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WEST POINT, NEW YORK

DOCUMENTATION OF ACADEMIC WORK

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Office of the Dean
Academic Affairs Division

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UNITED STATES MILITARY ACADEMY
WEST POINT, NY 10996-5000

MADN-AAD 12 May 2011

1. Purpose. This document, Documentation of Academic Work (DAW), prescribes procedures for the proper documentation of academic work, establishes responsibilities, and establishes procedures for periodic review and change of the document. The policies and procedures within this document have been approved by the Superintendent upon recommendation by 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. Public Folder:

Public Folders/All Public Folders/West Point Activities/Dean/Academic Affairs/ Documentation

b. Dean's portal: http://usma-portal/dean/Pages/default.aspx

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

5. Proponent. The proponent for this document is the Academic Affairs Division, Office of the Dean (MADN-AAD), x7786. The proponent for reviewing proposed changes to Documentation of Academic Work is the Ethics Sub-Committee of the Faculty Council.

FOR THE DEAN OF THE ACADEMIC BOARD:

BRUCE E. KEITH, Ph.D.
Associate Dean for Academic Affairs

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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 clearly distinguish your own work from that of others in your academic assignments 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).

Plagiarism is the act of presenting someone else's words, ideas, or work – whether accidently 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.

Section II. Documentation Requirements and Standards

A. Requirements.

1. Cadets.

a. You are required to document all graded homework and scholarly submissions, which includes the cover sheet acknowledgement 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 or collaboration is explained in Appendix A. Documentation consists of the following:

(1) Cover sheet and signed acknowledgement statement. Procedures for correctly completing cover sheets and acknowledgement statement 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. 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 mail.

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

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.

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. Your instructor is your primary resource for any questions you have on how to document in the required style, and for questions on whether documentation is required for a particular source.

3. *The Little, Brown Handbook* is the 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, there are usually on-line resources with illustrative examples similar to those in *The Little, Brown Handbook.*

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

(1) Allows the reader to locate or evaluate the specific source used.
(2) Displays this information in a logical sequence.
(3) Follows the punctuation pattern of the directed style.
(4) Clearly distinguishes your words and ideas from those of others.

5. 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 can 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. 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 bibliographic format for each of the documentation styles contained within *The Little, Brown Handbook.*

Documentation Style	Named Section
APA	References
Chicago Style	WORKS CITED
CSE	References
MLA	Works Cited

4. Finally, create your cover sheet, also known as your title page; and sign your acknowledgement statement. Instructions are in Appendix B and examples are in Appendices B1-B3. Before initialing and signing your acknowledgement 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. 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 acknowledgement statement as required by your course. Ask yourself, "Is this event listed with a point value on the course syllabus?" If this is the case, documentation and acknowledgement are required. (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. 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 a "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 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 assistance and the name of the cadet who assisted you, and describe how their 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.

D. Problem Sets.

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

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

E. Other Situations.

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

a. Your instructor. Unless otherwise specified by your current instructor, their assistance does not need to be documented. But 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.

2. **What happens if I don't do a very good job documenting my work, or I don't have the acknowledgement 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 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 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.[1]

2. Intentional Plagiarism. Intentional plagiarism 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.

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.[2] 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 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.[1]

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

Section VI. Definitions

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

B. Acknowledgement: 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.

D. Collaboration: Sharing authorship of a work or ideas with one or more others. When one collaborates, one must acknowledge joint authorship or collaboration in the formulation of ideas.

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. 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 acknowledgement 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 acknowledgement 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 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.

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 (MADs) review DAW and recommend proposed changes.
1 November	Academic Affairs Division sends memorandum to departments and Major Activity Directorates (MADs) requesting proposed changes to the Documentation of Academic Work (DAW) be submitted to AAD NLT the third Friday in January.
January	NLT third Friday in January, Departments and MADs submit proposed changes to the Academic Affairs Division IAW the format in Section VII, paragraph A.1.
1 February	Academic Affairs Division consolidates proposed changes and forwards to Ethics Sub-Committee of the Faculty Council.
April	NLT First Tuesday in April, Ethics Sub-Committee of the Faculty Council briefs 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 Faculty Council Chair and ethics sub-committee chair discusses proposals make a recommendation on the proposed changes (or to make no change) to the General Committee.
May	General Committee makes final recommendation to the Dean of the Academic Board. The Dean of the Academic Board approves DAW for publication or maintains the current document until the next annual review.
June	Updated DAW (if revised) is available for dissemination and use during summer faculty training workshops.

References

1. Fowler HR, Aaron JE. The Little, Brown Handbook. 11th ed. New York (NY): Pearson Education, Inc; 2010.

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

Appendix A. How to Document Assistance or Collaboration.

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

2. Documentation of assistance or collaboration must include:

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 assistance received.

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

f. The place and date.

3. 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.

4. 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.

5. 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 2012)

(CDT Jones and CDT Smith 2012)

(CDT Jones et al. 2012)

(2) APA

CDT Jones (2012) or (CDT Jones, 2012)

CDT Jones and CDT Smith (2012) or (CDT Jones & CDT Smith, 2012)

CDT Jones et al. (2012) or (CDT Jones et al., 2012)

(3) CSE name-year text citations

(CDT Jones 2012)

(CDT Jones and CDT Smith 2012)

(CDT Jones and others 2012)

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

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

a. Assistance, verbal discussion:

(1) MLA style:

Works Cited

Smith, John CDT A-1 ’12. 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. 2009.

(2) APA style:

References

Smith, J CDT A-1 ’08. (2012). 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.

or

Notes

Smith, J CDT A-1 ’08. (2012). 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.

(3) Chicago style works cited:

WORKS CITED

Smith, John CDT A-1 ’12. 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 2009.

(4) CSE style name-year reference:

References

Smith JA CDT A-1 ’12. 2009 Oct 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.

(5) CSE number style:

References

1. Smith JA CDT A-1 ’12. 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; 2009 Oct 18.

b. Assistance, written work (APA style):

References

Scout, B CDT A-2 ’11. (2009). 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.

or

Notes

Scout, B CDT A-2 ’11. (2009). 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.

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

WORKS CITED

Ima Starperson CDT D-2 ’13, 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 2009.

d. Assistance, email (MLA style):

Works Cited

Moore, Lessa CDT B-3 ’10. 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. 2009.

e. Assistance, informal group (MLA Style):

Works Cited

Smith, George CDT A-3 ’10, Larry Brown CDT A-3 ’11, and Bea Smart CDT A-3 ’11. 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 worked a sample regression for me. 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. 2009.

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

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

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

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

A. Requirements. Your cover sheet and the signed acknowledgement 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 acknowledgement 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 acknowledgement 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 acknowledgement statement, which is part of the cover sheet. The acknowledgement 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 acknowledgement 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 acknowledgement statement attached.

e. Consult your instructor if you are unsure whether an acknowledgement 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 acknowledgement 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.

1. Individual.

a. Assignments that you submit electronically still require proper documentation, but are signed with your digital signature. There are two methods to execute a digital signature; ask your instructor which method is required.

(1) ApproveIT method: West Point provides software which can read your CAC (common access card – Army ID card) and certify that you have electronically signed the card. You can thus electronically type your initials next to the acknowledgement statement and digitally sign the document.

(2) E-acknowledgement: The CIS system in conjunction with the AMS system gives each cadet a method 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 F.)

(a) You must access the e-Acknowledgement page through CIS. The process of going to the e-Acknowledgement 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 acknowledgement statement. Finally, you ACT on the documentation of your electronic submission by submitting it with your digital signature.

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

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

b. If you are unable to use the ApproveIT or e-Acknowledgement page for any reason, you may submit a hand-signed version. A hand-signed acknowledgement statement is always acceptable in lieu of an ApproveIT or e-Acknowledgement statement.

2. Formal group.

a. ApproveIT allows the group members to all digitally sign the document.

b. There is no e-Acknowledgement statement 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.

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 ’13, CO H1

WEST POINT, NEW YORK

28 AUGUST 2011

_____ 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 ’13, CO H1
CADET IAM THE MEMBER ’14, CO B3

WEST POINT, NEW YORK

28 AUGUST 2011

_____ 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 (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

1. Procedures. Documentation and acknowledgement 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:

a. The identity (name) of the source.

b. What ideas were obtained from the source.

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

d. The extent of the assistance received.

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

f. The place and date.

2. Examples. Each language has its own comment delimiters. You must substitute the delimiters of the language being used for the delimiters in the samples below, as appropriate.

a. Figure 1 uses MLA style to document the assistance of another cadet in creating computer code in Java:

```
.
while(numLines < 50){
   text = textReader.readLine();
   /*
         Smith, Joan CDT E-1 ’12. Assistance given to author, verbal discussion. CDT Smith
         explained to me that I had an infinite loop because I never modified the loop control
         variable within the loop. Once I added the following line, the loop behaved correctly.
         West Point, NY. 2 May 2009.
   */
   numLines = numLines + 1;
} // while
/*
     Jones, Fred CDT E-1 ’10.  Assistance given to author, verbal discussion and electronic
     copying. Cadet Jones showed me how he implemented the following if statement and
     subsequently gave me a copy of his program via email, from which I copied the following
     12 lines of Java code. West Point, NY. 3 May 2009.
*/
```

Figure 1

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

```
<HTML>

<!-- U. S. Military Academy, "United States Military Academy at West Point," U. S. Military
Academy, I used the layout of the USMA home page as a basis for the layout of this web
page. 2 May 2009. http://www.usma.edu.-->

<HEAD>
.
.
.
</HTML>
```

Figure 2

c. The Works Cited page, if required (Figure 3), would include the references for the in-line notes shown in Figures 1 and 2, above. (Figure 3 uses the MLA style of documentation. You must make adjustments when using another documentation style.)

Works Cited

Jones, Fred. "Here's my code." Personal email with Java code attachment. 3 May 2009.

Smith, Joan. "Infinite loop fix." Personal email and verbal discussion. 2 May 2009.

United States Military Academy. "United States Military Academy at West Point." United States Military Academy. 2 May 2009. <http://www.usma.edu>.

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

1. You must document collaboration or assistance received on a problem set.

2. 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.

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

a. You must document collaboration or 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:

(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.

b. 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 '10. 2009 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 '11. 2009 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

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

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 ’10. 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; 2009 Oct 6.

[2] Descartes R CDT B-1 ’11. 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; 2009 Oct 8.

Figure 5: Problem set in CSE number style.

Appendix F: How to complete an e-Acknowledgement.

a. Instructions to complete an e-Acknowledgement are explained at:

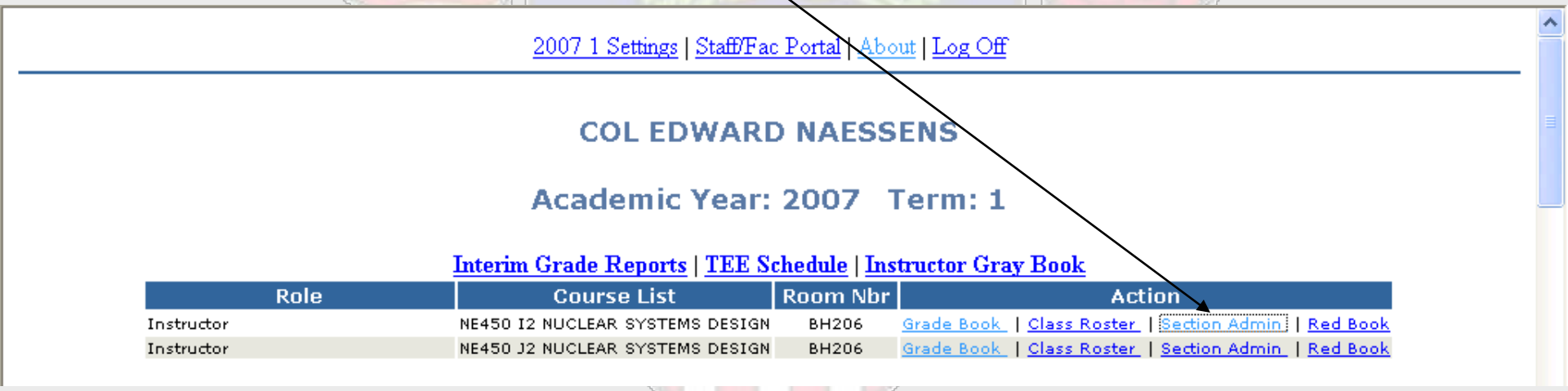
Appendix F_How to complete an e_acknowledgement.pdf

Appendix F to Documentation of Academic Work:

How to complete an e-Acknowledgement

e-Acknowledgement (What the instructor sees)

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



e-Acknowledgement (What the instructor sees)

Absence Tracking - New | Cadet Photos | View Grade Scale | Graded Event Template | User Roles | Grade Book | Course List

NE450 I2 NUCLEAR SYSTEMS DESIGN
AYT: 2007 1

Features

Section Administration

Section Administration allows the Instructor to view the Course Grade Scale, grant User Roles. The Instructor can also create and edit the Instructor Graded Events if Instructor points are allocated by the Course Director. The Instructor can also make the results of Instructor Graded Graded Events visible to Cadets.

Functionality Includes:

- Cadet Photos
- Cadet Activities (Clubs/Corps Squad)
- View Grade Scale
- Graded Event Template
- User Roles
- Make Events Visible to Cadets
- Import Grades from Blackboard
- Import lesson schedule to my Exchange calendar
- Remove lesson schedule from my Exchange calendar
- Manage Acknowledgement Statements

Select Manage Acknowledgment Statements

Return to Course List | Staff/Fac Portal | Log Off

e-Acknowledgement Statement Management for NE450

All Requirements (Click here for Ackn Reqts Only)

All Grade Book requirements that do not require an e-acknowledgement page can be turned off

Lsn Nbr	Type	Event	Full Title	e-Ackn Stmnt Required?	Page 2 Enabled?	S: Date/Time		Compl (y/n)
4	WRIT	IW1	IW1	y n	y n			
5	WRIT	FKW 1	FKW 1	y n	y n			
5	HOMEWORK	HW1	HW Set #1	y n	y n			
7	WRIT	PLW1		y n	y n			
10	HOMEWORK	HW2		y n	y n			
13	WRIT	IW2		y n	y n			
15	HOMEWORK	HW3		y n	y n			
17	PROJ	IPR1		y n	y n			
18	WPR	WPR1	WPR #1	y n	y n			
21	HOMEWORK	HW4	HW Set #4	y n	y n			
25	HOMEWORK	HW5	HW Set #5	y n	y n			
27	WRIT	PLW2	Phase-Line Writ #2	y n	y n			
29	PROJ	IPR2	Design Project IPR #2	y n	y n			
31	HOMEWORK	HW6	HW Set #6	y n	y n			
33	WPR	WPR2	WPR #2					
34	PROJ	IPR3	Design Project IPR					
35	HOMEWORK	l35	wa l35			2/23/2007	1600	0 / 15
37	PROJ	DPFin	Design Project Fin					
39	HOMEWORK	HW7	HW Set #7					
40	TEE	TEE	TEE					
	(pull down)			y n	y n			

Items in Grade Book will automatically appear for possible e-acknowledgement. (Default is no.) Select **y (yes)** and enter a suspense date. Suspense time is optional. Default time is 2359.

Instructor can provide a text box as a 2nd page for cadets to submit their documentation when they go to the e-Acknowledgment page.

Compl (y/n) column provides the instructor the number of cadets that submitted the acknowledgement statement.

Instructor can add requirements for acknowledgement without them appearing in the Grade Book. Enter a suspense date. Suspense time is optional. Default time is 2359

see next slide

process for this section only

process for ALL your NE450 sections

e-Acknowledgement can be added by section or across multiple sections/course

e-Acknowledgement (What the instructor sees)

Close

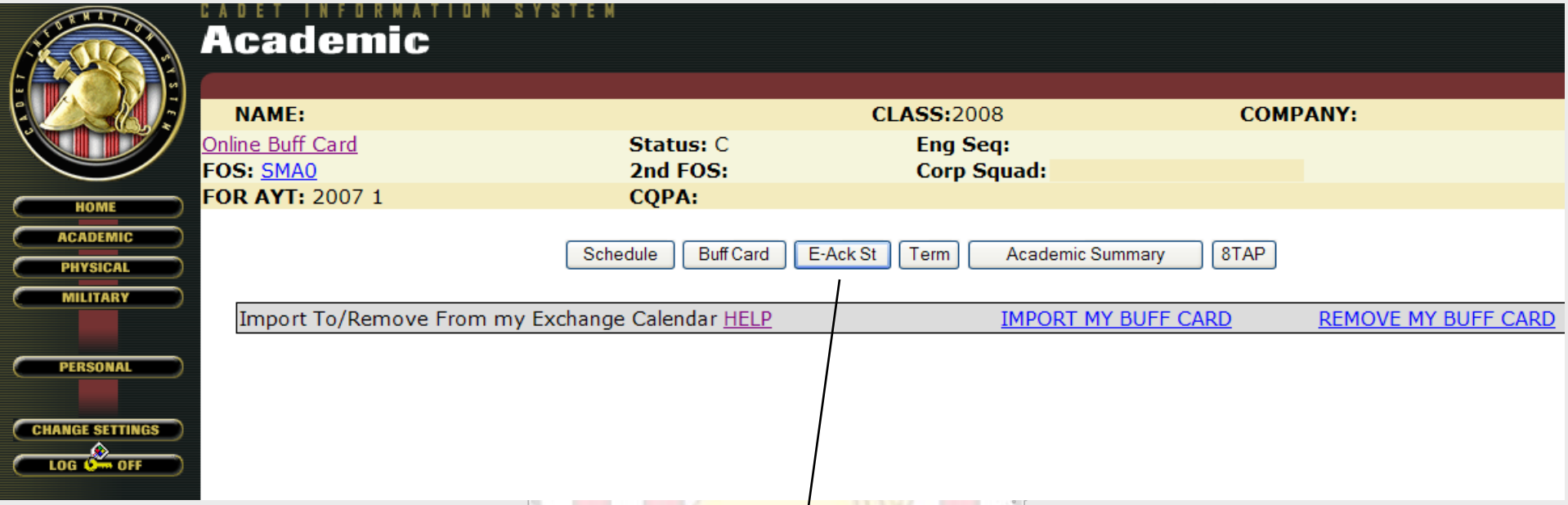
Acknowledgement Statement Details for NE450 Section I2

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 ≡ Acknowledgement statement not completed
- Instructor can click on the 1 or 2 to view the documentation and e-Acknowledgement pages submitted by the cadet (and print it if necessary).

e-Acknowledgement (What the cadet sees)



Shows two requirements for IT305 and neither e-Acknowledgement 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 acknowledgement

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-Acknowledgement Page

Return to Acknowledgemt List | Return to CIS

Complete your e-acknowledgement by initialling one of the 2 statements below, then clicking the Digital Signature button. You may also provide a Title for your work (optional).

UNITED STATES MILITARY ACADEMY

Final Project (Network System) (Proj)

TITLE (optional):

IT382: NETWORKED SYSTEMS MANAGEMENT
SECTION H1
LTC COOK

By
CADET BERNARD T ANCHETA III, '07, CO F1

WEST POINT, NEW YORK

1104 hrs, 13 October 2006

bat MY DOCUMENT 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: Digitally sign by cicking here

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

e-Acknowledgement 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.