Theater and Dance Department Statement on Plagiarism:
[February, 2007]

The Theater and Dance department recognizes that, historically, ours is a department that, due to the nature of the work assigned, did not lend itself to issues of plagiarism. When our curriculum centered on performance-based exercises and assessments, questions of plagiarism simply did not arise. A student's acting choices expressed themselves in the student's performance and stage production.

Over the past few years, however, as our courses have encompassed elements of writing and the creation of collaborative projects, as well as performing, we feel the need to make our values about academic honesty very clear for all participants in the program.

We expect student work to come from the student. If any ideas or writing samples come from an outside source, we expect such sources to be fully attributed. In speeches, this includes providing source citations in the body of the text and/or in a footnoted bibliography. The particulars of this expectation should be outlined by the speech teacher at the start of term. In a playwriting or screenwriting class, all work is expected to be the student's own, unless inspiration or modeling comes from an attributed source.

In collaborative design projects, we expect students to either designate which responsibilities reside with whom (who is the set designer, who the costumer, etc.) or to assume a fully collaborative equal responsibility for the project and submit the material together.

As artists are always building upon the work and ideas of others, we recognize the responsibility of the department to provide inspirational material for students to use in creating their own work. At the same time as students learn to develop their own artistic sensibilities through the careful study of the work of others, we must ensure that each student gives credit where it is due. Such practice will form an essential part of the student's future working life, whether or not she becomes a theater or dance professional.