism.
- True
- False

Question 10
If you borrow someone else's idea for a paper, you do not have to cite it.
- True
- False
Question 11

You only have to cite sources that you use in written papers not PowerPoint slides, images, speeches, etc.

☐ True
☐ False

Question 12

Here is a passage from a May 2014 article by Jean Marie Cook titled *A Library Success Course and Student Success Rates, A Longitudinal Study in College & Research Libraries* Vol. 75 Issue 3, p272-283. 12p.

The University of West Georgia's Ingram Library has offered a fifteen-week two-hour credit course since 1998. In a longitudinal study covering twelve years, the library analyzed the progression and graduation rates of more than fifteen thousand students. Students who took the class during their undergraduate career were found to graduate at much higher rates than students who never took the class. The library examined students' high school GPAs and aptitude test scores but were unable to account for the increase through any difference in pre collegiate achievement.

Under calls from the president to increase college graduation rates and nationwide initiatives such as the Complete College America program, colleges and universities are responding to an increasing pressure to improve student success rates. They use empirical and quantitative data to demonstrate their success in increasing student achievement to both politicians and the public. They dedicate time and resources to people and programs that are shown likely to improve their retention, progression, and graduation (RPG) rates. Opportunities abound for departments that can demonstrate they make a difference, but most libraries struggle to describe precisely how they can affect an individual student's likelihood to graduate. In their 2010 report, *The Value of Academic Libraries*, the Association of College and Research Libraries (ACRL) acknowledged this difficulty by creating a "Research Agenda" to guide libraries in establishing their value.1 They asked the essential question, "How does the library contribute to student retention and graduation rates?" which specifically called for correlative studies of library credit courses and graduation rates.2 This study seeks to address that question.

Here is what the student wrote:

According to Jean Marie Cook (2014), library staff uses “empirical and quantitative data to demonstrate their success in increasing student achievement both to politicians and the public”(p.272).

This is this an example of plagiarism?

☐ True
☐ False
Question 13

Here is a passage from a May 2014 article by Jean Marie Cook titled *A Library Success Course and Student Success Rates, A Longitudinal Study in College & Research Libraries* Vol. 75 Issue 3, p272-283. 12p.

The University of West Georgia's Ingram Library has offered a fifteen-week two-hour credit course since 1998. In a longitudinal study covering twelve years, the library analyzed the progression and graduation rates of more than fifteen thousand students. Students who took the class during their undergraduate career were found to graduate at much higher rates than students who never took the class. The library examined students' high school GPAs and aptitude test scores but were unable to account for the increase through any difference in precollegiate achievement.

Under calls from the president to increase college graduation rates and nationwide initiatives such as the Complete College America program, colleges and universities are responding to an increasing pressure to improve student success rates. They use empirical and quantitative data to demonstrate their success in increasing student achievement to both politicians and the public. They dedicate time and resources to people and programs that are shown likely to improve their retention, progression, and graduation (RPG) rates. Opportunities abound for departments that can demonstrate they make a difference, but most libraries struggle to describe precisely how they can affect an individual student's likelihood to graduate. In their 2010 report, *The Value of Academic Libraries*, the Association of College and Research Libraries (ACRL) acknowledged this difficulty by creating a "Research Agenda" to guide libraries in establishing their value. They asked the essential question, "How does the library contribute to student retention and graduation rates?" which specifically called for correlative studies of library credit courses and graduation rates. This study seeks to address that question.

**Here is what the student submitted:**

After the president urged colleges and universities to increase graduation rates, libraries began gathering data to detail how their programs contribute to student success.1


**This is an example of plagiarism?**

- [ ] True
- [ ] False
Question 14

Here is a passage from a May 2014 article by Jean Marie Cook titled *A Library Success Course and Student Success Rates, A Longitudinal Study in College & Research Libraries* Vol. 75 Issue 3, p272-283.

The University of West Georgia's Ingram Library has offered a fifteen-week two-hour credit course since 1998. In a longitudinal study covering twelve years, the library analyzed the progression and graduation rates of more than fifteen thousand students. Students who took the class during their undergraduate career were found to graduate at much higher rates than students who never took the class. The library examined students' high school GPAs and aptitude test scores but were unable to account for the increase through any difference in precollegiate achievement.

Under calls from the president to increase college graduation rates and nationwide initiatives such as the Complete College America program, colleges and universities are responding to an increasing pressure to improve student success rates. They use empirical and quantitative data to demonstrate their success in increasing student achievement to both politicians and the public. They dedicate time and resources to people and programs that are shown likely to improve their retention, progression, and graduation (RPG) rates. Opportunities abound for departments that can demonstrate they make a difference, but most libraries struggle to describe precisely how they can affect an individual student's likelihood to graduate. In their 2010 report, *The Value of Academic Libraries*, the Association of College and Research Libraries (ACRL) acknowledged this difficulty by creating a "Research Agenda" to guide libraries in establishing their value. They asked the essential question, "How does the library contribute to student retention and graduation rates?" which specifically called for correlative studies of library credit courses and graduation rates. This study seeks to address that question.

Here is what the student wrote:

A library class at the beginning of a student's college career is very important. Students who take a class during their undergraduate career were found to graduate at a much higher rate than students who never took the class. Library staff dedicate time and resources to people and programs that are shown likely to improve their retention, progression, and graduation (RPG) rates.

The material the student wrote is plagiarized?

- [ ] True
- [x] False