UNITED STATES MILITARY ACADEMY
WEST POINT®

DOCUMENTATION OF ACADEMIC WORK

July 2017

Office of the Dean
Academic Affairs and Registrar Services

Document Updated June 2017

Changes reflected in this update:

- The DAW now addresses issues surrounding self-plagiarism and multiple submissions of academic work for credit. To address these issues, revisions were made to Section I - paragraphs 1, 5, and 6 and Section VI – paragraph L. New material was also added in Section II – subparagraphs A.1.e, A.1.f and A.2.b and Section V – subparagraphs A.3 and D.3.

OFFICE OF THE DEAN
UNITED STATES MILITARY ACADEMY
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1. Purpose. This Documentation of Academic Work (DAW) guidebook is designed to educate cadets and faculty on properly assigning credit where credit is due. It describes procedures for proper documentation, establishes responsibilities, and provides guidelines for other issues related to academic integrity. The policies and procedures within this document have been approved by the Superintendent upon recommendation by the Faculty Council, the General Committee, and the Academic Board.

2. Applicability. The policies and procedures in this document apply to all academic submissions for cadets at the United States Military Academy (USMA).

3. Procedures for Initiating Changes. The procedures for initiating changes to Documentation of Academic Work and the timeline for annual review are provided in Section VII of this document.

4. Availability. This document is available as follows:

a. Dean's Internal Share Point portal: https://portal.westpoint.edu/dean/Pages/Default.aspx

b. USCC internal: http://www-internal.uscc.usma.edu/

5. Proponent. The proponent for this document is the Academic Affairs and Registrar Services, Office of the Dean (MADN-ARS), x6315. The proponent for reviewing proposed changes to Documentation of Academic Work is the Faculty Council.

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DOCUMENTATION OF ACADEMIC WORK

Contents

In the academic realm, integrity is the foundation of good scholarship. West Point is committed to the development of lifelong habits of integrity.

Section I: Purpose

The Documentation of Academic Work (DAW) is designed to help you document the sources you used and any assistance you received while producing academic work at West Point. This is not only good scholarship but also good leadership. Officers should always give credit to the ideas of others. The academic documentation requirements explained within the DAW contribute to your developing this characteristic.

Proper documentation helps delineate your role as an author by showing what portions of any work you submit are yours and what portion is the work of others. Proper documentation is both a testament to academic merit and an expression of your integrity.

As students, you will combine your own ideas with the ideas of others in the process of completing your academic work. Research-based critical thinking requires such combination. Building upon the scholarship of others contributes to the body of knowledge. In published work, clearly identifying sources also facilitates the efforts of other scholars to build on your work. Proper documentation makes it possible for your instructors to evaluate your work more accurately and to provide you with better feedback. Documentation can add weight to your argument by drawing on the authority of the source cited, or by providing the reader indirect access to evidence and argument supporting a point.

The goals of these instructions are to:

- Enhance the sense of professional and personal integrity.
- Educate cadets to take professional and personal ownership of their scholarship.
- Reduce the incidence of plagiarism due to carelessness.

Although different academic disciplines use different styles for documenting sources, all adhere to the basic principle that writers must explicitly acknowledge ideas not their own and all assistance received from others, whether directly (in the form of personal assistance) or indirectly (in the form of source material). This principle is extended to the reuse of your own previous work in another context, the appropriateness of which may vary across disciplines; it is a student's responsibility to understand and follow the disciplinary norms and course policies that regulate the reuse and proper documentation of your own previous work.

Plagiarism is the act of presenting someone else's words, ideas, or work – whether accidentally or deliberately – as your own work. Source material obtained from internet sources requires the same attentiveness to documentation as from all other sources. Every cadet scholar must properly document the sources of information and ideas received. When in doubt, a good rule is to document any assistance in question. Similarly, the act of presenting your own previous work as new work in a different venue is often referred to as "self-plagiarism" or "double-dipping." Though this previous work may be your own intellectual property, it must still be cited and documented like any other source you used to produce academic work.

Section II. Documentation Requirements and Standards

A. Requirements.

1. Cadets.

a. You are required to document all graded homework and academic submissions, which include the cover sheet acknowledgment statement, citations, and a list of bibliographic data (if applicable). How to document academic work is explained in this section, in Section III, and in the Appendices. How to appropriately document assistance and collaboration is explained in Appendix A. Documentation consists of the following:

(1) Cover sheet and signed acknowledgment statement. Procedures for correctly completing cover sheets and acknowledgment statements are explained in Appendix B.

(2) Citations, if used, must follow the documentation style required for the course.

(3) Bibliographic information. When required, this information must be in the documentation style required for the course, and properly titled according to the documentation style used (Works Cited, References, etc.).

b. You are required to document the words, ideas, and work of others that influence your academic submission. The documentation requirement applies to all sources of information, whether media or personal communications. The following is a non-exhaustive list of sources that must be documented:

(1) Print sources - any materials published or unpublished, to include books, periodical publications, newspapers, and other written work.

(2) Electronic sources - any materials found on the Internet, Intranet, or non-networked sources to include web pages, web logs, and databases.

(3) Recorded material - any television or radio program, audio cassette or CD, movie, or other filmed or recorded event.

(4) Communications - any lectures, presentations, or personal conversations or interviews, whether conducted in person, telephonically, or via electronic email and messaging.

(5) Images - any charts, graphs, tables, data illustrations, graphics, and photographs.

c. You are required to document all assistance and collaboration.

(1) Assistance includes, but is not limited to:

(a) Receiving a verbal answer from another person about a specific point of confusion.

(b) Having somebody help you identify errors in your own solution.

(c) Having somebody tell you how to fix the errors in your own solution.

(2) Collaboration includes, but is not limited to:

(a) Two or more people working jointly to produce a solution.

(b) Two or more people who each complete part of a homework and then join the parts together for common submissions.

Collaboration should be acknowledged either through joint authorship of the product, or documentation of assistance received.

d. Situations of assistance or collaboration that require additional clarification:

(1) If any part of your submission (e.g. table, figure, or image) is not your own work, you have exceeded the limits of assistance and have engaged in collaboration.

(2) If you made substantive changes to content organization based upon suggestions from others, consult Section VI.O.1-2 for rules on how to document basic or extended proofreading.

(3) The sharing of templates for formatting of a documentation page is a type of assistance that does not require documentation.

e. Multiple Submissions of Academic Work for Credit: The practice of submitting for credit an assignment or portion thereof that has already been, or will be, submitted for academic credit in another course introduces a complex set of issues that may vary from discipline to discipline, course to course, and even assignment to assignment. Ultimately, the question of whether it is acceptable to recycle your previous work is a function of the purpose of the assignment at hand.

Some assignments may be cumulative in purpose: students may be permitted (and perhaps even expected) to build on previous work, including work that has received credit in another course. An example of such a situation might be a complex computer science programming assignment, where it is appropriate for a student to utilize and build on simpler code written in another class.

However, other assignments may be developmental and process oriented, where the purpose of the assignment is to have students go through a particular learning process en-route to submitting a finished product for credit. An example might be a research paper assignment that requires students to engage in the multi-stage process of research, writing, and revision as they develop and complete their paper. Because that process is integral to the pedagogical purpose of the assignment, the resubmission of previous work would not be acceptable because it “short

circuits" the process and associated development of research and writing skills. In such circumstances, the resubmission of previous work (or "double-dipping") may give an unfair advantage over those who took the time and effort to compose new work from scratch.

In order to avoid misunderstandings, students are responsible for adhering to specific course policies regarding multiple submissions of academic work. When in doubt, students should seek clarification from course directors.

f. Documentation of Previous Work: If a student reuses or resubmits work in accordance with course policies, he or she must still take efforts to avoid what is known as "self-plagiarism": the reuse of your own previous work in another venue while presenting it as new work. Students are required to cite and document that work like any other source cited or assistance received. This applies to the following scenarios:

- Work submitted for another course in the current semester or during a previous semester.
- Work submitted for the same course in the current semester, unless preapproved by an instructor or course policy (for example, a draft, developmental, or "scaffolding" assignment.)
- Work submitted for the same course in a previous semester that the student is retaking due to prior course withdrawal or failure (for example, resubmitting a homework assignment submitted for credit in a prior semester)

Failure to do so may result in a substantially reduced grade and may warrant referral to the Cadet Honor Committee.

2. Course Directors.

a. Course Directors are required to develop course documentation guidance and disseminate this guidance to all instructors, who will present it to their students. This guidance must be disseminated either in paper or electronic form and available to cadets for the duration of the course. This guidance must include the following information:

(1) The course documentation style.

(2) A statement of course-specific information that can be considered common knowledge.

(3) Specific information on the documentation of the use of computer programs or anything not covered by the appropriate documentation style of the course.

(4) Any special formatting requirements.

b. Course Directors are required to articulate clearly their expectations concerning multiple submissions in course policies. Where necessary and appropriate, course policies should clearly indicate the assignments or types of work for which cadets are permitted or prohibited from reusing previous work (ie, oral presentations, problem sets, homeworks, technical reports, computer code, essays, research papers, etc.).

3. Instructors.

a. Instructors are required to present the course director's documentation guidance, and serve as the primary resource for any questions cadets have pertaining to documentation.

b. Instructors are required to specify if a homework assignment is graded or ungraded.

B. Standards for Cadet work.

1. You are responsible for using the documentation style directed by your instructor. Different academic disciplines have different styles of documentation.

2. *The Little, Brown Handbook* is the primary standardized source used for documentation throughout your USMA academic career. This reference explains the four primary discipline-specific documentation styles: Modern Language Association (MLA) style; Chicago Manual of Style (Chicago); American Psychological Association (APA) style; and the Council of Science Editors (CSE) style. *The Little, Brown Handbook* provides general guidance and specific examples for formatting citations and bibliographic entries for these four styles. You may encounter a course or even an entire academic discipline that has developed its own distinctive style for documentation. When such is the case, you may use on-line resources with illustrative examples similar to those in *The Little, Brown Handbook.*

3. If you encounter a situation where your source does not seem to fit any of the standard illustrated examples, consult your instructor for guidance. If assistance is not available, use your judgment to create a citation that accomplishes the following objectives:

a. Allows the reader to locate or evaluate the specific source used.

b. Displays this information in a logical sequence.

c. Follows the punctuation pattern of the directed style.

d. Clearly distinguishes your words and ideas from those of others.

4. In summary, your documentation must be clear, complete, and in the style that your instructor requires.

Section III. Documentation Process

Proper documentation requires a series of steps, outlined below. This section is intended as a guide to help you ensure that your documentation is clear, specific, and accurate. Ask your instructor about any aspects unclear to you.

1. Document as you work. As you gather information, record the specific source for each idea. Pay particular attention to recording the details of each idea received from another person.

a. Record the specific source within your document, so that you have created a direct, specific link between source and idea. Be sure to include page numbers or the precise URL where you found the information in accordance with the documentation style specified by your instructor for the course.

b. Document in detail as you work; doing so ensures complete citations and precludes forgetting the specific passage, page, or URL where you found an idea.

c. Unless prohibited, you may enter your documentation into a commercially available software program that can make it easier for you to transfer your citations among different documentation styles.

2. Once you have finished your assignment, review your citations and ensure that they are complete and accurate.

3. Create a section that lists all your sources in accordance with (IAW) the documentation style you are required to use. Assistance received and collaboration among cadets will be documented according to the style designated by the course. Notes should be prepared in the appropriate style as designated by the course. The following table names the list of sources at the end of the text for each of the documentation styles contained within *The Little, Brown Handbook.*

Documentation Style	Named Section
APA	References
CSE	References
MLA	Works Cited
Chicago	NOTES
Chicago	BIBLIOGRAPHY

The Chicago style uses endnotes or footnotes and may contain an optional Bibliography. Consult with your instructor.

4. For assignments requiring a cover sheet (also called a title page), sign your acknowledgment statement either on the page itself or through the e-acknowledgment option in CIS, depending on your instructor's guidance. Some instructors may direct the use of alternative web-based e-acknowledgment programs. If in doubt, ask your instructor. Instructions are in Appendix B and examples are in Appendices B1-B3. Before initialing and signing your acknowledgment statement, take time to pause and reflect. Ask yourself:

- Have I clearly distinguished my ideas from the ideas of others?
- Have I documented all of my sources and assistance specifically, completely, and in the correct style?
- Have I given credit where credit is due?

Section IV. Frequently Asked Questions About Documentation

A. Written Work.

When do I have to document written work?

You are required to document the words, ideas, and work of others that influence your academic submission. If you are doing work outside the classroom and you know that you are submitting the work for a grade to an instructor or for scholarly purposes, it must be documented and acknowledged. You must include citations, reference lists, and a cover sheet with a complete acknowledgment statement as required by your course. (See Appendix B to learn how to correctly complete a cover sheet and acknowledgment statement.)

B. Presentations.

Presentations are not like papers; are the rules different?

The rules are not different, but the execution may be. If you are creating a "slide" type presentation (e.g. MS PowerPoint) you must clearly delineate your work from the work of others. Your instructor should explain the expectations to you. Just like documentation for written work, you still must acknowledge when you are using the ideas, words, or images that others have produced. You may be required to document on the same page as the idea, words, or image used, or at the end of your presentation. Follow the discipline-specific format citing style as specified by the instructor. If your presentation does not include visual support, you should document according to the guidance provided by your instructor. The bottom line is the recurrent theme of the DAW, which is to distinguish your work from that of others, and to acknowledge sources that contribute to your product.

C. Sources.

1. **I need to know how to document my sources; where can I find some rules and guidelines?**

a. Read the documentation requirements and standards described in Sections II and the documentation process described in Section III.

b. The rules for these most common types of sources are discussed in *The Little, Brown Handbook,* which illustrates four common styles of documentation. Your instructor must inform you of the style that you are required to use for their course.

2. **I am using a wide variety of sources; is there guidance on how to document them?**

a. Computer Code. See Appendix C for documentation instructions.

b. Copyrighted and Non-Copyrighted Works. All published materials, copyrighted or not, will be documented in accordance with *The Little, Brown Handbook*. You may have heard of something called "fair use." This is a complex topic, but even "fair use" of others' material or ideas requires documentation.

c. Internet and Electronically Accessed Sources. You must be very careful to document these kinds of sources so that your steps can be retraced. *The Little, Brown Handbook* contains examples of specific documentation styles for citing Internet and electronically accessed sources, e-mails, and postings to e-mail discussion lists. Follow the discipline-specific documentation style as specified by your instructor. Additional instructions are in Appendix D. An example citation of collaboration between cadets using e-mail is in Appendix A.

d. Computer Programs that Enhance my Work. Your instructor will provide guidance. In general, simple programs such as the grammar and spell checker embedded in MSWord do not require any documentation. However the use of any translational (foreign language) software and exactly which words and phrases were put through the translation program must be documented.

3. Collaboration.

a. **I am working with some other cadets on this project; how do I handle discussions with other cadets in my section or course?**

Collaboration within your formal group (as defined in Section VI) does not need to be documented, but assistance does. Any contribution to your project from cadets outside your formal group must be documented. There are many examples of this kind of documentation illustrated in Appendix A. These contributions should be documented according to the documentation style your course director/instructor indicates. Remember, you must be specific about exactly what help was given, clearly state the extent of the collaboration or assistance and the name of the cadet who assisted you. Clearly describe how their collaboraton or assistance was used in completing your work. See Appendix A for an example of a citation of collaboration using email.

b. **I am talking to my instructor. Do I have to document our conversation?**

No, unless your instructor has specified otherwise.

c. **I am talking to other instructors, Office of the Directorate of Intercollegiate Athletics (ODIA) tutors, and Center for Enhanced Performance (CEP) mentors. Do I have to document our conversations?**

Yes, unless your instructor has specified otherwise.

4. **Company files. I used papers from my company files or other old coursework to get ideas or to find solution methods. How do I document these, or do I need to?**

Since these sources represent the work of others, you must document them. Follow the guidance in Section II, Documentation Requirements and Standards, for guidance on how to document these sources.

5. **Common knowledge. A person other than my instructor or course director forwarded me an electronic file or message from which I got ideas or found solutions to an assignment. Do I need to document this information?**

Yes. Since these sources represent the work of others, you must document them. For example, shared files or "templates" received outside of class, even though they are sent to a large number of recipients, are not considered common knowledge, and therefore must be documented if assistance is received. See paragraph E, Section VI for a complete definition of common knowledge. Follow the guidance in Section II, Documentation Requirements and Standards, for guidance on how to document these sources.

6. **Proofreading. Someone else proofread my work; do I need to document this?**

Read Section VI, Definitions, where it discusses proofreading and provides the detailed guidance you need.

7. **What if I want to distribute to other cadets copyrighted materials I found while doing my research?**

Cadets must not distribute copyrighted work that they may have used in their own scholarship or found while doing research. Posting or distributing copyrighted material (e.g. solution manuals, e-books, publisher restricted test bank files, etc.) is generally unethical (if not illegal) constituting a violation of copyright law. While fair use of copyrighted material is appropriate in certain circumstances, it is a complex subject. As such, cadets should consider the following best practices when dealing with copyrighted materials:

a. Assume that copyrighted works include information available on the internet, distributed by others, or posted on course websites or wikis.

b. Gain the author's express written permission to distribute the material, unless such distribution fully satisfies fair use guidelines for educational purposes. The United States Copyright Office[1] provides such guidelines.

8. **How do I obtain permission to distribute copyrighted material?**

a. Identify the copyright owner(s).

b. Obtain permission in writing, signed by the copyright owner.

c. Keep log of each request and response (including the denials).

d. Do not publish, distribute, or disseminate copyrighted work in any media, to include via print, email, posting on the internet, etc., which violates "fair use."

D. Problem Sets.

1. **Are problem sets academic work and does this guide cover them?**

Yes they are, and Appendix E describes how to document problem sets.

2. **If my problem set is completed using a web-based service (e.g., Blackboard, Wiley Plus, WebAssign, etc.) do I have to document assistance?**

Yes. The platform or method in which you complete your problem set does not change the requirement to document in accordance with Appendix E. Your instructor may include an option of completing your documentation and acknowledgement statement as a question within the assignment in accordance with Appendix H.

E. Other Situations.

1. **What things don't I have to document?**

a. Your instructor. Unless otherwise specified by your current instructor, assistance from your current instructor does not require documentation. However, if you use material your current instructor has produced in a previous semester, or if you consult with or use material obtained from another instructor, you must document this.

b. Your formal group. Your formal group is a work unit, and the product is expected to be a merging of your talents and knowledge. You don't have to document this cooperative effort. However, if a member of the group receives assistance from anyone outside that group, then this assistance must be documented in accordance with Appendix A. In particular, the documentation must indicate the assistance received, who in the group received it, and from whom it was received.

c. Common spell-checker/grammar-checker/compiler/debugger software.

d. Common knowledge. Cadets may consider as common knowledge ideas offered by current instructors in or out of class (such as in additional instruction) pertaining to a specific assignment, unless otherwise directed. Cadets may also consider as common knowledge other cadets' ideas offered in class as part of discussions concerning the subject of the assignment. The course director will specify common knowledge for your course. See Section VI for a complete definition.

e. The Documentation of Academic Work (DAW). Appendices A, B, C, and E provide examples of appropriate documentation of cadet assistance received or collaboration. These examples may be used, without documentation, as a template for cadet submissions.

2. **What happens if I don't do a very good job documenting my work, or I don't have the acknowledgment statement complete?**

First, your instructor won't accept your work without the properly completed acknowledgment statement. If your work is accepted, but then later is found to lack proper documentation, there are a number of potential consequences. See Section V, Failure to Comply with Documentation Standards, for more information.

Section V. Failure to Comply with Documentation Standards

A. Plagiarism. Plagiarism is the act of presenting someone else's words, ideas, or work – whether accidentally or deliberately – as your own work. If you fail to document properly the sources contained in your work or the assistance that you have received, as prescribed by this guide, you commit plagiarism. Plagiarism demonstrates a significant failure of scholarship by depriving your instructor, fellow cadets, and other scholars of the ability to distinguish your work from the work of others. Because it amounts to a failure in academic scholarship, any instance of plagiarism may result in a reduction of the academic grade awarded by your instructor. *The Little, Brown Handbook* provides suggestions and recommendations for avoiding plagiarism.

1. Unintentional Plagiarism. Unintentional plagiarism (known as accidental plagiarism in *The Little, Brown Handbook*) occurs when you fail to document properly the sources used or assistance received in completing your work through being careless or misunderstanding the documentation requirements. Unintentional plagiarism is a failure in scholarship and may result in a substantially reduced grade. *The Little, Brown Handbook* provides the following examples of unintentional (accidental) plagiarism:

a. Forgetting to place quotation marks around another writer's words.

b. Carelessly omitting a source citation for a paraphrase.

c. Omitting a source citation for another's ideas because you are unaware of the need to acknowledge the idea.[2]

2. Intentional Plagiarism. Intentional plagiarism (known as deliberate plagiarism in *The Little, Brown Handbook*) occurs when you deliberately present someone else's ideas, words, data, or work as your own. Intentional plagiarism also occurs when you intentionally fail to document properly the sources used or assistance received in completing your work. Intentional plagiarism is a serious failure of scholarship and is considered cheating under the provisions of the Cadet Honor Code. A finding of intentional plagiarism may result in disciplinary action and failing the entire academic course. An instructor may rule out intentional plagiarism during an approach for clarification (USCC Pam 15-1).[3,4]

3. Self-Plagiarism. Self-Plagiarism is the reuse of your own previous work in another venue while misrepresenting it as new work. Self-plagiarism, like plagiarism, may be unintentional or intentional and may have similar consequences.

B. Intentional misrepresentation. Intentional misrepresentation occurs when an individual fails to document the assistance of another with the intent to deceive, mislead, gain, or give an unfair advantage.[3] Intentional misrepresentation also includes inventing sources, citing sources that were not actually consulted, or claiming the authority of a cited source which does not support that claim. Intentional misrepresentation is an intentional failure in documentation.

C. Incorrect Documentation. Incorrect documentation fails to appropriately comply with the format of the documentation style used. Incorrect documentation is an unintentional failure of scholarship, which may result in a lower academic grade.

D. Failures in Documentation.

1. Intentional. Intentional plagiarism or intentional misrepresentations are violations of the Cadet Honor Code. An intentional failure to document implies an intent to deceive, or an intent to gain an unfair advantage, which violate the Honor Code's prohibitions against lying and cheating. *The Little, Brown Handbook* provides the following examples of intentional (deliberate) plagiarism:

a. Copying or downloading an image, phrase, sentence, or longer passage from a source, and passing it off as your own by omitting quotation marks and a source citation (or just the source citation in the case of images).

b. Summarizing or paraphrasing someone else's ideas without acknowledging your debt in a source citation.

c. Handing in as your own work a paper you have bought, copied from the Web, had a friend write, or accepted from another student.[2]

2. Unintentional. Unintentional failures to properly document sources of assistance will be addressed by the individual academic department. Instructors may reduce grades and/or request disciplinary action from the Brigade Tactical Department in such cases.

3. Self-Plagiarism: Instances of intentional or unintentional self-plagiarism will be addressed as described above in paragraphs V.D.1. and V.D.2.

Section VI. Definitions

A. Academic work: All work completed to fulfill the requirements of a course.

B. Acknowledgment: Assuming personal responsibility for properly crediting the work of others as it exists in one's own product, in whatever form (for example: printed, electronic, recorded, spoken, or graphic image media).

C. Assistance: Help one receives in the completion of academic work with the exception of basic proofreading or providing information that is considered common knowledge. Assistance includes, but is not limited to:

1. Receiving a verbal answer from another person about a specific point of confusion.

2. Having somebody help you identify errors in your own solution.

3. Having somebody tell you how to fix the errors in your own solution.

D. Collaboration: Sharing authorship of a work or idea with one or more others. When one collaborates, one must acknowledge joint authorship or collaboration with others in the formulation of ideas. Collaboration includes, but is not limited to:

1. Two or more people working jointly to produce a solution.

2. Two or more people who each complete part of a homework and then join the parts together for common submissions.

E. Common Knowledge: Common knowledge is defined in *The Little, Brown Handbook* and includes basic facts in a particular subject or discipline, folk literature, and commonsense observation. In addition, USMA extends this definition of common knowledge for a specific homework assignment to include ideas offered in or out of class by the instructor who has given the cadet the assignment. In addition, common knowledge for a specific homework assignment includes ideas offered in class by cadets when discussing the subject of the assignment. At the discretion of the instructor and by department policy, common knowledge may include the ideas, including formulas, contained in course texts. (Note that specific words within texts, when used verbatim or with insignificant changes, are never considered common knowledge.)

F. Computer Code: The human-readable instructions and statements in a program or document written in a high-level language (such as Java, HTML, or CSS) which must be compiled, translated, or processed prior to execution by a computer.

G. Copying: The process of reproducing by any means the words, works, data, drawings, or other products of another person. Such means include but are not limited to handwriting, typing, sketching, drawing, or using electronic devices.

H. Documentation: The process of properly identifying and attributing the sources of ideas, whether they are found in print, electronic, recorded, spoken, or graphic image media. Proper documentation allows an observer to know clearly which ideas and work to attribute to the authoring cadet and which to attribute to others.

I. Formal Group: A student group designated by an instructor for the purpose of completing a specific project or assignment.

J. Homework:

1. Graded homework: Work that is assigned, intended to be completed outside of class, and submitted for a grade to fulfill course requirements. Work that is used as part of an instructor assessment is also included as graded homework. Graded homework requires documentation.

2. Ungraded homework: Work completed outside of class not as a graded event (for example: practice problems, assigned reading, lesson preparation). Ungraded homework does not require documentation.

K. Informal Group: All student groups other than groups classified as formal.

L. Plagiarism: Plagiarism is the act of presenting someone else's words, ideas, or work – whether accidentally or deliberately – as your own work. Self-plagiarism is similar in that you are presenting your own previous work in another venue while misrepresenting it as new work. Read Section V for more explanation about the various forms of plagiarism.

M. Presentation: Oral, visual, or multimedia report or project prepared and delivered as part of an academic requirement.

N. Problem Set: An assignment meeting the requirements of homework as defined previously that includes, but is not limited to: hand- and/or software-created numerical calculations; explanations of terms, concepts, or procedures; and sketches, drawings, or plots.

O. Proofreading: Proofreading is the practice of checking a document before submission for spelling errors, grammatical mistakes, and stylistic flaws and making the appropriate corrections. Proofreading is a recognized and necessary scholarly process for ensuring a near-final draft of a document is ready for submission. Proofreading can be carried out by the author alone or with the assistance of another individual. It can also be done with or without the use of editorial software. There are two types of proofreading: Basic and Extended.

1. Basic proofreading consists of checking a document for spelling errors, occasional grammatical mistakes, and slight stylistic flaws, and correcting them. Basic proofreading can be done by you alone or with the help of another individual. Software used in basic proofreading of a document is limited to that which performs the following functions: spell-checking, grammar checking, and formatting. Basic proofreading does not require formal acknowledgment in the submitted document.

2. Extended proofreading entails the assistance of another individual, or the use of editorial software or a Web-based service, to substantially alter the style or format of a document or other academic work, and to substantially improve grammatical correctness. Alterations involving matters of substance or organization may also occur during extended proofreading. Extended proofreading requires formal acknowledgment and specific identification of the assistance received.

P. Style or Documentation Style: A series of formatting methods that is combined into a system describing how an academic work is presented, including very specific guidance on how to produce in-text citations, footnotes, and a list of all sources used. Often a particular style is associated with a particular academic discipline.

Section VII. Procedure for Requesting Changes to DAW

A. Procedure for Preparing Change Requests.

1. Review of DAW will occur annually. Departments or proponents proposing changes to DAW will submit change proposals to the Office of the Dean, Academic Affairs and Registrar Services (AARS) Division, for evaluation no later than the third Friday in January. Requests must include:

a. A description of the proposed change or changes.

b. An explanation of the proposed change or changes.

2. Department heads or proponent directors will sign all requests.

3. During the first week in October, the AARS Division will send an email, reminding departments to review the DAW and submit any change proposals by the January deadline.

4. Change proposals will be reviewed during the next Faculty Council meeting following the January deadline. In the event that changes are deemed necessary by the Faculty Council, the Faculty Council will establish an ad hoc committee to review the proposed changes, obtain Faculty Council approval of proposed changes, and update the DAW, accordingly.

B. Review Procedure and Timeline: Changes to the DAW will be initiated and staffed annually in accordance with the following timeline:

NLT Date	Action
July-December	Departments and Major Activity Directorates review DAW and recommend proposed changes.
October	Academic Affairs and Registrar Services sends email to departments and Major Activity Directorates requesting proposed changes to the DAW be submitted to AARS NLT the third Friday in January.
January	NLT third Friday in January, Departments and Major Activity Directorates submit proposed changes to the Academic Affairs and Registrar Services IAW the format in Section VII, paragraph A.1.
1 February	Academic Affairs and Registrar Services consolidates proposed changes and forwards to Vice Chair of the Faculty Council for ad hoc committee consideration.
February-March	Ad hoc committee considers proposed changes.
April	NLT the April Faculty Council meeting, ad hoc committee briefs the Faculty Council on proposed changes. Faculty Council provides feedback and votes on the proposed changes.
mid-April	After the final approval from the Faculty Council, the Vice Chair of the Faculty Council and ad hoc committee chair make a recommendation on the proposed changes (or to make no change) to the General Committee.
May	The General Committee makes final recommendation to the Academic Board and the Superintendent. The Superintendent is the final approval authority for the DAW.
June	Updated DAW (if revised) is available for dissemination and use during summer faculty training workshops.

References

1. United States Copyright Office. *Circular 21: Reproduction of Copyrighted Works by Educators and Librarians*. Washington D.C.: U.S. Copyright Office, Aug. 2014.

2. Aaron, JE. *The Little, Brown Essential Handbook*. 8th ed. New York: Pearson Education, Inc; 2015.

3. Cadet Honor Committee. USCC PAM 15-1. *The Cadet Honor Code, System, and Committee Procedures*. West Point: United States Corps of Cadets; 2009.

4. Caslen, R.L. Policy Memorandum. *Procedures for Approach for Clarification of the Honor Code.* West Point: Office of the Superintendent, 2014.

Appendix A. How to Document Assistance and Collaboration.

A. Assistance and collaboration among cadets will be documented according to the style designated by the course director/instructor. Documentation of assistance and collaboration is a USMA requirement that helps the faculty assess the merits of your work.

B. Documentation of assistance must include:

1. The identity (name) of the source.

2. The ideas or content obtained from the source.

3. The exact portion/problem(s) of the graded work for which assistance was received.

4. The extent of the assistance received.

5. How you used that assistance to modify your work.

6. The place and date.

C. Documentation of collaboration must include:

1. The identity (name) of the person or people.

2. The ideas or content obtained from the source.

3. The exact portion/problem(s) of the graded work for which collaboration occurred.

4. The extent of the collaboration.

5. How you used that collaboration to modify your work.

6. The place and date.

D. If an interview, the documentation must include the name of the person interviewed; the type of interview or discussion (personal, email, telephone, etc.); and the date. The organization and punctuation for such entries will vary based on the documentation style being used for a particular homework assignment.

E. Assistance from one's own formal group does not need to be documented. However, if a member of the group receives assistance from anyone outside that group, then this assistance must be documented in accordance with Appendix A, Paragraph 2. In particular, the documentation must indicate the assistance received, who in the group received it, and from whom it was received.

F. When documenting collaboration or assistance received for in-text citations the abbreviation, CDT, will be included along with the last name and class year of each cadet referenced. For example:

1. MLA

   (CDT Jones 2017)

   (CDT Jones and CDT Smith 2017)

   (CDT Jones et al. 2017)

2. APA

   CDT Jones (2015) or (CDT Jones, 2017)

   CDT Jones and CDT Smith (2017) or (CDT Jones & CDT Smith, 2017)

   CDT Jones et al. (2017) or (CDT Jones et al., 2017)

3. CSE name-year text citations

   (CDT Jones 2017)

   (CDT Jones and CDT Smith 2017)

   (CDT Jones and others 2017)

4. You will need to make adjustments when using other styles.

G. When documenting assistance or collaboration between or among cadets, a blank space will separate the cadet rank, company, and class year from the cadet name. For example:

1. Assistance, verbal discussion:

   a. MLA style:

Works Cited

Smith, John CDT A-1 `18. Assistance given to the author, verbal discussion. CDT Smith and I jointly discussed the effect of Lincoln's assassination on the course of Reconstruction in the South. Although we both believed Lincoln's death had an effect on reconciliation, CDT Smith believed the rate of reconciliation would not have been affected if Lincoln survived. I disagreed, and through this discussion with CDT Smith I was able to articulate more strongly my reasons that Lincoln's death made peaceful reconciliation more difficult. West Point, NY. 18 Oct. 2014.

b. APA style:

References

Smith, J CDT A-1 `18. (2014). Assistance given to the author, verbal discussion. CDT Smith and I jointly discussed the effect of Lincoln's assassination on the course of Reconstruction in the South. Although we both believed Lincoln's death had an effect on reconciliation, CDT Smith believed the rate of reconciliation would not have been affected if Lincoln survived. I disagreed, and through this discussion with CDT Smith I was able to articulate more strongly my reasons that Lincoln's death made peaceful reconciliation more difficult. West Point, NY.

c. Chicago style:

BIBLIOGRAPHY

Smith, John CDT A-1 `18. Assistance given to the author, verbal discussion. CDT Smith and I jointly discussed the effect of Lincoln's assassination on the course of Reconstruction in the South. Although we both believed Lincoln's death had an effect on reconciliation, CDT Smith believed the rate of reconciliation would not have been affected if Lincoln survived. I disagreed, and through this discussion with CDT Smith I was able to articulate more strongly my reasons that Lincoln's death made peaceful reconciliation more difficult. West Point, NY, 18 October 2014.

or

NOTES

1. Smith, J CDT A-1 `18. Assistance given to the author, verbal discussion. CDT Smith and I jointly discussed the effect of Lincoln's assassination on the course of Reconstruction in the South. Although we both believed Lincoln's death had an effect on reconciliation, CDT Smith believed the rate of reconciliation would not have been affected if Lincoln survived. I disagreed, and through this discussion with CDT Smith I was able to articulate more strongly my reasons that Lincoln's death made peaceful reconciliation more difficult. West Point, NY, 18 October 2014.

d. CSE style name-year reference:

References

Jones, IB CDT B-1 `17. 2014 Oct 18. Assistance given to the author, verbal discussion. CDT Jones and I met and discussed the homework assignment and developed an approach to the programming problem. We decided to first obtain the upper left corner coordinates of the circle. We each wrote our own solution. However, my program did not run and CDT Jones looked at my code and helped me find the misspelled variable in line 23. West Point, NY.

e. CSE number style:

References

1. Jones, IB CDT B-1 `17. Assistance given to the author, verbal discussion. CDT Jones and I met and discussed the homework assignment and developed an approach to the programming problem. We decided to first obtain the upper left corner coordinates of the circle. We each wrote our own solution. However, my program did not run and CDT Jones looked at my code and helped me find the misspelled variable in line 23. West Point, NY; 2014 Oct 18.

2. Assistance, written work (APA style):

References

Scout, B CDT A-2 `17. (2014). Assistance given to the author, review of written work. I did not think my answers were correct, so I talked with CDT Scout and compared my answers with his. I was doing my calculations using present worth analysis, whereas CDT Scout was using future worth analysis. CDT Scout suggested that I use future worth, which I did in developing this solution. West Point, NY.

3. Assistance, review of electronic work (Chicago style):

BIBLIOGRAPHY

Ima Starperson CDT D-2 `18, Assistance given to the author, review of electronic work. I sent my computer output file by email to CDT Starperson so that she could examine the file and determine why our results were so different. After reviewing the file, she explained that the cross-sectional area to be used in the program should be 1,000,000 square inches rather than the actual area if I wished to neglect axial effects. I changed my program based upon her recommendation. West Point, NY, 10 September 2014.

or

NOTES

1. Ima Starperson CDT D-2 `18. Assistance given to the author, review of electronic work. I sent my computer output file by email to CDT Starperson so that she could examine the file and determine why our results were so different. After reviewing the file, she explained that the cross-sectional area to be used in the program should be 1,000,000 square inches rather than the actual area if I wished to neglect axial effects. I changed my program based upon her recommendation. West Point, NY, 10 September 2014.

4. Assistance, email (MLA style):

Works Cited

Moore, Lessa CDT B-3 `17. E-mail to the author. In a series of email messages during the dates indicated, CDT Moore and I discussed the application of the Organization Process Model. She informed me that the actors in this model are organizations, not individuals. She also said that the Organizational Process Model contradicted the Bureaucratic Politics Model, which focuses on individuals. 12-14 Oct. 2014.

5. Assistance, informal group (MLA Style):

Works Cited

Smith, George CDT A-3 `18, Larry Brown CDT A-3 `17, and Bea Smart CDT A-3 `17. Assistance given to the author, oral and written discussion. We met to review Chapter 10 and discuss Lab Report #6. CDT Smith developed these equations for me. I copied them from his work. CDT Smart showed me how linear regression would be used at this point in the problem to solve for the slope. He demonstrated a regression analysis on a sample set of data.. I then applied his guidance on my own to this regression problem. I was able to complete the regression analysis on my own. West Point, NY. 4 Nov. 2014.

6. Assistance, other instructors, ODIA tutors, and CEP Mentors (CSE Style):

References

Jackson B LTC. 2015 Oct 16. Assistance given to the author, oral and written discussion. We met to review Chapter 10 and discuss Lab Report #6. LTC Jackson developed these equations for me. I copied them from his notes. LTC Jackson showed me how linear regression would be used at this point in the problem to solve for the slope. He demonstrated a regression analysis on a sample set of data. I then applied his guidance on my own to this regression problem. I was able to complete the regression analysis on my own. West Point, NY.

7. Assistance, other instructors, ODIA tutors, and CEP mentors (MLA Style):

Works Cited

Jones, Margaret Dr. Assistance given to the author, oral and written discussion. We met to review Chapter 10 and discuss Lab Report #6. Dr. Jones developed these equations for me. I copied them from her notes. Dr. Jones showed me how linear regression would be used at this point in the problem to solve for the slope. She She demonstrated a regression analysis on a sample set of data. I then applied her guidance on my own to this regression problem. I was able to complete the regression analysis on my own. West Point, NY. 4 Nov. 2014.

8. You will need to make adjustments when using other styles.

H. Computer code. If you are concerned how to document assistance and collaboration received on writing computer code, see Appendix C.

I. Problem sets. If you are concerned how to document assistance and collaboration received on a problem set, see Appendix E.

Appendix B. How to Complete a Cover Sheet and an Acknowledgment Statement

A. Requirements. Your cover sheet and the signed acknowledgment statement for written work and electronic submissions must be completed in accordance with the instructions in this Appendix and Appendices B1-B3.

B. Purpose. The cover sheet and acknowledgment statement prompt you to:

1. PAUSE, taking a moment to consider the professionalism of your work,

2. REFLECT, reviewing your work for professional substance, style, organization, and correctness, as well as for proper identification of all sources,

3. ACT, signing the acknowledgment statement, and thereby positively affirming the documentation completeness.

C. Written work.

1. Procedures for graded homework, individual submissions. (See example cover sheet at Appendix B1.)

a. Once you have completed your homework assignment and documented all sources, you must PAUSE to REFLECT on the accuracy of your identification and attribution of these sources. Do so through the mechanism of the acknowledgment statement, which is part of the cover sheet. The acknowledgment statement acknowledges either that:

___ MY DOCUMENTATION IDENTIFIES ALL SOURCES USED AND ASSISTANCE RECEIVED IN COMPLETING THIS ASSIGNMENT.

or, that:

___ I DID NOT USE ANY SOURCES OR ASSISTANCE REQUIRING DOCUMENTATION IN COMPLETING THIS ASSIGNMENT.

You then ACT by signing at the bottom of the cover sheet:

SIGNATURE: _____

b. You must initial, by hand, the statement that accurately describes your documentation. In doing so, you must PAUSE and REFLECT on the accuracy of your identification of sources, and on the specificity, clarity, and sufficiency of your citations. Having made this conscious effort to REFLECT on your work, you ACT to affirm the completeness of your documentation with your signature. If you realize that you have not identified all the sources you used and the assistance you received, you must take responsibility for the integrity of your work, and revise and complete your documentation.

c. Your instructor is not authorized to accept an incorrectly initialed or signed acknowledgment statement. For example, if you initial both blocks, or sign with a mark, your instructor is not authorized to accept the work. The final document will not be accepted until a proper cover sheet is submitted. Your submission, when accepted, may then be graded as a late assignment.

d. If you submit a draft document to your instructor for a grade, it must have an acknowledgment statement attached.

e. Consult your instructor if you are unsure whether an acknowledgment statement is required for a draft or work-in-progress.

2. Procedures for graded homework, formal group submissions. (See example cover sheet at Appendix B2.)

a. Cover sheets for formal group work must contain a group member's initials in the appropriate acknowledgment block. All members of the group must sign the cover sheet, exceptions provided in paragraph 2b, below.

b. In the event a group member is not present at West Point when the assignment is submitted, the group member should sign the coversheet as soon as possible upon his or her return. A group member may not sign the coversheet on behalf of another group member.

c. Except as explained in paragraph 2.b. above, any homework assignment submitted with an incorrectly initialed or signed cover sheet will not be accepted by your instructor until a proper cover sheet is submitted. Your submission, when accepted, will then be graded as a late assignment.

D. Electronic submissions. Electronic submissions carry the equivalent authenticity to a hard-copy turn-in attached to a hand-signed cover sheet. If your instructor allows, assignments can be submitted electronically. Two methods of electronic submission are permitted: ApproveIT and e-Acknowledgment. The table below indicates the approved submission methods for an individual or group submission.

	Electronic Submission approved for:	
	Individual	Group
ApproveIT	Yes	Yes
e-Acknowledgment	Yes	No

1. ApproveIT method: ApproveIT software allows cadets to digitally sign documents using their CAC (common access card - Army ID card). Listed below are the steps you should follow:

a. Install ApproveIT software. The ApproveIT add-in is pre-loaded on most cadet computers. If your computers is without the ApproveIT add-in (typically older model computers), consult Gold Coats for the necessary software updates.

b. Sign the completed document. Signing and saving the completed document must be the final step taken prior to submitting. Procedures to sign and submit documents are detailed in Appendix F.

c. Validate your signature. Verify your signature is valid prior to submitting to your instructor. Making *any* modification to the document following your signature will invalidate it. A document with an invalid digital signature is considered unsigned.

(1) Cadets signature verification. Cadets can check the status of their digital signature by double-clicking the signature in their saved file.

(2) Re-signing following document changes. If changes are made following their digital signature, cadet(s) must un-sign and then re-sign the document to re-validate their signature(s). This process is detailed in Appendix F.

(3) Signature details. Double-clicking an ApproveIT signature generates details about that signature, to include the date and time the document was signed.

(4) Instructors check for valid signatures. Instructors must have the ApproveIT software loaded on their computers to validate ApproveIT signatures. Upon opening cadet files, ApproveIT will automatically notify the instructor of the status on all signatures (either valid, or annotating any issues making it invalid – such as a copied signature, or modifications made after signing). Instructors may also verify signatures upon electronic turn-in by double-clicking the signature in the electronic file. Validating ApproveIT signature(s) is detailed in Appendix F.

d. Submit your assignment. After verifying your assignment is complete with valid signature, submit the document as an e-mail attachment to your instructor.

2. **e-Acknowledgment.** The CIS system in conjunction with AMS allows cadets to create a separate electronic cover sheet, execute a digital signature, and electronically send the cover sheet to the appropriate instructor (see examples at Appendices B3 and H; e-Acknowledgment is only approved for individual submissions, all formal group electronic work must be submitted with a paper copy of the group cover sheet, formatted, initialed, and signed as outlined in paragraph C.2., above and in Appendix A2).

a. Individual.

(1) You must access the e-Acknowledgment page through CIS. The process of going to the e-Acknowledgment page allows you to PAUSE. You REFLECT on your electronic work in the same way you would with written submissions, then you type in your initials at the appropriate acknowledgment statement. Finally, you ACT on the documentation of your electronic submission by submitting it with your digital signature.

(2) If you need to submit appropriate documentation supporting the electronic submission, instructors may allow an attached page to the e-Acknowledgment. This

documentation will typically be the type of documentation that is submitted by an email message. The CIS does not have capability to attach documents.

(3) You can change your e-Acknowledgment statement prior to the assignment's suspense date. After that, you must submit a written acknowledgment statement to the instructor.

b. Formal group.

(1) ApproveIT allows the group members to all digitally sign the document.

(2) No e-Acknowledgment statement is available for formal group electronic submissions. All formal group electronic work must be submitted with a paper copy of the group cover sheet, formatted, initialed, and signed as outlined in paragraph C.2., above and in Appendix A2.

(3) If you are unable to use the ApproveIT or e-Acknowledgment page for any reason, you may submit a hand-signed, hardcopy acknowledgment statement. A hand-signed acknowledgement statement is always acceptable in lieu of an ApproveIT or e-Acknowledgment statement.

Appendix B1: Cover Sheet (Individual Submission)

UNITED STATES MILITARY ACADEMY

HOMEWORK #1

NE450: NUCLEAR SYSTEMS DESIGN

SECTION J2

COL IAM THEPROF

By

CADET IAM THELEADER `17, CO H1

WEST POINT, NEW YORK

28 AUGUST 2015

_____ MY DOCUMENTATION IDENTIFIES ALL SOURCES USED AND ASSISTANCE RECEIVED IN COMPLETING THIS ASSIGNMENT.

_____ I DID NOT USE ANY SOURCES OR ASSISTANCE REQUIRING DOCUMENTATION IN COMPLETING THIS ASSIGNMENT.

SIGNATURE:_____

Appendix B2: Cover Sheet (Formal Group Submission)

UNITED STATES MILITARY ACADEMY

PROBLEM SET 1

NE450: NUCLEAR SYSTEMS DESIGN

SECTION J2

COL IAM THEPROF

By

CADET IAM THELEADER `17, CO H1
CADET IAM THE MEMBER ‘18, CO B3

WEST POINT, NEW YORK

28 AUGUST 2015

_____ OUR DOCUMENTATION IDENTIFIES ALL SOURCES USED AND ASSISTANCE RECEIVED IN COMPLETING THIS ASSIGNMENT.

_____ WE DID NOT USE ANY SOURCES OR ASSISTANCE REQUIRING DOCUMENTATION IN COMPLETING THIS ASSIGNMENT.

SIGNATURE:_____
_____
_____
_____(Any additional lines as needed)_____

Appendix B3: Cover Sheet (e-Acknowledgment Electronic Submission)

UNITED STATES MILITARY ACADEMY

Event Description

Name of Course

Section

Professor's Rank and Name

By

Cadet Name, Year Group, Company

WEST POINT, NEW YORK

Date and Time completed on CIS

☐ MY DOCUMENTATION IDENTIFIES ALL SOURCES USED AND ASSISTANCE RECEIVED IN COMPLETING THIS ASSIGNMENT.

☐ I DID NOT USE ANY SOURCES OR ASSISTANCE REQUIRING DOCUMENTATION IN COMPLETING THIS ASSIGNMENT.

SIGNATURE: ***DIGITAL SIGNATURE***

Appendix C. How to Document Computer Code

A. Procedures. Documentation and acknowledgment requirements for homework consisting of computer code are no different than any other homework. Documentation of computer code must take the form of comments (non-executable statements) embedded within the program or document using the commenting features of the particular implementation language being used. In particular, the comment must make these things clear:

1. The identity (name) of the source.

2. What ideas were obtained from the source.

3. The exact portion of the code to which the comment applies.

4. The extent of the assistance received.

5. How you used that assistance to modify your work.

6. The place and date.

B. Examples. Each language has its own comment delimiters or "markup elements" where comments may be inserted. You must substitute the delimiters (or markup elements) of the language being used for the delimiters in the samples below, as appropriate for the type of comment to be specified. Some computer languages have more than one style of comment. Unless otherwise instructed, you may use any valid comment syntax to document your program and/or structured content.

1. Figure 1 uses CSE style to document the assistance of another cadet in creating a computer program in Python:

```
def drawCircle (picture, centerX, centerY, radius, color):
# Smith JA CDT A-1 '18. 2014 Aug 29. Assistance given to the author, verbal discussion.
# After class, CDT Smith and I discussed the best way to draw a circle in a function.
# He decided to create a function that would draw a circle by first taking a center
# point's coordinates as input. I agreed and created my own function called drawCircle that
# took the center coordinate as input in my own program. West Point, NY.
  xCoord = int(centerX - 0.5*radius)
  yCoord = int(centerY - 0.5*radius)
  addOvalFilled(picture, xCoord, yCoord, radius, radius, color)
# Jones FB CDT E-1 '18. 2014 Aug 28. Assistance given to author, verbal discussion
# electronic copying. Cadet Jones showed me how he used the addOvalFilled function to
# create a solid circle. I electronically copied his addOvalFilled function
# (lines 185-203) and successfully completed the assignment.  West Point, NY.
  addOval(picture,xCoord,yCoord,radius,radius,black)
```

Figure 1

2. Figure 2 shows how to document assistance from a web page and a photo citation in creating a code file in HTML:

```
<!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Strict//EN" "http://www.w3.org/TR/xhtml1/DTD/xhtml1-strict.dtd">
<html xmlns="http://www.w3.org/1999/xhtml" >

<head>
  <title>Title of document </title>
</head>

<body>
<!-- Smith JA CDT A-1 '18. 2013. Photo of friend on beach [Print]. [cited: 2015 Sept 6]. I scanned this image taken by my friend, John Jones, to use on my website. -->
.
.
</html>
```

Figure 2

3. The References page, if required (Figure 3), would include the references for the in-line notes shown in Figure 2 only, as CSE style of documentation recommends not including personal communications such as e-mail in the reference list. A parenthetical note in the code is sufficient.

References

Smith JA CDT A-1 '18. 2013. Photo of friend on beach [Print]. [cited: 2015 Sept 6]. West Point, NY.

Figure 3

Appendix D. How to Document Internet and Electronically Accessed Sources

A. Internet.

1. *The Little, Brown Handbook* contains examples of specific formatting styles for citing Internet and electronically accessed sources. Follow the discipline-specific format citing style as specified by the instructor.

2. Each Course Director must specify the formatting style used in a specific course for referencing Internet and electronically accessed sources. Course Directors are required to disseminate this guidance to all instructors, who will present it to their students. This guidance must be disseminated either in paper or electronic form and available to cadets for the duration of the course.

B. Electronic Mail.

No matter what documentation style you use, *The Little, Brown Handbook* specifies items of information that must be included in bibliographic entries documenting e-mails or postings to e-mail discussion lists. Appendix A provides an example citation of collaboration between cadets using email.

Appendix E. How to Document a Problem Set

A. You must document collaboration and assistance received on a problem set.

B. Each discipline has its own type of problem sets. Therefore, you must modify the guidelines below as necessary based on discipline-specific guidance from your instructor.

C. As a general aid, one format used by a department follows:

1. You must document collaboration and assistance received on a problem set by adding parenthetical comments internally within the body of the problem. These internal comments must clearly specify the following:

a. The identity (name) of the source.

b. The ideas or content obtained from the source.

c. The exact portion/problem(s) of the graded work for which assistance was received.

d. The extent of the collaboration and assistance received.

e. How you used that collaboration and assistance to modify your work.

2. Several different types of assistance are shown within this example. Figure 4 shows you how to document a problem within a problem set. The parenthetical comments must be placed within the body of the problem at the point where you received assistance. Figure 5 uses MLA style. You must make adjustments when using another documentation style.

Problem 11.5.2

Solve the equation $x^2\, y''(x) + 4\, x\, y'(x) - 4\, y(x) = 0.$

I identify the equation above as an example of an Euler-Cauchy type equation. The general rule for solving this equation is to assume that

$$y(x) = x^m,$$

where m is an unknown constant. Taking the derivative of my assumed solutions yields

$$y'(x) = m\, x^{m-1}.$$

Taking the second derivative yields

$$y''(x) = m(m-1)\, x^{m-2}.$$

I now substitute these into the ordinary differential equation;

$$x^2\, m(m-1)\, x^{m-2} + 4\, x\, m\, x^{m-1} - 4\, x^m = 0,$$

$$m(m-1)\, x^m + 4\, m\, x^m - 4\, x^m = 0,$$

$$[m(m-1) + 4\, m - 4]x^m = 0.$$

In order for this to be true for all values of x, we need to have the constant term in front of the x^m equal zero. Therefore, we must solve for the values of m for which the following equation is true:

$$m(m-1) + 4m - 4 = 0,$$

or

$$m^2 + 3m - 4 = 0.$$

Factoring, we find that this expression becomes

$$(m-1)(m+4) = 0.$$

The allowed values of m are

$m = 1$ and $m = -4$.

We conclude that the solution to our differential equation is

$$y(x) = a\, x + \frac{b}{x^4}.$$

< Newton I CDT A-4 `17. 2014 Oct 6. Assistance given to author, verbal discussion. CDT Newton showed me how to take the second derivative properly. I was forgetting to bring down the factor of $(m-1)$ when I originally did my calculations.

West Point, NY.>

< Descartes R CDT B-1 `17. 2014 Oct 8. Assistance given to the author, verbal and written discussion. CDT Descartes explained to me that the only way the equation could be true for all values of x was for the coefficient in front of the x^m term to be zero. He accomplished this by plotting a curve of x^5 in Mathematica and showing how it was not zero everywhere. He then explained how the term $[m(m-1) + 4\, m - 4]$ therefore needed to be set equal to zero. I was able to complete the algebra on my own.

West Point, NY.>

Figure 4: Problem set in CSE name-year style.

Problem 11.5.2

Solve the equation $x^2\, y''(x) + \, 4\, x\, y'(x) - \, 4\, y(x) = 0.$

I identify the equation above as an example of an Euler-Cauchy type equation. The general rule for solving this equation is to assume that

$$y(x) = x^m,$$

where m is an unknown constant. Taking the derivative of my assumed solutions yields

$$y'(x) = m\, x^{m-1}.$$

Taking the second derivative yields[1]

$$y''(x) = m(m-1)\, x^{m-2}.$$

I now substitute these into the ordinary differential equation;

$$x^2\, m(m-1)\, x^{m-2} + 4\, x\, m\, x^{m-1} - 4\, x^m = 0,$$

$$m(m-1)\, x^m + 4\, m\, x^m - 4\, x^m = 0,$$

$$[m(m-1) + 4\, m - 4]x^m = 0.$$

In order for this to be true for all values of x, we need to have the constant term in front of the x^m equal zero[2]. Therefore, we must solve for the values of m for which the following equation is true:

$$m(m-1) + 4m - 4 = 0,$$

or

$$m^2 + 3m - 4 = 0.$$

Factoring, we find that this expression becomes[3]

$$(m-1)(m+4) = 0.$$

The allowed values of m are

$$m = 1 \text{ and } m = -4.$$

We conclude that the solution to our differential equation is

$$y(x) = \, a\, x + \frac{b}{x^4}\,.$$

References

[1] Newton I CDT A-4 `17. Assistance given to author, verbal discussion. CDT Newton showed me how to take the second derivative properly. I was forgetting to bring down the factor of $(m-1)$ when I originally did my calculations. West Point, NY; 2014 Oct 6.

[2] Descartes R CDT B-1 `17. Assistance given to the author, verbal and written discussion. CDT Descartes explained to me that the only way the equation could be true for all values of x was for the coefficient in front of the x^m term to be zero. He accomplished this by plotting a curve of x^5 in Mathematica and showing how it was not zero everywhere. He then explained how the term $[m(m-1) + 4\, m - 4]$ therefore needed to be set equal to zero. I was able to complete the algebra on my own. West Point, NY; 2014 Oct 8.

Figure 5: Problem set in CSE number style.

Appendix F: How to complete an ApproveIT digital signature and verify its validity.

A. How to complete an ApproveIT digital signature.

Step 1: *Complete your graded homework assignment*. You cannot make any changes to the document after digitally signing it. If any change is made, your signature becomes invalid and your instructor is notified of this when they open your assignment. If for any reason you realize you need to make changes following your signature, then you will need to unsign, make the correction, and then resign your assignment.

Step 2: *Prepare your graded homework assignment for your signature*. The size of the ApproveIT signature conforms to the space you provide. If you do not provide a space for the signature, it may extend beyond the page margins. While this does not invalidate your signature, you can correct this issue by providing an appropriate signature location. Instructions for signing Microsoft Word and Excel documents follow:

1. Microsoft Word. On the cover sheet in the location of the signature, insert a table with one row and two columns, and whose column width matches the desired width of your digital signature Label the word "Signature" in the left column, and leave the right column empty so you can later insert your digital signature there (See Figure F1).

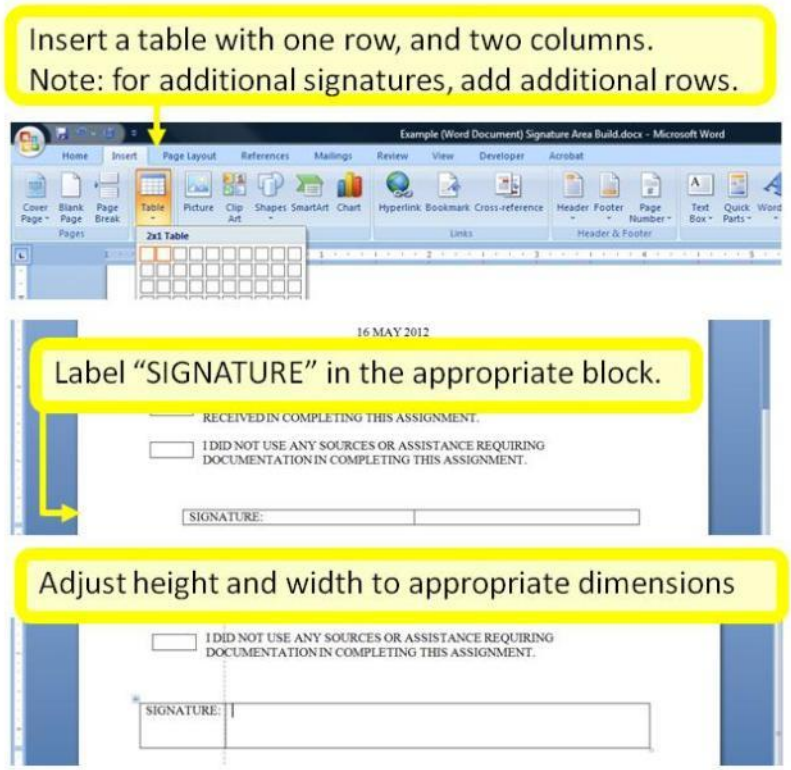


Figure F1. Establishing a table for your digital signature in Microsoft Word.

2. Microsoft Excel. Each worksheet containing your work must have the same acknowledgement statements that are used on a cover sheet (also shown in Figure F2). You should transcribe those statements into your Excel worksheets, and create an adequately sized cell for your signature in accordance with the instructions provided in Figure F2.

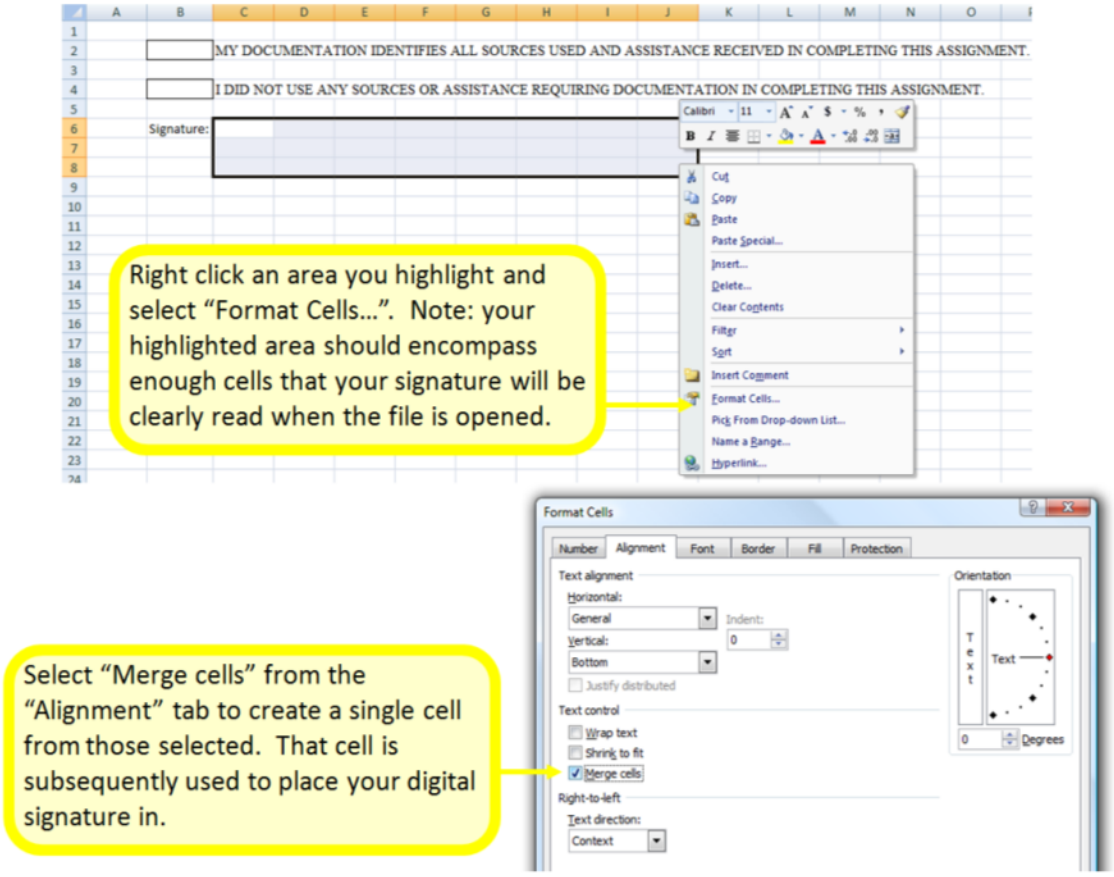


Figure F2. Establishing an adequate area for digital signature in Microsoft Excel.

Place your initials in the appropriate box, and follow the instructions for signing the completed homework, described next in Step 3.

Step 3: *Sign and submit the completed document*. A six part process is detailed in this step followed by instructions on how to unsign a document if changes are required following your signature. Note that although the examples below are illustrated using Microsoft Word, a synonymous method is used with other ApproveIt software.

Follow the six bullets below to sign the completed document.

1. Place the cursor at the location in the document you want the signature to appear.

2. Go to the ApproveIT tab of your Microsoft Word, Microsoft Excel, or Adobe Acrobat file.

Figure F3. Locating and selecting the ApproveIt tab.

3. Click the "Approve" icon.

4. Select the non-email option for your CAC certificate.

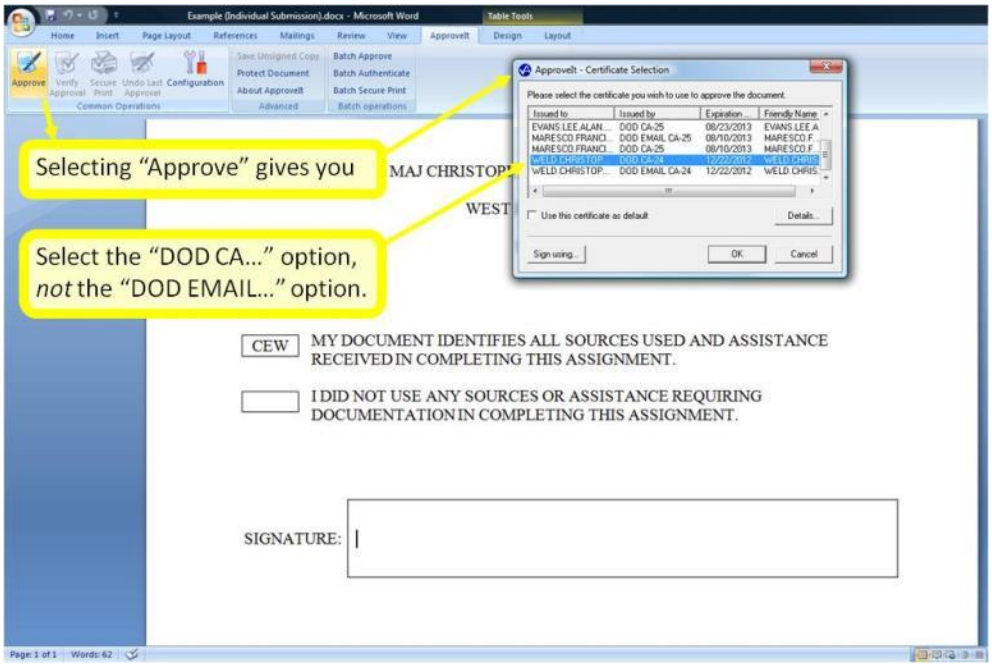


Figure F4. Signing the document (1 of 4)

5. Verify the "Approval Information" window by clicking "Sign." You may be required to enter your CAC pin code at this time. Following successful signing, your digital signature will appear on the document.

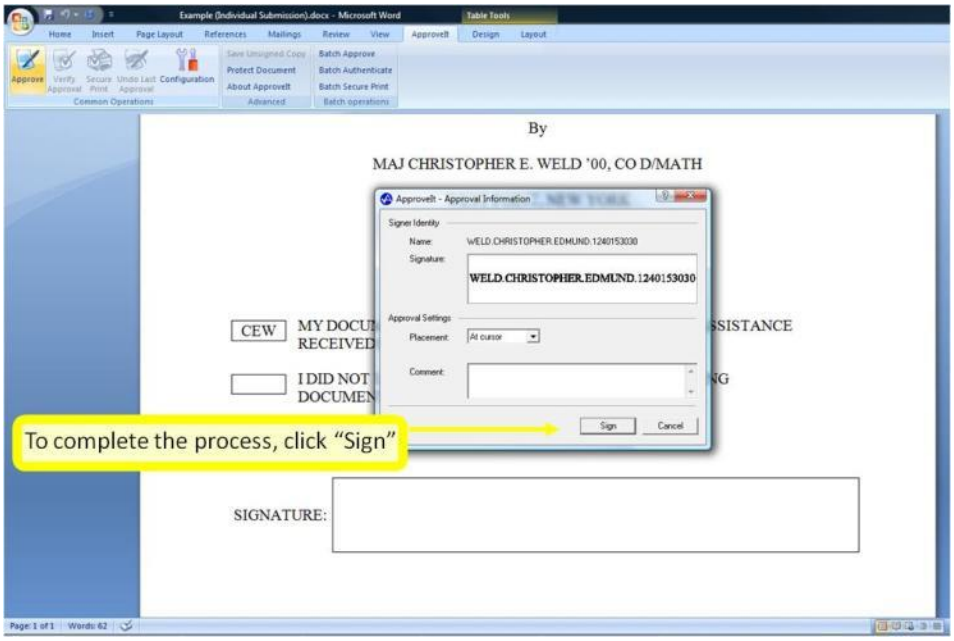


Figure F5. Signing the document (2 of 4)

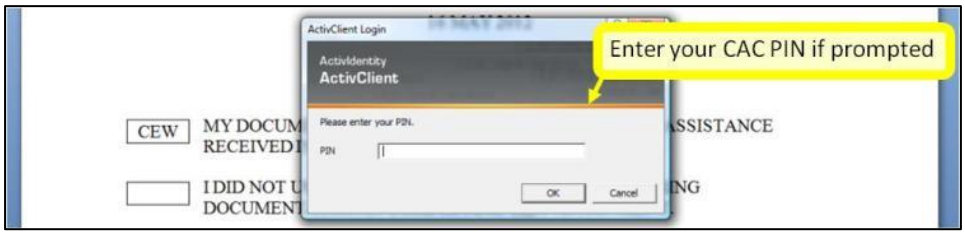


Figure F6. Signing the document (3 of 4)

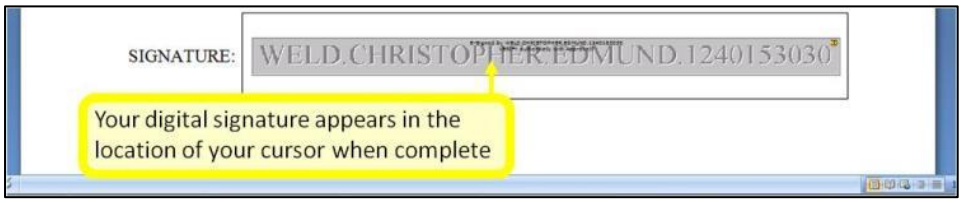


Figure F7. Signing the document (4 of 4)

6. Save and submit (via e-mail or other method as directed) your completed and signed document to your instructor.

7. If changes are necessary after your signature, you must undo last approval to *unsign* (rather than deleting your signature) and then *re-sign* the file after all updates are made. If you delete your signature rather than un-signing it, you will not be able to add another signature. To unsign, follow the process illustrated in Figure F8.

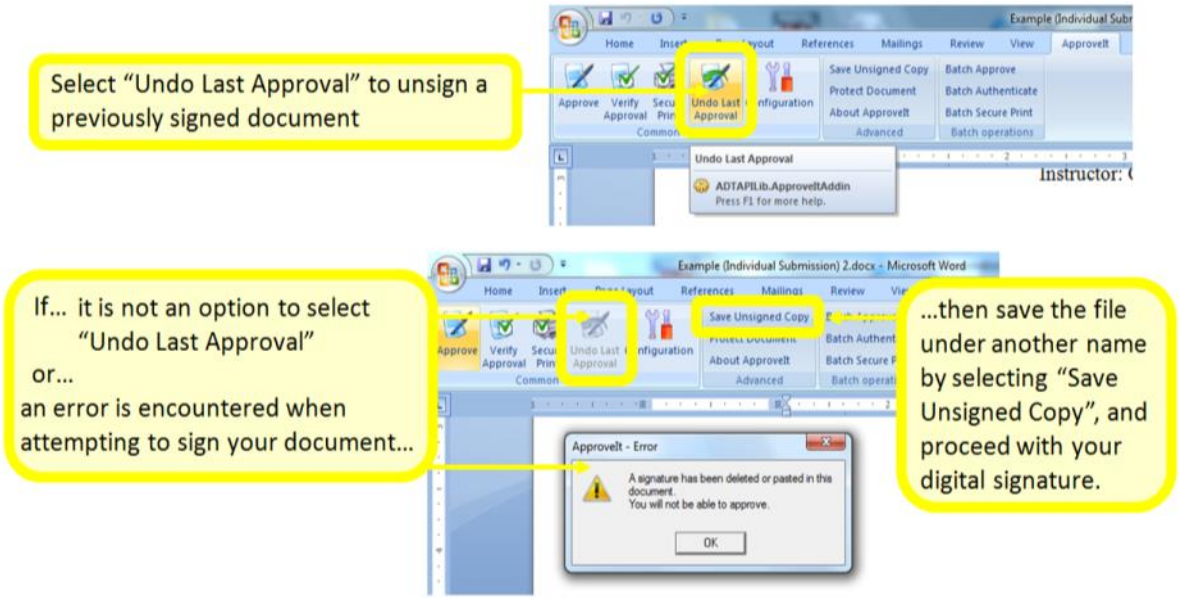


Figure F8. Unsigning a previously signed document in order to prepare it for resigning.

B. How to verify the validity of an ApproveIT digital signature.

When opening an ApproveIT signed document with a computer having the ApproveIT software add-in included a window will appear declaring any signature(s) in the document as valid or invalid. Figure F9 illustrates a valid signature and Figure F10 illustrates an invalid signature. For each, supporting information such as date-time stamp of the signature is also provided.

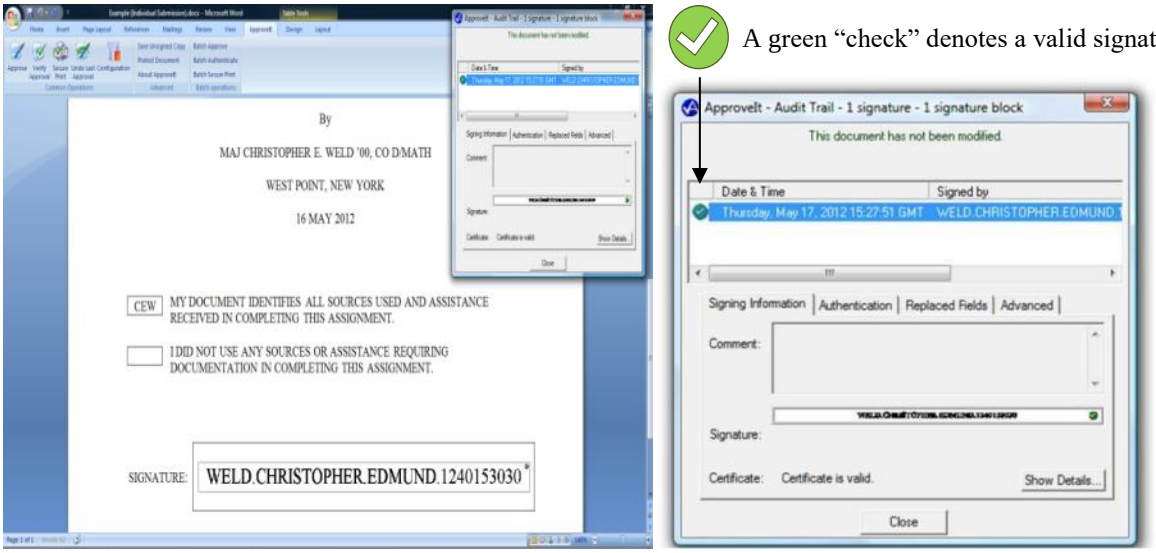


Figure F9. A valid ApproveIT signature is displayed upon opening the document and reasons for its validity are provided (e.g. This document has not been modified).

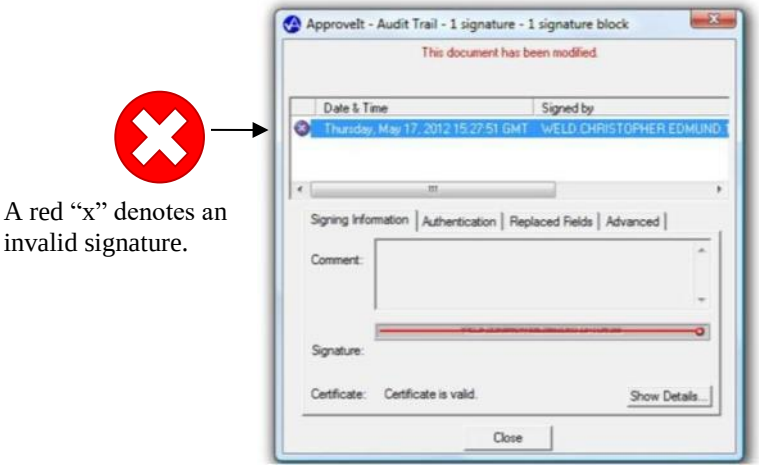
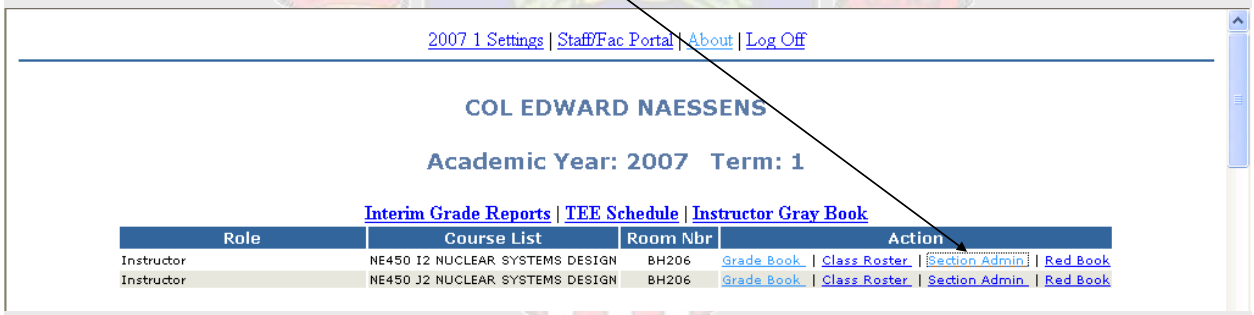


Figure F10. An invalid signature. Note for an invalid signature, reasons for its invalidity are provided (e.g., "This document has been modified.").

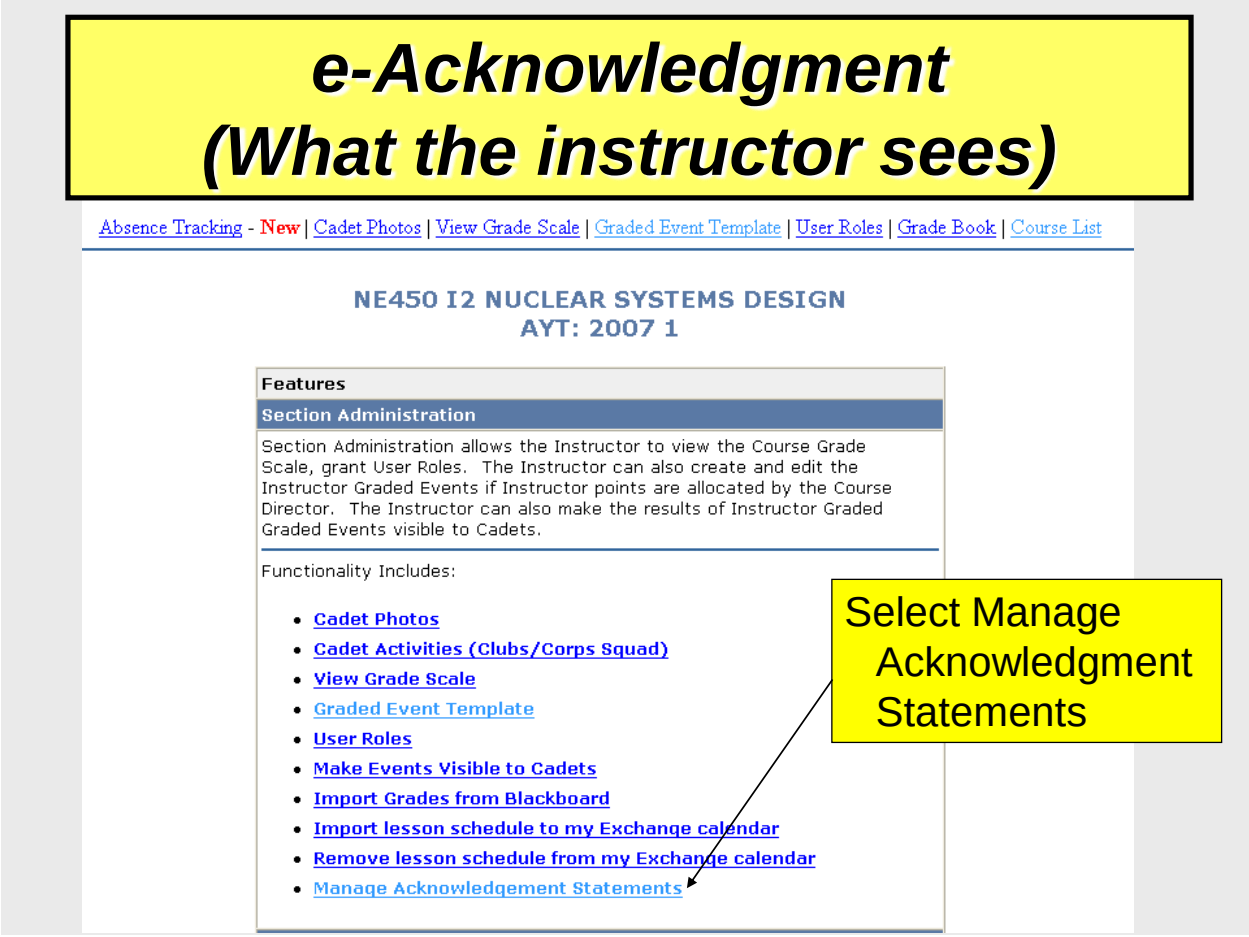
Appendix G: How to complete an e-Acknowledgment.

e-Acknowledgment (What the instructor sees)

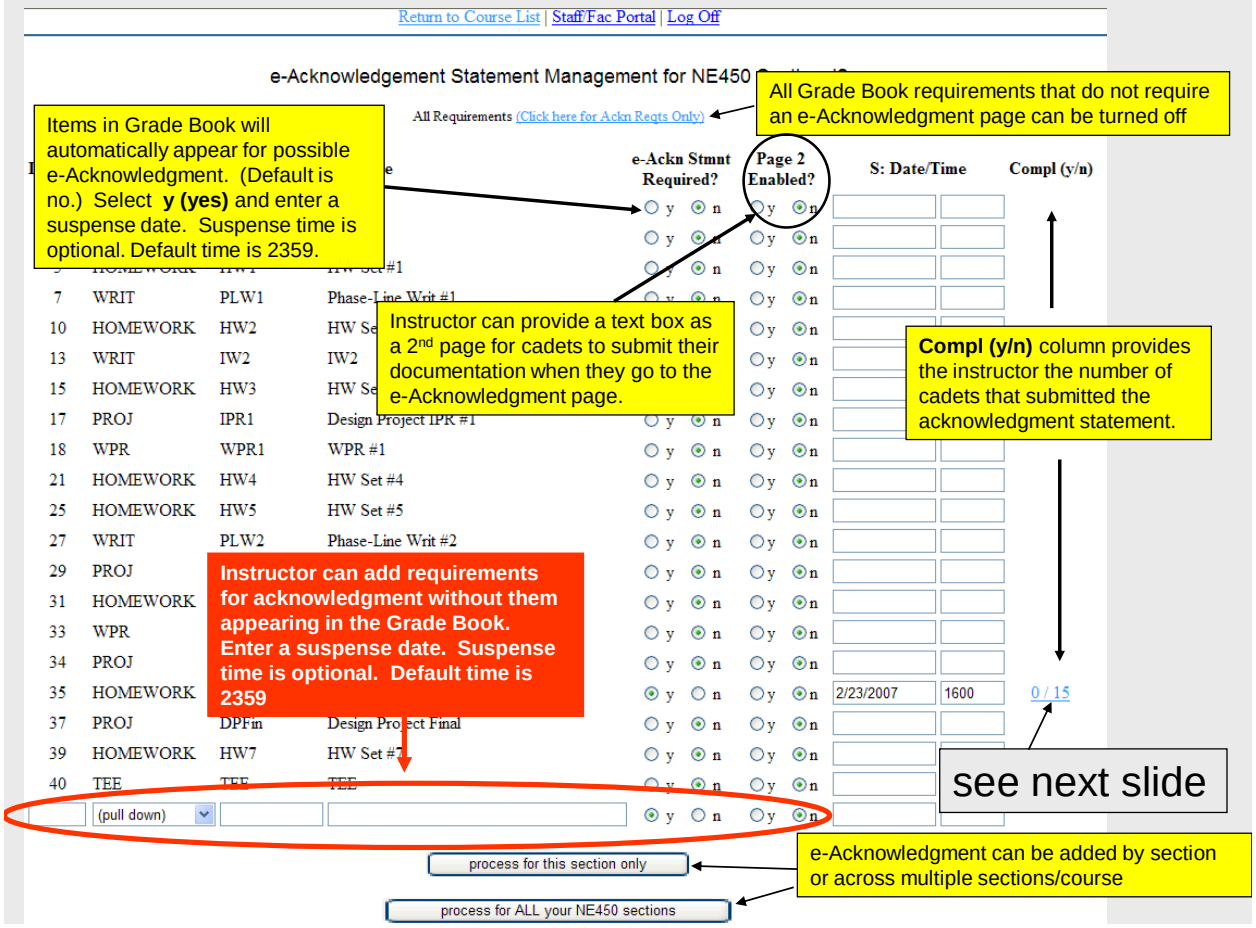
- Sign on to WebGrades (AMS)
- Select Section Admin



e-Acknowledgment (What the instructor sees)



e-Acknowledgment (What the instructor sees)



a.

e-Acknowledgment (What the instructor sees)

Close

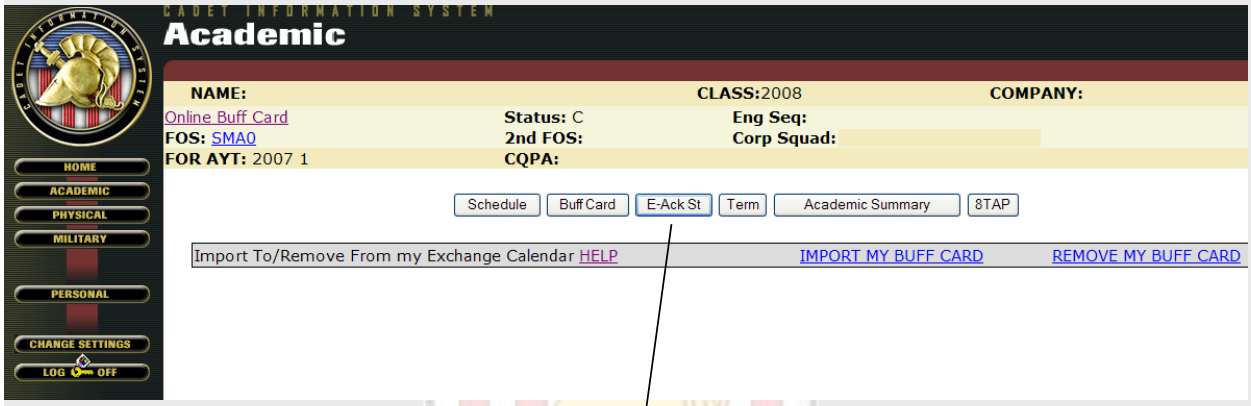
Acknowledgement Statement Details for NE450 Section I2

Requirement: WAL35 Web Assign L35

Name	GY	Co	Completed?
BICKLEY CASEY	2007	A2	n
DAWE SCOTT	2007	C4	n
GALGANO DANIEL	2007	A1	n
HALVERSON THOMAS	2007	E1	n
HENDERSHOTT JONATHAN	2007	A3	n
LAMBERT DAVID	2007	F4	n
LONG MICHAEL	2007	G2	n
MUDEK DAVID	2007	H4	n
NODA JUAN	2007	F3	n
STOVER CHRISTOPHER	2008	C2	n
TARDIEU KELSEY	2007	H3	n

- Instructor can check compliance by name.
- Selecting a name connects to email.
- Under the **Completed?** column:
  - 1 ≡ Documentation used
  - 2 ≡ No documentation used
  - n ≡ Acknowledgment statement not completed
- Instructor can click on the 1 or 2 to view the documentation and e-Acknowledgment pages submitted by the cadet (and print it if necessary).

e-Acknowledgment (What the cadet sees)



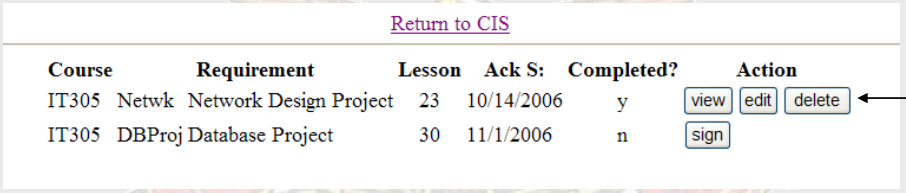
Shows two requirements for IT305 and neither e-Acknowledgment statements have been completed, yet!

Return to CIS

Course	Requirement		Lesson	Ack S:	Completed?	Action
IT305	Netwk	Network Design Project	23	10/14/2006	n	sign
IT305	DBProj	Database Project	30	11/1/2006	n	sign

CIS Screen Shot
(What the cadet sees)

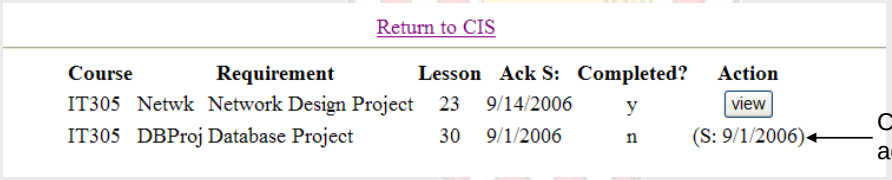
Example: suspense pending


Return to CIS

Course	Requirement	Lesson	Ack S:	Completed?	Action
IT305 Netwk	Network Design Project	23	10/14/2006	y	view edit delete
IT305 DBProj	Database Project	30	11/1/2006	n	sign

Cadet can edit or delete up to the suspense date.

Example: past suspense


Return to CIS

Course	Requirement	Lesson	Ack S:	Completed?	Action
IT305 Netwk	Network Design Project	23	9/14/2006	y	view
IT305 DBProj	Database Project	30	9/1/2006	n	(S: 9/1/2006)

Cadet must submit written acknowledgment

If completed by suspense, the cadet can view and print their submission

Example Documentation Page

(instructor option to provide)

Return to Acknowledgemt List | Return to CIS

Final Project (Network System) (Proj)

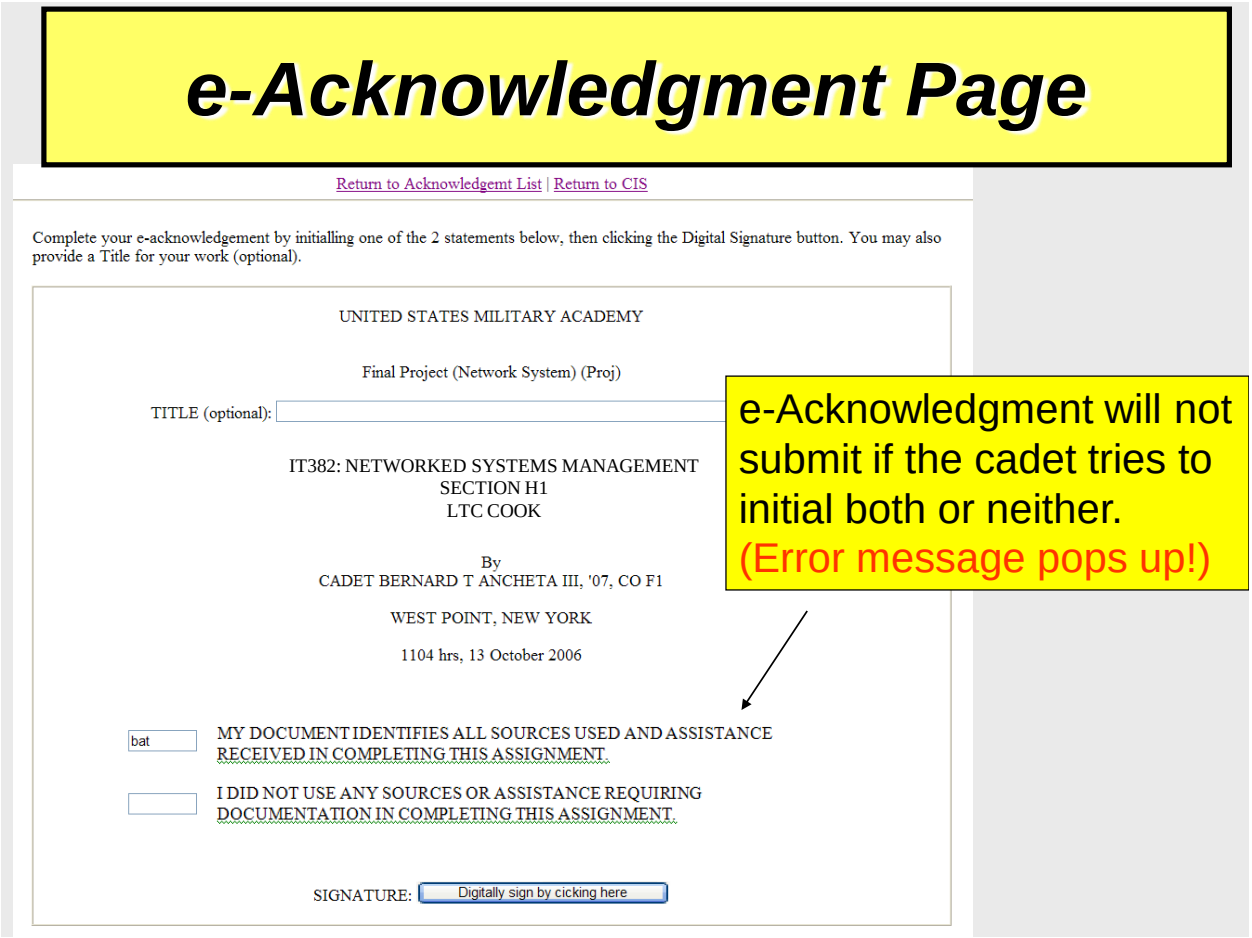
IT382: NETWORKED SYSTEMS MANAGEMENT
SECTION H1
LTC COOK

Your instructor has directed that your acknowledgement attribution be included with the cover sheet. Enter your documentation (if any) in the following block, then click "Continue." **Your acknowledgement action will not be filed until you have digitally signed the cover page (on the next screen).**

Requirement 1: George D. Martin, C-4, '07, Mary M. Brown, B-4, '07, Paul P. Smart, H-3 '07, collaboration with the author, verbal and written discussion, West Point, NY, 29 August 2006. We set up the handwritten calculations for a as an informal group. CDT Martin entered those equations into MS Excel. CDT Brown added the proper formats to make the calculation iterate to a solution. We then all used the MS Excel file to calculate a.

Continue

e-Acknowledgment Page



e-Acknowledgment will not submit if the cadet tries to initial both or neither.
(Error message pops up!)

e-Acknowledgment Page 2
(as necessary)

e-Acknowedgement, Page 2
for IT382 Assignment: Final Project (Network System) (Proj)

Submitted by CADET BERNARD T ANCHETA III, '07, CO F1
1105 hrs, 13 Oct 06

Documentation Details are included below:

Requirement 1: George D. Martin, C-4, '07, Mary M. Brown, B-4, '07, Paul P. Smart, H-3 '07, collaboration with the author, verbal and written discussion, West Point, NY, 29 August 2006. We set up the handwritten calculations for a as an informal group. CDT Martin entered those equations into MS Excel. CDT Brown added the proper formats to make the calculation iterate to a solution. We then all used the MS Excel file to calculate α.

Appendix H. How to Document Web-Based Graded Homework

A. Cadets must document collaboration and assistance received on problem sets assigned on web-based platforms such as, but not limited to, WileyPlus, WebAssign, and Blackboard.

B. Your instructor may include the option of completing your web-based graded homework documentation and acknowledgement statement as a question within the web-based assignment, within the e-Acknowledgment system outlined in Appendix G, or by hard-copy methods outlined in Appendix B.

C. To properly complete documentation, you should take the following steps:

1. PAUSE: Take a moment to consider the work performed and identify whether or not you received assistance on the assignment by initialing the appropriate box.

2. REFLECT: Review your work and reflect upon any collaboration or assistance needed to complete your work.

3. ACT: Complete documentation using the instructions provided in the web-based platform.

D. Instructors will ensure that any web-based platform documentation possesses the following characteristics:

1. Cadets are required to type in one of the two statements:

a. MY DOCUMENTATION IDENTIFIES ALL SOURCES USED AND ASSISTANCE RECEIVED IN COMPLETING THIS ASSIGNMENT.

b. I DID NOT USE ANY SOURCES OR ASSISTANCE REQUIRING DOCUMENTATION IN COMPLETING THIS ASSIGNMENT.

2. Cadets who type statement D.1.a., above, are required to provide a documentation statement clearly specifying the following:

a. The identity (name) of the source.

b. The ideas or content obtained from the source.

c. The exact portion/problem(s) of the graded work for which assistance was received.

d. The extent of the collaboration and assistance received.

e. How you used that collaboration and assistance to modify your work.

f. The place and date.

3. Cadets will type their full name to represent their signature.