

Annotated Bibliography on Academic Integrity

As of October 24, 2006

By Sara Kuhn

48 Hours: Truth and Consequences. 2002. Videocassette. CBS, 2002. Description of four cases of cheating with discussion of the consequences of those cases: 1) cadets from the Naval Academy cheating scandal in the 90's; the teacher in Kansas who found that 1/4 of her biology class had cheated, failed them, and then was overruled by the School Board; the woman who found \$125,000 and returned it; and the boy from the Dominican Republic who pitched the first perfect game in Little League baseball, but then was revealed to be two years older than the maximum allowed.

"Academic Integrity at Princeton." Princeton University. 2003. 20 Apr. 2006
<<http://www.princeton.edu////index.html>>. A good site with accurate information for students on various pages accessible through a menu. Of particular use is the page "Examples of Plagiarism" and "Other Forms of Assistance." The examples of plagiarism given include some based on a passage about Hamlet, but there are also examples of how computer code can be plagiarized, the only examples I have ever seen. The Other Forms of Assistance contains a discussion of what is appropriate~ proofreading for grammatical mistakes~ and what is not.

"Academic Integrity Seminar." Student Conduct. 2006. U of Maryland. 23 Jan. 2006
<http://www.studentconduct.umd.edu//_integ.html>. On line course offered by U of Maryland that may be helpful in designing Honors course. Requires reading and watching films, website examples from their webpage.

Angell, Lance R. "The Relationship of Impulsiveness, Personal Efficacy, and Academic Motivation to College Cheating." College Student Journal 40.1 (Mar. 2005): 118-131. MasterFILE Premier. EBSCO. Kolwyk Lib., Chattanooga State Tech. Community C. 20 May 2006
<<http://search.epnet.com/>>. Describes a study involving undergraduates at a small private college which sought to discover personal characteristics that might correlate with cheating. The correlations that were discovered were slight, but they were significant at the .05 level. The researcher felt that the number of items per scale had been reduced to further the study, and that if there had been more items for each characteristic there may have been stronger relationships shown. The study tried to assess impulsiveness vs. self-control, the level of control people felt they had over accomplishing their goals, and motivation to learn. The study found that the more subjects engaged in academically dishonest behavior the less wrong they considered the practice to be; subjects who were motivated by the joy of learning and satisfaction were less likely to engage in dishonest behavior; a lack of any motivation or concern about the future well-being of the subject correlated with plagiarism.

Applied Ethics Institute. 8 June 2006. St. Petersburg Coll. 11 June 2006
<<http://www.appliedethicsinstitute.org>>. St. Petersburg College has a required general education course called Applied Ethics. Because of that requirement, the Applied Ethics Institute has been developed, and student discussions and service on ethical issues are a part of the institute, which provides this excellent website. The site provides links to relevant articles, critical thinking sites, links to dozens of codes of ethics for professions, suggestions for activities and resources, connections to many smaller town newspapers so that reporting can be analyzed, St. Petersburg

College's own code of honor and requirements, and even information about the Southeast Regional Ethics Bowl, at which St.Pete's team is an annual contender. Students in the Institute help spread the word to the high schools and beyond as they graduate.

"Applied Ethics Resources." Ethics Web.ca. Ed. Chris McDonald. Ethics . 22 Jan. 2006 <<http://http://www.ethicsweb.ca/>>. Site has resources and links by kind of discipline- business, computers, decision making, etc. The material I saw was too advanced for our use.

Association for Moral Education. 22 Jan. 2006 <<http://www.amenetwork.org/>>. Site of professional organization for those doing research and other study concerning education of citizens about morality. Links to colleges with particular institutes concerning moral education provided.

"Avoiding Plagiarism." Purdue University On-Line Writing Lab. 2004. Purdue University. 20 Apr. 2006 <http://owl.english.purdue.edu///_plagiar.html>. Another excellent resource from the OWL Center, this page uses charts to answer many questions that students might have concerning when something must be cited and when it is appropriate to quote.

"BabelFish." AltaVista. 2004. 19 Apr. 2006 <<http://babelfish.altavista.com>>. This site allows the student to type in materials in a foreign language and use the software to create a translation. It is possible (though unlikely for my students, in my opinion), for students to find an article in another language, use BabelFish to translate it, and then turn it in. The student would also have to make certain that idiosyncrasies in the translations are cleaned up before handing it in. In most cases the reference page remains in the original language.

Balch, Stephen H. "The Dubious Value of Value-Neutrality." Chronicle of Higher Education [Washington, DC] 16 June 2006, sec. The Chronicle Review: B15. 13 June 2006 <<http://chronicle.com//v52//b01501.htm>>. Balch decries the idea of "value-neutral" education, saying that educators and institutions cannot escape from accepting the responsibility of making choices, and especially in the liberal arts. Of course, scientific education must be value-neutral, based only on factual information, but the broader humanities and social sciences education requires choices. He states that "unless anchored in moral judgment, education loses coherence." He suggests a broader term, "value-liberality," the first component of which supports personal and civil liberty and representational government as our system is formed. The second component he suggests should mean that the academy should be open to all points of view wherever that point of view can be defended with logic and evidence. Thus, he says educators and educational institutions need to return to espousing values such as integrity, etc.

Best Essays. 8 Mar. 2006 <<http://www.bestessays.com>>. This website blatantly advertises custom-made essays, theses, and even dissertations for sale.

Bloomfield, Lou. Plagiarism Resource Site, Charlottesville, Virginia. 11 Dec. 2005. Physics Dept, UVA. 19 Jan. 2006 <<http://plagiarism.phys.virginia.edu/>>. Bloomfield is the physics department professor who suspected his class of cheating and designed software to find out. There was lots of cheating going on, but there was much controversy about his using the software without discussing it first. Anyway, this site is a result of that. He has his software available on the site for free use.

There are also forums and a section to exchange advice about dealing with incidents, links, and so forth. Some of the users of the software have used it in medical reports as well.

Brainerd, Jeffrey. "U.S. Senator Asks More Than 100 College Presidents for Details on Earmarks." Chronicle of Higher Education [Washington, DC] 8 Aug. 2006. 9 Aug. 2006 <<http://chronicle.com>>. Discusses the request for details about Congressional earmarks for colleges by Senator Tom Coburn and the appropriateness of such, saying that it leads to overspending and may indeed be unethical.

Braumoeller, Bear F., and Brian J. Gaines. "Actions Do Speak Louder Than Words: Deterring Plagiarism with the Use of Plagiarism Detection Software." PS:Political Science and Politics 34.4 (Dec. 2001): 835-839. American Political Science Association. American Political Science Association. 12 Jan. 2006 <<http://www.apsanet.org//PSDec01BraumoellerGaines.pdf>>. Article describing an experiment where two political science classes at Urbana-Champaign were given essay tests, one professor providing stern admonitions against plagiarism. Both classes were tested with EVE, Essay Verification software, for duplication with materials on the web. About 11% of both classes duplicated, mostly through casual plagiarism. Faculty graded papers without concern for plagiarism first, then regarded penalizing relatively lightly those students who had plagiarized. Grade curve of the class was affected. Students who were told that the papers would be checked with software (the second set of essays) were less likely to cheat. Software was useful but didn't always separate out properly cited material, and always missed the percentage amount of the paper that was plagiarized.

Breaker Morant. Dir. by Bruce Beresford. Perf. by Edward Woodward, Lewis Fitz-gerald, John Wates, Charles Tingwell, Bryan Brown, Jack Thompson, Rod Mullimar, Terrence Donovan. . 1980. DVD. An Australian film concerning ethical dilemmas of soldiers in the Boer War of 1901. Breaker Morant is a sergeant who, along with two others, is executed for disobeying orders on how to treat enemy sympathizers. However, the film shows that the orders permitting such behavior, though never written, were implied by other orders and behavior of the higher ranked individuals. The soldiers on the front are then held accountable for using these guides, but those who allowed and even encouraged the behaviors are not.

Cahn, Steve M. Saints and Scamps: Ethics in Academia. Rev. ed. Lanham, MD: Rowan & Littlefield Publishers, 1994. This book focuses on the ethical responsibilities of faculty members in an academic institution. There are very clear statements about the responsibilities of the faculty member in regards to teaching, evaluation of students, evaluation of teaching, requirements of scholarship, the responsibility of those in a community, and even the responsibility of the hiring committees, etc. ABOUT COMPONENTS OF GOOD TEACHING Q11 "Teaching thus has an ethical dimension, for the teacher has the capacity to help or harm others....Put simply, a teacher's responsibility is to lead students to master appropriate subject matter, arousing appreciation for it while neither misrepresenting it nor diluting it. To achieve this result typically involves four elements: motivation, organization, clarification, and generalization."

Callahan, David. The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead. Orlando, FL: Harcourt, Inc., 2004. Callahan's thesis is that American society has entered an age much like

the Gilded Age of the late 1800's with the robber barons and unregulated trusts because of rampant materialism, hyper competitiveness, and the "winner take all" attitude that pervades us. He states that companies have instituted policies that require workers to "make quota" in order to do well, and therefore workers are tempted to cheat in order to be able to afford a specific lifestyle. Also, there is the pressure to succeed, and success is measured by being the best- more production, more time, more money, more things. Success for businesses has shifted from good profits over long periods of growth to profits growing every quarter (pages 30-31). To achieve that, companies over bill, charge for work that doesn't need to be done, etc. Before the 70's, companies were more interested in equity and social issues, but now salaries are only considered in relation to each other. Consultants' meetings are used to get customers by wining and dining those who will use the materials- doctors, etc. The gaps between economic groups have gotten bigger and bigger, and cheating has become more common because the rewards are great. The super-wealthy tend to close off in gated communities, use private schools, become less involved with the poorer groups. The poor try to start climbing the ladder, and since the rewards are super, they often decide that it is worth the risk. Top 1% of the nation hold nearly 40% of wealth, and there is never enough because of the competitive nature- have to be the top of the wealthy, get the most of the industry, etc. Part of the attraction is STARDOM. Position in relation to others of primary importance. Q105 "Most will cheat if cheating is normalized or necessary for survival or hugely profitable." Q P107 Three changes in society caused increase in cheating: 1) "individualism morphed into hard-edged selfishness; 2) money became more important; 3) harsher norms of competition with compassion waning." QP Businesses started "rank and yank" practices, where employees are ranked according to use to the employer, and then after a set period (6 months to a year) the bottom 10% are fired. P135-136 Callahan says "greed and hyper competitiveness in the name of initiative" were not targeted because conservatives concern about leftover life style choices of the 60's, hippies and drugs. P Q138 "Cheating thrives in an era of big loopholes and drugged watchdogs"- loss of supervision with government regulatory agencies seen as unnecessary and impeding progress, therefore loss of funding. Caused loss of independence of auditors, lack of analysis of stock research, inability of regulators to get corporations to report stock options as expenses. Q168 Callahan gives 4 reasons to obey rules: 1) risks outweigh benefits, 2) peer pressure, social norms to obey, 3) personal morality, 4) legitimacy because of the authority is working for the long-term good.. otherwise, can justify cynicism regarding social equality and fairness. Suggests the "Mama Rule:"- would you tell your mother you had done this and why? 170. Q262-263 Callahan's three tasks: 1) new social contact, 2) reform key professions with new codes of conduct, 3) strengthen ethics of children.

Carlat, Daniel. "Generic Smear Campaign." Editorial. New York Times 9 May 2006. 9 May 2006 <<http://www.nytimes.com>>. An editorial that discusses the new practice of drug companies hiring doctors to "write" ads that discuss the side effects of competitors' drugs in denigrating terms so that the drug company's own drug looks better in comparison. The example given is articles written about a sleep aid generic drug, much cheaper than Ambien or Lunesta, which has some rare side effects. Though there is a disclaimer on the article, the amount paid to the doctor for use of his name and the amount of writing he actually contributed is not revealed.

Carroll, Jude, and Jon Appleton. "Towards Consistent Penalty Decisions for Breaches of Academic

Regulations in One UK University.” International Journal for Educational Integrity 1.1 (2005). 12 Jan. 2006 <<http://http://www.ojs.unisa.edu.au//.php/>>. Academics’ trust in procedures determines whether they put those procedures into effect. Offices worried about consistent, fair treatment of students, even in UK. Discusses consistent use after a plagiarism has been detected and confirmed and therefore whether treatment is consistent. Large school, so it designated a group of individuals to act as academic conduct officers and to determine plagiarism and assess one of five penalties, all of which had previously been agreed upon. Varies from recorded report and warning to failure in the course. More serious offenses can go to next level, kind of a judicial review.

Carter, Stephen L. Integrity. New York, NY: Basic Books, 1996. A scholarly look at the word “integrity,” and its meaning and therefore application in civic, personal, and professional life. Carter uses the word “integrity” to imply a set of virtues that requires a person to act in a complete, “integral” way. He says that integrity requires three steps: “ 1) discerning what is right and what is wrong; 2) acting on what you have discerned, even at personal cost; and 3) saying openly that you are acting on your understanding of right from wrong” (p. 7). The book discusses why these steps are necessary, why simple honesty is not adequate alone for integrity, and how these steps are and are not carried out in various parts of our lives. He particularly discusses, with examples, cheating in schools, journalism, marriage, law, sports, and civil disobedience.

Center for Academic Integrity. 2006. Keenan Institute of Ethics. 25 May 2006 <<http://www.academicintegrity.org>>. Material on how to conduct a study for academic integrity, bibliography, speakers., list-serves. Membership requirements, material from conferences. Very valuable resource.

Center for Ethics. 11 Nov. 2005. Emory University. 24 Jan. 2006 <<http://www.ethics.emory.edu/>>. Information site about projects and courses, lectures, etc. at Emory. Discusses a residential program for juniors and seniors based on study of ethics. Has several resources listed for health professions.

Character Counts. 2006. Josephson Institute of Ethics. 22 Jan. 2006 <<http://www.charactercounts.org/>>. Site to describe and offer for sale materials for the national effort, Character Counts. There is a link to a new product to encourage the development of academic integrity, complete with banners, etc. Mostly for elementary and middle school kids, but some materials for high school as well.

Cheatham, Mark. “Developing an Academic Integrity Policy.” Integrity Update 1.2 (Apr. 2006): 3. 21 Apr. 2006 <<http://www.academicintegrity.org>>. The first in a series of articles about the Southern New Hampshire University’s creation of an honor code. An interesting aspect is that a class designed to combine ethics and academic integrity is part of the process.

Cheating 101: Paper Mills and You. Carolina Coastal University. 11 Jan. 2006 <<http://www.costal.edu///.html>>. Site that provides PowerPoint presentation about plagiarism and the availability of websites for downloading papers. Contains a list of websites, both general and specific in nature, where students can download papers.

“Cheating College of Charleston Students Get New Grade.” The State. 2006. 11 Aug. 2006
<<http://www.thestate.com>>. College of Charleston uses an XF grade to denote students who fail a course because of academic dishonesty. The students may petition to have it removed after two years if their records are clean. Several other schools use this grade.

“Cheating is Changing the Way the Academic World Turns: Press Reports.” Ethics Newline 19 June 2006. 20 June 2006 <<http://www.globalethics.org/newline/>>. Spotlights changes that have been made in academic circles because of the increase in cheating: 1) cheating is so rampant in Asian countries that electronics and organizations that will send a look-alike expert are skewing the results of college entry tests; 2) bonuses for 14 schools in Texas are being withheld so that “unusual or unexpected patterns” of answers can be investigated because of allegations of cheating; 3) teachers are not assigning term papers because it is too much of a hassle to prevent plagiarism.

College and Character. John Templeton Foundation. 23 Jan. 2006
<<http://www.collegeandcharacter.org/>>. A product of the Templeton Foundation as a way to educate the public and encourage character development in college students. Provides some grants for research, conferences, and so forth.

Corbett, Bob. The Cheater’s Handbook: The Naughty Student’s Bible. New York: Regan Books, 1999. Cynical look at education with clear directions for students on the best way to cheat. The author justifies the book by saying that most teachers are too lazy to get real year-long jobs and only paraphrase the reading assignment from the night before, so it really is the teacher’s fault that students cheat. He does say that he thinks education is important and he wishes he had read more and even studied; he says he isn’t advocating cheating, but if someone feels the need or desire to do it, here is the best way. He says he cheated throughout school.

“The Correct Use of Borrowed Information.” Winthrop University. 2006. 20 Apr. 2006
<<http://www.winthrop.edu//.htm>>. Another excellent site with information and examples about plagiarism, paraphrasing, and quoting. This site also gives examples of how to successfully integrate information into the passage that is being written.

“A Crooked Path Through B-School.” Business Week Online 25 Sept. 2006. MasterFile Premier. EBSCOHOST. Kolwyck Library. 21 Oct. 2006 <<http://search.ebscohost.com>>. This article discusses the reasons why business students are often the ones most likely to cheat. First, the nature of the student who is attracted to business is likely to be more “bottom-line” motivated, perhaps encouraging cheating. Second, business students tend to think that all other students are cheating, and therefore they will be at a disadvantage if they don’t cheat. There are Business Schools that are known for the integrity of their students~ ie., UVA’s Darden School~ and employers attest to their willingness to hire these students because they don’t need to worry about integrity. Thunderbird“S Garvin school is suggesting a professional oath of honor that graduates should take in order to recognize the professional obligations of business”>

Division of Student Conduct. Academic Integrity Seminar. Course home page. Student Ethical Development, U of Maryland. 23 Jan. 2006
<http://www.studentconduct.umd.edu//aca_integ.html>. Syllabus for a course offered by Office

of Student Conduct at U. of Maryland. Offers lists of resources and plenty of questions for discussion.

English, Denise. "Research Guides: Avoiding Plagiarism." Lake-Sumter Community College Library.

2006. Lake-Sumter Community College. 20 Apr. 2006 <<http://www.lscclib.org/avoiding-plagiarism.htm>>.

Defines plagiarism and offers several links to other sites that have information and/activities and examples of plagiarism, summarization, and paraphrasing.

"Ethics Bowl." Center for the Study of Ethics in the Professions at IIT. 2006. Illinois Inst. of Technology. 11 June 2006 <<http://ethics.iit.edu/format.html>>. The site provides rules, format, and discussion of the significance of the regional and national Ethics Bowls. Also available are about a dozen of the case studies used in the contest as well as ten or so small cases with short answers. The teams are judged on the logic, framework, inclusion of relevant information and exclusion of irrelevant information, and so forth.

"Ethics Updates - Academic Integrity." Ethics. Ed. Lawrence M. Hinman. 11 Nov. 2005. U of San Diego. 24 Jan. 2006 <<http://ethics.sandiego.edu/>>. Path: Resources;Academic Integrity/ Index. Useful site with lots of articles and other resources, especially about use of the web.

Fischman, Wendy, et al. Making Good: How Young People Cope with Moral Dilemmas at Work.

Cambridge, MA: Harvard U., 2004. This book describes an interesting study which was done to determine what makes workers "good"~ that is, good in terms of quality of work produced and good in terms of ethical practices. Three age groups of workers (novices, young professionals, and veteran professionals) in the three professions of journalist, scientist, and actor were interviewed extensively. Young people in the professions often had to choose between their personal ambitions and ethical principles. Journalists often felt that the values of the profession were sacrificed in order to capture the headlines with sensational stories. Journalists seem to feel that they lack mentors, while veteran scientists felt obligations to transmit the values of the field to young scientists, including the value of academic integrity. Even in science, though, just as in journalism, there was the feeling that sometimes compromise of principles was necessary to get ahead: Q90 "Yet what emerged in our study, time and again, was the willingness of some young people to compromise their values, or hold them in abeyance, in order to gain a temporary advantage on their way to professional success." 94 And scientists tended to think it was society's job to decide whether the use of their work was ethical or not; the scientist only produced the work. Q99 "Yet as in the domain of journalism, changes in technology and the pressures of the market clearly influenced the ways in which our participants worked in the field of science. The pace of scientific work has increased, competition has intensified, and the prospect of making money looms large. In our study, the impact of these changes was palpable: the young scientists were pressured to cut corners in their research and to publish data prematurely. The same sort of choice was often given to the actors: Q128 "The decision to compromise personal integrity for ambition or money was not usually made lightly, but it was often the outcome." 130 In fact, all three professions of young people felt that the ends justified the means. The researchers generalized several things: Q142 "Chief among them [themes and contrasts] is our discovery that younger workers are faced with conflicts for which they have little guidance..." According to the authors, many of these young people felt that they had to do things they'd have preferred not to

do, even to include lying, in order to advance to the point where they could then practice the ethics that they espoused. Q146-147 "The participants in our study, then, were quite aware of ethical issues, of the myriad threats to good work. To satisfy their own ideals, they would have liked very much to perform in an ethically impeccable fashion. Yet, at the same time, they were ambitious for themselves and they were living in a time when competition was fierce, market forces were powerful, and religious and communal strictures against misdemeanors were attenuated. Over and over, too often for comfort, we heard participants express their willingness to cross lines. Often this admission was closely followed by an assurance that when they themselves achieved prominence, they would behave in a different and morally laudatory manner." There are no guides for many of these: Q149 "Americans today generally assume that each person has to solve these questions [ethical dilemmas] alone.... Americans have come to believe that such questions have no correct answer that can be taught. Or maybe the simple truth is that American adults in a position of influence no longer try to talk about character and virtue because they simply wouldn't know what to say." 156-57 Young workers rationalized their behavior, not seeing the fact that making unethical choices out of expediency would become a habit that would be difficult, if not impossible, to reverse. Pages 168-174 discuss six factors which determine whether an individual will do good (ethical and high quality) work: a) possession of a fundamental belief system, whether from religion, family, literature, etc. b) role models and mentors who demonstrate good c) peers, d) pivotal experiences where forced to make choices e) the institutional milieu, and f) periodic inoculations, which might be discussion within groups, family discussions, and so forth. Pages 175-177 list three things that individuals can provide themselves with in order to do good work: a) a defined mission, which doesn't have to exclude making money but should include some aspect of service to a broader community b) models, especially professional models, and heroic ones if possible c) and mirror tests~ personal ones, where one asks, 'Am I proud of what I am doing?' and universal ones, where one asks, 'If all professionals in my field did this, would I want to live in that society?' Q183 "It may not be possible to develop degree programs in good work, but society should be willing to talk about good work, to devise workshops that seek to promote its practice, to allot space in the media for presentations, and to point out with approbation those individuals who merit the appellation 'good worker.' "

Foundation for Moral Courage. 2005. 10 Apr. 2006 <<http://www.moralcourage.org>>. This foundation creates films for use in the classroom regarding acts of moral courage. Most of the films concern activities taken by individuals to save Jews during the Holocaust, though there is at least one about the Kosovo massacres. The films appear to be downloadable and viewable, so they could be assigned or used in a classroom.

Fricker, Beth Ann, William Armstrong, and Heidi Carty. Proposed UCSD Academic Integrity Tutorial Pilot Project. Ts. ED 79133. ERIC. EBSCO. CSTCC Kolwyk Lib., Chattanooga. 20 Jan. 2006 <<http://search.epnet.com/>>. Describes student reactions to a tutorial that the college has developed to introduce requirements of academic integrity. Expectations are that the tutorial will become mandatory. Students in pilot didn't seem to find the material influential or new, though they did say it was presented well.

Frizzell, Robert W. "Don Heinrich Tolzmann: Suspected of Plagiarism." History News Network. 14 Feb.

2006. 26 Aug. 2006 <<http://hnn.us///21766.html>>. In 2003, Frizzell wrote a review of a book written by a prominent historian/librarian at U. of Cincinnati. Frizzell determined that the work was plagiarized in large part as well as being an example of sloppy research. He knew the author, Tolzmann, personally. This is the review., where Frizzell clearly states the principles of scholarship that have been ignored as well as the principles of copyright law. Nothing much occurred either at U. of Cincinnati or in historian circles, though this review started a process when it was rediscovered in 2006.

Gardening. Advertisement. Storage 27 Mar. 2006: 9.

Gerhardt, Deborah R. "The Rules of Attribution." Chronicle of Higher Education [Washington, DC] 26 May 2006, sec. The Chronicle Review: B20. 24 May 2006 <<http://chronicle.com////b2001.htm>>. An editorial that states that educational institutions and educators as a whole must take responsibility for teaching the rules of plagiarism and copyright law and reviewing them repeatedly with students. States that in sports the rules are not presented once briefly and then the athletes expected to play by them consistently for ever after, but they are discussed repeatedly throughout every season.

The Giraffe Project. 2006. 10 Apr. 2006 <<http://www.giraffe.org>>. An organization that recognizes individuals who have "stuck their necks out for the common good." Website tells the stories of people who have started organizations, fought corruption, and done good things in spite of the odds. There are educational materials available to use with K-12 as well.

Glatt Plagiarism Services, Inc. 19 Apr. 2006 <<http://www.plagiarism.com>>. A listing of products to enable professors to check possible plagiarism more easily, especially those that are not done from a net or printed source, but are more likely another student's work or possibly a bought paper. The software is based on the cloze technique of omitting every fifth word in a passage and allowing the student to complete the material. If the student has more than 77% correct, then the paper is not considered plagiarized. It can be graded by the company, but it really could be done without the software, just as we used to do in reading classes to ascertain understanding. The principle is that a person writing an article should certainly be able to complete the same amount as one who is being testing for understanding the material' syntax, etc. Of course, another way to accomplish the same thing is to ask the student questions about the material that someone researching and then writing would know.

Glod, Maria. "Students Rebel Against Database Designed to Thwart Plagiarists." Washington Post 22 Sept. 2006. 27 Sept. 2006 <<http://washingtonpost.com>>. A discussion of the reasons that students in an academically strong high school in Fairfax County, Virginia , have rebelled against Turnitin.com. The students argue that the company is making money, albeit in an unorthodox way, from the students' intellectual property. Turnitin says that lawyers have decided that intellectual property rights are not violated.

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The students argue that the company is making money, albeit in an unorthodox way, from the students' intellectual property. Turnitin says that lawyers have decided that intellectual property rights are not violated.

Goldberg, Carey. "Have You Ever Plagiarized? If So, You're in Good Company." Boston.com. 1 May 2006. Boston Globe. 1 May 2006 <<http://www.boston.com///higher>>. Discussion of the theory of memory and how it is possible for a person to forget the source of a word or idea and give himself/herself credit for originality. The article does say that concentration on the source of the material usually resolves the problem, if the person is aware that he/may be attributing to himself something developed by others. The research does not consider whole passages or dialogue, just simple phrases and ideas. However, passages, etc., seem unlikely to derive from unconscious plagiarism because the memory does not hold verbatim data, just its essence.

Gordon, Michael E. "When B's Are Better." Chronicle of Higher Education [Washington, DC] 11 Aug. 2006, sec. Chronicle Review. 9 Aug. 2006 <<http://chronicle.com>>. Gordon discusses grade inflation, saying that student evaluations of teaching is one of the causes of grade inflation and also makes students choose less rigorous courses and declining enrollment in more difficult programs. Research shows that tougher graders usually benefit in the end. This grade inflation is another factor in the denigration of the value of working for a grade.

Greenspan, Alan. "Commencement Address Remarks." Harvard University. Cambridge, MA. 10 June 1999. Federal Reserve Board. 10 June 1999. 20 Mar. 2006 <<http://www.federalreserve.gov//speeches//.htm>>. Address states that the competitive advantage of the US depends upon the integrity of its workers, the trust in fair dealing that individuals feel for each other. Shows historical reasons why integrity is necessary for a successful business and/or economy. Says that some appear to flourish through manipulation, etc., but that these people miss the real satisfaction of having acted with integrity, and in many cases they lose in the end. Should be useful in course.

Grijalva, Therese C., Clifford Nowell, and Joe Kerkvliet. "Academic Honesty and Online Courses." College Student Journal 40.1 (Mar. 2006): 180-185. MasterFILE Premier. EBSCO. Kolwyk L., Chattanooga State Tech. Community C. 20 May 2006 <<http://search.epnet.com/>>. Describes a study using Randomized Response questions of one on-line course compared to one traditional course. The determination is that the likelihood of cheating in either is about 3%; there is no indication that online students are more likely to cheat than traditional students.

Harris, Robert A. The Plagiarism Handbook. Los Angeles, CA: Pyczak Publishing, 2001. A very clear, basic guide for teachers beginning to consider the problems of plagiarism in the classroom. Kinds of cheating, reasons for cheating, and methods are all given, as well as possible preventions and punishments. Step by step strategies for detecting plagiarism are also given. The appendices are excellent sources of examples of activities, including quizzes for students, search tools, and lists of web sites and articles. There are scattered throughout the book cartoons about plagiarism in the classroom, and the book comes with limited permission to use those. In the back are teaching activities for the cartoons.

- Hausman, Carl. "The Real Problem with Reality." Ethics Newline 15 Aug. 2006. 17 Aug. 2006 <<http://www.globoethics.org/newsline>>. Hausman discusses the complaints about a photographer who added smoke through PhotoShop to a published picture in order to make it more dramatic. The criticism stated that the picture was no longer "true," that the photographer manipulated the picture unethically. Hausman agrees that that may be true, but he asks about the ethical issues concerning a different kind of manipulation, where background or other contextual clues are eliminated in order that the viewer receives a different perception. One of his examples is the film of a speaker in Congress, shown in the midst of a serious oratory, impassioned, and so forth. The perception is that this Congressman is speaking to one of the Houses and has the opportunity to sway those listening to his way of thinking. If the camera pans to the audience, though, a different perception might be received; the House is almost completely empty, and the two or three people there are either speaking to each other, reading something else, or doing something that indicates a lack of attention. What are the ethical standards?
- . "Research Fraud is Harmless and Easy~ Until It's Not." Editorial. Ethics Newline 15 May 2006. 15 May 2006 <<http://www.globoethics.org/newsline/>>. Using the recent Korean stem-cell case as an example, Hausman illustrates what problems can arise from falsification or fraudulent research. He states the need for trust by not only other scientists but society in the ethics of the scientists. His case is for "obedience to the unenforceable," and he illustrates how what might have been an inconsequential dissembling at first grew to international proportions. He states, "The moral? Every researcher in every endeavor needs to remember that big lies start small and start easy."
- "Help Henry." Office of Student Conduct, U of MD. 2003. 23 Mar. 2006 <<http://studentconduct.umd.edu//.html>>. Henry is an owner of a small business, and he must decide between two applicants for a position in his company. One has cheated, and the other has not. Seems too contrived for students to get much out of it.
- Hinman, L. M. "Academic Integrity and the World Wide Web." Computers and Society 32.1 (Mar. 2002): 33-42. U of San Diego. 2006. 24 Jan. 2006 <<http://http://ethics.sandiego.edu/>>. Path: Resources; Academic Integrity;Index. Article which takes the broad view of academic integrity, including the view that teaching and modeling fairness, honesty, respect, responsibility, and trust are part of educators' jobs. Discusses the challenges to the students, faculty and staff, and the institution regarding integrity of courses, integrity of individual, integrity of the institution. Copy in notebook
- Hinman, Lawrence M. Academic Integrity and the World Wide Web. 2000. Center for Academic Integrity. 20 Jan. 2006 <http://http://ethics.acusd.edu//cai2000/_files/_document.htm>. Excellent PowerPoint presentation about computer power and its effect on society and education in particular. States that there are three ways to combat cheating: 1) virtue, 2) Prevention, 3) Police, and gives suggestions for each. Most students will respond to the first two; a group that will always cheat will need the third. Also states that growth of computer usage in classroom (especially in on-line courses) ignores that education is 1) information based, for which computer is perfect, such as PowerPoint, and 2) process based, in which the computer not so powerful. Says that in second the relationship and interactions between student and teacher are important, and when we add media, the screen becomes a third member between the instructor and the student.

- . "How to Fight College Cheating." Ethics Updates. 3 Sept. 2004. U of San Diego. 24 Jan. 2006 <<http://ethics.sandiego.edu//ed//Index.html>>. Article from the Washington Post stating that the only way to overcome the cheating that is taking over campuses is to have an involved faculty and staff that oversees an appropriate curriculum and is involved in teaching students the importance of integrity. States that students must learn to confront such issues because cheating hurts everyone; adults aren't likely to learn to confront problems later unless they have "practiced" in the academic setting and have acquired standards of behavior.
- Howard, Rebecca Moore. Standing in the Shadows of Giants: Plagiarists, Authors, Collaborators. Ed. Kathleen Blake Yancey and Brian Huot. Vol. 2. Perspectives on Writing: Theory, Research, Practice. Stamford, CT: Ablex Publishing Corp., 1999. This book is written for practitioners of the field of rhetoric. It concerns the discipline's definition of plagiarism and requests a change from a very unforgiving definition that describes what plagiarism is.
- Johnston, David Cay. "Tax Cheats Called Out of Control." New York Times 1 Aug. 2006. 1 Aug. 2006 <<http://www.nytimes.com>>. Discusses the latest methods the superrich use to avoid paying taxes, including "tax shelter boutiques," that find questionable ways to shelter the wealthy's money in offshore accounts, etc. Congress is investigating. The practice is very common.
- John Templeton Foundation, ed. Colleges That Encourage Character Development. Philadelphia, PA: Templeton Foundation Press, 1999. This book lists and provides short descriptions of colleges that meet the Templeton Foundation's standards as exemplary colleges encouraging various aspects of character development. There is a section on academic honesty/integrity.
- Jones, Terril Yue. "Teachers Adjust Lesson Plans as Web Fuels Plagiarism." Los Angeles Times 17 June 2006. 21 June 2006 <<http://www.latimes.com>>. Discusses ways that teachers are combating plagiarized papers. Some are stopping the requirement of a term paper entirely, substituting in-class PowerPoint presentations and short in-class essays. The article points out that students lose the ability to write sustained coherent, cogent arguments when this happens, because, by necessity, the others are more superficial. Others require another essay to be handed in simultaneously that goes through, step-by-step, the process that was used to write the research paper. Others include rough drafts in the assignment. There s also discussion about TurnItIn and web sites that provide the plagiarized essays.
- Jordan, Augustus E. "College Student Cheating: The Role of Motivation, Perceived Norms, Attitudes, and Knowledge of Institutional Policy." Ethics and Behavior 11.3 (July 2001): 233-247. Very interesting research exploring the relationship of cheating and type of motivation, perception of peer cheating, attitudes about cheating, and knowledge of institutional policy. Study was done in a small university with roughly 10% return of the survey, and it compared self-reported cheating by class to these four factors. Students who are motivated by the need to master the material because of personal interest or need are less likely to cheat than those who are motivated by class standing, GPA, grades, etc. The same person might cheat in one class for which there was no intrinsic motivation but not cheat in one that they see as important to learn. All students underestimated the amount of cheating, but those who cheated had higher estimates than the non-cheaters. Those who understood institutional policy and felt that it was consistently applied (part of

understanding) were less likely to cheat than those who didn't, even if the cheaters said that they knew of the honor code. And cheaters were much more likely to feel that sometimes there is justification of cheating than non-cheaters. Thus, in order to discourage cheating, professors need to emphasize and try to build an intrinsic need to learn for each class, expose all students to the policy and why it exists, and emphasize that not everyone cheats, that many students think it is wrong even if they do it. This research can help schools: 1) strong orientation programs, 2) emphasis on intrinsic motivation of students~ give them reasons the courses are important; 3) emphasize majority of cheating is done by the same students and 4) most non-cheaters do not justify cheating. Cheaters justify their actions by saying that most people do it and that there are "good reasons" why it is okay in specific courses.

Journal of College and Character. Center for the Study of Values in Coll. Student Development. 22 Jan. 2006 <<http://www.collegevalues.org>>. Electronic journal hosted by a center at the U. of Florida. Not reviewed. Collects articles about research in college students' development of appropriate values, particularly in civic life.

Kessler, Kate. "Helping High School Students Understand Academic Integrity." English Journal 92.6 (July 2003): 57-63. Kessler went from teaching high school to teaching at James Madison University. She doesn't indicate what kind of high school that she taught at. However, she does indicate that her present students say they cheated frequently in high school, but they feel differently now. They feel now that their decisions are important. She seems to think that most of them, if cheating in college, are doing so because they don't know what is cheating and what is not. She says students are shocked at the punishments for cheating, when it wasn't considered very serious in high school. Her suggestions are to teach students what is cheating, be clear in directions, be consistent in applying sanctions, encourage the asking of clarifying questions. Teach difference between collaboration and collusion.

Keyes, Ralph. The Post-Truth Era. New York: St. Martin's Press, 2004. Scary book about the prevalence of deceit in our society and how dishonesty has become an integral part of the fabric. Makes the case that we must become more insistent on truth in all aspects of life and we must make telling truth rewarding and dishonesty punitive. Gives countless examples of puffing of resumes, lying about credentials, falsifying information. Keys believes that part of the cause is the lack of community that has become part of American life, because we are busier and our suburbs are not neighborhoods since we aren't there; because we feel a need to engage in "impression management," where we try to make ourselves look better and better by fudging; and because of the idea in the US about reinventing ourselves and starting over. He also feels that the idea of the boomer generation that feeling is a kind of truth and that context determines truth is a large part of it, as well as the generation's belief that if a person is a "good" person, then what he or she does or says is okay, by definition. He gives five personal reasons why someone might lie: 1) insecurity, 2) for fun, 3) for the thrill of feeling as if he/she is putting something over someone, 4) for adventure, 5) and for a sense of being in control. He offers examples of therapists, lawyers, politicians, professors, journalists, businessmen, etc. who are providing negative examples. He states that for a large group of these people, the "narrative," or story line of what they want to happen is determined, and then the facts are manipulated to support that narrative. This returns

to the idea that if a person feels that he/she is a good person with pure motives, then that makes up for the lies that must be told; the person becomes the standard for integrity, rather than the standard being honesty. Obviously, the internet and other technology also encourages this behavior. As a result, individuals lose all trust in others, because no one knows what is true and what is not.; there is a prevalence of lying even for the sake of lying. Our society is suffering because of the “post-truth era,” and, until things are reversed~ at least to the admission that there are lies being told, and lies are wrong, even if it is the best choice of what is offered~ things are going to deteriorate. Q11 “As we’ll explore, the mobility and anonymity of contemporary life facilitate dishonesty. So do deceit-friendly intellectual trends, the many celebrity role models of self-invention, and repeated instances of high-profile dissembling that desensitize us to its dangers.” On p. 136, Keyes says that in the academy often truth does not have to be literal~ important ideas that are portrayed by some aspect of writing or biography may make literal falsehoods “true” in a bigger sense. Q139 “From this perspective, factual truth must give way to ‘larger truths.’ In their own minds those searching for larger truths have not turned their backs on honesty. Rather, they’re pursuing something bigger, a higher level of honesty, one that may be reached by telling lies.” Q226 “Deception of any kind can have unexpected consequences. Dissembling in one area ricochets into others. Scientists who fake findings don’t just debase the currency of research in their own field but weaken confidence in physicians who base treatment decisions on that research. Similarly, physicians who deceive patients about their condition and are known to do so create problems for more candid colleagues, whose patients may wonder if they’re being deceived too. After all the revelations about reporters making things up, the credibility of journalists in general was damaged.” Q228 “Deceivers and their apologists rarely consider the broad implications of dishonest behavior. It may be morally ambiguous to tell small, benign lies. This is the parking ticket of ethical crimes. Each such case is of little consequence in itself. When enough of us peddle fantasies as reality, however, society as a whole begins to lose its grounding reality. Casual duplicity picks at the threads of our social fabric. The sum of lying, big and small, is a culture in which credibility is on the run.”

Kidder, Rushworth. “Cycling, Doping, and Due Process.” Ethics Newslines [Boston, ME] 7 Aug. 2006. 9 Aug. 2006 <<http://www.globalethics.org>>. Kidder discusses the problems with delayed due process such as is being seen in the Floyd Landis case, though Kidder recognizes the amount of cheating that is pervasive in cycling. He suggests that, in order to restore some trust in the sport, cyclists should sign an agreement saying that they would abide by the determinations of independent lab technicians in tests and judgments that that were quick with the results considered final, such as is true of referees in other sports. He feels that cyclists would agree unless they are considering the use of drugs.

Kidder, Rushworth M. “Educating for Integrity: Nine Things Parents Can Look for in Schools.” Ethics Newslines 21 Aug. 2006. 27 Aug. 2006 <<http://www.globalethics.org>>. Kidder lists 9 (5 values and 4 processes) aspects of education to look for in selecting a school for a child. These are easily changed to characteristics of good schools~ what a good school should model in behavior of its staff and faculty and create for its students to experience.

---. “Ethics Message from the Enron Trial.” Ethics Newslines 30 May 2006. 1 June 2006

<<http://gloablethics.org/>>. Kidder feels that the Enron trial's verdict may be the beginning of a new emphasis on ethics and a return to values of honesty, trust, fairness, responsibility, and respect.

- . How Good People Make Tough Choices. 1995. 1st Quill ed. New Yrk City: Harper Collins, 2003. Easily read book that introduces various forms of philosophical thought, divides problems into those that involve right-wrong choices, and those that involve right-right choices. Lists paradigms of the right-right dilemmas, the kind where two different values, both important, collide, and then gives steps to determining a resolution,. A possible text or supplementary text for a course in applied ethics.
- . "Is Ethics for Sissies?" Editorial. Ethics Newline 12 Sept. 2006. 11 Sept. 2006 <<http://www.gloablethics.org>>. Kidder discusses a frequent question that comes up when groups discuss ethics: Are we training students for failure in the real world? In other words, do nice guys always finish last? Kidder gives the example of Rd Frazer, who took a bankrupt business and created the Enstar company worth \$600 million. Frazer says that ethical behavior is simply good business, a way to be successful. His position is to buy troubled companies and help them turn around, and he says that trouble follows corrupt business practices.
- . Moral Courage. New York, New York: William Morrow, 2005. Kidder describes the attributes of moral courage: 1) greater confidence in principles than personalities, 2) high tolerance for ambiguity, exposure, and personal loss, 3) acceptance of deferred gratification and simple rewards, 4) independence of thought, 5) formidable persistence and determination (p. 18). On page 184 he illustrates the attributes with three intersecting circles. Where the circles all meet, that is the area of moral courage. One of the circles is Danger, one Endurance, and one Principles. Where Principles and danger overlap without endurance is labeled Timidity; where Danger and Endurance overlap together, Personal Courage is the spot, and where Principles and Endurance overlap, Foolhardiness is the result. Kidder says that humanity's moral framework consists of honesty, responsibility, respect, fairness, and compassion (p. 42)- same as AI definition, except trust replaces compassion. . He defines moral courage as "...quality of mind and spirit that enables one to face up to ethical challenges firmly and confidently, without flinching or retreating." He says that risk of that stand includes tolerance of ambiguity, exposure, and loss (p. 130). States that acceptance of deviant behavior (cheating in AI) can become so normal, so common, that those who don't indulge in the behavior become indifferent. (204-205). Gives three ways to learn moral courage: 1) discourse and discussion, 2) modeling and mentoring, 3) practice and persistence (p. 214.).List of characteristics of group think on page 202. "Its [organization] culture can reinforce and refine their values or it can reverse and remove them. Even when it does the latter~ even when the end result is a clearly unethical organizational culture~ individual employees can still express high ethical values and standards. In such situations, however, most employees learn to go along, to get out, or to stand up. The first invites fatal compromise. The second leaves problems unaddressed. The third requires moral courage." (p. 178-179).
- . "Stewardship Ethics." Rev. of Profit with Honor, by Daniel Yankelovich. Ethics Newline 26 June 2006. 28 June 2006 <<http://www.gloablethics.org/newsline/>>. Kidder reviews Yankelovich's

book, which states that the current ethical problems we have as a society are because of the “rage for deregulation,” which meant no one was looking over business’s behavior; the excesses of CEO pay, which have become a method of keeping score; and the acceptance of bad cultural norms of behavior. Kidder is hopeful that this book may provide the germ for a revival of ethics in the marketplace and elsewhere.

- . “Was It Euthanasia or Homicide in New Orleans?” Ethics Newslines 24 July 2006. 31 July 2006 <<http://www.globalethics.org>>. Kidder discusses the ethical issues that may have confronted the doctor and nurses now accused of killing elderly patients while waiting for rescue during Katrina. He states that no one knows yet what the women were thinking, nor what their options and motivations were. He goes into a deeper discussion of what society asks of doctors and health care professionals under such dire circumstances; do we expect them to “go down with the ship?” What options does society need to provide in such emergencies? Should the situation be treated like wartime, when triage takes over and those who cannot survive are not treated?
- . “A Week of Literary Kidnappings.” Ethics Newslines. 1 May 2006. Institute for Global Ethics. 1 May 2006 <<http://www.globalethics.org/>>. Editorial describing the attitudes that are shown by the attitudes of the young Harvard student Kaavya Viswabathan and the more serious of CEO William Swanson, of Raytheon. Swanson never really admitted that there is anything wrong with his plagiarism, instead implying that there really isn’t anything left original to say, and therefore he didn’t really plagiarize.

La Grange College. “Academic Integrity 2006: A Student-Centered Conference.” La Grange College. Student Center, La Grange College. 25 Feb. 2006. Conference of approximately 10 private schools with honor codes addressing problems of the student driven programs on their campuses. Very interesting because the students felt that faculty didn’t have buy-in. However, many faculty evidently hesitated to give the students say over grades, as would be the case since the cases went to the student honor court after first offenses. Faculty didn’t have to meet with the students at all, though many did. Processes took several weeks. Ideas that I gleaned: a week long “academic integrity” focus with signs around campus, maybe a mock trial, round table discussion involving faculty and students. Course available in orientation week with some sort of refresher available. Bracelets to identify those who practice academic integrity. Mini honor-codes for students. Required ethics course. Doing Honest Work as a required book in orientation course. T-shirts. A dramatic ceremony like Agnes Scott, with academic robes, etc. Honoring faculty, students, etc. who make efforts to publicize need for integrity. Acknowledgement page in papers for help at Writing Center.

Lane, Ann J. “Gender, Power, and Sexuality: First, Do No Harm.” Chronicle of Higher Education [Washington, DC] 5 May 2006, sec. Chronicle Review: B10. 1 May 2006 <<http://chronicle.com////b01001.htm>>. An article about the ethics of professors and students’ sexual affairs. The author concludes that it is unethical for a professor and student to be involved in an affair because of the power issues that such an affair creates. Whether either the professor or the student is aware of them, they are there, and the ramifications are long-lasting. The reputation of the affair affects the view that other professionals have of the student and other students have of the student. In actuality, the professor does not suffer much, but from recommendations to lack

of choice in courses to lack of respect for the student's ability, the student suffers. In by far the most cases, the case involves a female student and a male professor, but all sexual cases are represented.

Langlais, Philip J. "Ethics for the Next Generation." Chronicle of Higher Education [Washington, DC] 13 Jan. 2006, sec. Chronicle Review: B11. Details a study showing that education in professional ethics is needed in graduate schools. In one study, only 1.5% of the sample of scientists admitted to falsification of plagiarism, but 1/3 confessed to at least one of ten acts that the researchers regarded as relatively serious. Appears that the standard of what is "serious" in professional misconduct is changing. Though there were only 10% of department chairs that reported integrity violations in the American Physical Society in the previous years, 39% of the junior faculty members in the organization said they had observed or had personal knowledge of ethical violations.

"LEADership in Ethical Awareness." Issues in Ethics 8.3 (Summer 1997). Santa Clara University. Markkula Center for Applied Ethics. 23 Jan. 2006 <<http://www.scu.edu/////n5/leadership.html>>. Describes a program to instruct high school English teachers in ethical awareness and then to provide mentoring of high school students interested in teaching as a profession by Santa Clara students as well as having those high school students tutor elementary students in the area. Concentrates on ethical decision making.

Lee, Renee Gravais, and Lisa M. Burns. 25 Ways to Jumpstart a Plagiarism Discussion in YOur Class. Ts. List of ideas to use to begin a discussion.

Lipka, Sara. "Jury Convicts Former Student of Bribery in Grade-Buying Scandal at Southern U at Baton Rouge." Chronicle of Higher Education 6 Oct. 2006. 8 Oct. 2006 <<http://chronicle.com>>. This article is a follow up to the accounts of the transcripts and degrees that were discovered purchased from Southern in 2003. The member of the Records Office that had sold transcripts and degrees has turned state's evidence, admitting that he altered grades for approximately 36 students. A student who had never graduated from the university was convicted of buying a bachelor's degree in this report, but there have been revoked grades and credits for more than two dozen students, and degrees for eight have been revoked.

Lipson, Charles. Doing Honest Work in College. Chicago: U. of Chicago Press, 2004. A book for student use, this readable volume provides clear basic information about what a student should do in almost every conceivable academic situation. There is a basic citation guide using APA and MLA in the back.

Mangan, Katherine. "Survey Finds Widespread Cheating in M.B.A. Programs." Chronicle of Higher Education [Washington, DC] 19 Sept. 2006. 21 Sept. 2006 <<http://chronicle.com>>. A study notes that 56% of MBA students in 32 American and Canadian graduate schools (5331 students surveyed) cheated, compared to 47% of other graduate students. The study was conducted by Don McCabe and others. Reasons for the difference in MBA rates are offered: 1) Possibly students recruited to MBA programs are action oriented, tending to take shortcuts; 2) students are returning to school after being in the workforce where there has been a "get it done at all costs"

mentality (a 2003 study is quoted that indicated that students priorities change from doing what is best for customers to protecting profits in the course of getting an MBA); 3) competitiveness of business schools; 4) students might feel disadvantaged if they didn't cheat since there is the perception that business students cheat more

Markkula Center for Applied Ethics. 2006. Santa Clara U. 24 Jan. 2006

<<http://www.scu.edu//homepage.html>>. Site divides materials into categories like conferences, discussions, etc. Information about character development, bioethics, science, faculty concerns, student concerns. Section on case studies very good; cases from various fields. Sections of Ethical Decision Making and on publications good as well.

McCabe, Donald L. "Cheating among College and University Students: A North American Perspective." International Journal for Educational Integrity 1.1 (2005). 12 Jan. 2006

<<http://http://www.ojs.unisa.edu.au//.php/IJEI>>. Reviews North American data regarding cheating and plagiarism. Shows that integrity is serious issue and that faculty and students vary considerably on the level of seriousness that various behaviors have. Cheating on written work even more common than cheating on tests, etc. Marked copy in notebook.

---. "It Takes A Village: Academic Dishonesty." Liberal Education (Summer 2005): 26-31. Possible article to duplicate, with permission, for faculty and administrators. Insists that it takes all members of the community to change the culture, and that education is the most important focus, though sometimes the students need the prevention and sanctions in order to acquire the education.

McGrath, Charles. "At \$9.95 a Page, You Expected Poetry?" New York Times 10 Sept. 2006. 10 Sept. 2006 <<http://www.nytimes.com>>. McGrath describes a small experiment the NY Times did, with staff writers sending requests for papers to paper mills. The three papers received were not of good quality, and one mill didn't even respond but offered a weak excuse. These sites promised that the work would be non-plagiarized.

Mooney, Paul. "Plagued by Plagiarism." Chronicle of Higher Education [Washington, DC] 16 May 2006, sec. International: A52. 15 May 2006 <<http://chronicle.com>>. Mooney discusses the epidemic of cheating in research and publications that is occurring in Chinese universities and colleges as the government tries to catapult the institutions into world class status. Cheating has a long history in China's academic community, but it is worse now. However, the academic community is finally getting involved; 100 scholars recently wrote an open letter about widespread academic corruption, and the academic community is checking credentials, identifying plagiarism, and calling attention to websites dealing in papers, fake journals that will publish, corrupt academics, and so on.

Ms. Mentor. "Where Are the Sins of Yesteryear?" Editorial. Chronicle of Higher Education [Washington, DC] 12 Sept. 2006. 12 Sept. 2006 <<http://chronicle.com//.2006//c/.html>>. Ms. Mentor's sad commentary on how much misbehavior against professional standards is now prevalent, compared to former years when sexual innuendo and minor gossip was the norm.

National Character Education Center. 2006. 23 Jan. 2006 <<http://www.ethicsusa.com/.cfm>>. Resources for character development and discipline of young children up to high school, though mostly

elementary.

Newman, Richard E., and Michael T. Miller. Attitudes of High School Personnel Toward NCAA Academic Integrity Reform Measures and Proposals. Ts. ED 386 108. ERIC. EBSCO. CSTCC Kolwyck Lib., Chattanooga. 19 Jan. 2006 <<http://search.epnet.com/>>. Study done of high school principals and coaches regarding how effective they consider NCAA standards to promote academic integrity. They agreed that the “satisfactory progress” measure is most effective. Literature reviewed says that principals and coaches have great influence on student athletes in terms of academic integrity.

Noodle Tools. 2006. Noodle Tools, Inc. 12 Jan. 2006 <<http://www.noodletools.com>>. Subscription site that provides some free tools to create citations in APA and MLA. Free tools can be used one citation at a time and can't be exported to another program. Cost for a subscription is negligible. Service provides ability to develop Works Cited or Reference lists over time, export capability, questions to experts.

“NSCS Store.” National Society of Collegiate Scholars. 2004. 27 Feb. 2006 <<http://www.nscs.org>>. NSCS Integrity wristbands are available on this website. A takeoff of the Lance Armstrong bracelets, these are \$1-\$2 each, and they are part of the “A Matter of Ethics” campaign. Might be a useful visible reminder of the need for integrity.

Office of Human Subject Protections. “Clinical Research: A Day in Court.” UT College of Medicine, Chattanooga Unit, Office of Human Subject Protections. Probasco Auditorium, Erlanger Hospital Baroness Campus, Chattanooga, TN. 23 Feb. 2006. A mock trial format was used to highlight the ethical issues involved in using human subjects in a medical drug trial. The way that different issues could be construed by people was very interesting. The need to keep excellent documentation of all meetings and to follow the established protocol carefully was obvious from the testimony. The format is highly effective and engaging; it is something we might want to try. Judge Thomas stated that in perhaps 14 years? he had presided over 14 trials for malpractice (the legal term is professional negligence), and only two had been found for the plaintiff; one was egregious. He did not break these down into legal, medical, and educational cases. But obviously the idea that there are always incredible findings for the plaintiff regardless of the case is incorrect

Office of Student Conduct and Ethical Development. U of Maryland. 23 Jan. 2006 <<http://www.studentconduct.umd.edu/ethical/>>. Excellent site with many resources for college teachers and students. Includes an exhaustive case study example, other links to materials, and a syllabus for a course on academic integrity.

OnLine Ethics Center for Engineering and Science. 28 May 2004. Case Western Reserve U. 24 Jan. 2006 <<http://onlineethics.org/index.html>>. This site provides multiple resources for teachers of engineering and science. There are “exemplars” of moral and ethical courage who stated that there were problems with building projects and saved lives as well as those who participated in humanitarian efforts. There are codes of professional behavior, and ethical hotline for people seeking help with professional dilemmas, case studies, etc.

- Pavela, Gary. Sample Dialogue: A Case of Cheating. University of Maryland. Office of Student Conduct. 20 Mar. 2006 <<http://studentconduct.umd.edu//sdialogue.html>>. Dialogue by hypothetical student caught cheating and dean regarding the ethics of cheating. Used at University of Maryland. Dean prods student to think of his actions in broader terms of what philosophical base the student might wish to advocate. Useful resources as well as ideas for discussion.
- Pickett, A. Dean, and Christopher Thomas. "Turn Off That Phone." American School Board Journal (Apr. 2006): 40-44. Article about the use of cell phones for cheating, such as text messaging answers. Students have gotten so adept at using these phones that they don't even need to look at the numbers. Cell phones can also be used to record faculty behavior. Schools do not have liability when students misuse phones unless the school personnel knew it was being misused and did nothing about it. There are examples of policies banning cell phones, a middle ground with some use, and then unlimited use given in the article.
- "Plagiarism and Copyright- What Are the Differences." Council Chronicle (Nov. 2005). 20 Jan. 2006 <<http://http://www.ncte.org////.htm>>. Plagiarism is issue of schools and copyright usually involves economic loss or gain and is an issue of courts.
- Plagiarism Test. 4 Feb. 2004. Indiana University. 11 Jan. 2006 <<http://www.plagiarismtest.org>>. Website provides students the opportunity to take immediately graded tests on the MLA style, the APA style, and on plagiarism concepts. Indiana requires that students make 100 on the tests prior to registering for certain courses. Information about taxonomies of plagiarism. Links to other sites as well.
- "Plagiarism: What It Is and How to Recognize and Avoid It." Writing Tutorial Services. 27 Apr. 2004. Indiana University. 20 Apr. 2006 <<http://www.indiana.edu/~wts//plagiarism>>. Many good explanations of writing tips, citation information, and so forth on this site. The plagiarism page has good examples with informative discussion of why the writer has plagiarized and what makes one example okay and another plagiarism.
- Plagiary. 18 Feb. 2006 <<http://www.plagiary.org>>. Research journal inaugurated in January 2006.
- Price, Alan R. "Cases of Plagiarism Handled by the United States Office of Research Integrity 1992-2005." Plagiary 1.1 (Jan. 2006): 1-11. 18 Feb. 2006 <<http://www.plagiary.org>>. Interesting description of the cases of plagiarism, falsification, and/or fabrication of data and material by research scientists. Those that are caught suffer some sort of penalty restricting their ability to apply for funding, from having to do it under supervision to being disbarred. Their names and institutions are published in several prominent registers as well. An observation is that all of the 19 cases cited were caught because they were applying for federal funding, and the author of the original material happened to be one of the reviewers, or, in one case, happened to be in the audience of a presentation by the plagiarist. It seems pretty obvious that there must be many other plagiarists who are not caught, simply because the originator of the material is not in a position to see the plagiarist's work.
- Principles and Practices for Promoting Character Development in College. Journal of College and Character. 23 Jan. 2006

<http://www.collegevalues.org///Principles_and_Practices_General.pdf>. Checklist of principles and practices that demonstrate them to be used by campuses to evaluate the campus' effectiveness in character development.

Quinn, Thomas, and Julie Brookbank. "The Integrity Criterion at the Two-Year Technical College." ERIC. Educational Research Information Center. 18 Jan. 2006

<<http://www.eric.ed.gov/ERICWebPortal>>. Accrediting agency had instituted a criterion to prove that the colleges it was accrediting were taking steps to increase integrity of operations with students, staff, and faculty. Lists steps that Mitchell Tech took, has some interesting instruments including a student evaluation of teaching form.

"Quoting and Paraphrasing Sources." University of Wisconsin-Madison Writing Center. 2004. University of Wisconsin. 20 Apr. 2006 <http://www.wisc.edu///QPA_paraphrase.html>. This page gives an example of correct paraphrasing, but also one where it is easy to see the paraphrasing and one called "patchwork" paraphrasing. There are also examples of words in the paraphrasing that is correct that are the same as the original and are not expected to appear in quotations.

"Resources on Plagiarism and Other Ethical Issues." Council Chronicle (Nov. 2005). 20 Jan. 2006 <<http://http://www.ncte.org////.htm>>. NCTE's list of sources - good especially on copyright issues.

Robinson, Janet. "Academic Affairs: A Report from the Front Lines." Chronicle of Higher Education [Washington, DC] 5 May 2006, sec. Chronicle Review: B11. 1 May 2006 <<http://chronicle.com//v52//b01101.htm>>. Personal account of the fall-out from two sexual affairs that the author had as a graduate student. The problems that she did not foresee in her naivete and her wish to be seen as being in control and sexually experienced are discussed.

Roig, Miguel. "Plagiarism and Paraphrasing Criteria of College and University Professors." Ethics and Behavior 11.3 (July 2001): 307-323. Three studies were done with psychology instructors. In one, they were to select the examples that had been plagiarized of three that were to be paraphrased. In one they were to paraphrase themselves. The researchers show that there is a wide difference in what professors in this discipline regard as plagiarism among the samples of paragraphs, and they also have difficulty writing paraphrases themselves. There is a need for clear definitions of guidelines for plagiarism in paraphrasing, even to giving a number of words from the original that might be used in a string. There were some problems with the study, in that the paragraphs to be paraphrased were taken out of context; however, the easier to read paragraphs were more successfully paraphrased.

Sarton, May. The Small Room. 1961. New York: W. W. Norton & Co., 1976. Novel set in a small New England women's college about the profession of teaching. Somewhat dated- almost a period piece- since it is set in the 1960's or so. The plot revolves around a case of plagiarism that a star student commits and how the school, the students, but primarily the teachers, react to it. I think students now would find it rather boring.

Sauerwein, Daniel. "Whatever Happened to the Plagiarism Charges Leveled Against Don Heinrich

Tolzmann?" History News Network. 23 Aug. 2006. 26 Aug. 2006 <<http://hnn.us//24405.html>>. In May of 2006, Sauerwein, an intern with HNN, wrote this article to discover what had happened to Tolzmann after the charges of plagiarism against him were revealed. The charges were made in 2003, but Tolzmann remained in his professorship and head of a scholarly organization. This article gives Tolzmann's responses, which mainly consist of the idea that acknowledging in the preface that he "heavily leaned" on a work is adequate citation for lengthy quotations that do not have quotation marks or citations nearby. In fact, one copied piece is credited to other work of Tolzmann rather than the original author.

Segal, Carolyn Foster. "Copy This." Editorial. Chronicle of Higher Education [Washington, DC] 15 Sept. 2006. 14 Sept. 2006 <<http://chronicle.com/////04b00501.htm>>. Segal describes a meeting with a student guilty of plagiarism off the internet and the student's denial of what she had done, subsequent attempt to drop the course to avoid an F, the filing of grievances, and then her retaking of the course to "reclaim" her name, as if Segal is the one responsible for the taint on it.

Shyles, Leonard. Authenticating, Identifying, and Monitoring Learners in the Virtual Classroom: Academic Integrity in Distance Learning. Ms. ED 472 807. ERIC. EBSCO. Chattanooga State Kolwyk Lib. 18 Jan. 2006 <<http://search.epnet.com/>>. Discusses methods of protecting the distance ed curriculum from student academic misconduct. States that should have prevention strategies: students sign a contract, give a writing sample at registration; students have picture taken at registration. Detection stage: hotline for students to call if witness cheating; trained proctors, seating chart, removal of extraneous material from desk, randomized questions if computer testing. Intervention stage: looking for unexplained irregularities, high scoring of people seated next to each other, different handwriting than the sample. Should have remediation board in place which will require re-test, cancellation of score, arbitration, etc. Materials must be kept secure. Sees biometric solutions in the future, but these are expensive.

Smith, Richard. "Research Misconduct: The Poisoning of the Well." Journal of the Royal Society of Medicine 99 (May 2006): 232-237. Journal of the Royal Society of Medicine. 2006. 8 May 2006 <<http://www.jrsm.org/////232>>. This article provides a discussion of the responsibilities that editors of scientific journals have to determine if the research that is being published in their journals is fabricated, falsified, or plagiarized. The author was an editor of this journal for thirteen years. His opinion is that the editors have an obligation to raise awareness of research misconduct and to take action, not only by refusing to publish the questioned piece but by notification of the sponsoring institution(s) and by notification of other journals, if appropriate. He feels that there have been increasing incidents and that ignoring it or responding in a passive manner is no longer good enough. British authorities have decided on a broad definition of research misconduct, as have the Nordic countries, whereas the American definition as produced by the federal government in 2000 allows room for misconduct to be overlooked by declaring that it must be significant and knowingly committed. Smith feels that most cases of scientific misconduct are not recognized, covered up altogether, or the guilty researcher is allowed to retrain and move to another institution, or possibly retire. Because the scientific research system operates on trust and since all walks of life involve misconduct, scientific research is certainly not immune. The article states that to answer the challenge the scientific community, and especially the editors of journals,

must raise consciousness, provide guidelines of good practice, encourage teaching of ethical behavior, offer help with investigations of misconduct, and probably provide help for whistleblowers who have concerns about possible misconduct.

Standler, Ronald B. "Plagiarism in Colleges in USA." Dr. R. Standler's Professional Home Page. 2005. 21 Apr. 2006 <<http://www.rbs2.com/plag.htm>>. This discussion of court cases and their arguments regarding plagiarism in the college setting is quite interesting and informative. Author says that there is no excuse for an educated person not to use the "indicia" of a quotation~ in other words, the quotation marks and citation information from which the words are derived. He states, regarding services that provide papers, "...these businessmen are making a profit from the fraudulent acts of students, as well as damaging the integrity of grades and degrees from schools and colleges" (p. 4). He continues, "Colleges certainly have the authority to punish plagiarists in various ways, including expulsion from the college or revoking a degree earned in part by plagiarism. But plagiarism is also a legal issue" (p. 5). Since any writing done in USA from March '89, doesn't even need to be registered in order to be protected as copyright, the author (owner of the copyright) could sue the plagiarist, even if there have been small changes to the document (p. 5). Standler feels very strongly that plagiarism is a crime: "Using phrases like 'academic misconduct' to describe plagiarism is too sterile, too kind. Plagiarism is fraud" (p. 6). There are states that have statutes to make sales of papers for fraudulent purposes illegal, with punishments of several months of jail per offense, but in general, since it is a misdemeanor, it isn't considered very important. A few states give permission to a college to request an injunction to prohibit the sales of papers to its students (6-7). There are several summaries of cases, including one where a lawyer working toward an advanced degree is not only expelled from the law school, but the Bar also is notified, and the lawyer is sanctioned; some consideration was given to disbar him. Expulsion, delay of graduation, removal of degrees~ all have been upheld. One doctor's license was revoked because his plagiarism indicated that he "lacked the moral character...required to practice medicine" (p. 12). High schools have been upheld in their decisions to notify colleges. There is a case from UT-Knoxville where a PhD. student was evidently told by his advisor that it was okay for him to plagiarize the advisor's material; the student argued that since the advisor said it was okay, and the advisor was the agent of the university, his degree could not be rescinded. The court agreed that it could (p. 12-13) Because Standler found no incidence where the court upheld the student, and Standler also noted many negative comments made by courts regarding plagiarists, he concludes that plagiarists should not complain about how they are treated: "In summary, a plagiarist should accept their punishment and humiliation for their reprehensible act, without also being permanently enshrined in a reported court opinion" (p. 16). Standler also cites cases against commercial sources of materials where the courts grant injunctions to close paper mills because they are aiding in the committing of fraud; the courts dismiss the idea that the paper mills are covered by their statements that they don't condone plagiarism and that they are really research helpers. Standler has these recommendations for policy: 1) required orientation lecture for every student, with definition of plagiarism and sanctions in the college handbook; 2) tools for detection available to every professor; 3) reminding of professors of duty to report frequently; 4) new topics for term papers/every semester; 5) special counseling for international students, advising that American standard will be used; 6) design procedures for investigation, etc., that aren't unduly cumbersome and time consuming for professors. Standler also concludes that,

though students often threaten suit, this is not really a reasonable threat; though it might be possible to sue for damage to reputation, if the student is guilty, it is he/she who has damaged the reputation. Standler gives these reasons that a plagiarist is unlikely to sue: 1) publicity associated with the suit is worse for the plagiarist 2) no ethical attorney would agree to sue without better grounds, 3) suing is expensive (p. 28). Standler gives these answers to a threatened suit: “1) It is never defamation to make a true statement, even if the statement damages the plagiarist’s reputation; 2) There is a privilege for good-faith reports of misconduct to the proper authorities. Even if the authorities eventually conclude that there was neither plagiarism nor misconduct, good-faith reporting is not defamatory; 3) ...judges have a low regard for plagiarists. A plagiarist has already damaged his/her reputation by the act of plagiarism; 4) Plagiarists are tortfeasors, not victims. The real victims are (a) the true author whose work was plagiarized, (b) the professor who [almost] gave credit to the plagiarist for someone else’s work; 5) One could threaten to counter-sue for malicious prosecution, including the value of one’s time to respond to groundless accusations and reimbursement of attorney’s fees (p. 28).

Stearns, S. A. “The Student-Instructor Relationship’s Effect on Academic Integrity.” Ethics and Behavior 11.3 (July 2001): 275-285. Stearns shows that students who admit they have cheated also give poor evaluations to faculty. It is possible that the students decide to cheat because they do not feel close to the instructor (Stearns’ first argument), or that the students give the faculty poor evaluations in order to justify their own behavior.

Stoerger, Sharon. Plagiarism. 26 Feb. 2005. 12 Jan. 2006 <<http://web-miner.com/plagiarism>>. Very large site adapted from a project for the VP of Research at the University of Urbana-Champaign by a librarian. Complete with lists of articles, materials for students, etc.

“Teaching about Plagiarism in a Digital Age.” Council Chronicle (Nov. 2005). 20 Jan. 2006 <<http://www.ncte.org/122871.htm>>. Article has good information regarding efforts to teach high school and younger students about ethical issues and writing and publishing. Two grade bands, 3-5 and 6-12, showed influence of teacher instruction about online cheating in one study in 2004. Warns of copyright issues that students may face when their own work is placed on websites and/used in PowerPoint presentations beyond the classroom. One instructor stresses to students the fact that they themselves have the copyright to their own work; that seems to clarify “ownership” issues and attaching the name of the author.

Throckmorton-Belzer, Leslee, Patricia Keith-Spiegel, and Jennifer Wrangham. “Student Response to a Collective Penalty for Reported Cheating.” Ethics and Behavior 11.3 (July 2001): 343-348. Descriptive study of a class of students for which there were several student reports of cheating. The instructor gave the students an opportunity to admit their guilt, or the entire class would have the exam discounted. No one admitted guilt, so the class did lose the exam. The instructor then required the class to watch MTT and then to write to essays. The essays revealed that the students held the cheating students responsible, for the most part, though 16% of the students (37 in the class) were angry that they had to do the assignment. One student was very angry. The student evaluations of the instructor were slightly less than the other two classes of the same instructor, so there was not much effect in that way.

- Tolstoy, Leo. The Death of Ivan Illyich. The Classical Library. 1999. Nashotah House Theological Seminary. 22 Mar. 2006 <<http://www.classicallibrary.org///.htm>>. Work of fiction the theme of which is “what makes a good life?” The conclusion, as the man who has lived a life according to the rules, taking no risks for either himself or others, and doing what is “right” rather than what is good, is that love of God and mankind and doing good because of it is what makes life worthwhile.
- Travis, Trysh. “James Frey: Feelings as Facts.” Chronicle of Higher Education [Washington, DC] 3 Feb. 2006, sec. Chronicle Review: B5. 30 Jan. 2006 <<http://chronicle.com.weekly///b00501.htm>>. Interesting editorial about the similarities of James Frey’s “easy way out” and college plagiarists. Says that the two all believe that, if this is what they would have said and the way it should have happened, then there is nothing wrong with copying or lying. The idea that the “essential truth” is more important than the real truth...
- “2004 Report Card: Press Release and Data Summary: The Ethics of American Youth.” Josephson Institute. 2005. 26 Jan. 2006 <http://www.josephsoninstitute.org///2004reportcard_pressrelease>. Description of the results of a survey of 25,000 high school students in 2004 and how it compares to a similar 2002 survey. Results indicate high school students say they appreciate ethics, have role models, and are ethical persons; however, nearly 2/3 admit they cheat on tests, 1 in 4 say they have stolen from a store in the previous year, and 40% say they lie. The results are a bit better than 2002; whether the practices are actually better, or whether the publicity about honesty and youth has made it less common for young people to admit to these acts is not known. There will be another survey taken in 2006, and Josephson is looking for participants.
- Vencat, Emily Flynn, Jason Overdorf, and Jonathan Adams. “The Perfect Score.” Newsweek 27 Mar. 2006: 44-48. MasterFILE Premier. EBSCO. Kolwyk Lib, Chattanooga State Technical Community College. 7 May 2006 <<http://search.epnet.com/>>. Interesting article that discusses the new lengths that students will go to to cheat on standardized admissions tests to colleges and professional schools. The information covers students world-wide. Some of the techniques are quite remarkable, like the fact that GRE’s will now be staggered in starting times across the globe so that students in one continent cannot email the results to others in another part of the world. China and Korea are making cheating on such tests a crime punishable by jail sentences. SparkMobile now will text information to students facing a surprise essay test or send audios to iPods. Some test locations are using scanners to determine if radio waves are being used.
- Vitello, Paul. “A Ring Tone Meant to Fall on Deaf Eakrs.” New York Times 12 June 2006. 12 June 2006 <<http://www.nytimes.com>>. This article describes the rapid adoption by young people of ring tones at frequencies that adults cannot usually hear, so that their cell phones can be used surreptitiously in class, on tests, and in other meetings where such use is prohibited. The higher frequencies of sound are the first to be lost as we age, and, because many teachers now are boomer age, this is particularly concerning. Since students have gotten so proficient at using text messages without looking, this new wrinkle potentially allows students to send and receive information about a test while taking it.

- Wahlberg, David. "UW Probe Uncovers Fraudulent Research." Madison.Com. 31 May 2006. Capital Newspapers. 1 June 2006 <<http://www.madison.com>>. An up-and-coming geneticist at U. of Wisconsin-Madison falsified her research. She had several grants for her work, and she was considered to be a rising star. A positive example can be used about being responsible for the work of others from this story. It tells of six graduate students who, even though their own research and progress toward degrees were affected, reported fraudulent research of their major professor.
- Wasley, Paula. "The Plagiarism Hunter." Chronicle of Higher Education [Washington, DC] 11 Aug. 2006, sec. Faculty: A8. 9 Aug. 2006 <<http://chronicle.com>>. A description of Tom Matrka, the graduate engineering student at Ohio U, who, when his advisor rejected his dissertation twice, began to research dissertations from the program to determine what he had done wrong. He discovered many plagiarized dissertations going back twenty years, with more than just incorrect citations or missing quotation marks; whole sections were copied. A committee was appointed to investigate, and the report of dozens of theses prioritized the seriousness of the plagiarism and recommended that the university allow nine months for the students to redo their papers. Two other respected former administrator/members investigated again, and found 55 suspicious papers of "rampant and flagrant" plagiarism. These two placed the blame on the faculty advisors, one of which was the head of the department. Students were given the choice of forfeiting the degree, rewriting with a new advisor, or challenging the decision. Only two have fought the charges. The entire department is now lacking credibility; a check of other departments in the university did not reveal similar wholesale cheating.
- Whitley, Bernard E., Jr. "Gender Differences in Affective Responses to Having Cheated; The Mediating Role of Attitudes." Ethics and Behavior 11.3 (July 2001): 249-259. Though early studies indicate that women are less likely to cheat (60's), later ones (90's) show that they are roughly as likely to cheat as men. Women do, however, tend to have more negative attitudes toward cheating than men, or at least they used to. Higher levels of cheating was associated with a more positive attitude toward cheating and a more positive affect toward cheating. There really wasn't an indication that dissonance occurred when students cheated, whether male or female. Unfortunately, women have caught up to men in behavior and in affect.
- Whitley, Bernard E., Jr., and Patricia Keith-Spiegel. Academic Dishonesty: An Educator's Guide. Mahwah, NJ: Lawrence Erlbaum Associates, 2002. Excellent resource for faculty, staff, and administrators. Chapters on general information about academic dishonesty, what it is and why students participate, fostering academic integrity in the classroom, preventing and detecting academic dishonesty, confronting and dealing with academic integrity, and what institutions can do. Photocopies of charts and tables that might be helpful are in the resource notebook.
- . Academic Dishonesty: An Educator's Guide. Mahwah, NJ: Lawrence Erlbaum Associates, 2002. Excellent resource for faculty, staff, and administrators. Chapters on general information about academic dishonesty, what it is and why students participate, fostering academic integrity in the classroom, preventing and detecting academic dishonesty, confronting and dealing with academic integrity, and what institutions can do. Photocopies of charts and tables that might be helpful are in the resource notebook.

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Valuable article discussing what actions are needed by institutions to create campus-wide academic integrity beyond a classroom. Focuses on establishing an academic integrity policy, implementing an academic integrity program, and developing an academic integrity ethos. Several useful ideas: faculty should be rewarded by a letter of appreciation in the file from the dean or VPAA if they file an academic case, students should be involved in training other students, possibility of anonymous reports by students, willingness of admin. to fulfill responsibilities even if it means embarrassment, XF grade, office charged with training and orientation and record keeping, communication through newspaper, website, of policy and of the enforcements, faculty training and orientation, advertisement of helps for students like study skills and tutoring, education to western culture for international students,. Important for there to be emphasis and support from the top in publications of integrity, learning-oriented values, support of integrity over other considerations.

Wolverton, Brad. "Morality Play: A U. of Idaho Professor Says College Athletes Are Ethically Impaired, But Can Be Taught to Think Differently." Chronicle of Higher Education [Washington, DC] 4 Aug. 2006, sec. Athletics: A32. 3 Aug. 2006 <<http://chronicle.com>>. Professor Stoll has researched ethical reasoning skills of collegiate athletes for 20 years. She states that college athletes have lower moral reasoning ability than other students, with lacrosse players being the lowest, followed by ice hockey and football. The reasons she believes this is true is because players are taught to view their opponents as objects to be overcome rather than as human beings; they develop a sense of entitlement; and they rarely face consequences for acting irresponsibly. She says that team sports are worse than individual sports, and men are worse than women, but women are catching up. She has developed a course for athletes that some colleges are using now to improve the ethical reasoning of their athletes.

Young, Jeffrey R. "Anti-Plagiarism Experts Raise Questions About Services With Links to Sites Selling Papers." Chronicle of Higher Education [Washington, DC] 12 Mar. 2002, sec. Information Technology. 19 Jan. 2006 <<http://www.chronicle.com////t.htm>>. Article discusses the connection between two detection services and several paper mills. Programmers worked on both. Fear is that the papers submitted for detection could be sold to the papermills. The programmers say that they helped create the site for the papermills but felt it was unethical and then created the detection services. Says that papermills can get plenty of papers for free now, without spending the time to trick people into giving them.

---. "Fight for Classroom Attention: Professor Vs. Laptop." Chronicle of Higher Education [Washington, DC] 2 June 2006, sec. Information Technology: A27. 1 June 2006 <<http://chronicle.com////a02701.htm>>. This article discusses ways that institutions have managed to give instructors control over the internet and even the wireless connections of classrooms. Therefore, students can use their computers only to write; can access the internet only when their instructor wishes to allow it, thus stopping surfing as well as cut/pasting of information and looking up of information; take exams only, and so forth.

Zauderer, Donald G. "A Culture of Bribery." Ethics Newline 30 May 2006. 1 June 2006 <<http://www.globalethics.org//>>. A professor from American University discusses the obligations that our system of lobbyists and legislative bodies create between each other- not outright bribery,

but an “informal system of reciprocity”- of returning favors. He states that this is one reason that we only deal with issues when they are at crisis; lawmakers are otherwise exchanging favors to answer short term goals.

Zinser, Lynn. “Stung by Scandal, Track Aims at Coaches.” New York Times 1 Aug. 2006. 1 Aug. 2006 <<http://www.nytimes.com>>. Discusses the steps that the field of track and its oversight body are taking against coaches that are either promoting drugs or purposely overlooking the practice in athletes. For instance, Justin Gatlin’s coach may be banned as well as the athlete if doping is proved.