Honesty Case Study

# TASK

## Write first and last name here:

## Purpose

In this case study, you will read the module materials related to what it means to be an honest student. Then you will answer questions related to what it means to engage in academic honesty and how your own experiences will relate to this.

The purpose of this case study is to

* MLO 1.4 Explain ways to engage in honest behaviors in the course. [CLO 6]
* MLO 1.5 Explain ways to engage in dishonest behaviors in the course and the related consequences. [CLO 6]
* MLO 1.6 Articulate your past perspectives and experiences with honesty in college courses. [CLO 6]
* MLO 1.7 Articulate your perspectives, approaches, and plans for honesty in this course. [CLO 6]

## Formatting

* Turn in Microsoft Word document or PDF.
* Use this document as the template, and save it as “Name\_of\_Case\_Study\_firstname\_lastname.” For example, “Honesty\_Case\_Study\_Kelly\_Reddy-Best.”
* Record responses below each question.
* Type answers.
* Single-space your document.
* Use 10- or 12-point font.
* Do not create a cover page for your document.
* Use full sentences in all responses.
* Use 1" document borders.
* Keep all of the assignment instructions and questions in your document.
* Answer the questions beneath each question; that is, keep the questions in your document.
* Answer the questions by using the materials in the module.
* Be sure to cite or reference the reading when paraphrasing or using a direct quote. In this assignment, do not use or refer to other sources that discuss similar topics.

## What to Turn In

* Turn in the document titled “Name\_of\_Case\_Study\_firstname\_lastname.”

# EVALUATION CRITERIA

The case study is worth 100 total points. Please check the syllabus for the weight assigned to this case study.

| Criteria | Proficient  Correctness: Questions are answered correctly and in accordance with the information presented in the module.  *Evidence, evaluation, and analysis*: Information is taken from source(s) in modules with enough interpretation and evaluation to develop a comprehensive analysis or synthesis to reveal insightful patterns, differences, and/or similarities related to the focus.  *Reflection and cultural self-awareness*: Reviews prior learning (experiences inside and outside of the classroom) in depth to reveal perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time. | Developing  *Correctness*: Questions are mostly answered correctly in accordance with some information presented in the module.  *Evidence, evaluation, and analysis*: Information is taken from source(s) in modules with enough interpretation and evaluation to develop a coherent analysis or synthesis, but the organization is not effective in revealing important patterns, differences, and/or similarities related to the focus.  *Reflection and cultural self-awareness*: Reviews prior learning (experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events. | Emerging  *Correctness*: Questions are not answered correctly or in accordance with information presented in the module.  *Evidence, evaluation, and analysis*: Information is taken from source(s) in modules without interpretation or evaluation; answer is not organized and does not reveal patterns, differences, and/or similarities related to the focus.  *Reflection and cultural self-awareness*: Reviews prior learning (experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events; shows minimal awareness of own cultural rules and biases. |
| --- | --- | --- | --- |
| Question 1: Correctness; evidence, evaluation, and analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 2: Correctness; evidence, evaluation, and analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 3: Correctness; evidence, evaluation, and analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 4: Correctness; evidence, evaluation, and analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 5: Reflection and cultural self-awareness | 15 to 20 points | 9 to 14 points | 0 to 8 points |

# TEMPLATE

1. When answering honestly, does a person need to tell “the whole truth”? Provide an example that explains why or why not.
2. Reflect on your past experiences with honesty. Have you always been an honest person to yourself and when completing academic work? Explain why or why not.
3. Explain how you can be an honest person when taking the quizzes in AMD 165.
   1. Provide at least 2 examples of engaging in honest quiz practices.
   2. Provide 2 examples of engaging in academic dishonesty when taking a quiz in this class.
4. Explain how you can be an honest person when completing the individual case studies in AMD 165.
   1. Provide at least 2 examples of engaging in honest case study completion.
   2. Provide 2 examples of engaging in academic dishonesty case study completion.
5. From your own perspective, reflect on whether you want to be an honest person in this class and why this is important.