Amy Hubbell (The University of Queensland, [a.hubbell@uq.edu.au](mailto:a.hubbell@uq.edu.au))

I was our Integrity Officer for three years and have seen some pretty amazing cases come through related to Google Translate. The outcomes have been variable, but we added the following statement to our syllabi and this is a school policy:

**Statement on help with assignments**

All assignments submitted should be the work of the student and the student alone. This means that students are NOT to seek unauthorised outside help (which may include help from other students, teachers, private tutors, ghost writers, native speakers, or electronic translation software such as Google Translate, etc.) either in the preparation of assignments or in checking for errors before assignments are submitted. Cases where students are suspected of having used outside help will be referred to the School of Languages and Cultures Integrity Officer for further investigation. Students who use outside help may be found guilty of academic misconduct which can attract significant penalties. The University’s policy on Student Integrity and Misconduct is available at<http://ppl.app.uq.edu.au/content/3.60.04studentintegrityandmisconduct>.

There is new software available that allows dynamic surveillance of student work (tracking key stroke timing and pressure, etc) to determine if students are completing their own texts, but this has not been widely adopted. I have started making a hurdle requirement for my students to complete the University online Academic Integrity Tutorial for my students. I will not accept their first assessment item until the training has been complete (late penalties apply to submission of the assignment). This is more effective in dealing with plagiarism than with Google Translate, though.

In my translation course, we tackle Google Translate head on and read about neural machine translation and its strengths and limitations. We worth through several exercises using GT and human translation in class. On in-class tests, students are allowed to use GT in a limited capacity as a dictionary (4 words at a time maximum) so that we can focus on learning. My main concern with Google is that it is a great tool but it isn’t helping students learn, it is useless in the classroom. I’m doing whatever I can to integrate it as a learning device and not viewing as an enemy.

Seda Chavdarian (UC-Berkeley, [sedac@berkeley.edu](mailto:sedac@berkeley.edu))

**Academic Integrity**

*The French Department complies fully with the campus Academic Integrity Policy.  Incidents of cheating and plagiarism in any form will result in a failing grade and will be referred to the office of Student Conduct.  Cheating includes plagiarism.  
Students should learn to avoid inadvertent plagiarism.  Plagiarism includes appropriation of whole passages without credit, appropriation of words and phrases without credit, appropriation of both main and supporting ideas without credit, and paraphrasing without credit.  Plagiarism also includes submitting a paper written or edited by someone else or with the help of an online translation service*.

For the first violation of the rules-often unintentional-we talk to the student and explain its seriousness but give them the benefit of the doubt.  We have them rewrite the composition on a similar topic.  If the student continues the second time, it is an automatic 0 and referral to the Student Conduct Office.

Almost always, the students stop using outside help.

Cathy Yandell (Calreton College, [cyandell@carleton.edu](mailto:cyandell@carleton.edu))

**Statement on Academic Honesty**  
(Approved by French and Francophone Studies, 2017)  
  
Students must do their own work. You should use spelling and grammar checkers such as Word, [bonpatron.com](http://bonpatron.com), and especially [Antidote](https://moodle.carleton.edu/mod/page/view.php?id=408931) (which is required in French 204)., and you are free to use grammar manuals, online dictionaries, and grammatical sites such as [leconjuguer.fr](http://leconjuguer.fr) for written work. However, translation sites such as Google Translate, Babelfish, and Reverso, used to translate long phrases or sentences, are not acceptable for two reasons: 1) the translated work is no longer your own, which represents academic dishonesty, and 2) you miss out on the opportunity to write independently in French. The language and ideas must be your own, except, of course, when you are building from the previous work of others. In those cases, you must cite ideas or language with a footnote or an endnote.

Tessa Nunn (Duke U, [tessa.nunn@duke.edu](mailto:tessa.nunn@duke.edu))

For terms that students look up in the dictionary, I require the students to include a footnote  with the term in French, the definition in French, and the English word that they searched. This way if I later ask them the meaning of sentences that do not sound like their’s, they can’t use the excuse that they looked up the words in the dictionary and forgot the meaning. This also discourages them from overusing the dictionary.

Joyce Hohnston (Stephen F. Austin State U, [jjohnston@sfasu.edu](mailto:jjohnston@sfasu.edu))

I put in my syllabus that using a translating program is not their French and therefore constitutes a violation since the language is not their own. I have in the syllabus that I follow university protocol for Academic Dishonesty which means they are reported to the Dean of their home college when they commit and infraction. In truth, I give a warning (in writing) and a zero on the first infraction. Then I report the student. I confront them first and ask them to explain what they wrote or even read it aloud (which they often cannot do) and go from there. Most times they admit they translated. However, due to the paperwork involved, I have gone to having more essays written in class.

I also show them the silly translated videos to demonstrate that it really isn't tough for me to catch - although as you said, the program has gotten better.  Here is one I show: <https://www.youtube.com/watch?v=BlJsPEgXhC0>​

Michelle Scatton-Tessier (UNC-Wilmington, [scattonm@uncw.edu](mailto:scattonm@uncw.edu))

I only do in-class composition now, more writing on tests, no take-home compositions for grades.

All members of UNCW’s community are expected to follow **the Academic Honor Code.** Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in **any** form will not be tolerated in this class. <http://uncw.edu/odos/honorcode/>

Please be especially familiar with UNCW’s position on plagiarism as outlined in the UNCW Student Handbook.  Plagiarism is a form of academic dishonesty in which you take someone else’s ideas and represent them as your own.  Here are some examples of plagiarism:

a. You write about someone else’s work in your paper and do not give them credit for it by referencing them.

b. You give a presentation and use someone else’s ideas and do not state that the ideas are the other persons.

c. You get facts from your textbook or some other reference material and do not reference that material.

d. You use translation software, help from another person, other than assigned peer editor or professor, to write or edit your work.