

Lumberjack Link

A weekly newsletter for the newest members of the Lumberjack family

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SFA 101

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So I Have This Roommate...

It's now the middle of the semester and you have probably recently thought, "she's too messy", or "he's too clean", "too loud", "too different from me", etc. Face it, people are going to disagree. Even the best of friends can disagree when confined to a small residence hall room or apartment. Handling these issues in a positive manner can make all the difference. When you moved in to your residence hall, you should have discussed each of your living habits and created a roommate contract to set down ground rules which were agreed upon by both roommates. However, situations can still arise where roommates find themselves at odds with one another.



So, what do you do if you find yourself in the middle of an argument?

1. Define the problem:

Often times it is the little things that escalate into larger problems. If you find yourself in the middle of a potential conflict you should first find the root of the problem. What is the issue? What are the feelings associated?

2. Generate solutions:

Once the problem is identified, brainstorm some possible solutions to address the issue. Work at getting to a solution that can be considered a 'win' for each person.

3. Agree upon and implement the solutions:

The solution should be fair to each roommate. Agree on one solution and commit to carrying it out.

4. Evaluate the solutions:

After the solution has been implemented, take some time to evaluate and see if it was fair to both roommates. If the problem still persists, explore the situation again and agree to an alternate solution. You and your roommate should work to understand your differences and compromise on pressing issues. If it seems like you've tried everything and nothing seems to work...don't panic. There are many people that can help. If you live in the residence halls utilize your RAs. They have actually been trained to help roommates resolve their problems. If you are afraid your situation is too embarrassing, don't worry, RAs have been here for awhile so they've heard everything or have already been through it themselves.



In this Issue:

The Importance of Academic Integrity.....	Page 2
Spotlight on: Academic Dishonesty.....	Page 3
The Old Stone Fort.....	Page 4
Upcoming Events.....	Page 4

A healthy living environment can enrich a college experience. Being proactive with potential roommate conflicts and asking for help when needed can create a living space where you feel comfortable to study, relax, and be yourself.

Why is academic integrity important?

The importance of academic integrity has been thoroughly and eloquently addressed by William M. Taylor, a professor at Oakton Community College in Des Plaines, Illinois. Excerpts from his "A Letter to my Students" appears below.

Here at the beginning of the semester I want to say something to you about academic integrity.

I'm deeply convinced that integrity is an essential part of any true educational experience, integrity on my part as a faculty member and integrity on your part as a student. To take an easy example, would you want to be operated on by a doctor who cheated his way through medical school? Or would you feel comfortable on a bridge designed by an engineer who cheated her way through engineering school? Would you trust your tax return to an accountant who copied his exam answers from his neighbor?

Those are easy examples, but what difference does it make if you as a student or I as a faculty member violate the principles of academic integrity in a psychology course, especially if it's not in our major? For me, the answer is that integrity is important in this course precisely because integrity is important in all areas of life. If we don't have integrity in the small things, if we find it possible to justify plagiarism or cheating or shoddy work in things that don't seem important, how will we resist doing the same in areas that really do matter, in areas where money might be at stake, or the possibility of advancement, or our esteem in the eyes of others?

Personal integrity is not a quality we're born to naturally. It's a quality of character we need to nurture, and this requires practice in both meanings of that word (as in practice the piano and practice a profession). We can only be a person of integrity if we practice it every day.

What does that involve for each of us in this course? Let's find out by going through each stage in the course. As you'll see, academic integrity basically requires the same things of you as a student as it requires of me as a teacher.

I. Preparation for Class

With regard to coming prepared for class, the principles of academic integrity suggest that you have a responsibility to yourself, to

me, and to the other students to do the things necessary to put yourself in a position to make fruitful contributions to class discussion. This will require you to:

- read the text before coming to class*
- clarify anything you're unsure of (including looking up words you don't understand)*
- formulate questions you might have so you can ask them in class*
- think about the issues raised in the class discussion or class materials*

II. In Class

- With regard to class sessions, the principles of academic integrity require you to take both your fellow students and me seriously and to treat us with respect. This requires that you:*
- show up for all class sessions, unless you are truly unable to do so*
- come to class on time and not leave early*
- make good use of class time by being engaged in what's going on*
- ask questions about anything you don't understand, and not just for your own sake but because other students might not realize that they also don't understand*
- participate in the class discussions so as to contribute your thinking to the shared effort to develop understanding and insight (remember that even something that's clearly wrong can contribute to the discussion by stimulating an idea in another student that she/he might not otherwise have had)*
- monitor your own participation so as to allow for and encourage the participation of others*
- respect the other students by not making fun of them or their ideas, and by not holding side-conversations that distract them (and me) from the class discussion*

III. With Regard to Exams

With regard to exams, the principles of academic integrity require you to:

- come to class having done your best to prepare for the exam, including seeking my help if you need it*
- make full use of the time available to write the best answers you can*
- accept your limitations and not trying to get around them by using cheat sheets, copying, or seeking help from another student*
- not giving help to other students, or making it easy for them to copy off of you*

IV. With Regard to Written Assignments

With regard to written assignments, the principles of academic integrity require you to:

- start your research and writing early enough to ensure that you have the time you need to do your best work*
- hand in a paper which you yourself have done specifically for this course and not borrowed from someone else or recycled from an earlier course*
- not be satisfied with a paper that is less than your best work*
- seek only appropriate help from others (such as proof-reading, or discussing your ideas with someone else to gain clarity in your thinking)*
- give full and proper credit to your sources.*

V. With Regard to Your Final Grade

With regard to your final grade, the principles of academic integrity require that, if you feel I've made a mistake in computing that grade, you have a responsibility to come to me as soon as possible prepared to show why you think I've made a mistake.

Academic integrity, as with so much in life, involves a system of interconnected rights and responsibilities that reflect our mutual dependence upon one another. The success of our individual efforts in this course, as with so much in life, depends on all of us conscientiously exercising our rights and living up to our responsibilities. And the failure of any of us—even just one of us—to do what is required will diminish, however slightly, the opportunity for the rest to achieve their goals. That is why it's essential for all of us in this class to practice academic integrity, in both senses of the word practice. For practice today will lay a solid foundation for practice tomorrow, and the day after that, and the day after that, so that through daily practice integrity will come to be woven throughout the fabric of our lives, and thus through at least a part of the fabric of society.

Note: Permission is granted to use any or all of the material in this letter in any way that is consistent with its purpose of promoting academic integrity.

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Academic Dishonesty

What is Academic Dishonesty?

Academic dishonesty includes both cheating and plagiarism.

Cheating includes but is not limited to:

- Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class. Tests assess how well the student has learned. Therefore, unless the professor specifies otherwise, all examinations are to be completed by the student alone, without assistance of any kind. Examples of cheating include:
- During an examination, looking at another student's examination or using external aids (for example, books, notes, calculators, conversation with others, or electronic devices) unless specifically allowed in advance by the instructor.
- Having others conduct research or prepare work without advance authorization from the instructor.
- Acquiring answers for any assigned work or examination from any unauthorized source. This includes, but is not limited to, using the services of commercial term paper companies, purchasing answer sets to homework from tutoring companies, and obtaining information from students who have previously taken the examination.
- Collaborating with other students in the completion of assigned work, unless specifically authorized by the instructor teaching the course. It is safe to assume that all assignments are to be completed individually unless the instructor indicates otherwise.

The falsification or invention of any information, including citations, on an assigned exercise. Examples include:

- The intentional invention and unauthorized alteration of any information or citation in any academic exercise.
- Using "invented" information in any laboratory experiment, report of results or academic exercise. It would be improper, for example, to analyze one sample in an

experiment and then "invent" data based on that single experiment for several more required analyses.

- Failing to acknowledge the actual source from which cited information was obtained. For example, a student shall not take a quotation from a book review and then indicate that the quotation was obtained from the book itself.
- Changing information on tests, quizzes, examinations, reports, or any other material that has been graded and resubmitting it as original for the purpose of improving the grade on that material.
- Providing a fabricated document to any University employee in order to obtain an excused absence or to satisfy a course requirement.
- Changing the measurements in an experiment in a laboratory exercise so as to obtain results more closely conforming to theoretically expected values.

Helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism:

- submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another;
- submitting a work that has been purchased or otherwise obtained from an Internet source or another source
- incorporating the words or ideas of an author into one's paper without giving the author due credit.

What happens if I get caught cheating or plagiarizing?

If your professor thinks you cheated, he/she will proceed as follows:

1. The faculty member shall review all evidence of cheating or plagiarism and discuss it directly with the student(s) involved.
2. After hearing the student(s)' explanation or defense, the faculty member will consult with his/her Chair and Dean to determine whether or not academic dishonesty has occurred and to decide

what penalty will be imposed. Penalties may include: reprimand or no credit for the assignment or exam, re-submission of the paper, make-up exam, or failure of the course

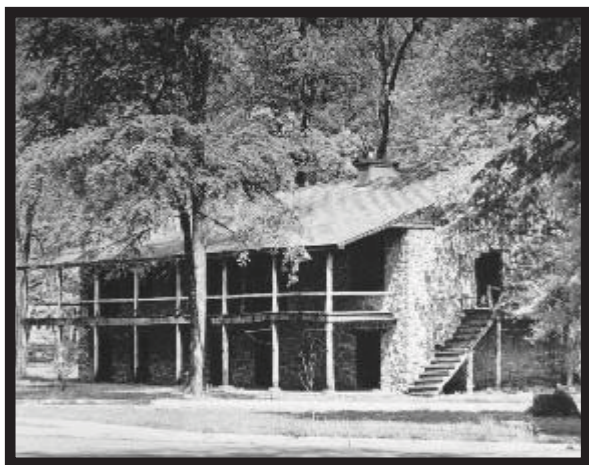
3. After a determination of dishonesty, the faculty member shall notify the Office of the Dean of the student's major by submitting a Report of Academic Dishonesty form. This report shall be made part of the student's record and shall remain on file with the Dean's office for at least four years.
4. A student will have the opportunity to appeal decisions related to academic integrity.
5. Students found guilty of repeated academic integrity violations will be referred to the University Committee on Academic Integrity. In addition, faculty members may request that the Dean refer particularly serious cases (buying or selling papers, stealing an exam, significant plagiarism at the graduate level, etc.) directly to the University Committee on Academic Integrity. The committee will review the student's case and make of the following recommendations:
 - no action is taken
 - probation
 - suspension from the university

If you are unclear about any of your professor's expectations on a certain assignment, stop by to visit with him or her during office hours to clarify your concerns. If you need help conducting research or are unsure of how to document your sources when writing a research paper, the tutors in the Academic Assistance and Resource Center can help! Feel free to drop in, or just call 468-4108 for more information.

The Old Stone Fort

In the spring of 1779 Antonio Gil Y'Barbo led some displaced persons who had formerly lived in western Louisiana and eastern Texas near Spanish missions to East Texas to found the community of Nacogdoches. Soon after leading his wanderers to the valley of LaNana and Banita Bayous, Y'Barbo erected a Stone House on the northeast corner of town square, on the corner of Fredonia and Main Street. It was private property, but because of Y'Barbo's civil and militia authority the Stone House took on a public nature it never lost. There he conducted private and government business, so it became the civic center of the community.

During its history, the original house served variously as a public building, grocery store, candy store, saloon, and as a temporary fortification during the Magee-Gutierrez, Dr. James Long and Fredonia Rebellion filibusters. The home reflected French Colonial residential architecture, but the building acquired a nickname in the mid-1800's when its owner named his saloon the "Old Stone Fort Saloon." Prior to that, the building was referred to as "The Stone House". The house changed hands several times before the Perkins brothers bought it for \$12,000 in 1901 with the intention of demolishing the structure to erect a modern building. This news attracted the attention of the Cum Concilio Club, a local historical group. The Club conducted fund raising projects for one year in hopes of purchasing the aging structure. Unable to prevent the demolition of the building, the Cum Concilio Club purchased the building stones that were later incorporated into a small memorial structure and museum. Before the house was torn down in 1902, it was the oldest standing stone structure in the State.



The Stone Fort Museum is housed in a replica of Don Antonio Gil Y'Barbo's stone house, which was built on a new site in 1936. The original stones were used to build the present replica structure, authorized by the Texas Centennial Commission, which stands on the campus of Stephen F. Austin State University. The museum is open Tuesday through Saturday from 9:00 a.m. to 5:00 p.m.; Sunday

from 1:00 p.m. to 5:00 p.m.; closed on Mondays and holidays. Admission is free of charge. Guided tours are available by reservation only. Call (409)468-2408 weekdays for more information.

Thought of the Week

The consequences of cheating outweigh the benefits. It's just not worth it!

- Marcy Roe, Grad. Student

Upcoming Events:

Monday, October 26th

- SAA Presents: Rocktober Fest! Comedian Roy Woods, Jr., 7:00 p.m., BPSC Grand Ballroom

Tuesday, October 27th

- "Garry Krinsky: Toying with Science" 9:30 a.m. & 12:30 p.m., Turner
- Rocktober Fest: Acoustic Jam ft. Steve Means, 7:00 p.m., Ag Pond

Wednesday, October 28th

- Rocktober Fest: Rocky Horror Picture Show, 8:00 p.m., Ag Pond
- Last day to drop courses
- Last day to withdraw from the University without a WP or WF

Thursday, October 29th

- SFA Lady Jack Volleyball vs. Texas State, 7:00 p.m., Johnson Coliseum
- Rocktober Fest: Who's the Man? Male modeling competition, 7:00 p.m., BPSC Grand Ballroom
- A Cappella Choir, 7:30 p.m., Cole Hall

Friday, October 30th

- Rocktober Fest: Poltergeist Drive-In, 8:00 p.m., Commuter Lot

Saturday, October 31st

- SFA Lady Jack Volleyball vs. UT Arlington, 4:00 p.m., Johnson Coliseum
- SFA Lumberjack Football at Texas State, 2:00 p.m. Listen to the game on
- Halloween! Be safe!