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This abstract file is one resource for The School for Ethical Education's Integrity Works! project. Contributors to this file include Michael Pirhalla, Betsy Orman, and David Wangaard for SEE and outside contributions by Marsha Little and Matt Davidson. Comments inside brackets – [] – note questions or observations of contributors.

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Aaron, R. (1992). "Student academic dishonesty: Are collegiate institutions addressing the issue?" NASPA **29**(2): 107-113.

Discusses the extent to which colleges have academic integrity policies and how that information is disseminated to faculty and students. Stresses the importance of clear, readable explanations of the policy and student rights and privileges under that policy. Concludes that while most colleges do have academic integrity statements, they have not "proven successful in counteracting a changing societal value system that encourages students to 'succeed at any cost.' (ml file)

ABC News. (2004). "Cheaters Amok: A Crisis in America's Schools - How It's Done and Why It's Happening." ABC News Retrieved May 25, 2004, from www.abcnews.com.

College cheating and plagiarism is running rampant and many students are cheating to get by. Adults say that "they are basically decent kids whose values are being totally corrupted by a world which is sanctioning stuff that even they know is wrong...but everyone allows it."

Abel, K. (2003). "New Survey: 7 in 10 Teens Admit School Cheating." Family Education Network Retrieved December 31, 2003.

From a recent survey, 7 in 10 teens admit to cheating in school at least once within a year and 92 percent have lied to their parents. However, the numbers have not gotten worse from the survey from the previous year. The author recommends parents to talk to kids, and not to punish kids for their grades.

Adams, M. (2005). Best practices for creating and promoting a culture that embraces integrity in secondary schools. CAI Fall Conference. Virginia Tech., Blacksburg, VA.

Adams was a former principal with a large controversy over a school board that didn't support a teacher in a plagiarism case. Adams suggests that the biggest prevention strategy is the teacher's relationship with students that creates a bond to promoting integrity. He also recommends students be able to report to the honor court in private.

Adams, M. (October 20, 2005). Personal Communication. D. Wangaard. Center for Academic Integrity Conference, Virginia Tech University, Blacksburg, VA.

[positive AI story]

Alschuler, A. and G. Blimling (1995). "Curbing Epidemic Cheating through Systemic Change." College Teaching **43**(4): 123-125.

Aluede, Oyaziwo, et al. (2006). "Academic Dishonesty as a Contemporary Problem in Higher Education: How Academic Advisers Can Help." Reading Improvement. **43**(2): 97.

This paper provides a review of current literature to support the assertion that academic dishonesty is a contemporary problem in higher education that requires very urgent attention to curb. The article is organized in four sections: The first section deals with an attempt to provide a definition of academic dishonesty by exploring the extent of the problem. The second section deals with the prevalence of academic dishonesty in higher education. The third section examines the causes of academic dishonesty in higher education, while the last section addressed intervention strategies for academic advisers for the management of academic dishonesty.

Anderman, E. M., T. Griesinger, et al. (1998). "Motivation and Cheating During Early Adolescence." Journal of Educational Psychology **90**(1): 84-93.

The relations of motivational variables to self-reported cheating behaviors and beliefs in science were examined in a sample of early adolescents. It was hypothesized that cheating and beliefs in the acceptability of cheating would be more likely when students perceived an emphasis on performance and extrinsic incentives rather than on mastery and improvement. Results indicated that students who reported cheating in science perceived their classrooms as being extrinsically focused and perceived their schools as being focused on performance and ability. Students who believed in the acceptability of cheating also reported personal extrinsic goals and a perceived emphasis on extrinsic factors in class. Students who reported cheating also worried about school. The reported use of deep cognitive strategies was related negatively and the use of self-handicapping strategies was related positively to cheating beliefs and behaviors. (Abstract only in dbw file)

Anderman, E. M. and C. Midgley (2004). "Changes in self-reported academic cheating across the transition from middle school to high school." Contemporary Educational Psychology **29**(4): 499-517.

Changes in early adolescents' self-reported cheating behaviors in mathematics before and after the transition from middle school to high school are examined. Students were surveyed in school regarding their cheating behaviors in math, and the motivational goal structures perceived in their math classrooms. Surveys were completed twice during the eighth grade (during middle school) and once at the end of the ninth grade (at the end of the first year in high school). Results indicated that self-reported cheating did not change in the year prior to the high school transition, but that reported cheating increased after the transition. Additional analyses indicated that across the high school transition, self-reported cheating in math increased for students who moved from high mastery to low mastery-oriented classes after the transition, and for students who moved from low performance to high performance-oriented classes; in contrast, self-reported cheating decreased for students who moved from low to high mastery-oriented math classrooms. (dbw file)

Angell, L. R. (2006). "The Relationship of Impulsiveness, Personal Efficacy and Academic Motivation to College Cheating." College Student Journal **40**(1): 118+.

This investigation focused on the interrelationships among the frequency of cheating behaviors, impulsiveness, personal efficacy, and academic motivation. Sixty-one undergraduate students

from a small private Catholic college in the Northeast completed the Academic Integrity Scale, subscales from Kurtines' (1978) Autonomy and Paulus' (1983) Spheres of Control scales, and Vallerand et al's (1992) Academic Motivation Scale. Correlations were slight and significant at the $p < .05$ level. Pleasure/Satisfaction was negatively related to Test Assistance and positively related to Accomplishing. Future Well-Being was positively related to Plagiarism and negatively related to Impulsiveness. Plagiarism and Motivation were positively related, as were Accomplishing and Intelligence. These findings are unique in that researchers have rarely found individual difference variables to be related to cheating behaviors. (dbw file)

Aquino, K., D. Freeman, et al. (2009). "Testing a social-cognitive model of moral behavior: The interactive influence of situations and moral identity centrality." American Psychological Association **97**(1): 18.

"This article proposes and tests a social-cognitive framework for examining the joint influence of situational factors and the centrality of moral identity on moral intentions and behaviors. The authors hypothesized that if situational factor increases the current accessibility of moral identify within the working self-concept, then it strengthens the motivation to act morally. In contrast, if a situational factor decreases the current accessibility of moral identify, then it weakens the motivation to act morally. The authors also expected the influence of situational factors to vary depending on the extent to which moral identity was central to a person's overall self-conception. …Results provided strong support for the proposed framework." One of the experiments to increase situational accessibility to a moral identity was the reading of a list of the Ten Commandments prior to the measured activity.

Arce, K. (2001). "Detecting Cheating." Retrieved February 26, 2004, from www.muweb.millersv.edu/~jccomp/acadintegrity/detectingcheating.html.

Technology has helped many students cheat on school exams. Although teachers can think of new ways to create tests and distribute them, students still are smart enough to cheat the system. Students may show signs of cheating by having an unfamiliar face, missing pages, numerous erasures on the test, wandering eyes, papers around the floor, or notes written under calculators. Teachers should have zero tolerance on this issue to help minimize the problem.

Associated Press. (2003). "Teachers Caught Cheating on Standardized Tests." Associated Press Retrieved October 23, 2003.

Many teachers have been helping their own students cheat on standardized tests. Teachers have read off answers during a test, sent the test back to correct wrong answers, inflated scores, photocopied tests, peeked at questions and drilled students on that topic. Cheating in some New York Schools as has gone so far as that it completely invalidated the students' report cards.

Associated Press (2007). Duke's business school punishes 34 graduate students for cheating. Associated Press. Raleigh, The Associated Press.

Duke University's graduate program for the Fuqua School of Business has punished 34 students cheating on an exam. Some students will be either expelled, suspended, or fail for the year. The punishment will be based on Duke's honor code and some may stand in front of an appeals committee.

Associated Press. (2008). "Dude — you guys plagiarized an honor code? ." MSNBC.com March 30, 2008. Retrieved July 20, 2008, from http://www.msnbc.msn.com/id/23870761/MSN.

[positive AI story]

"...the University of Texas at San Antonio appears to match another school's code — without proper attribution. The student currently in charge of the honor code project said it was an oversight, but cheating experts say it illustrates sloppiness among Internet-era students who don't know how to cite sources properly and think of their computers as cut-and-paste machines."

Associated Press. (2011). "17 on paid leave amid cheating probe in Waterbury." Connecticut Post Tuesday, August 2, 2011. Retrieved August 26, 2011, from http://www.ctpost.com/news/article/17-on-paid-leave-amid-cheating-probe-in-Waterbury-1693451.php#ixzz1Ty62cP74.

Waterbury school officials have placed 17 staffers at Hopeville Elementary School on paid administrative leave while the state investigates evidence that students' answers on the Connecticut Mastery Tests were changed. The Republican-American newspaper reports those placed on leave include all staff who administered the tests or were involved in security. School officials say being placed on administrative leave is not an indication of guilt, but is a way to help preserve evidence. School officials have said a preliminary review of scores submitted from Hopeville showed a significant number of wrong answers had been erased and corrected. School Superintendent David Snead told parents last week that it's clear to him there were some "gross improprieties."

Association for Supervision and Curriculum Development (ASCD) (2004). "Academic cheating: The role of student self-efficacy and identification with school." Academic Cheating **2**(23).

ASCD Research on the collegiate level have found out that honor codes has been effective to deter unethical student behaviors. There are four major issues why students cheat: for recognition, lack of preparation, ignorance of cheating, and thrill seeking. Low achieving students with high self-efficacy are most at risk for cheating. A survey proved that 77 percent of high school kids cheat and younger students and males had the highest probability.

Bandura, A. (1990). "Selective activation and disengagement of moral control." Journal of Social Issues **46**(1): 27-46.

Barnett, D. C. and J. C. Dalton (1981). "Why college students cheat." Journal of College Student Personnel **22**(6): 545-551.

Barnett and Dalton offer a brief review of the literature regarding college cheating and add their own results from a faculty-student survey. Of the students who completed their survey, 83% look the other way when they see a peer cheating, and only one of the 802 indicated a willingness to report another student for cheating. The authors offer a helpful list of recommendations for educational institutions seeking to reduce cheating behavior, including publishing comprehensive statements on academic dishonesty and demonstrating a visible commitment to academic integrity. (ml file)

Beatty, J. (1997). "For honor's sake: Moral education, honor systems, and the informer rule." Educational Theory **42**(1): 39-50.

Philosophical argument concluding that the informer rule is not morally justifiable, as it forces individuals to choose between upholding the system and their friends. Essentially, Beatty presents that tension between Kohlberg's and Gilligan's stages of moral development: justice versus care. Beatty also provides a useful list of the reasons colleges have honor codes and explains why, in spite of the indefensibility of the informer rule, so many colleges continue to use honor systems. (ml file)

Berger, P. (2007). 'Our Sacred Honor' Sadly, Too Few Students Know What It Means. Education Week, Education Week.

Berger explains that technology, stress, and the "No Child Left Behind" act aren't the only key issues to our growing cheating problems. He tells the reader that if we have a collective, societal fault, the perilous ignorance is the main reason for cheating. He understands many children feel pressured to succeed but the purpose of tests is not to see how well you can collaborate with others.

Berges, P. (2005). "The Relationship Between Honor Codes and Professional Codes of Conduct." Integrity Matters: A Journal of Experience and Opinion on Academic Integrity from the Center for Academic Integrity **1**(1): 6-7.

Duke Law School has considered whether to include a "duty to report" in its professional school honor code. The American Bar Association promotes this same idea with suspected violations of fellow lawyers as a requisite for maintaining good standings, so Duke believes a similar code should be added to its honor code. There are several arguments on both sides of the subject, but in the end, Duke's Task Force decided to enact a duty to report addition with no punishable offense for failing to report.

Bete, C. (2009). ON Academic Integrity. South Deerfield, MA, Channing Bete Company, Inc.

Provides articles in the following topic areas:
- Paraphrasing vs. Plagiarizing: How to watch your step
- Will you cheat...and not know it?
- Resist temptation: Tips to help you stay honest when the heat is on!

Bien, E. and S. Bien (1994). Democracy as discipline. National Association of School Psychologists Conference. Seattle, WA.

Explains how the Washington Episcopal School attempted to create a "moral community based upon fairness, caring, and participation." Establishing a participatory democracy was a key component of this process. Each class developed a class constitution, moving the locus of disciplinary control from the administration and faculty to the students. The school also revised their honor code, which established behavioral guidelines for the entire student body. (ml file)

Biotech Business Week (2008). "Bioinformatics; Computer-based Tool Aids Research, Helps Thwart Questionable Publication Practices." Biotech Business Week(Expanded Reporting): 2195.

A new computer text searching tool developed by UT SW Medical Center automatically and quickly compares words on multiple documents for similarities. It offers an easier way to search for literature but also helps thwart questionable publication practices of plagiarism. It is called eTBLAST and flags highly similar key words and publications. On a test with more than 62,000 abstracts, the researchers found that 0.04% of the papers with no shared authors were highly similar. This may sound quite insignificant, but when compared to17 million papers cited in the database, the number of potential plagiarism cases grows to about 7000.

Blankenship, K. and B. E. Whitley, Jr. (2000). "Relation of General Deviance to Academic Dishonesty." Ethics & Behavior **10**(1): 1-12.

This study investigated the relations of cheating on an exam and using a false excuse to avoid taking an exam as scheduled to various forms of minor deviance. College students completed measures of cheating, false excuse making, and minor deviance. A factor analysis identified

clusters of deviance behaviors. Cheaters scored higher than non-cheaters on measures of unreliability and risky driving behaviors, and false excuse makers scored higher than other students on measures of substance use, risky driving, illegal behaviors, and personal unreliability. In addition, men scored higher than women on substance abuse and illegal behaviors factors. Results are interpreted in terms of personological theories of honesty and reliability. (Abstract dbw file)

Blasi, A. (1980). "Bridging moral cognition and moral action: A critical review of the literature." Psychological Bulletin **88**(1): 1-45.

Review of the literature addressing the connection between moral reasoning and moral action. While there is a connection between reasoning and action, Blasi asserts, "Research has shown that verbal moral expressions are influenced mainly by cognitive factors…while manifest moral behavior is mainly a function of social learning." The review includes a section on moral reasoning specifically as related to honesty and concludes that those with higher moral reasoning are more resistant to temptation, but there are many other factors involved. (ml file)

Bloomfield, B. (2007). The Uses and Abuses of Honor Codes and Councils. Workshop Presented at Center for Academic Integrity Conference. Newport News, VA, Christopher Newport University.

Based on a study of 24 independent schools, this article examines honor codes and councils, and the gap between the goal of curbing student cheating and the true power of such systems: to transform school culture. Cheating is merely a behavior, while honor systems attempt to influence the values that give rise to behaviors. It examines pragmatic data, and concludes by offering a generic blueprint for instating systems in schools.

Bonjean, C. and R. McGee (1965). "Scholastic dishonesty among undergraduates in differing systems of social control." Sociology of Education **38**(2): 127-137.

Bonjean and McGee study academic dishonesty at two universities, one with an honor code and one with a proctor system, in hopes of determining whether the system of social control or personal characteristics have a greater influence on cheating behavior. They conclude that social control explains more of the deviation in academic dishonesty than does personal characteristics, and those students under an honor system are more likely to understand the rules regarding academic integrity. (ml file)

Bracey, G. W. (2005). "RESEARCH: A Nation of Cheats." Phi Delta Kappa **86**(5): 412.

On National Public Radio's "Diane Rehm Show" last March, Howard Gardner of Harvard University observed that 75% of high school students admitted to having cheated on a test. As Gardner noted then, it doesn't seem likely that students would admit to cheating if they had not.

On the other hand, they might not admit to cheating if they had. That's one possible interpretation of the results of the latest "Ethics of American Youth" survey by Michael Josephson of the Josephson Institute of Ethics. In Josephson's survey of 24,763 students, the percentage admitting to having cheated dropped from 74% in 2002 to 62% in 2004. Those who admitted to cheating two or more times dropped from 48% in 2002 to 38% in 2004. The results have the researchers at Josephson baffled. None of the other 2004 results shows a dramatic shift. It could be that all the business scandals in the last few years have sensitized people to importance of not cheating. (Equally plausible, though, would be that the endless stream of corporate malefactors has only intensified the "everyone does it" mentality.) Or it could be that cynicism

has become more rampant and that students are simply lying about whether or not they cheated. (DBW file)

Broussard, A. and B. Golson (2000). "High school honor code curbs cheating." The Education Digest **65**(6): 27-30.

Describes students at Catholic High School in Baton Rouge, Louisiana taking the initiative to establish an honor code, in order to reduce cheating. Discusses the evolution of the code from proposal to constitution, the singing of the "Book of Honor" and the range of punishments. Catholic High School administration estimate the honor code has resulted in a 90% decrease and cheating. (ml file)

Brown, R. P., M. Tamborski, et al. (2011). "Moral credentialing and the rationalization of misconduct." Ethics & Behavior **21**(1): 12.

"Recent studies lead to the paradoxical conclusion that the act of affirming one's egalitarian or pro-social values and virtues might subsequently facilitate prejudiced or self-serving behavior, an effect previously referred to as "moral credentialing." The present study extends this paradox to the domain of academic misconduct and investigates the hypothesis that such an effect might be limited by the extent to which misbehavior is rationalizable. Using a paradigm designed to investigate deliberative and rationalized forms of cheating (von Hippel, Lakin, & Shakarchi, 2005), we found that when participants had credentialed themselves (vs. a non-close acquaintance) via a set of hypothetical moral dilemmas, they were more likely to cheat on a subsequent math task, but only if cheating was highly rationalizable. When cheating was difficult to rationalize, moral credentialing had almost no impact on cheating." (pg 1)

Bruggerman, E. and K. Hart (1996). "Cheating, lying, and moral reasoning by religious and secular high school students." Journal of Educational Research **89**(6): 340-345.

Concludes that students attending secular and religious high schools do not differ significantly on extent of cheating behavior or moral reasoning level, and that moral reasoning does not correlate with moral behavior. In contradiction to other studies, Bruggeman and Hart conclude that the students attending the religious school had not internalized the moral values related to cheating any more than had those attending secular school. Finally, no matter what one's level of moral reasoning, a student is likely to cheat when provided with an opportunity where s/he and "get away with it." (ml file)

Bryner, J. (2007, November 15). "Do-gooders can become the worst cheats; Study: Sense of moral superiority might lead to rationalizing bad behavior." LiveScience, from www.msnbc.msn.com/id/21820808/wid/11915773?GT1=10613.

Morally upstanding people have been found to participate in unethical acts, a new survey finds. Some of these people recognize themselves as honest and generous people but these people can also rationalize cheating on a test as a way of achieving a lifelong goal of obtaining a certain job that would help people in the long run. If they believe cheating is OK and not unethical, they will continue to do it, while still completing worthwhile and morally upstanding tasks, but it will be much easier for them.

Bushway, A. and W. Nash (1977). "School Cheating Behavior." Review of Educational Research **47**(4): 623-632.

Bushweller, K. (1999). "Generation of Cheaters." The American School Board Journal **186**(4): 24-30, 32.

Calabrese, R. and J. Cochran (1990). "The relationship of alienation to cheating among a sample of American adolescents." Journal of Research and Development in Education **23**(2): 65-72.

Calabrese and Cochran explain why cheating continues to be a significant problem at affluent private schools in terms of alienation and the desire of these students in particular to want to meet parental and personal expectations at any cost. Calabrese and Cochran conclude that those with a higher level of contextual alienation are more likely to cheat, pointing to the necessity for a community of trust—a moral community. The school, rather, than encouraging students is viewed as enforcing the student attitude that "personal goals are of primary importance and to be pursued by any means." Students not wanting to cheat face social stigmatization when the norms encourage academic dishonesty. Calabrese and Cochran challenge private schools, which purport to provide a clear value structure and an emphasis on the "whole child" to come to terms with their missions. Students may understand and accept the value structure, but feel helpless in the face of intense pressure to succeed. (ml file)

Callahan, D. (2004). The Cheating Culture: Why More Americans are doing more to get ahead. Orlando, Harcourt.

Cheating in education has become increasingly pervasive at all levels, according to survey research. One major case is increasing anxiety among students about their future job prospects and financial security in a winner-take-all society. Other causes include lax oversight by faculty and the ease of cheating via the Internet.

Callahan, D. (2004). "Education." Cheating Culture Retrieved February 19, 2004, from http://cheatingculture.com/education.

Callahan, D. (2004). "Take Back Values." The Nation February 9. Retrieved March 18, 2008, from www.thenation.com/doc/20040209/callahan.

Throughout the past years, there is no doubt that cheating is on the rise. People break the rules to get ahead academically, professionally, and financially. Cheating is not only present in high school and college situations, but there is also proof of tax evasion, theft, and poor professional ethics. Callahan offers some suggestions in the form of extreme capitalism in order to reform the democratic system.

Callahan, D. (2006). A Better Way to Prevent Student Cheating. Christian Science Monitor. New York.

"If faculty cast cheating as an issue of justice, they won't have to play cop."

On campuses today surveys indicate that ¾ of students cheat. "What is lacking most are not physical deterrents but moral arguments that compel students to stop cheating and understand the value of academic integrity. Young people believe in honor and living rightly. They just worry that living by these beliefs could mean ending up as a loser."

The best way to stem cheating is to:

• Cast cheating as an issue of justice because students care about fairness.

• Help their peers understand cheaters get rewards they don't deserve so cheating is the antithesis of equal opportunity.

• Explain that those who work the hardest should be rewarded, not those who don't deserve what they get because they cheated.

• Try to portray the need for a level playing field for all.

• Empower students to take action.

• Tap into the student's conscience and moral reasoning.

By helping stimulate the students to monitor cheating, the faculty will be able to fulfill their roles as teachers, instead of cheating police.

Canning, R. (1956). "Does an honor system reduce classroom cheating? An experimental answer." Journal of Experimental Education **24**(June): 291-296.

Reports cheating behavior at Brigham Young University before, during, and after the implementation of an honor system, concluding that the honor system did help to reduce incidences of academic dishonesty. Not only was there less cheating, but the cheating that remained was of lesser magnitude. (ml file)

Carroll, C. A. (2004). Cheating is pervasive problem in education, forum participants say. Education Week. Bethesda. **23**.

Carter, S. L. and N. M. Punyanunt-Carter (2006). "Acceptability of Treatments for Cheating in the College Classroom." Journal of Instructional Psychology **33**(3): 212+.

The results of this study indicated several factors that could be important toward determining college classroom management techniques for addressing incidents of academic dishonesty. The findings revealed that students found some methods of addressing this problem behavior by faculty more acceptable than other methods of treating cheating. College students rated the most acceptable faculty treatment for dealing with a student cheating on an exam as the faculty talking to the student after class, followed by giving the student a failing grade on that test, allowing the student to retake a different exam, and doing nothing. These methods were all rated as more acceptable than tearing up the student's exam and failing the student for the course. While it could be assumed that college students would find more severe types of treatment for cheating as least acceptable, these findings do not necessarily support that assumption. The treatments associated with the most severe academic penalties were failing the course and being sent before a review board. While these treatments were considered among the least acceptable, the impact of public humiliation associated with tearing up the student's exam may have caused this treatment option to be among the least acceptable. Additionally, while going before a review board could result in expulsion from a college or university, this treatment option was considered more acceptable than failing the course. It is also interesting that no significant differences were found between the college faculty doing nothing and sending the student before a review board. It could be that college students consider being sent before a review committee as faculty not dealing with an incident of cheating but rather as allowing others to deal with the incident. These findings are important when considering the impact that students' perceptions and reactions to teachers' actions have on the level of student engagement and learning that occurs (Allen, 1986; Doyle, 1977). If college faculty treat incidents of cheating in a manner that most students find unacceptable, the learning environment of the classroom may be impeded.

The overall findings imply that college students are accepting of certain types of consequences for incidents of academic dishonesty. It appeared that college students seem to prefer a treatment for academic dishonesty that involved a negotiation option (e.g., talking after class). It was also interesting that in both situations the college students considered college faculty who treated academic dishonesty by doing nothing as less acceptable than other options and similarly to being sent before a review board. This implies that college faculty who ignore incidents of cheating (Tabachnik, Keith-Speigel, & Pope, 1991) may not be considered by students as addressing academic dishonesty in the most acceptable manner. The findings of this study may

be beneficial for assisting college faculty in determining how various responses to academic dishonesty may be viewed by college students. This may allow faculty to avoid incorporating actions that might be viewed negatively and as unacceptable by the majority of college students. Gorham and Christopher (1992) noted that students more quickly recognized negative teacher actions than positive actions. In addition, these negative teacher actions were more likely to decrease student motivation. Fraser (1987) also noted that the classroom-instructor relationship is important and needs to be addressed in order to have an effective classroom environment. He suggests that students' feedback and comments can direct instructors to behaviors that would produce the most positive and beneficial improvement in the classroom. Hence, the findings from this study can help instructors in deciding what treatment to use for dealing with academic dishonesty in the college classroom. (dbw file)

Center for Academic Integrity (1999). Fundamental Values of Academic Integrity. Durham, NC, Center for Academic Integrity.

This Handbook provides values to promote academic integrity in schools and colleges. The Center for Academic Integrity's research shows that campus norms--specifically honesty, trust, fairness, respect, responsibility, and practices, such as effective honor codes, can make a significant difference in student behaviors, attitudes, and beliefs.

Center for Academic Integrity (2007). "Accessing Academic Integrity." Center for Academic Integrity.

This handbook offers an option to purchase The Assessment Guide to Academic Integrity. It includes information on how to formulate a campus committee to conduct the assessment, a step by step guide to getting started and individual guidance to assist institutions in surveying the state of academic integrity on their campus.

Character Education Partnership (2008). Character Education Quality Standards: A Self-Assessment Tool for Schools and Districts. C. E. Partnership. Washington DC.

Originally developed as the scoring criteria for the National Schools of Character Awards program, the Character Education Quality Standards were recently released by Character Education Partnership to provide schools and districts with a self-assessment tool for their character education initiatives. They are based on CEP's Eleven Principles of Effective Character Education™. The Character Education Quality Standards are a great tool for character education committees to work together to reflect on current practices and identify long-term objectives. Published by Character Education Partnership (CEP).

Character Education Quality Standards outlines key components of effective character education and allows schools and districts to assess their efforts in relation to these criteria. This instrument provides a means for reflecting on current practices, identifying short and long-term objectives, and developing or improving a strategic plan.

Chemistry Student. (2009). "Multiple Lab Report Plagiarism." Students' True Stories Retrieved June 23, 2010, from www.uwindsor.ca/aio/students-true-stories.

[positive AI story]

Cizek, G. J. (2011). "Cheating on Tests and Other Dumb Ideas." Education Week **30**(37).

The author analyzes the implications of the recent cheating scandal in the Atlanta, GA school system. He also poses some short-term advice states and districts can take to address cheating problems. He suggests to: (1) Incorporate less corruptible testing approaches, (2) Invest in test

security, (3) Take advantage of technology, (4) Adopt policies on ethical testing, (5) Develop standardized approaches, and (6) Support ethical behavior.

Clayton, M. (1999, December 14). "School Cheating Up As Stakes Rise." The Christian Science Monitor Retrieved June 30, 2008, from http://www.csmonitor.com/1999/1214/p1s1.html.

Cheating has become a major issue in society today in our public high schools. Students feel that if they can cheat, they don't need to stay up for long hours studying the material for a test. This "quick pain, little gain" situation is what motivates the cheaters. All arrays of students have been documented to cheating because they feel pressured to get into a 'good college' or pass for the semester. Many students predispose cheating not as a bad thing, so they continue to do it, especially if they don't get caught.

Cobbs, L. (2000). "Honor Codes: Teaching Integrity and Interdependence." Student Cheating and Plagiarism in the Internet Era: A Wake-up Call.

Cochran, J., M. Chamlin, et al. (1999). "Shame, embarrassment, and formal sanction threats: Extending the deterrence/rational choice model to academic dishonesty." Sociological Inquiry **69**(1): 92-105.

Cochran et al. study is based on a sample of undergraduates at University of Oklahoma in 1993, in which 83% admitted to at least one act of academic dishonesty in the previous 12 months. The authors conclude that the only sanction threat students considered in deciding whether or not to cheat was their own sense of shame. Certainty and severity of formal sanctions did not enter into the calculus in determining whether to cheat. Thus, the internalization of values and the accompanying shame when those values are violated is of primary importance in reducing cheating behavior. However, formal sanctions are still necessary especially to activate informal sanctions. (ml file)

Coffman, K. (2005). "Institutionalizing and Personalizing a Commitment to Academic Integrity: Reflections of a Student Academic Integrity Board Chairperson." Integrity Matters: A Journal of Experience and Opinion on Academic Integrity from the Center for Academic Integrity **1**(1): 1-2.

After much contemplating, Kevin Coffman finally decides to run for the chair of the Academic integrity board as a freshman in Case University. He held the position for two years and accomplished many goals such as starting a conversation around campus about academic integrity. He learned important skills on the board like realizing a foremost goal is accessible, enthusiasm, and articulating the fundamental values of academic integrity.

Colby, A., T. Ehrlich, et al. (2003). Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility. . San Francisco, Jossey-Bass.

Coles, R. (1997). The moral intelligence of children. New York Random House.

An overview about how, when, and what kind of moral intelligence children develop. Three sections divide the development of moral intelligence into early, middle, and adolescent years.

College Administration Publications. (2000, May 15). "New research on academic integrity: The success of "modified" honor codes." Retrieved July 9, 2002, from http://www.collegepubs.com/ref/SFX000515.shtml.

An interview with professor McCabe on his latest national survey reveals that honor codes seem to reduce student cheating, even on large campuses. Also, many students don't believe that certain forms of cheating are very serious. The findings noted that the Internet has led to a

dramatic increase in cheating by downloading papers and committing plagiarism. Many teachers are clueless, so students often skate by without getting caught.

College of William and Mary (1914). "The Honor System in American Colleges." William and Mary College Quarterly Historical Magazine **1**: 6-9.

Colson, C. (2000). "Cheating Lessons: Are We Rearing Moral Dunces?" BreakPoint with Charles Colson. Students weren't the source of cheating in this Potomac, MD elementary school; but some of the teachers and the principal were involved in a cheating scandal on a state achievement test. This exposes how we've lost the basis for ethics in secular America. Virtue is not the matter of social causes but it is a matter of the soul. Unfortunately, we can only deal with the moral malaise in American life only when we begin to cultivate personal virtue.

Constitutional Rights Foundation (2008). "The Cheating Problem." Bill of Rights in Action **23**(4): 15-19. Students, teachers, and administrators are grappling with the problem of cheating in American high schools. The issues most often debated involve what constitutes cheating, why some students cheat and what should be done about cheating. Research suggests that the impulse to cheat diminished when teachers explain the purpose and relevance of course assignments or when the students' grades don't depend on a few heavily weighted test scores.

Criminology Student. (2008). "Plagiarizing Entire Paper From Another Student." Students' True Stories Retrieved June 23, 2010, from www.uwindsor.ca/aio/students-true-stories.
[positive AI story]

Cromwell, S. (2000). "What Can We Do To Curb Student Cheating?" Education World January 24, 2000. Retrieved June 30, 2008, from http://educationworld.com/a_issues/issues068.shtml.
A 1998 national survey found that four out of five top students admitted cheating at some point. In another nationwide study, nine out of ten high school teachers acknowledged cheating is a problem in their school. The Internet had undoubtedly opened the doors for more students to cheat, by downloading papers or sharing answers. A guide for teachers recommends them to focus on kids' sense of pride, assure children that cheating is neither "normal" nor acceptable, Ask children to consider where the world would be today if everybody cheated, and not to lose sight of the "education factor."

Crown, D. F. and S. M. Spiller (1998). "Learning from the literature on collegiate cheating: A review of empirical research." Journal of Business Ethics **17**(6): 683-700.
Review of 25 years of empirical research on collegiate cheating, including personality and situational factors that influence cheating. In connection to honor codes, the authors find that codes are only effective when paired with sanctions and when well-communicated to students. Students who participated in values counseling or who were subjected to a moral appeal not to cheat cheated no less than other students.

Cummings, R., C. D. Maddux, et al. (2002). "Academic Misconduct in Undergraduate Teacher Education Students and Its Relationship to Their Principled Moral Reasoning. ." Journal of Educational Psychology **29**(4): 286+.
The purpose of this study was (a) to investigate pre-service teacher education students' (n=145) performance on the Academic Misconduct Survey (AMS), a measure of self-reported academic misconduct, and (b) to examine the relationship between AMS scores and scores on the

Defining Issues Test (DIT), a measure of principled moral reasoning. A large percentage of participants reported engaging in academic misconduct. No significant association between scores on the AMS and the DIT was found. Results of the study indicate the need for additional research that examines ethical behaviors and moral reasoning in prospective and practicing teachers.

Conclusions

Results of the present study provide evidence that about 75 percent of teacher education students have a propensity to engage in academic misconduct, which is about the same rate of cheating behaviors that have been found with college students in other majors. In their investigation of academic misconduct in education students, Ferrell and Daniel (1995) were encouraged by the finding that 50 percent of their sample of 90 students proclaimed themselves to be noncheaters, suggesting that "... this obvious group of `self-proclaimed noncheaters' might indicate that many of those who enter teaching possess a high level of personal integrity and therefore would not engage in any type of misconduct" (p. 372).

Results of the present study do not support such an optimistic stance. Only about 25 percent of the 144 teacher education students in the present study reported themselves as noncheaters. Furthermore, there is no evidence that participants' levels of principled moral reasoning are associated with academic misconduct. Education students with higher moral reasoning scores reported engaging in academic misconduct as frequently as those with lower scores. It is possible that this is an anomaly and associated with a particular teacher education program or unique characteristics of students in the program. Whether or not this is the case can only be established by replication at other institutions. (dbw file)

Davis, B. G. (1993). "Preventing Academic Dishonesty." Tools for Teaching Updated April 11, 2002. Retrieved December 31, 2003, from http://teaching.berkeley.edu/bgd/prevent.html.

This article provides many ideas as well as step by step processes that can be followed to help prevent cheating and to raise up a student's level of academic integrity. It first establishes that 40-70% of students reported cheating sometime during their academic career and explains these reasons.

• Increased competition for grades
• Classroom pressure that is deemed too demanding
• Teachers who are perceived as “Unfair, indifferent, or uncaring”
• “Peer pressure to support a friend,” or not report the cheater
• Lack of consistent standards or disciplinary actions on behalf of the faculty or administration to punish cheaters
• Decline in values and ethics among students
• Cultural confusion regarding why academic integrity is wrong.

Davis outlines key strategies to help prevent academic dishonesty.

• “Spending time at the beginning of each term discussing standards of academic scholarship and conduct.”
• “Making sure students know the criteria for evaluating their performance.”
• Develop a classroom environment that supports honesty including having the students vote for such programs as an honor code.
• Look for signs of students who are under pressure and provide resources for support such as counseling offices or tutoring.
• Help students feel they don't need to cheat in your class in order to succeed.
• Confront cheaters directly, listening to their reasons and provide advice to help them understand why this is wrong and how to change.

Davis, S. F., A. H. Becker, et al. (1992). "Academic Dishonesty: Prevalence, Determinants, Techniques, and Punishments." Teaching of Psychology **19**(1): 16.

Data from more than 6, 000 students regarding the prevalence, causes, techniques, faculty and institutional responsibility, deterrent measures, and punishment dimensions of academic dishonesty are presented. (dbw file)

Davis, S. F. and H. W. Ludvigson (1995). "Additional data on academic dishonesty and a proposal for remediation. ." Teaching of Psychology **22**: 3.

The authors present survey data on the responses by over 2,000 undergraduates in the junior or senior year regarding, "the frequency of cheating, reasons for cheating, and influence of penalties on cheating." A model is suggested and discussed to resist cheating. Results included the recognition that cheating in college was incrementally less than cheating reported in high school. Women appeared to be more deterred from cheating if instructors announced strict penalties. Grades were cited (29.5%) most frequently as a motivation to cheat with time constraints (14.3%) followed by "usually don't study" at 13.6%. The article includes a suggested model to guide teaching practice to reduce cheating.

Dawkins, R. L. (2004). "Attributes and Statuses of College Students Associated with Classroom Cheating on a Small -Sized Campus." College Student Journal **38**(1): 116+.

"An exploratory study examines self reported acts of academic dishonesty for a sample of 858 undergraduate, graduate, and professional students on a small college campus (8,350 students.)The study raises awareness to the occurrences and challenges of academic dishonesty at small sized institutions somewhat overlooked in empirical research."

Four aspects of cheating were categorized and types of cheating evaluated. They were:

- Cheating on classroom tests 41%
- Copying from the Internet 19%
- Knowledge and awareness of peers cheating 70%
- Lying to avoid detection 30%

This study identifies the category of a cheater as mostly:

- Male
- Young
- Undergraduate
- High dormitory occupancy (more accessibility to peers)

Although this research was limited to one small college, when comparing this research with similar studies on larger campuses the amount of cheating is within a similar range. Also, the identification of cheaters also matches the larger school as well.

Dee, T. and B. Jacob (2010) Rational Ignorance in Education: A Field Experiment in Student Plagiarism. Working paper. **Volume**, DOI:

A study using a "natural field experiment design" is reported where approximately half of the 1200 participants were assigned an anti-plagiarism tutorial before submitting their papers. "We found that assignment to the treatment group substantially reduced the likelihood of plagiarism, particularly among student[s] with lower SAT scores who had the highest rates of plagiarism." Follow-up survey within the study suggests that increased knowledge of plagiarism rules was the primary factor in reducing the acts of plagiarism. The Blackboard tutorial is suggested as a useful and easily replicated intervention strategy.

Delisio, E. R. (2003). "Wire Side Chats: United Against Cheating." Education World: 3.

When students at Staples High School in Westport, Connecticut brought the issue of student cheating to their principle Dr. John Brady he realized that something had to be done. The schools parents, students and the administration all worked together to implement strategies which included:

• Creating a campaign to address the issue
• Identifying different types of cheaters and focusing on those that really didn't like cheating, but felt they had no other choice.
• Convened an academic integrity committee
• Identified factors that fueled cheating, such as pressure to succeed and be accepted into high ranking colleges.
• Educated teachers about the reality of the problem.
• Focused on teaching universal values and providing clear ethical standards

Dr. Brady said, "I think the issue needs to be brought out into the open. We have found that by doing so, many people have gotten on board and are now focused on really dealing with the problem instead of denying it exists and ignoring it."

Delisio, E. R. (2008). "Wire Side Chat: Enlisting Students to Create a Culture of Academic Integrity." Education World.

Demirjian, K. (2006). What is the price of plagiarism? Christian Science Monitor.

The article explains that plagiarism has reached the highest echelons of power. Even business and world leaders are not free from Academic scandal. It sites these reasons for the lack of academic integrity today.

• The advent of the Internet
• No clear parameters from instructors and educators in schools
• Teachers fail to catch cheaters or are afraid to report it
• Lack of deterrents or punishments culturally

It also cites what some universities are doing to reduce the problem.

• Yale gives out a two semester suspension
• Washington and Lee dismisses students from their school entirely
• Haverford College students developed an honor code and a council with punishments such as sanctions, public apology or writing essays on plagiarism
• Harvard presents a 1-hour plagiarism policy lecture given during freshman orientation

The article also points out that although plagiarism is not "itself illegal", it can be construed as copyright infringement. Students need to realize fines for this can range anywhere from $750 - $150,000 dollars depending upon damage inflicted.

DeSena, L. H. (2007). Preventing plagiarism: Tips and techniques. Urbana, National Council of Teachers of English.

The author encourages teachers to promote writing that seeks to give voice to the writer's ideas and thoughts and not just a reordering of what has been researched. The text thus provides techniques for proper paraphrasing and citation with the goal of using original sources and then expecting some original thought by the writer. Suggestions to pull out original thoughts through the writing process are provided along with tools to spot plagiarism.

District Superintendent (2006). Academic Integrity Regulation. 5. P. U. S. District. Pleasanton, CA, Pleasanton Unified School District: 1-7.

The document highlights the examples and elaborates on: definitions, academic integrity responsibilities, procedures, due process and pupil rights, and actions. It also includes a list of 41 examples of Academic Dishonesty.

Doyle, C. L. (2010). All my favorite students cheat: When dishonesty is a norm at school. Education Week. Bethesda, MD, Education Week. **30:** 2.

The author who is a high school teacher for 25 years cites his own informal polling of students over the past five years that note almost everyone cheats in some way of other. Homework cheating is most frequent followed by crib notes on tests and internet plagiarism. Few "outliers" do refuse to engage in cheating. Recognizes cheating as a cultural norm which he first confronted when a student plagiarized his own writing and ignored his name on the byline on a website essay. Highlights the "rationalizations" of students such as poor teaching, busywork homework and pressure to compete for prestigious schools. States, "cheating is the 800-poiund gorilla in the room we all want to ignore." (p 20). Argues the kids themselves are looking for a way out and want to talk to adults about the problem [dbw's argument too] and connects to historical research about our cultural and its parallels to England and its responses a century ago to its decline as world leader. "My students are asking for help to lead more honest lives. They have already begun to talk about it. All we need do is refuse to let them suffer the fallout of our own fears, engage them, and follow through with conversation." (p20).

Dunbar, G. (2004). Schools, firms play role in teaching ethics. Connecticut Post. New Haven, Connecticut Post**:** 1.

Dr. Dunbar's article provides an overview of reasons why it's important that we focus on the education of a student's character as well as their mind, especially in our public school systems. He quotes Martin Luther King statement, "Intelligence, plus character, that is the goal of education." This article cites historical precedents like the Sherman Anti Trust Act, which were set up to prevent unethical behavior in businesses. It examines two current positive models of partnering with businesses to develop ethical behavior in students. They are:

- Excellence through Ethics
- Provided by Junior Achievement
- (Grades 4-12)
- Xcellent Xtreme
- Provided by The Motion Picture Association Picture of America
- (Grades 5-9)

These programs used mentoring and modeling to teach kids," Success in business doesn't have to come at the price of ethics and morals." Those who participated in the Junior Achievement programs were found to be better at taking on leadership roles, resolving conflicts, succeeding at a job and acting professionally. Partnering businesses with schools is great way to pass on to the next generation the tools they will need to remain ethically clean in a culture that has become increasingly competitive.

E. J. Dionne, J. (1987). "Biden Was Accused of Plagiarism in Law School." New York Times Retrieved July 27, 2010, from http://www.nytimes.com/1987/09/17/us/biden-was-accused-of-plagiarism-in-law-school.html?pagewanted=print.

[positive AI story]

Educational Test Service and Ad Council. (1999). "Academic Cheating Face Sheet." The Educational Testing Service/Ad Council Campaign to Discourage Academic Cheating Retrieved June 30, 2008, from http://www.glass-castle.com/clients/www-nocheating-org/adcouncil/research/cheatingfactsheet.html.

This document offers facts on cheating, how its done, and why, along with statistics on cheating. Academic cheating is defined as representing someone else's work as your own. It can take many forms, including sharing another's work, purchasing a term paper or test questions in advance, paying another to do the work for you. Statistics show that cheating among high school students has risen dramatically during the past 50 years.

Eisenberg, J. (2004). "To cheat or not to cheat: Effects of moral perspective and situational variables on student's attitudes." Journal of Moral Education **33**(2): 163-178.

"To cheat or not to cheat: effects of moral perspective and situational variables on students' attitudes SN - 0305-7240 PY - 2004 VL - 33 IS - 2 SP - 163 EP - 178 AB - One hundred and ninety-six Israeli middle-school students participated in a study that explored the effects of moral orientation (moral versus conventional)and of three situational variables on attitudes toward two types of cheating in school exams copying from others ('active')and letting others copy ('passive'). Several vignettes that were comprised of different combinations of the three situational variables exam importance, supervision level and peers' norms were used as the main instrument. It was found that a-morally oriented students approved significantly more of cheating than morally oriented students. Importance of exam had marginally significant effects on active copying. Level of supervision during exam and classmates' norms had significant effects on both active and passive cheating attitudes."

Ellis, E. D. (1966). "The honor system re-examined." Journal of Higher Education **37**(8): 459-462.

Ellis argues that the honor system cannot work and that, in fact, it is largely responsible for the "intellectual and moral turbulence and the disregard for law that mark our student bodies today." Honor systems are marked by many inner contradictions, the greatest of which is that it depends on the honor of those "whose honor has proved conspicuous by its absence." The honor system is further undermined when proctors are used, indicating that honor is not enough and cannot be relied upon. For cheating to be reduced, Ellis argues, there must be recognition of student responsibility, but that responsibility should not be couched in the sanctimonious terms of "honor." (ml file)

Engineering Student. (2006). "Plagiarism by Using Friend's Project." Students' True Stories Retrieved 2010, June 23, from www.uwindsor.ca/aio/students-true-stories.

[positive AI story]

Erickson, A. (2010). JBHS Drama Team. C. Correa. Redding, CT.

[positive AI story]

Students from the Joel Barlow High School (Redding, CT) cast of Richard Corey were participating in the Connecticut Drama Association Festival. Part of the competition's rules for participation limited each drama team to 45 minutes of preparation on stage before their presentation.

The Joel Barlow team was scheduled to present after lunch and came back to the theater early and found the door open more than 60 minutes before their presentation. No one else was there. Their drama teacher was still at lunch. The students recognized the advantage that this circumstance afforded them. They could get on stage, arrange their props and have extra time to practice before their scheduled presentation.

Upon reflection about this "opportunity", the students understood this would also violate the known 45 minute time limit of preparation that all the other teams had prior to their presentations.
The Joel Barlow team choose to stay outside of the theater until 45 minutes before their presentation.
Erickson, Ashley, Personal Communication, March 30, 2010, to Catherine Correa, Redding, CT.

eSchoolNews (2010). 'Academic fraud' filtering hopes to crack down on plagiarism. eSchoolNews. Bethesda, MD, eSchoolNews.com. **13(8)**.

Article references free internet security service provided by OpenDNS for schools to filter websites that support academic fraud and the sale of term papers. Also discussed the use of Turnitin.com and the concern that teachers are using this service to resist plagiarism rather than create original assignments and include checks for outlines, references, drafts before handing in a final paper.

Ethics Resource Center (2008). Ethics Resource Center's National Government Ethics Survey: An Inside View of Public Sector Ethics. Arlington, VA, Ethics Resource Center.

The research from the National Government Ethics Survey has become the national benchmark on organizational ethics. It is the country's most rigorous measurement of trends in workplace ethics and compliance, a snapshot of current behaviors and thinking, and a guide in identifying ethics risk and measures of program effectiveness. Over the four years the survey has been administered, more than 13,500 employees have been surveyed.

Etter, S. You Just Don't Understand. Student and Faculty Perceptions of Academic Dishonesty, Mount Aloysius College.

The purpose of this study was to explore participant views of technology assisted cheating in higher education to determine how, if necessary, institutions of higher education should be updating their honor codes, academic integrity policies, or other methods for preventing academic dishonesty. Two concerns in the survey are that there is no understanding which technology the student used to cheat, and what each student considers cheating or not.

Evans, E. (1990). "Teacher and student perceptions of academic cheating in middle and senior high schools." Journal of Educational Research **84**(1): 44-52.

Based on a survey of students at four schools in Washington, Evans concludes that students are unclear about what constitutes cheating in the eyes of their teachers. He offers numerous suggestions for ways to reduce cheating incidences. However, the fact that students rarely report their peers or complain to peers who cheat presents a significant attitudinal barrier that must be overcome if cheating is to be reduced. Evans also points out the potential problems with high expectations. Rather than encouraging students to do their very best, high expectations may lead students to think they have no chance of success without cheating. (ml file)

Eve, R. and D. Bromley (1981). "Scholastic dishonesty among college undergraduates: Parallel tests of two sociological explanations." Youth and Society **13**(1): 3-22.

Eve and Bromley relate culture conflict and social control theories to cheating, asserting that those with significant culture conflict have a "push" to cheat, while those with a high level of social control are more able to resist that push. However, the socialization that leads to high levels of social control develops in the early years, though family and elementary schooling. An

individual who, by adolescence, has not internalized these norms is unlikely to do so. Culture conflict can be controlled in late high school and in college by monitoring the environment and not encouraging an atmosphere with one set of stated values and another set of actual values. Finally, Eve and Bromley note a "surprising lack of consensus among students on precisely which activities their faculty members are likely to see as forbidden." (ml file)

Fass, R. (1986). "By honor bound: Encouraging Academic Honesty." Educational Record **67** (Fall): 32-35.
Fass provides an overview of student attitudes regarding academic dishonesty. He emphasizes the relationship between grading practices and cheating (students are more likely to cheat when they view grading practices as unfair) as well as the importance of clearly articulating what constitutes cheating. Concludes that if we cannot compel students to embrace intellectual ethics, "we can hardly expect them to exhibit much respect for ethics in their future professional communities or personal relationships." It is possible to teach ethics if ethics are discussed openly and given primary importance in the intellectual community. (ml file)

Feinberg, J. M. (2009). "Perception of cheaters: The role of past and present academic achievement." Ethics & Behavior **19**(4): 310-322.
"Participants (N=151) rated a fictitious student who may have cheated on an exam. The student's description varied on prior academic performance (low achieving, average achieving, or high achieving) and exam grade (65 or 95). Participants' attitudes were most negative toward the low-achieving student who was also most likely to be perceived as cheating. However, participants recommended harsher punishments for students who scored a 95 regardless of prior academic achievement. Finally, a significant interaction indicated more negative attitudes and a harsher punishment for the "inconsistent student" (i.e., the student whose prior academic achievement did not match the current grade on the exam.)" (p310).

Finn, K. V. and M. R. Frone (2004). "Academic Performance and Cheating: Moderating Role of School Identification and Self-Efficacy." The Journal of Educational Research **97**(3): 115+.
Academic cheating is recognized as a highly prevalent and ongoing problem at all grade levels. Consistent with past research, we found an inverse relationship between school performance and cheating. However, in this study, we went beyond past research by developing and testing two interactive hypotheses to explain the conditions under which academic performance is related to cheating. The results supported both hypotheses. First, consistent with social control models of deviant behavior (Hirschi, 1969; Liska & Reed, 1985), low school identification represented a risk factor that interacted with poor performance to increase the likelihood of cheating. We found that poorly performing students are less likely to cheat when they have a strong level of identification with school, but are more likely to cheat when they have low school identification. Also, consistent with social learning theory (Bandura, 1977), high academic self-efficacy represented a protective factor that interacted with high performance to reduce the likelihood of cheating. We found that students who were performing well were less likely to cheat when they had high self-efficacy but were more likely to cheat when they had low self-efficacy, suggesting that they had little confidence in their ability to maintain high grades.
The present findings suggest that future research on academic cheating will need to move beyond simple correlational studies to develop other interactional models of cheating. For example, additional moderators of the relationship between academic performance and cheating might include the goals that underlie learning. Academic goals can reflect either a desire to demonstrate competence (performance goal) or to learn and master a task (learning goal; Dweck, 1986). The inverse relationship between academic performance and cheating may

be stronger among students motivated simply to earn a good grade than among students motivated to learn for its own sake (Anderman et al., 1998; Cizek, 1999; Newstead et al., 1996). In addition to intrapersonal moderators, future research needs to consider situational characteristics of the school and classroom that may facilitate of impede cheating. For example, the inverse relation between academic performance and cheating may be stronger when situational characteristics of the classroom environment make cheating less risky (e.g., when the threat of detection is low). Some important classroom characteristics to be considered are class size, unassigned seating, poor proctoring, inexperienced faculty, and unenforced sanctions (Cizek, 1999). (dbw file)

Franklyn-Stokes, A. and S. Newstead (1995). "Undergraduate cheating: Who does what and why? ." Studies in Higher Education **20**(2): 159-173.

The authors provide research on the motives, characteristics, and frequency of cheating behaviors in the UK. Over 60% of their sample of undergraduates admitted to cheating. An article by Davis et al. (1992) is cited, in which over 90% of the respondents recognize cheating as wrong, yet 76% admit to having cheated in an examination. Franklyn-Stokes and Newstead also recognize the difference in seriousness ratings between students and faculty—there was no cheating behavior that students rated more serious than did faculty. (ml file)

Gabriel, T. (2010). "Plagiarism lines blur for students in digital age." The New York Times Retrieved August 2, 2010, from www.msnbc.msn.com/id/38517684/ns/us_news-the_new_york_times/.

In today's era of digital technology, cheating and plagiarism is becoming a more common practice among students at our nation's schools and colleges. Students go to great lengths in order to lift information from other sources and call it their own work. This article reports that students have "disconnected" from properly citing their sources. With all the information that is available on the internet, there is an entire generation of students who have grown up with this information at their fingertips. They can easily copy and paste blocks of text from notable web sites saying that it is their own work - or use an excuse saying the information is common knowledge. Students don't think their actions are that severe and continue to plagiarize until they get caught. It also has reduced students' ability to write creative work. As a result, originality has been sacrificed. Plagiarism has also made many kids feel as though they are unprepared for college.

Gabriel, T. (2010). To Stop Cheats, Colleges Learn Their Trickery. The New York Times. Orlando, FL, The New York Times.

Gallant, T. B. (2005). Promoting Academic Integrity and Transforming Institutional Culture: Self-Study and the Assessment of the Campus Culture of Integrity. 2005 Annual Conference of the Center for Academic Integrity. Blacksburg, VA.

Author highlights three points to transform culture:
1-Matching goal statements to practices -institution - do what they promise
2-Evidence of culture can be found in Artifacts, Values, and Assumptions
3-Need to look at whole system by systematic influences - need to consider influences to consider all options; leadership influences - hard work, going beyond expectations, policies; and includes inspection and review of assumptions

Gallant, T. B. and P. Drinan (2006). "Organizational Theory and Student Cheating: Explanation, Responses, and Strategies." Journal of Higher Education **77**(5): 839+.

An outline of the potential applicability of organizational theory for understanding student cheating and a shaping of the range of institutional responses to student cheating is presented. The theories of Bolman and Deal (1997) and Huntington (1968) enabled us to create a fresh agenda for strategic organizational change not focused narrowly on the reduction of student cheating but on the institutionalization of academic integrity. Integrity is so essential to the adaptability and coherence of higher education that its dilution or absence would have almost unimaginable consequences to the future of higher education.

Authors argued for six change strategies that call for leadership at the highest levels of the educational organization and the institution of higher education. The perspective from the presidential platform does not substitute, however, for the diffusion of best practices among faculty and student affairs professionals. These six strategies are: acknowledging cheating as corruption; embracing vulnerability; highlighting expectations and mutual interests; thinking nationally, acting locally; building the presidential platform, and; avoiding blind alleys. They provide a nuanced and organizationally sophisticated approach that shapes and validates a community of integrity and learning while avoiding the fatalism of a "cheating culture." To build on the theory, empirical research should be conducted within the universities and colleges that are addressing the problem of student cheating. The integration of such research into accreditation self-studies can be a key opportunity, particularly since integrity is mentioned as a value in most accreditation standards.

Institutionalizing academic integrity is "not a matter of sheer organizational survival; it is rather the policy, the mission, the special capability--in a word, the identity of the group that is at stake" (Selznick, 1957, p. 132). Higher education institutions have proven adept at the development and elaboration of organizational theory to the worlds of business and science and to aspects of the academy itself. It is time to turn that acumen to the central matter of academic integrity.

Garisto, L. P. (2005). No Cheating! Parents**:** 231-232.

As academic pressure increases in middle school, kids may be tempted to look for an easy way out. In a recent survey, 48% of seventh graders admitted to copying homework for other kids and 81% said they'd let others copy from them. Signs that a child may be cheating are when they bring little or no homework home, ace their tests without studying, or they rely on the computer for everything.

Gauld, J. W. (2003). Cheating, Honor Codes and Integrity. Education Week. Bethesda, MD, Education Week. **Vol. 22**.

Gauld's essay evaluates why kids cheat, and how Honor Codes alone will not stop cheating. He says, " Our amoral and unsound education system has pathetically taught American kids to value academic achievement far more than integrity and character. But, Honor Codes do not teach integrity, they are designed to protect the school's integrity." Gauld realized he needed to drop the code when it forced kids to choose between. "Protecting the school and protecting their classmates." He later began his own school that required teachers and students to change the way they dealt with cheating. He instituted character education practices, where modeling became the priority. Students were taught to encourage other students to turn themselves in so they could recognize the value of the mistakes they had made. Kids were not punished as much as educated about how important it is to become people whose character becomes exemplary. This is such a positive way to handle cheating. Guald has been told by his students," You believed in me when I didn't believe in myself."

Geiger, J. R. (1922). "The Honor System in Colleges." International Journal of Ethics **32**(4): 398-409.

Gilgoff, D. (2001). Click on Honorable College Student: Will Computers Make Honor Codes Obsolete? US News & World Report, US News & World Report. **Science and Ideas - Education:** 51.

One hundred and twenty two students at the University of Virginia "wrote their ticket out of the university" when they cheated on a term paper. Honor codes that are installed in colleges like UVA endow students with privileges and responsibilities, but the Internet has made matters easier for students to cheat. Alex Aiken has created a free program that detects copied work for college professors. He views honor codes as vestiges of an age when student culprits were difficult to find.

Gilmore, B. (2008). Plagiarism: Why it happens-How to prevent it. Portsmouth, NH, Heinemann.

This text is written for teachers in secondary schools and provides an excellent reference to understand student behavior and strategies to prevent, detect, and address plagiarism.

Top Ten: Student Tips for Avoiding Plagiarism-- 1. Know the definition of plagiarism at your school. ... Remember that all ideas and words must be cited, 2. Take good notes to track your sources fully, 3. "Paraphrase carefully. Try not to use more than one or two important words from the original source when you paraphrase material...," 4. Learn to attribute correctly, 5. Leave plenty of time, 6. Make sure you understand the assignment. 7. Research wisely, 8. Make your bibliography as you work, 9. Check your own writing for plagiarism before you turn it in., 10. Make the assignment personal to add your own arguments and look for your own learning rather than just the grade. (pg viii)

Understanding and defining the term plagiarism. "Many students think of plagiarism only as copying an entire essay and handing it in as one's own, when in fact the term refers to appropriating any material--ideas, writings, images, or portions of those--and claiming to be the original creator.

The word itself is interesting; its most immediate root is the Latin word plagiarius, meaning 'kidnapper,' but that word in turn comes from the older Latin word plagus, 'net.'" (pg 2).

(pg 14) Encourages teachers to have students participate in peer editing with one function to check for plagiarism. [Must make sure peer editing isn't being done only by 'friends'] Notes the following benefits-- 1. empower student editing skills while looking at peer paper, 2. emphasizes the teacher is checking for plagiarism (along with other writing issues), 3. acts as prevention to plagiarism, not just a punishment, and 4. all participate in avoiding plagiarism and teacher not just a plagiarism cop.

Author has conducted own surveys of "nearly two hundred students in grades 7-12" with the following admissions about plagiarism [percentages estimated from bar graph]--1. bought paper from term paper mill - 1%, 2. cut and pasted online source- 25%, 3. cut and pasted print source - 26%, 4. copied from peer - 41%, 5. rearranged words - 81%, 6. made up sources - 19%, 7. never plagiarized - 14%. (pg 15).

Notes the importance of teaching students why rules against plagiarism exist [but no list on pg 21] - pride in own work and improved writing skills is cited by student example (pg 22)

Teacher strategies to avoid plagiarism--1. create assignments that demand student original work such as comparing two pieces of literature with a specific focus that can't be found in a paper mill, 2. Personalizing analysis that requires having student provide and support their own opinion, 3. assignment includes annotated bibliography

"Be certain your students know that replacing individual words and phrases [without citation] is still plagiarism." (pg 26)

Provides the following exercise to practice paraphrasing, "paraphrasing is a legitimate practice so long as credit is given." (pg 28) The exercise is to take an example paragraph of text and assign the students to find only two or three key words from the text to use in a rewrite of the paragraph. Compare student rewrites and note this paraphrasing still needs citation. Text provides practice exercises for paraphrasing.
Provides a list of plagiarism behaviors--1. make up sources, 2. include in-text citations that are not in bibliography (or vice versa), 3. quote from one source only, but place multiple in-text or bibliography citations, 4. write paper with no copied material, but you mimic the outline of another source (plagiarize an outline) without citation, 5. have parents or others heavily revise papers, 6. self-plagiarize by submitting your own work in multiple courses with permission or citation of your earlier work.
"Top Ten Reasons students give for plagiarizing -- 1. Confusion about the procedure..., 2. Procrastination..., 3. Pressure [from parents], 4. Avoidance: 'I thought I could get away with it.', 5. Confusion about the assignment [not sure how this is different from #1], 6. Student culture 'In my culture, it's considered flattering to use someone else's words.', 7. School culture, 8. Self-doubt, 9. Disdain for assignment, 10. Collaboration
Discusses the importance of teaching about plagiarism and the skills to avoid it as well and follow-up learning if plagiarism is discovered as opposed to simply punishing violators. (pg 43)
Whole chapter on how teachers can respond to plagiarism.
ortance of teaching how to properly cite and the importance of good note taking strategies (under proper citations) to use in outlining and writing.
Presents a variety of note-taking strategies that include: 1. bookmarking websites in their Internet browser, 2. printing or photocopying source material [with full citation], 3. keeping a list of URLs [and or citations] in Word [word processor] with annotations, 4. making notes in electronic bibliographic file supported by various software products [Endnote, Easybib], 5. creating key word list to search electronic files, 6. using online catalog of libraries to access all information about their source.
Mnemonic to recall citation information-- Capital Idea: City (where work was published), Author, Page, Information (ideas/quotes), Title, Annotation (personal notes), Location (where is source found-library/URL), Internet Host (publisher or URL source), Date (of publication), Edition, and Access (date that source was accessed.
Provides a graphic Pyramid with "Main Idea" at the top and three "Supporting Ideas" in the middle and six "Source or Quotations" - two/middle idea at the base (pg 83).
Questions students should be asked about their sources--1. "Have I included enough evidence [source material] to support my points? 2. Have I cited all of the sources that deserve credit for the ideas I've presented? 3. Are my sources varied, reputable, and balanced? 4. Would a reader see a trend in my sources that might raise questions about my process [research]? 5. Are my sources evenly distributed throughout the section? If not, is there a valid reason why not? 6. Have I clearly and sufficiently explained the quotations and sources I used, including establishing a context for each source's authenticity or relationship to the topic? 7. Are there types of sources (or specific sources) that a reader would expect to see in my paper that aren't there?" (pg 84)
Provides the following table on citation methods, but refers students to specific requirements of their teacher, class, or school.

Format	In-Text Citation	Used Mainly By
MLA	(Gilmore 85)	English and languages
APA or Harvard	(Gilmore, 2008, 85) [if quote]	Social and physical sciences
Chicago or Turabian	Footnotes or endnotes	History and related fields (pg 85)

Reasons to Cite-- 1. "Plagiarism defeats the main point of writing assignments; learning to think critically and analyze, 2. When a student fails to cite, it destroys trust in the academic setting. [hard to regain] 3. Plagiarism and the failure to attribute material cheat the reader; they make it impossible to follow a trail of sources and to track down ideas. 4. Plagiarism and the failure to cite, of course, have consequences, often punitive, for students who are caught. 5. A plagiarized source is often impossible to track down again when [if] the author wants to find more information." (pg 87) [dw-academic laziness, weakens character, theft of the author's work, giving yourself a time advantage over peers who do all the work]
Top Ten values of Ethical Schools--"1. realizing and affirming academic integrity as an institutional core value, 2. promoting a commitment to lifelong learning, 3. establishing the role of teachers as both guides and mentors, 4. assisting students in understanding how the Internet can help and also hurt them, 5. encouraging students to take responsibility for academic integrity, 6. providing assurance that students know and understand expectations, 7. creating and using fair forms of assessment, 8. decreasing the opportunities students have to be academically dishonest, 9. dealing with academic dishonesty when it happens, 10. assisting with defining and supporting campus wide academic standards for behavior." pg 122
Note that an honor code as part of a school culture to resist academic dishonesty can be effective. Provides a student honor pledge for individual assignments, "I pledge on my honor that this paper represents my own work." (pg 131).

Gladwell, M. (2006). No Mercy; Malcom Gladwell Questions Zero-Tolerance Programs in Schools. The New Yorker, The Conde Nast Publications, Inc. **82:** 37.

A Tennessee study found that after zero-tolerance programs were adopted by the state's public schools the frequency of targeted offenses soared: the firm and the unambiguous punishments weren't deterring bad behavior at all. The announcement of punishment doesn't always sink in the cheater's mind. The author states that punishment without the possibility of redemption is terrible.

Goldstein, D. (2011, July 21). "How High-Stakes Testing Led to the Atlanta Cheating Scandal. And the ones in Washington, D. C., Los Angeles, and Houston..." Retrieved July 22, 2011, from http://www.slate.com/id/2299709/.

On July 5, Georgia released the results of a state investigation into suspicious test scores in the Atlanta public schools. The state reported that 178 educators in 44 of the district's 100 schools had facilitated cheating—often with the tacit knowledge and even approval of high-level administrators, including Atlanta's award-winning former superintendent Beverly Hall, who conveniently parked herself in Hawaii for the investigation's denouement.

Goodman, J. and H. Lesnick (2001). The Moral Stake in Education: Contested Premises and Practices. New York, Addison Wesley Longman, Inc.

Goodman, J. F. (2005). How Bad Is Cheating?: Taking Dishonesty in the Classroom as Seriously as we Should. Education Week, Education Week**:** 32, 35.

While moral education programs tend to emphasize right living, discipline stresses wrongdoing. By looking at the schools' policies, we can understand the punishment factors from normal student behaviors. The author has found that the codes generally classify wrongdoing by place of occurrence, either in or out of class, by degree of disturbance, sometimes alphabetically, and most of all, by frequency. However, it rarely distinguishes moral from non-moral infractions.

Gould, D. B. (1999). A Handbook for Developing and Sustaining Honor Codes. Atlanta, GA, Council for Spiritual and Ethical Education.

Beginning with the premise that an honor code can work at the high school level, Gould provides a pragmatic resource for the implementation of a code, from the initial meetings to discuss the development of an honor code, through its inception. In addition to a helpful bibliography, there is critical information about the use of a constitution and the format for a school convocation to introduce the honor code. (ml file)

Gould, D. B. (2002). "Cultivating an Honor Code." Council for Spiritual and Ethical Education Retrieved February 19, 2004.

Gould believes that the honor code at the high school level should keep more focused on education than the punishment factor. He also believes that connecting with a college or university could be beneficial by being aware of the ethical life of the students. By selecting and accessing the students' performance in the first place, schools could lessen their amount of technology driven cheats. Because all schools are very different, Gould believes that some should have students obligated to turn cheaters in while others may just state a clear expectation of what should be done. He realizes all schools turn out differently so the willingness to try new ideas in an honor code is suggested.

Gould, D. B. and J. J. Roberts (2007). A Handbook for Developing and Sustaining Honor Systems. Portland, OR, Council for Spiritual And Ethical Education.

Updated handbook with new examples of honor system codes and policies. Beginning with the premise that an honor code can work at the high school level, Gould provides a pragmatic resource for the implementation of a code, from the initial meetings to discuss the development of an honor code, through its inception. In addition to a helpful bibliography, there is critical information about the use of a constitution and the format for school convocation to introduce the honor code.

Gould, D. B. L. (2008). Strategies to support honor system. D. Wangaard. Milford.

Encouraged the responsibility of Academic Integrity Committee to focus on providing resources to teachers to continue dialogue with students about honor expectations and procedures and have teachers include these expectations in syllabi, class introductions and relevant class discussions.

Cautioned not to use "informant" language (or Narc, Rat) or any "legal" language in association with Honor System to maintain and "education" perspective in a school Honor System.

Notes the importance of confidentiality requirements of Honor Court/council members. His high school Honor Council has 4 seniors, 3 junior, 3 sophomores and 3 faculty advisors and need 8 members for a hearing. School of 250 had 10-12 cases in 2007-08 and council members recused themselves 3 times last year due to potential conflict of interest in case.

Graham, M., J. Monday, et al. (1994). "Cheating at Small Colleges: An Examination of Student and Faculty Attitudes and Behaviors." Journal of College Student Development **35**: 255-260.

Green, S. P. (2002). "Plagiarism, Norms, and the Limits of Theft Law: Some Observations on the Use of Criminal Sanctions in Enforcing Intellectual Property Rights." Hastings Law Journal **June 10, 2002**: 16.

[positive AI story]

Grim, P., L. Kohlberg, et al. (1968). "Some relationships between conscience and attentional process." Journal of Personality and Social Psychology **8**(3): 239-252.

Gross, J. (2003). Exposing the Cheat Sheet, With the Students' Aid. New York Times. New York, New York Times.

Students at Staples High School in Westport, CT gathered together to research and draft an honor code to add to the school's academic integrity policy after many students have been caught cheating on tests, and even AP exams. While some adults turned a blind eye toward the problem, students know that this cheating is unacceptable in the school environment and pushed to instate this honor code.

GSI Teaching & Resource Center. (2007). "Causes and Solutions [Cheating]." Retrieved March 7, 2008, from http://gsi.berkeley.edu/resources/conduct/causes.html.

The GSI Teaching & Resource center offers many causes and their solutions to common problems faced in schools. Cheating, poor study habits, work overload, fear, lack of confidence, and lack of time are discussed in this article. Much of the academic dishonesty arises out of fear and panic of unprepared students and one way to tackle this is to be approachable.

Guttmann, J. (1984). "Cognitive Morality and Cheating Behavior in Religious and Secular School Children." Journal of Educational Research **77**(4): 249.

Sixth-grade pupils from secular public (N = 68) and religious public (N = 57) schools were compared with regard to cognitive morality and actual moral behavior. The results show that the religious subjects exhibited a higher level of moral reasoning than the secular group and tended to resist temptation more on a paper and pencil test, but less on a test of actual cheating behavior. The results also show low correlation among the various measures of moral cognition and moral behavior. [dbw electronic abstract]

Haas, J. (2010). A question of values: Are we learning for earning--or for living? Education Week. Bethsiada, MD, Education Week**:** 1.

The author expresses concern that education is ignoring the skills and values of citizenship and culture over the utilitarian needs for work skills.

Haines, V., G. Diekhoff, et al. (1986). "College cheating: Immaturity, lack of commitment, and the neutralizing attitude." Research in Higher Education **25**(4): 342-354.

Based on a survey administered to 380 university students, the authors conclude that three primary factors underlie cheating behavior: immaturity, lack of commitment to academics, and the neutralizing attitude. Of the students surveyed, over half admitted to cheating, but only 1.3% of the students reported having been caught for cheating. One way students justify their cheating behavior is by neutralizing—professing to support a particular norm or law but allowing for "special circumstances" which allow the individual to violate the norm—thus the individual can reduce or eliminate the shame or guilt s/he would otherwise feel for cheating. Based on these results, educational institutions should ask what they can do to increase student maturity, decrease the sense of alienation students feel in relation to the learning process, and understand how students come to learn neutralization behavior. (ml file)

Hall, T. and G. Kuh (1998). "Honor among students: Academic integrity and honor codes at state-assisted universities." NASPA Journal **36**(1): 2-18.

Based on a survey of students at three public universities, Hall and Kuh conclude that "an academic honor code is only a mild deterrent to academic dishonesty; faculty, student affairs staff, and students differ in their views as to why students cheat; and students are more likely to cheat if they perceive that the campus culture tolerates cheating." Because acts of academic dishonesty are rooted in many causes, the authors took into consideration the institutional context of the schools they were considering. Hall and Kuh also conclude that peer reporting does not do much good, since "most students believed that it was most important to take care of themselves and not worry about what other students were doing." In conclusion, a community that wants to decrease incidences of academic dishonesty must have an honor code or institutional academic integrity policy as well as an institutional culture that values academic integrity. Hall and Kuh offer recommendations of what the institution, faculty, and student affairs office can do to create such an institutional context. (ml file)

Hansen, R. (1985). "The Crisis of the West Point honor code." Military Affairs **49**(2): 57-62.

Hansen provides a brief history of the West Point honor code as well as a detailed analysis of the cheating scandal in the mid-1970's. He explains how the West Point code had to change and adapt as a result of the scandal. (ml file)

Hard, S. F., J. M. Conway, et al. (2006). "Faculty and College Student Beliefs about the Frequency of Student Academic Misconduct." Journal of Higher Education **77**(6): 1058+.

We found that faculty beliefs about the frequency of student academic misconduct were positively related to two important faculty behaviors: prevention efforts and efforts to challenge students suspected of misconduct. To our knowledge, faculty descriptive norms beliefs about student misconduct have not been related to faculty behavior in previous research. Faculty beliefs were lower than student beliefs, indicating that faculty considered misconduct less common, and this finding is consistent with two prior studies (Koljatic & Silva, 2002; Wajda-Johnston et al., 2001). However, faculty in the current study still overestimated the actual frequency of misconduct; in previous studies, Koljatic and Silva (2002) found that on average faculty were quite accurate, while Wajda-Johnston et al. found that faculty underestimated misconduct.

Our data on student descriptive norms beliefs about peer misconduct replicated previous findings that beliefs are related to actual misconduct (Whitley, 1998) and showed that students considerably overestimated the frequency of peers' misconduct (in fact, most students reported very rarely engaging in misconduct). The overestimation by undergraduate students is consistent with Koljatic and Silva (2002) but inconsistent with Jordan (2001). Our findings demonstrate the importance of beliefs about the frequency of student academic misconduct for both faculty and students. We believe the most important of our results are those showing faculty descriptive norms beliefs to predict efforts to prevent and challenge misconduct. These behaviors are crucial, though others have noted that faculty members often seem hesitant to make strong efforts to head off and deal with misconduct (Keith-Spiegel et al., 1998; Schneider, 1999). We suggest that one way to increase the number of faculty members actively working against misconduct is to make faculty more aware of the scope of misconduct. Campuses may wish to measure and disseminate accurate information concerning the frequency of student academic misconduct to the faculty. Another finding regarding faculty deserves mention. Greater knowledge of the misconduct policy had significant positive correlations with prevention efforts and with more challenging of misconduct (see Table 4). Multiple regression results showed a significant regression coefficient for predicting prevention but not challenging. These findings suggest that it may be useful for colleges and universities to promote their

policies to make sure faculty are familiar with them. Future research on faculty behavior should evaluate the effects of providing accurate information and increasing awareness of misconduct policies. (dbw file)

Hardy, S. A. (2010, September 2). "Moral identity: Moving toward better understanding the moral judgment-action gap." Society for Research on Adolescence, from http://www.s-r-s.org/announcements/online-newsletter/2010-09-02-moral-identity-moving-toward-better-understanding-moral-j.

While qualifying this statement the author notes, "Correlation studies using quantitative measures of moral identity have shown that moral identity is associated with moral actions... In short, empirical support is mounting regarding correlates and characteristics of moral identity." He provides definition of two interpretations of moral identity-- (1) character perspective where the individual is committed to moral ideals that form a sense of identity; and (2) social cognitive perspective, where individuals "...focus on the building of rich networks of moral schemas. Becoming a moral person is like becoming an expert at morality (Lapsley & Narvaez, 2004)." It is suggested that the further understanding of moral identity can help advance a variety of work to improve moral functioning in youth.

Harned, P. J. and K. M. Sutliff. (2004). "Academic Honesty: Teaching Kids Not To Take The Easy Way Out." New Jersey PTA Retrieved March 15, 2008, from www.njpta.org/committee/chared3.html.

Many kids these days are cheating, according to a recent survey lead by the Center for Academic Integrity. 97% of surveyed students admit to at least one questionable act when it comes to academic integrity. Technology didn't cause cheating, it only made it easier. Kids opt to cheat because they are lazy, stressed, or unprepared. The main goal for parents is to raise their children who rule out cheating as an option.

Hartness, E. (2008). "Students' Cheating Scheme Uncovered." WRAL TV February 26, 2008. Retrieved July 21, 2010, from www.wral.com/news/local/story/2484284/.

[positive AI story]

Hecht-Leavitt, L. (2005). "Peer Pressure in High School (Yes, it can be a positive influence!)." Integrity Matters: A Journal of Experience and Opinion on Academic Integrity From the Center for Academic Integrity **1**(1).

A major reason high school students cheat is to get into a good college but other than violating moral and ethical standards, this can be problematic because the student could get suspended or not know the content for later tests. But with suspension however, the student may learn to take the situation more seriously. Friends should encourage others to make correct choices and confront them in a positive manner in order to deter academic dishonesty.

Heilbrun, A. B. and M. Goerges (1990). "Journal of Personality Assessment." Journal of Personality Assessment **55**(1 & 2): 183-194.

Heilbrun's and Georges' study considers whether level of moral reasoning (according to Kohlberg's stages) correlates with degree of self-control, concluding that college students with the highest moral reasoning scores performed best on tests measuring self-control. They provide a brief but helpful synopsis of Kohlberg's stages. (ml file)

Hein, D. (1982). "Rethinking Honor." Journal of Thought **17**(1): 3-6.

Hendershott, A., P. Drinan, et al. (2000). "Toward enhancing a culture of academic integrity." NASPA Journal **37**(4): 587-597.

The authors study the academic integrity culture of a mid-sized private university and conclude that colleges must address issues of campus culture before attempting to create an honor code. They cite studies that note the increased prevalence of cheating by university students and survey responses comparing five different academic units within their school of study and suggest an AI implementation strategy in three stages. There is discussion of the concern for "uneven" faculty support for AI policies and the need to involve students and faculty in developing more support for academic integrity if the climate is to change.

Hersh, R., D. P. Paolitto, et al. (1979). Promoting moral growth from Piaget to Kohlberg. New York, Longman Inc.

The authors provide an overview of the moral development philosophies held by Piaget and Kohlberg. Especially helpful is the section explaining the importance of democracy in helping students develop their moral reasoning abilities. (ml file)

Heyboer, K. (2003). "Cut-and-paste, turn it in--you call that cheating?", from www.newjersey.com.

Rutgers professor finds 40% of students plagiarize material from Internet, other sources (md file)

Hoover, E. (2002). Honor for Honor's Sake? The Chronicle of Higher Education**:** A35-A38.

Horacek, D. (2009). Academic integrity and intellectual autonomy. Pedagogy, not policing: Positive approaches to academic integrity at the university. T. Twomey, H. White, et al., Eds. . Syracuse, The Graduate School Press of Syracuse University**:** 7-17.

The author notes the importance of academic integrity policies, but not to serve as an objective of compliance, but to help them aim higher to a moral autonomy that helps them become moral adults in support of an academic community.

Horowitz, H. (1987). Campus Life. New York, Alfred A. Knopf.

Houston, J. (1983). "Kohlberg-type Moral Instruction and Cheating Behavior." College Student Journal **17**: 196-204.

Howard, R. M. (1995). "Plagiarisms, authorships, and the academic death penalty." College English **57**(7): 18.

"Neither diachronically nor synchronically, then, can authorship be bounded into stable, antipodal categories of mimetic, autonomous, or collaborative authorship."

This sentence provides one reviewer's summary of this densely written article. Eleven pages of rationale to support what was anticipated to be a post-modern revision of plagiarism policies ultimately led to (in this reader's opinion) a rather conventional statement of policies that could all lead to "the academic death penalty". It became unclear why so much narrative was used to justify and support the suggested policy statements.

Hsiao, C.-H. and C. Yang (2011). "The Impact of Professional Unethical Beliefs on Cheating Intention." Ethics & Behavior **21**(4): 301-316.

The phenomenon of academic dishonesty among college students is prevalent, but its damage cannot be underestimated because the students' decisions to cheat were related to decisions to

engage in similar unethical behavior in the workplace after graduation. To examine the influential factors of the cheating intention among part-time students with several years of work experience, we included an additional variable—unethical beliefs related to the workplace (professional unethical beliefs) into the theory of planned behavior. First-year business students on the job were investigated from a university in northern Taiwan, resulting in a valid sample of 215 students. Our findings indicate that perceived behavioral control toward cheating and professional unethical beliefs have a greater impact on the intention to cheat. In addition, the subjective norm and attitudes also affect the students' cheating intention. Implications for managers and researchers are discussed, and suggestions for future research are offered." (pg 301)
Authors note that past studies confirmed that cheating in college impacted cheating in workplace, whereas this study found that unethical beliefs in the workplace significantly influenced cheating in adult college settings. They also noted that behavioral controls have the strongest deterrent to cheating while peer influence is also meaningful. "Finally, as expected, the cheating intention is related to attitudes about cheating although the impact is minor in comparison to other factors. Students are more likely to cheat if they adopt a neutralizing attitude to justify or rationalize their cheating behavior as personal behavior which would not hurt others (McCabe 1992)." (pg 312)

Hunter, J. D. (2000). The Death of Character: Moral Education in an Age without Good or Evil. New York, Basic Books.

Integritas Project. (2002). "Constitution: The Honor Code of Boston College High School." Retrieved July 14, 2002, from www.fc.bchigh.edu/~integritas.

Isaacson, J. (2004, November 24, 2004). "College Removes Name of Wal-Mart Heiress on Arena." Columbia Daily Tribune via AP in USA Today Retrieved July 16, 2010, from http://www.usatoday.com/money/industries/retail/2004-11-24-walmart-heiress-arena_x.htm.
[positive AI story]

Itzkoff, D. (2010) Sincerest form of flattery: Some Joke! New York Times **Volume**, DOI:
Article includes stories of entertainment copycats and the resulting exposure from bloggers and twitters. "The Web has given comedians an unparalleled real-time resource to determine if their material is being copied, but it has also provided would-be thieves with an almost infinite library to steal from. And it has made it easy to make public accusation of plagiarism that may or may not have merit without providing a forum to resolve these fights." Notes that this has been an issue for comedians as long as there have been jokes. "There isn't a comic who wasn't worried or had heard that so-and-so stole his act," said Peter Lassally, the executive producer of "Late Late Show,"...They were all angry, all the time, about people stealing part of their act or their whole act." The essay points out the dilemma and suggests that there is no forum to resolve these issues without a legal fight.

Iverson, J. N. (2004). "Why Integrity Matters." Integrity In... Updated April 12, 2004. Retrieved August 10, 2009, from http://www.integrity-in.com/cgi-bin/showmsgs.pl?listname=ii-stories&msgname=/usr/local/ii/archives/ii-stories/2004/04/22/132144-12841.txt.
[positive AI story]

Jarc, R. (2009, October 29). "Josephson Institute of Ethics Releases Study on High School Character and Adult Conduct." Josephson Institute Retrieved December 16, 2009, from http://www.josephsoninstitute.org/surveys/index.html.

The hole in the moral ozone seems to be getting bigger - each new generation is more likely to lie and cheat than the preceding one. Young people are much more cynical than their elders - they are considerably more likely to believe that it is necessary to lie or cheat to succeed. Those who believe dishonesty is necessary are more likely to lie and cheat. Cheaters in high school are far more likely as adults to lie to their spouses, customers and employers and to cheat on expense reports and insurance claims.

Jenkins, J. and R. Satterlee (2005). Integrity in the face of adversity: Building Men and Women of Character in the College Environment. The 2005 Center for Academic Integrity International Conference. Blacksburg, VA.

Jennings, M. M. (2003). "Ethics in Finance: An Ethical Breach By Any Other Name."

Students these days don't consider cheating to be a bad thing. If we attach a lovely enough label to what we are doing, we can convince ourselves that something we propose or have done could not possibly be an ethical breach. While creating labels lull us into a false sense of security, they provide a quick resolution to our conscience, but don't necessarily solve the problem.

Jensen, L. A., J. J. Arnett, et al. (2002). "It's wrong, but everyone does it: Academic dishonesty among high school and college students." Contemporary Educational Psychology **27**(2): 209-228.

Academic cheating has become a widespread problem among high school and college students. In this study, 490 students, ages 14-23, evaluated the acceptability of an act of academic dishonesty under 19 different circumstances where a person's motive for transgressing differed. Students' evaluations were related to self reports of cheating behavior, sex, school grade, and psychological variables. Results indicated that high school and college students took motives into account when evaluating the acceptability of academic cheating. Cheating behavior was more common among those who evaluated cheating leniently, among male students, and among high schoolers. Also, acceptance of cheating and cheating behavior were negatively related to self-restraint, but positively related to tolerance of deviance. The results are discussed with reference to biological, cultural, and developmental factors.

Johnson, G. D., R. Kremer, et al. (1998). Sources: Their Use and Acknowledgement. Dartmouth, NH, Trustees of Dartmouth College.

This booklet, prepared for the instruction and use of Dartmouth undergraduate students, has two purposes. First, it provides a rationale for why, and offers principles for determining when and how, you should cite sources. As such, Sources can be a convenient handbook for you to consult while preparing scholarly work for your classes. Second, it presents a code of scholarly ethics, derived from Dartmouth's Academic Honor Principle, concerning plagiarism. The academic community at Dartmouth and elsewhere considers an omission of a citation to be a dishonest presentation of work, a theft of intellectual property for which someone else deserves credit. The practices of acknowledgment outlined in Sources help to preserve both the integrity and vitality of our scholarly enterprise.

Sources first appeared in 1960. Prepared by a dean and several English professors, it described a world of printed sources, in which the footnote reigned. In 1987, a diverse group of Dartmouth faculty revised the booklet, now privileging the parenthetical format of citation and including a

wider palette of sources in its examples. In the mid-1990's, examples for electronic sources entered the booklet. This current edition again revises the material by offering more examples of citation formats and styles and thereby reflecting the range of writing practices across the scholarly disciplines. However, the section on plagiarism — a foundation for our academic life — has remained essentially unchanged in all versions of Sources since 1960.

Johnston, J. (1991). "Reflections on a Moral Dilemma." Journal of Moral Education **20**(3): 283-292.

Jordan, A. E. (2001). "College Student Cheating: The Role of Motivation, Perceived Norms, Attitudes, and Knowledge of Institutional Policy. ." Ethics & Behavior **11**(3): 233-247.

Cheaters and non-cheaters were assessed on two types of motivation (mastery and extrinsic), on perceived social norms regarding cheating, on attitudes about cheating, and on knowledge of institutional policy regarding cheating behavior. All five factors were significant predictors of cheating rates. In addition, cheaters were found lower in mastery motivation and higher in extrinsic motivation in courses in which they cheated than in courses in which they did not cheat. Cheaters, in courses in which they cheated, were also lower in mastery motivation and higher in extrinsic motivation than were non-cheaters. Finally cheaters differed from non-cheaters on perceived social norms regarding cheating, and on their attitudes toward cheating. Implications of these findings for institutional interventions are discussed.

Joseph, B. (1997). "For honor's sake: Moral education, honor systems, and the informer rule." Educational Theory **42**(1): 39-50.

Josephson Institute (2006). 2006 Josephson Institute Report Card on the Ethics of American Youth Part One: Integrity; Summary of Data. Josephson Institute of Ethics.

The Josephson Institute summarized data on how American high school students feel about ethics. They found that, "Young people are almost unanimous in saying that ethics and character are important on both a personal level and in business, but they express very cynical attitudes about whether a person can be ethical and succeed." The data states:

• 98% believe, "Honesty and Trust are essential in personal relationships."
• 83% say, "It's not worth it to lie or cheat because it hurts your character."
• 89% agree, "Being a good person is more important than being rich"
• 82% say, "Most adults in my life consistently set a good example of ethics and character."

Even though, some admit to high levels of lying, cheating and theft, their self image still remains high. "92% say they are satisfied with their own ethics and character."

• 59% agreed that, "In the real world, successful people do what they have to do to win, even if others considering it cheating."
• 50% of males and 33% of females believe that "A person has to lie or cheat in order to succeed"
• One in five believes that "People who are willing to lie, cheat or break the rules are more likely to succeed than those that do not."

Other data shows they are willing to lie, cheat and steal without "Guilt or hesitation" because they do not connect this with their sense of value or self worth.

• "33% copied an Internet document within the past 12 months.
• "60% cheated during a test at school within the last 12 months.
• "28% stole something from a store within the past 12 months.

Therefore their conduct reflects a, "Rationalization process that nullifies ethical judgment and is contrary to their stated moral conviction."

Josephson Institute (2008). Josephson Institute's Report Card on American Youth: There's a Hole in Our Moral Ozone and It's Getting Bigger. Josephson Institue of Enthics. **2009**.

Josephson, M. (2010) Good news and bad news. Commentary **Volume**, DOI:

The commentary reviews some of the main points from the Josephson Institute's 2010 Ethics Survey of High School students. 40,000 students participated from across the US. Good news was that self-reported stealing and cheating dropped 5% from 2008. The bad news is the baseline level of cheating and stealing is still very high. The survey noted "27 percent of the students admitted stealing from a store...and 59 percent said they cheated on an exam." ... "More than two in five (42 percent) said they sometimes lie to save money." ... "Despite these high levels of dishonesty, these same kids have a high self-image when it comes to ethics. A whopping 92 percent said they were satisfied with their personal ethics and character..."

Josephson, M. and M. Mertz (2004). "Changing Cheaters: Promoting Integrity and Preventing Academic Dishonesty." Character Counts!: 1-43.

Cheating has reached alarming proportion in all segments of American society, creating widespread cynicism and an erosion of trust. The root of the problem can be found in our schools, where academic dishonesty is rampant, and students openly admit to cheating. The purpose of this resource is to assist parents and teachers in promoting more consistently and effectively and understanding of love for and commitment to personal integrity; and to provide specific strategies to reduce willingness and ability to cheat or plagiarize.

Karagianis, L. (1999). "The Right Stuff; A Question of Ethics." Spectrum Winter 1999. Retrieved July 22, 2010, from http://spectrum.mit.edu/issue/1999-winter/the-right-stuff/

[positive AI story]

Keith-Spiegal, P. and B. E. Whitley (2001). "Introduction To The Special Issue." Ethics & Behavior **11**(3): 217-218.

Most postsecondary institutions have been slow to respond to the growing cheating problem. The authors offer seven strategies to address this problem.

1- Teach integrity as a matter of equity - students should be informed of the injustice in cheating.

2- Promote moral development and civil responsibility. Students should be taught and practice solving moral dilemmas.

3- Clarify the central mission is the preservation and search for knowledge

4- Recognize observing cheating makes peers more apt to do it

5- Acknowledge students who cheat in college usually continue to cheat in graduate school

6- Seek to prevent the reputation of an institution could be tarnished if there are frequent publicized practices of cheating

7- Communicate that failing to address academic honesty contributes to a lack of confidence in the academy as a valid credentialing agency

Kendrick, C. (2003). "Talking About Honesty." Family Education Network Retrieved December 31, 2003, from www.familyeducation.com.

Honesty means so much more than not lying - It's about self respect and integrity. This article gives tips and pointers to help parents with cheating and difficult situations such as lying and

dishonesty. The article encourages parents to talk to their kids about these situations but not to lecture.

Kennedy, R. (2004). "Private Schools: Cheating; An Epidemic." Private Schools Retrieved April 7, 2004, from www.privateschool.about.com/cs/forteachers/a/cheating_p.htm.

Cheating in schools has grown to epidemic proportions. Some of the reasons Kennedy provides for cheating are: everyone does it, there are unrealistic demands for academic achievement by state education boards, and for expediency or the easy way out. In an interview with Gary Niels, he believes that a survival instinct forces kids to cheat in order to get into college. Neils also highlights the forms of cheating and prevention.

Kennedy, R. (2007). "5 Ways To Prevent Cheating: Gary Neils on Cheating - Part 3; Prevention at School." Retrieved June 25, 2008, from http://privateschool.about.com/cs/forteachers/a/cheating_4.htm.

1. Model integrity, no matter what the cost.
2. Don't assume young people know why cheating is wrong, both from a personal and corporate perspective.
3. Enable students to understand the meaning and relevance of an academic lesson.
4. Foster an academic curriculum which perpetuates the "real-world" application of knowledge.
5. Don't force cheating underground - let students know that you understand the pressures and, be reasonable in responding to violations.

Kessler, K. (2003). "Helping high school students understand academic integrity." English Journal **96**(6): 56-63.

Kibler, W. L. (1993). "A Framework for Addressing Academic Dishonesty from a Student Development Perspective." NASPA Journal **31**(1): 8-18.

Kibler, W. L. (1994). "Addressing academic dishonesty: What are institutions of higher education doing and not doing?" NASPA **31**(2): 92-101.

The author sought to better understand what colleges are doing about academic integrity issues by conducting a survey of 300 four-year universities. Only ¼ of the institutions had honor codes. Kibler provides data on the type of information disseminated regarding academic integrity, the disciplinary process and policies, and who is in charge of academic integrity, cases of academic dishonesty, rather than reducing or preventing them. He also cites the absence of honor codes as contributing to the lack of standards that are so critical for promoting academic integrity. By failing to create an ethos that encourages honesty, institutions actually foster dishonesty. (ml file)

Kibler, W. L., E. M. Nuss, et al. (1988). Academic integrity and student development: Legal issues, policy perspectives. Asheville, NC, College Administration Publications, Inc.

The authors define academic dishonesty, relate academic integrity issues to Kohlberg's moral judgment stages, and offer strategies for preventing academic dishonesty. The book also includes several case studies to provide a legal perspective on academic dishonesty. The authors write from the perspective of student affairs professionals. (ml file)

Kleiner, C. and M. Lord. (1999). "The Cheating Game: 'Everyone's Doing it,' From Grade School to Graduate School." US News & World Report November 22. Retrieved February 19, 2004, from www.usnewsclassroom.com.

The article states facts and statistics on cheating as well as how and why students cheat. What begins as a small problem in elementary school quickly snowballs into a serious problem, sometimes of which students don't believe is much of a problem. Stress and the pressure to succeed drives these kids to do the unthinkable. According to US News's poll, 84% of college students believe they need to cheat to get ahead in the world and 90% of college students say cheaters never pay the price.

Koch, K. (2000). "Cheating in Schools." The CQ Researcher 10 no. 32. Retrieved September 14, 2002, from http://library.cqpress.com.

Kohlberg, L. (1969). Stage and Sequence: The Cognitive-Developmental Approach to Socialization. Handbook of Socialization Theory and Research. D. A. Goslin, Rand McNally and Company.

Kohlberg, L. and D. Candee, Eds. (1984). The relationship of moral judgment to moral action. Morality, Moral Behavior, and Moral Development. New York, Wiley.

LaBeff, E., R. Clark, et al. (1990). "Situational ethics and college student cheating." Sociological Inquiry **60**(2): 190-198.

The authors argue that college students hold situationally determined guidelines for cheating behavior. While most students recognize that cheating is unethical, they see nothing wrong with their own cheating behavior. Of the 280 students LaBeff et al. surveyed, 54% admitted to cheating in the previous six months and only five of those students had been caught by their professors. Only seventeen students reported a willingness to turn in peers they observed cheating. The neutralizing attitude used by these students falls into three categories: denial of responsibility (circumstances beyond their control compelled them to cheat), appeal to higher loyalties (peer group expectations and the larger society), and condemnation of condemners (authority figures are unfair or unethical). Since neutralizing allows students to avoid issues of guilt and ethics, by placing the blame for their behavior elsewhere, they are able to rationalize moral behavior inconsistent with their moral reasoning. (ml file)

Labi, A. (2007). "Corrupt Schools, Corrupt Universities, What Can Be Done: Corruption in Education Is Growing Worldwide, UNESCO Reports." The Chronicle of Higher Education **53**(41): 43.

This article examines academic corruption worldwide. A study was done by the "International Institute for Educational Planning at UNESCO. Some of its findings were:

- A widespread weakening of ethical norms, especially in transition countries.
- Education systems in developing nations are vulnerable to pervasive corruption
- In some universities in the former Soviet Union, admissions to Universities are entirely corrupt.
- The problem is so widespread in the United States that it's undermining the validity of American degrees.

The report defines cheating behaviors as impersonation, favoritism, gifts, bribes, diploma mills, false credentials, fraudulent research and plagiarism. The study also states, "The number of fake universities online has risen fourfold since the year 2000." It looks at countries like India where cheating is now so ingrained that students protest demanding their "right to cheat." One positive note is found in of all places Azerbaijan. There they used informatics to defer interference on administration of entrance exams and succeeded.

Lathrop, A. and K. Foss (2000). Student cheating and plagiarism in the internet era: A wake-up call. Englewood, Greenwood Publishing Group Inc.

"The book is organized as a practical guide for educators and parents who want to reduce cheating and plagiarizing. Helpful ideas and strategies to counter both high-tech and more traditional 'low-tech' cheating and plagiarism in K-12 schools come from dozens of authors and educators. References to online and print resources can be useful at home and in the classroom." p xiii

Lathrop, A. and K. Foss (2005). Guiding students from cheating and plagiarism to honesty and integrity: Strategies for change. Westport, CT, Libraries Unlimited.

"We believe, with David Callahan, that we must create 'institutions that are far less tolerant of

the instructor for guidance. Perhaps you'll receive permission to write your report based on data collected by another student; perhaps you'll be asked to figure out what went wrong with your own lab work. But in no case should you fabricate data.
Without proper permission, submitting the identical or similar work in more than one course is also a violation of University regulations. Unauthorized multiple submission of academic work is subject to the same penalties as plagiarism. Under certain conditions, a student may receive permission to rewrite earlier work submitted in another course, or to satisfy two requirements by producing a single piece of work (typically more extensive than the work that would have satisfied only one of the assignments). In such cases, the student must secure prior permission, in writing, from each professor if the work is being submitted in two courses during the same semester. If a student is revising or using all or part of an earlier piece of work, the student must receive prior permission, in writing, from the professor and must submit the original assignment along with the new work. In order to avoid any possible misunderstanding, discuss your plans with your professor and get prior permission in writing. (pg 27)
Working Habits that Work
1. Take complete and careful notes. Whatever note-taking system you use, make sure to distinguish carefully between any words and ideas from your source and your own words and ideas. When copying passages verbatim from a source, make sure to use quotation marks and to be precise about recording the page number(s) of the source. You'll save yourself time and aggravation if you take complete and accurate notes the first time around. Students often get into trouble because their notes are incomplete or confused, and they run out of time to go back to check their sources.
2. Keep all of your notes until after you have had your graded papers returned to you. If any question is raised about your work, it's to your advantage to be able to produce your notes and preliminary drafts of your papers.
3. Be scrupulous in drafting and checking your papers to make sure all words borrowed from your sources are placed in quotation marks or indented and that all ideas and necessary information that require citation are followed by a footnote or parenthetical citation.
4. If you do all of your work on a computer—from note-taking to drafts to final version—be especially careful. The ease with which text can be copied and pasted, moved around, and edited on a computer can make the work of writing a paper quicker and more efficient, but it can also lead to serious errors. A good practice is to keep your note files distinct from the file in which you're writing your paper. In your note file, clearly label any quotations, and create your citations as you go—for both quotations and other kinds of references to source material. Too often quotation marks and citations can get lost or confused in the drafting and revision process; don't rely on your memory or on incomplete notes in the final stages of writing. Instead of cutting and pasting from your note files to your paper file, use the "copy and paste" function so that your original note files remain intact. If you move a phrase, a sentence, or a paragraph from your notes into your paper, be certain to move any quotation marks and the citation. Keep track of the file names of the various drafts of your papers so that you don't confuse them in the final rush to print and submit your work. Sloppy work habits and the pressure of deadlines are not valid defenses if you're charged with plagiarism or another violation. It's also a good idea to print out a hard copy of your work periodically and to back up your files in order to avoid a crisis if your computer fails. Develop a sensible plan to keep track of your work on the computer and stick to it. (pg 33)
5. Understand the difference between primary and secondary sources, and know that you must cite quotations, ideas, and information from both. Most high school students learn how to quote from a primary source. For example, if you're writing a paper about The Great Gatsby or

the United States Constitution, you know to put any quotation from that primary source in quotation marks. Too often, however, high school students are not trained to use secondary sources, such as an essay of literary criticism on Fitzgerald's novel or a scholarly book on the Constitution. Students in disciplinary hearings sometimes claim that they didn't know that ideas or words from secondary sources require citation, or that they thought such material was common knowledge. However, the principle is clear: you must always distinguish your own words and ideas from the words and ideas of others, whether in primary or secondary sources.
6. Don't rely on a single secondary source when doing a research paper. Be sure to find multiple sources that provide varying perspectives and draw different conclusions on your research topic. Your paper will be better if you respond to a variety of sources, and you'll avoid any possibility of depending so much on a single source that you can be charged with plagiarism.
7. Whenever possible, show all of your work in problems sets that require calculation.
8. Be sure you understand the instructor's expectations and guidelines for collaborating on assignments such as lab reports, problem sets, and research projects. If the rules for the course aren't explicit, do yourself (and your fellow students) a favor and ask the professor to clarify them.
9. Be extra careful to verify the accuracy or validity of information obtained from electronic sources. Be sure to cite such sources just as you would print sources.
10. If you're unsure whether or not to cite a source, ask your instructor. If that's not possible, follow the basic rule: when in doubt, cite.
11. Be your own hardest critic. Reread your papers to see how much is your own and how much is quotation, paraphrase, or summary from primary or secondary sources. If your paper is replete with ideas and quotations from your sources, are you confident that you've found some idea or thesis of your own to argue? Conversely, if there are few citations, have you done sufficient reading and research to be confident in your information and analysis?
12. Be sure you understand your instructor's expectations for your work. Are you supposed to be summarizing a source or analyzing it? Are you expected to go beyond the assigned readings? How many sources are you expected to use?
13. Be cautious about using notes belonging to other students, even if you're in the preliminary stage of writing your own paper or doing your own problem set. Keeping others' ideas distinct from your own is an important way to protect the integrity of your own academic work and to avoid unintended plagiarism. (pg 34)
14. If you don't understand an assignment or need additional time to complete it, ask your instructor. Out of desperation, students occasionally make the wrong choice by plagiarizing their sources rather than requesting an extension.
15. This last piece of advice is the hardest of all to follow: Give yourself enough time to do your work well and carefully. Proper citation takes time. Avoid last-minute rushes when the pressure of the due date may tempt you to get sloppy or cut corners just to finish. At 5 a.m. after an all-nighter, you may not be thinking clearly enough to make the right choices about properly acknowledging your sources, not to mention that you're unlikely to be doing your finest work at that hour. (pg 35).
Examples of citation format-
Example 2: Psychology (APA)
The APA also requires parenthetical citations in the body of the text, though these citations typically include the author and the date. A citation for a summary of an article in the APA style is formatted this way:

Studies that examine links between cardiovascular and mental activity must understand that cardiovascular activity itself comprises a suite of variables (Van Roon, Mulder, Althaus, and Mulder, 2004).
The parenthetical citation "(Van Roon, Mulder, Althaus, and Mulder, 2004)" refers to an article by the four listed co-authors. Publication information about the article would be found in the References, where it would be formatted this way:
Van Roon, A., Mulder, L., Althaus, M., and Mulder, G. (2004). Introducing a baroflex model for studying cardiovascular effects (pg 42)

Puka, B. (2005). "Student Cheating: As Serious an Academic Integrity Problem as Faculty-Administration Business as Usual?" Liberal Education **91**(3): 32.

The author begins the essay with a classic list of cheating behaviors and one by one rejects the premise that cheating is all that harmful. Example statement, "The 'stealing others' ideas' that occurs in plagiarizing typical classroom assignments visits no harms on their supposed victims,…" and goes on to suggest mockery as the best response by faculty to students "pathetic, embarrassing, childish, sleazy…" behaviors of cheating. The author argues that adult practices corrupt the education process far more than student cheating which he dismisses as the right thing to do in the face of injustice. He cites faculty "killer tests", grant seeking without expertise, uncoordinated schedules and social isolation at universities as greater ethical ills and highlights the author's judged hypocrisy of thee AI movement's focus on student character while ignoring the ethical failings of higher education. (dbw file)

Read, B. (2008). Anti-Cheating Crusader Vexes Some Professors. The Chronicle of Higher Education. Oakland, CA, The Chronicle of Higher Education. **54:** 1.

John Barrie, the owner of the anti-plagiarism software Turn-it-in is under scrutiny from several colleges and high schools. Princeton University had no intention of using the software because it grabs students' papers for use on its database without compensation, and it encourages professors to spend time policing their students instead of teaching them. McLean high school students were required to submit their papers on this website but students signed a petition to get the software taken away, and even filed a joint suit against Turn-it-in for adding papers on the database against their will.

Reilly, P. (2008). "Integrity, Stories, and Deliberateness." Ed Tech Journeys Retrieved August 4, 2009, from http://preilly.wordpress.com/2008/11/15/integrity-stories-and-deliberateness/

[positive AI story]

Rest, J. R., D. Narvaez, et al. (1999). Post conventional moral thinking: A neo-Kohlbergian approach. . Mahwah, NJ:, Erlbaum.

Riera, M. and J. D. Prisco (2004). "Your Cheating Part: An Opportunity to Teach Kids About Integrity." **28**(1): 8-9.

A scandal involving 28 high school kids and their superintendent in Kansas is just another example of the growing concerns of cheating and plagiarism in our country's schools. Kids seem to cheat because nobody seems to care and the value of integrity has not been taught to these kids. The article provides information on how to encourage students to resist cheating and how to talk to them without lecturing

Roberts, D. and W. Rabinowitz (1992). "An investigation of student perceptions of cheating in academic situations." The Review of Higher Education **15**(2): 179-190.

The authors attempt to measure college student perceptions of behaviors that could be seen as cheating. Each scenario presented to the students focused on a different variable that could affect student perception: need, provocation, opportunity, and intentionality. The authors conclude that each of these factors influences student perception of cheating. (ml file)

Robinson, E., R. Amburgey, et al. (2004). "Test Cheating in a Rural College: Studying the Importance of Individual and Situational Factors." College Student Journal **38**(3): 380+.

There is a long line of studies on academic cheating. This literature has established a litany of different individual and contextual factors that seem to inspire student conformity of the official rules of test taking. This study draws on this literature by using fourteen independent variables to explain the cheating habits of students in a Central Appalachian University (the model includes demographic factors as well as interpretations of variables related to professors and peers). While this study uses many of the familiar predictors of cheating for urban settings, it is unique in that it studies the impact of these factors in a rural campus. In the end, this quantitative analysis of 118 students reveals that the dynamics behind cheating might be universal. While rural communities might offer different dynamics for some issues, the extent of cheating at this campus mirrored the rates of studies from many urban schools (almost four of five students cheated in some way). Likewise, the inferential statistics also followed typical patterns. Almost all of the independent variables presented significant results in the bi-variate analysis and the variables of Greek membership, enjoyment of college, peer cheating and the fear of punishment remained significant in a multivariate regression. (dbw file)

Roffey, A. and D. Porter (1992). "Moral decision marking and nontoleration of honor code offenses." Counseling and Values **36**(2): 135-150.

The authors surveyed cadets at West Point to further understand their moral development and attitudes toward what the authors call the “non-toleration clause” of the West Point honor code, which requires cadets to turn in peers they observe cheating. The authors concluded that “cadets of higher moral development were more likely to tolerate an honor code violation.” (ml file)

Roig, M. (2001). "Plagiarism and Paraphrasing Criteria of College and University Professors." Ethics & Behavior **11**(3): 307-323.

In Study 1, college professors determined whether each of 6 rewritten versions of a paragraph taken from a journal article were instances of plagiarism. Results indicated moderate disagreement as to which rewritten versions had been plagiarized. When another sample of professors (Study 2) was asked to paraphrase the same paragraph, up to 30% appropriated some text from the original. In Study 3, psychology professors paraphrased the same paragraph or a comparable one that was easier to read. Twenty-six percent of the psychologists appropriated text from the original version, whereas only 3% appropriated text from the one that was easier to read. The results of these studies are discussed in the context of existing definitions of paraphrasing and plagiarism.

Roig, M. and C. Ballew (1994). "Attitudes toward Cheating of Self and Others by College Students and Professors." The Psychological Record **44**(1): 3+.

Based on the similarity of scores between professors' own attitudes and the attitudes students attribute to professors, it is clear that students, in general, are aware of their professors' highly

condemnatory attitudes. However, the finding that students with tolerant attitudes appear to attribute more tolerant attitudes to professors is consistent with the neutralizing attitude described by Haines et al. (1986). Forsyth et al. (1985) has reported that cheaters tend to engage in external attributions in an effort to excuse their behavior, and others (e.g., Greene, 1992) have also found evidence that students tend to "blame" professors for the widespread levels of cheating. We point out, however, that the correlation between self and other scores for tolerants, though statistically significant, was extremely low (rho = .13). Professors' own condemnatory attitudes and their somewhat "harsher" attributions that students are more tolerant than students themselves report to be was not expected and we wonder whether this particular effect represents evidence of a self-selection artifact. Although 40% of the professors sampled returned the completed ATC scales (a relatively high return rate) perhaps only those respondents with the strongest attitudes toward cheating were motivated to complete the scales. We therefore suggest some degree of caution in making any final interpretations of our data. We note that only a handful of students chose not to complete the scales.
Our main findings are conceptually consistent with the results of other studies (e.g., Forsyth et al., 1985; Gardner & Melvin, 1988). We therefore reiterate that, in spite of professors' highly condemnatory attitudes and their strong attributions of cheating to students, other evidence indicates that few professors appear to act in response to incidents of academic dishonesty (e.g., Nakayama Siaw & Clark, 1992; Tabachnick et al., 1991). Given that students with tolerant attitudes attribute (neutralize) similar attitudes to professors, we strongly recommend that professors take a more active role in establishing an atmosphere of academic integrity in the classroom. One suggestion is for professors to communicate to students their strong position on academic dishonesty and the negative consequences of such behavior in their classes. Professors should also maintain a vigilant presence during examinations. If cheating occurs, retribution should be applied both, professionally, and in a timely fashion. In the presence of cheating, lack of action on the part of professors may actually result in the reinforcement of such misconduct. The above suggestions would serve the purpose of establishing a firm position on the matter and should negate cheating on the basis of tolerant attributions to professors. (dbw file)

Roig, M. and A. Marks (2006). "Attitudes Toward Cheating Before and After the Implementation of a Modified Honor Code: A Case Study." Ethics & Behavior **16**(2): 163-171.

A sample of students from a private, multicampus, midsize university completed 2 copies of Gardner and Melvin's (1988) Attitudes Toward Cheating Scale a semester before the implementation of a modified honor code. The authors instructed students to complete 1 copy of the scale according to their own opinions and the other copy according to what they thought would be the opinion of a “typical college professor.” During the following semester when the honor code went into effect, the authors recruited a second sample of 1st-year students and asked them to complete the 2 scales in the same manner. Although both samples of students reported attitudes toward cheating that were significantly more tolerant than the attitudes they ascribed to professors, scores were virtually identical for both samples. The authors speculate that variables associated with how the honor code was implemented, together with certain demographic characteristics of the institution, mediated the results obtained.

Ross, D. (2009). "The Empty Pot." The Practice of Integrity: An account of the practical applications of the principles of integrity in my life. Retrieved July 27, 2009, from http://www.resultsthroughintegrity.com/tpoi/2009/06/the-empty-pot.html.

[positive AI story]

Roth, N. and D. McCabe (1995). "Communication strategies for addressing academic dishonesty." Journal of College Student Development **36**(6): 531-541.

In contrast to several other studies, the authors find that cheating behavior is more closely correlated with student beliefs than with situational factors. Faculty and students disagree about what constitutes cheating, and communication on these points may help reduce cheating incidences. An honor code independent of clear communication about what constitutes cheating will not be effective. Towards improving communication about academic integrity issues, the authors emphasize the importance of student involvement in the establishment and evaluation of academic integrity policies or an honor code. (ml file)

Rudolph, F. (1962). The American College and University: A History. New York, Alfred A, Knopf.

Scanlon, P. M. (2003). Student Online Plagiarism: How Do We Respond? College Teaching. **51:** 161-164.

The perception that Internet plagiarism by university students is on the rise has alarmed college teachers, leading to the adoption of electronic plagiarism checkers, among other responses. Although some recent studies suggest that estimates of online plagiarism may be exaggerated, cause for concern remains. This article reviews quantitative studies of student plagiarism over the past forty years, as well as academe's generally weak response. It also offers strategies for addressing cyber-plagiarism and argues that faculty should act as educators, rather than as detectives.

If used, plagiarism-detection software should be only one part of an institution-wide initiative, with the onus on individual college teachers to attend to online plagiarism among their students. Simply broaching the subject in class and in course syllabi is a good beginning. The amount of misinformation on this topic appears to have grown exponentially in the past few years, as access to the Internet becomes nearly universal. By discussing online cutting and pasting in class, faculty and students can examine the nature of information on the Web while considering writers' responsibilities to their sources, as well as to their readers. Such a discussion could move seamlessly to a lesson on published standards for citing online sources. Faculty also can do things that they ought to be doing anyway: avoid assigning term papers on general topics and themes, review multiple drafts of papers, and discuss writing projects with students as their work progresses. (in dbw file)

Schab, F. (1991). "Schooling without learning: Thirty years of cheating in high school." Adolescence **26**(102): 839-848.

Schab conducted a comprehensive survey of high school students across three decades regarding the prevalence of cheating, reasons for cheating, how to punish cheating, and other related questions. Schab encourages the use of an honor code at the high school level as important training for the future, especially for those who will attend colleges with honor codes. He also emphasizes the importance of relating high school to “real life” as a key factor in reducing cheating. Across the three decades, as many as 87% of students indicated a belief that some teachers are dishonest. If students perceive their role models to be dishonest, they are likely to follow suit. In 1989, only 4.3% would report a friend observed cheating. (ml file)

Scott, F. (2004). The Truth About Lying. Parent & Child.

Seeman, H. (2003, April 18). "Cheating in the Classroom: How to Prevent It (and How to Handle it if it Happens)." Education World Retrieved April 7, 2004, from www.education-world.com.

"We sometimes forget the seriousness of not preventing and handling cheating in our classrooms. If students can cheat on a test, it sends the message that they do not have to pay attention, do the homework, or study the subject you are working so hard to teach," says classroom management expert Howard Seeman. Besides, Seeman says, if cheaters get away with cheating -- and get higher grades because they cheat -- that sends a de-motivating message to the hard-working students in your classroom. Seeman offers easy-to-apply advice for preventing cheating plus tips on dealing with cheating if it does happen.

Seitz, P. (1996). Honor at Westminster: Position paper of the honor system committee.
This paper serves as a final report for a one-year study on the honor code at The Westminster Schools in Atlanta, Georgia. The author gives serious consideration to the mission of the school, what behaviors should fall under the honor system, and what should be done to make the honor code more effective and a more integral part of the school culture. (ml file)

Sergiovanni, T. J. (1996). Leadership for the Schoolhouse. San Francisco, Jossey-Bass Publishers.
A case is made that school leadership should be focused on building a moral community based upon a compact of shared values as opposed to a command hierarchy that compels or "sells" its constituents on following the leadership's dictates. "Key [to the moral community] is the emphasis on reciprocal responsibilities--a critical ingredient in community building. Communities of mind, for example, evolve from commitments to standards that apply to everyone in the school, not just to students. Thus if students must be respectful, so must parents, teachers, principals, and everyone else who is a member of the school community, or who visits the school." pg 181.

Seroczynski, A. D. and K. Scheid (2007). Examining the relationship between cheating and trust among college students.
The authors of this PowerPoint presentation examine cheating and trust in college. They provide information on chapel presentation, student participation, personal and professional interest, the campus perspective, and socio-cultural implications. The research and statistics in this PowerPoint prove that cheating rates have gone up. It explains why kids cheat, how they cheat, as well as spiritual connections to cheating.

Shelton, J. and J. Hill (1969). "Effects on cheating of achievement anxiety and knowledge of peer performance." Developmental Psychology **1**(5): 449-455.
Shelton and Hill studied a group of high school students under the hypothesis that “cheating is a response instrumental to the avoidance of aversive social consequences.” Essentially, knowledge of a peer’s performance, when one anticipates one’s own failure, may lead a student to cheat in order to avoid aversive social consequences. A student uncertain about his or her relative standing is more likely to cheat, even if he or she truly has been successful, but even students who are successful often want to be more successful. The more specific the feedback about how other students are performing, the more likely a student will cheat in order to compete favorably. This study provides a good argument for less focus on grades and fewer comparisons between students in order to reduce cheating. (ml file)

Shore, K. (2003). "Ken Shore's Classroom Problem Solver; Prevent Cheating." Education World Retrieved April 7, 2004, from www.education-world.com.
The author provides information of what a teacher could do to help deter kids from cheating, which usually has its roots in elementary school. Shore recommends: talking with students

about cheating, explain the rules before giving the test, change the room arrangement to minimize opportunities to cheat, give students different versions of the same test, have students explain their work, and monitor students from the back of the room.

Shu, L., L., F. Gino, et al. (2011). "Dishonest deed, clear conscience: When cheating leads to moral disengagement and motivated forgetting." Personality and Social Psychology Bulletin **37**(3): 16.

The authors frequently cite the work of Bandura (1986, 1990, 1999) to define moral disengagement as "the process of making detrimental conduct personally acceptable by persuading oneself that the questionable behavior is actually morally permissible." The note studies that cite that individuals generally want to be considered ethical, but when they act dishonestly will see to "minimize the gap separating their moral standards from their real actions." (p 330) They note that moral disengagement can be demonstrated by: (1) "portraying unethical behavior as serving a moral purpose," (2) "by attributing behavior to external cues," (3) "by distorting the consequences of behavior," and (4) "dehumanizing victims of unethical behavior." (p331) This study purposefully "reverses the causation established in prior work and investigates moral disengagement as a consequence of dishonesty…" (p 331) Three main observations are made in the general discussion and include: (1) people respond to their circumstances and in permissive or ethically lenient environments they will seize opportunities to cheat, (2) simple interventions like reading an honor code can help reducing cheating and signing an honor code has even more positive effect, and (3) unethical behavior leads individuals to articulate moral leniency and support the idea that moral disengagement is another outcome of cheating which they speculate leads to more cheating. "Our results bear both encouraging and discouraging news. On one hand, we find that once people behave dishonestly, they are able to morally disengage, setting off a downward spiral of future bad behavior and ever more lenient moral codes. Yet we also provide evidence that this slippery slop can be forestalled with simple measures, such as honor codes, that increase people's awareness of ethical standards. As a result, making morality salient not only reduces cheating behavior but also makes individuals' judgments more scrupulous." (p 345)

Singhal, A. and P. Johnson (1983). "How To Halt Student Dishonesty." College Student Journal **17**: 13-19.

Sisti, D. A. (2004). "Moral Slippage: How Do High School Students "Justify" Internet Plagiarism?".

With the growing number of cheating cases amongst teens, Sisti plans to conduct an empirical study of how students justify Internet-based plagiarism. His study is broken down into three phases with the first being collecting literature and data from past studies of moral slippage. Secondly, he will administer a survey and manage the data from about 300 students and 120 teachers. The third and final phase will be the analysis of survey data and running reports which will be available free to teachers worldwide.

Slobogin, K. (2002, April 5). "Survey: Many students say cheating's OK; Confessed cheater: 'What's important is getting ahead'." CNN Retrieved February 19, 2004, from www.cnn.com.

Slobogin interviewed a high school student who admitted academic pressure had made cheating a way to survive high school. The student remarked that "cheating is a shortcut and it's pretty effective in a lot of cases." A recent survey found that 75% of students have been engaged in cheating and half of those plagiarized their work from the Internet. More than half of those surveyed don't even believe that copying questions and answers from a test is considered cheating.

Snyder, S. (2003). Schools using a new force to combat cheating: Students. Philadelphia Inquirer. Philadelphia, Philadelphia Inquirer.

At Marple Newtown High School, the student Committee for Academic Integrity has opened a new front in the battle against a persistent problem in the nation's high schools: cheating. The group of 10 students, formed last school year, is making its presence known. It has better defined cheating for the school's discipline policy. Its members have also visited classes to educate peers on what constitutes as cheating and why.

Sociology Student. (2008). "Plagiarism in Fourth Year." Students' True Stories Retrieved June 23, 2010, from www.uwindsor.ca/aio/students-true-stories.

[positive AI story]

Sparks, S. D. (2011). Studies shed light on how cheating impedes learning. Education Week. Bethesda, MD, Education Week. **30:** 1, 16.

The article includes a review and additional background on student cheating where in a study of college students, those who had access to and choose to cheat would be over-optimistic about predicting future success on tests. Cite related study by Dan Ariely, a professor of psychology and behavioral economics at Duke and co-author of Harvard-Duke study, found test-takers became less likely to cheat when reminded of a school honor code, or if they saw someone they considered an outsider cheating.

Staats, S., J. M. Hupp, et al. (2009). "Heroes don't cheat: An examination of academic dishonesty and student's views on why professors don't report cheating." Ethics & Behavior **19**(3): 14.

"Some students do not cheat. Students high in measures of bravery, honesty, and empathy, our defining characteristics of heroism, report less past cheating than other students. These student heroes also reported that they would feel more guilt if they cheated and also reported less intent to cheat in the future than non heroes. We find general consensus between students and professors as to reasons for the non reporting of cheating, suggesting a general impression of insufficient evidence, lack of courage, and denial. Suggested interventions in academia are based in positive psychology and an understanding of academic heroes." (p 171) "On a practical front, our theoretical model of heroism in the academic setting also points to new avenues of intervention. Certainly, discussions of honesty and avoidance of academic misconduct should be incorporated into classrooms as good pedagogy, and closely proctored exams should be expected...interventions should also involve increasing empathy or concern for other students and increasing bravery or behaving courageously in the face of fear (e.g., fear of failing a test)."(p 181).

Standler, R. B. (2000, Updated February 3, 2007). "Plagiarism in Colleges in USA." Retrieved March 7, 2008, from www.rbs2.com/plag.htm.

Plagiarism by students is a serious problem in colleges in the USA. This essay discusses plagiarism from a legal perspective.

The subject of plagiarism in colleges is rarely discussed in legal journals and law textbooks. For example, the excellent book by William A Kaplin and Barbara Lee, The Law of Higher Education, third edition (1995), despite its length of 976 pages, mentions plagiarism in neither the index nor table of contents. A few colleges in the USA have posted a webpage about plagiarism, and I mention a few of these web pages later in this essay.

Note that the definitions of plagiarism and particularly the exclusion of facts and ideas from plagiarism, in this essay are my personal views of what the rules should be. The rules that apply

to a student are given in the regulations of the student's college or in instructions from the student's professor.
Before beginning this detailed discussion of the legal aspects of plagiarism, it is worthwhile to take a moment to reflect on why plagiarism is wrong.
Reputations in academia are made on the basis of creating new knowledge: discoveries of new facts, new ways of looking at previously known facts, original analysis of old ideas...A plagiarist receives credit for expression or analysis that was improperly taken from someone else. In this view, the plagiarist commits fraud, by claiming the work of other people as the plagiarist's own work.
Respect for these academic values is also reflected in licensing for professions (particularly law and medicine), employment on the basis of academic credentials, and esteem from one's colleagues.
Laws in civilized societies regard expression as property of its author. This is not only the law of the USA, but also the law of more than 130 different nations that have ratified the 1886 Berne Convention for the Protection of Literary and Artistic Works. Plagiarism – either by verbatim copying or paraphrasing – is infringement of a copyright, a kind of tort.
A fundamental goal of education is to produce students who can evaluate ideas – both analysis and synthesis – and who can produce significant original thoughts. Plagiarism is simply repeating words or thoughts of other people, without adding anything new. Therefore, submitting a plagiarized paper – in addition to the wrongful conduct – does not demonstrate the level of understanding and skill that an educated person is reasonably expected to have.

Stannard, C. and W. Bowers (1970). "The college fraternity as an opportunity structure for meeting academic demands." Social Problems **17**(Summer/Spring): 371-390.

The authors consider the extent to which membership in a fraternity provides an opportunity structure for cheating and whether it provides legitimate or illegitimate opportunities. (ml file)

Starkey, L. J. (2007). Measuring progress in academic integrity promotion: a checklist approach facilitates institutional review of policies, practices and communications. Center for Academic Integrity. Newport, VA.

In this presentation, the author provides a checklist approach that facilitates institutional review of policies, practices and communications for academic integrity. The checklist includes a means of intervention by ethos, policy, and program. To create a culture of academic integrity, solutions must go beyond policies and procedures for sanctions, and they must be at the institutional level, engaging students, academic staff, and administrators. The components of the means of intervention are honor code, communication, promotion of academic integrity, training, faculty assistance, disciplinary process/programs, and disciplinary policies. The adaptation of an honor code describes the implementation of an academic integrity program at McGill University.

Stearns, S. A. (2001). "The Student - Instructor Relationship's Effect on Academic Integrity." Ethics & Behavior **11**(3): 275-285.

In this study, the author surveyed students' evaluative perceptions of instructor behavior and their possible influence on academic dishonesty. Slightly over 20% of 1,369 student respondents admitted to academic dishonesty in at least 1 class during 1 term at college. Students who admitted to acts of academic dishonesty had lower overall evaluations of instructor behavior than students who reported not committing academic dishonesty. Implications for student learning and the enhancement of academic integrity in the classroom are discussed.

Stenmark, C. K., A. L. Antes, et al. (2010). "Strategies in forecasting outcomes in ethical decision-making: Identifying and analyzing the causes of the problem." Ethics & Behavior **20**(2): 110-127.

"Stated simply and directly, if people do not think about potential outcomes of their actions, they are more likely to make unethical decisions." pg 123

Stephens, J. M. (2004). Beyond reasoning: The role of moral identities, sociomoral regulation and social context in academic cheating among high school adolescents. Meeting of the American Educational Research Association. San Diego, CA, Stanford University.

The relations of psychological and contextual factors to cheating behavior (researcher- and self-defined) were examined in a sample of high school sophomores and juniors (N=337). Results from hierarchical regression analyses indicated that moral reasoning ability was not a significant predictor of cheating behavior once other aspects of their moral psychology and their social context perceptions were taken into account. Specifically, in the final model for researcher-defined cheating behavior, students' moral identities (as honest and religious), their tendency to neutralize or justify cheating in certain situations, and their perceptions of their peers' attitudinal and behavioral norms related to cheating were all significant predictors of their own cheating behavior. (dbw file)

Stephens, J. M. (2004). Psychology Through Ecology: Academic Motivation, Moral Aptitudes, and Cheating Behavior in Middle and High School Settings. Educational Psychology, Stanford University.

After three decades of steady growth (Schab, 1991), cheating among high school adolescents has become normative behavior. Steinberg (1996), for example, found that during the past academic year, two-thirds of students reported cheating on a test and nearly 9 out of 10 indicated that they had copied someone else's homework. At the same time, most students believe that cheating is wrong but many report doing it anyway (Anderman, Griesinger, & Westerfield, 1998; Jordan, 2001). What accounts for this troubling paradox? What "links" are missing or broken in the chain that would otherwise connect moral judgment with moral conduct? What other psychological or ecological factors might explain the observed incongruity between students' beliefs and behaviors related to academic integrity? Why do students cheat, even when they think it's wrong?

The proposed study seeks to answer these questions by not only attending to the "components" (cognitive, motivational, and regulatory) of moral functioning encompassed in most contemporary developmental models of moral behavior (see Bergman, 2002, for a review), but also by accounting for the norms and expectations of the academic and social environment in which students are enmeshed. In doing so, this study hopes to yield a richer, more complete understanding of why students cheat even when they think it is wrong to do so. Such an understanding is critical to the development and implementation of intervention strategies aimed at ameliorating the widespread problem of academic cheating during adolescence.

Stephens, J. M. (2005). Justice or just us? What to do about cheating. Guiding students from cheating and plagiarism to honesty and integrity: Strategies for change. A. L. a. K. F. (Eds.). Westport, CT, Libraries Unlimited.

Stephens has found that high school students cheat more when they see the teacher as less fair and caring about when their motivation in the course is more focused on grades and less on learning and understanding. Most children can justify cheating and many believe it is okay. In order to point teachers in the right direction, Stephens has provided some suggestions: Help students understand the value of what they're being asked to learn; consider whether some of

the rules that are frequently broken are arbitrary or unnecessarily constraining; connect the assessment integrally with learning; give students images of people who don't cut corners; and do your best to exemplify intellectual integrity yourself.

Stephens, J. M. (2007). Cheating. Encyclopedia of Educational Psychology. Thousand Oaks, CA, Sage Press.

This article seeks to provide a clearer definition of academic cheating and seeks to answer these key questions:

- Who is involved
- Why do students cheat?
- When and where do they do it?
- How often does cheating take place?
- What can the faculty do to prevent this?

It also examines key factors such as demographic variables. Are students who cheat married or single, employed or supported financially, young or old, have high or low GPA's, male or females. All with surprising results.

Stephens, J. M. and H. Gehlbach (2006). Under pressure and under-engaged: Motivational profiles and academic cheating in high school. The Psychology of Academic Cheating. E. M. Anderman and T. B. M. (Eds.). New York, Elsevier.

The model of "Achievement Goal Theory" which suggests student behavior falls into two domains-1) Mastery Goal Orientation-where students choose to learn new material or skills and develop their ability, versus 2) Performance Goal Orientation-where students seek to reinforce their ego through demonstration of ability beyond peers and avoidance of any activity that brings embarrassment. The authors investigate the self-reporting of cheating in light of the Achievement Goal Theory where the orientation could be personal or from the school with the following results in regards to self-report on cheating (+/-)

Personal Orientation Low Performance Structure in Class High Performance Expectation in Class Low Mastery LL (+ to cheat) LH (++ to cheat) (+/-) for class expectation alone High Mastery HL (- to cheat) HH (- to cheat) (influenced by high personal mastery goal) The authors note that because standardized testing is often not motivating for students that include high performance pressure, there is more likelihood to cheat (both by teachers and students).

The study did not show a correlation between student's beliefs about cheating behaviors and their reporting on those behaviors. (dbw file)

Stephens, J. M. and R. W. Roeser (2003). Quantity of motivation and qualities of classrooms: A person-centered comparative analysis of cheating in high school. Meeting of the American Educational Research Association. Chicago, IL, Stanford University.

This paper explores intra-individual differences in high school students' academic motivation and classroom perceptions in two distinct contexts – the classes they report cheating in the least and the most often. As hypothesized, results indicate that compared to the class in which they cheat least often, students perceive the class in which they cheat most often as less focused on mastery goals and more focused on performance goals, and the teacher in the latter class as less fair and caring than the teacher in the former class. Also as hypothesized, students' personal task mastery goals and their sense of academic efficacy were lower in the class in which they cheated most often. Educational implications and ideas for future research are discussed. (dbw file)

Stephens, J. M. and D. B. Wangaard (2010). Preliminary data analysis of New England public high school students responses to attitudes, motivation and integrity survey. Milford, The School for Ethical Education.

Preliminary results from survey administration at six public high schools in Connecticut reveal.. [inc number of students, some description of demographics of schools, summary of results]

Stephens, J. M., M. F. Young, et al. (2007). "Does Moral Judgment Go Offline When Students Are Online? A Comparative Analysis of Undergraduates' Beliefs and Behaviors Related to Conventional and Digital Cheating." Ethics and Behavior **17**(3): 233-544.

This study of over 1300 students at two universities provides a comparative analysis of student' self reported beliefs and behaviors related to cheating. It examines six analogous forms of academic cheating using either conventional or digital means or both.

- Copying homework
- Unpermitted collaboration
- Plagiarizing a few sentences
- Plagiarizing a complete paper
- Using unpermitted notes during a test or exam
- Copying from someone else during a test or exam.

It also examines outcomes based upon:

- Cheating beliefs
- Moral judgment regulation
- Perception of peer norms

Some key overall statistics were:

- 32% Reported no cheating of any kind
- 18.2 % Used only conventional methods
- 4.2% Used only digital methods
- 45.6 Used both digital and conventional methods

The conclusion states, "Very few students 4.2% reported only using digital methods to cheat. The results of this study suggest that the Internet and other digital tools are the conduits and not the causes of academic dishonesty." It surmises that most schools are punishing students for doing wrong instead of helping them by promoting values such as honesty, trust, fairness, respect and responsibility. The authors suggest a combination of both pedagogical and cultural approaches that focus on character development and real learning as, "The best way to prevent student's moral judgment from going offline when they are online."

Stern, L. (2007). What every student should know about avoiding plagiarism. New York, Pearson Longman.

The author provides a helpful text for students to recognize reasons not to plagiarize and guidelines to properly cite sources in MLA, APA and CM formats.

Sternberg, R. J. (2009). Liars, Cheats, & Scoundrels... Tufts Magazine. **Volume XVII, Fall 2009, Number 1**.

The author of this article states that our country needs "some serious instruction in ethical reasoning." He believes that with all of the cheating and corruptions running rampant these days, ethical reasoning should be taught to all grade levels and academic disciplines. In order to approach a situation in an ethical manner, Sternberg has outlined eight steps that all people must go though: (1) Recognize that there is a problem. (2) Define the problem as having an ethical dimension. (3) Decide that the ethical dimension is significant. (4) Take personal responsibility for finding an ethical solution. (5) Figure out what abstract ethical rule(s) might

apply. (6) Decide how the rule(s) could help in finding an ethical solution. (7) Prepare to counteract forces that might make it difficult to behave ethically. (8) Act.

Stokes, F. (1995). "Undergraduate cheating: Who does what and why? ." Studies in Higher Education **20**(2): 159-173.

The authors provide research on the motives, characteristics, and frequency of cheating behaviors in the UK. Over 60% of their sample of undergraduates admitted to cheating. An article by Davis et al. (1992) is cited, in which over 90% of the respondents recognize cheating as wrong, yet 76% admit to having cheated in an examination. Franklyn-Stokes and Newstead also recognize the difference in seriousness ratings between students and faculty—there was no cheating behavior that students rated more serious than did faculty.

Stott, F. (2004). The Truth About Lying. Parent & Child Magazine. **December 1**.

Research has proved that lying is just another stage of development in a child. It has been discovered that children are apt to lie effectively between the ages of 2 and 4 years old, although they aren't very successful liers until about 5 years old. The author provides some strategies to help parents develop a better understanding of truthfulness in children. He recommends: model the behavior you expect to see in your child; cool down before doing anything; use consequences that promote the development of conscience; consider the goal of your child's lie; and point out the logical consequences of lying.

Strauss, V. (2011) Probe: Widespread cheating on tests detailed in Atlanta. The Washington Post **Volume**, DOI:

"Of the 56 schools that were examined, cheating was discovered in 44 of them..." The cheating probe being conducted by the state determined that standardized testing going back to 2001 was compromised. "We found...38 principals of those 56 schools (67.9%) found to be responsible for, or directly involved in cheating." Other conclusions from the ongoing probe included--"There were warnings of cheating on CRCT (state's standardized test) as early as December 2005... The warnings were significant and clear and were ignored. Cheating was caused by a number of factors but primarily by the pressure to meet targets in data-drive environment. There was a major failure of leadership throughout AOS with regard to the ethical administration of the 2009 CRCT. A culture of fear, intimidation and retaliation existed in APS, which created a conspiracy of silence and deniability with respect to standardized test misconduct."

Stricherz, M. (2001). Many Teachers Ignore Cheating, Survey Finds. Education Week. **May 9**.

Mark Stricherz's article examines how teachers respond to students cheating. He uses Donald McCabe's Rutgers University survey which tracks 4,500 high school students from 25 high schools. The survey states:

"47% believe teachers sometimes elect not to confront students who cheat."

"26% of those believe teachers don't want to be bothered to report academic dishonesty."

Michael Josephson of the Josephson Institute of ethics quoted these reasons for teachers not confronting academic dishonesty.

- "They're afraid they'll be sued by the parents".
- "Most schools don't have the resources to back the teachers up (in court)."
- "Most schools have grown complacent about cheating"
- "Schools have not drawn up aggressive polices to stop the practice."

Janet Bass, spokeswoman for the American Federation of Teachers said, “She had “no idea” that students perceived that such a large group of teachers would ignore cheating.” However, in the McCabe survey, “74% of students said they have been involved in serious cheating within the last 12 months.” Software programs and aggressive discipline programs have been suggested to help reduce the problem of cheating and Internet plagiarism.

Strom, R. D. and P. S. Strom. (2005). "Cheating in Schools." Child Research Net Retrieved July 22, 2008, from http://www.childresearch.net/RESOURCE/RESEARCH/2005/STROM.HTM.

A reasonably complete summary of status of cheating in US with suggestions to promote academic integrity. Notes five reasons for cheating 1) cultural erosion of values and more self-centered motivation, 2) pressure from high-stakes testing, 3) teachers don't hold students accountable (don't require thinking), 4) Pressure from parents, 5) poor adult examples
Notes the review plagiarism review source- turnitin.com recognizes 30% of the papers that are scanned include un-cited material.
Steps to resist cheating were noted to include—1) Make all assignments purposeful and clear, 2) help establish relevance to students, 3) encourage students to express their thinking and process they used to draw conclusions or complete process, 4) emphasize higher order thinking, 5) encourage new ways to solve problems, 6) encourage and document information gathering, 7) Identify grading criteria in advance or work being turned in, 8) allow students to revise final products, 9) use oral presentations with critique (dbw file)

Student Judicial Affairs (1999). Tips To Prevent Cheating, University of California, Davis.

Author stresses the Importance of Integrity to the Learning Process. Honest work builds self esteem, knowledge, and skills. In contrast, cheaters don't learn, they undermine the quality of education provided, and they devalue school's reputation and the degrees.
Recommendations:
• Highlight Academic Integrity Policy and the importance of academic honesty in class and in handouts; remind students of the policy before exams; link your website to the policy; and refer suspected violations to Academic Affairs.
• Discuss issues of integrity with your class, especially those relevant to the course and to students' future careers. Give criteria for the "hard choices" in your field, with examples of how ethical issues can/should be resolved.
• Enlist students' help in creating a climate of integrity in your class. Give students opportunities to earn your trust. Encourage them to tell you immediately if they see cheating.
• Inspire, encourage, and model integrity. You don't have to threaten or scold. Positive reinforcement works better than scare tactics, and internal constraints (morals, ethics, character) are the most effective. As educators, faculty influence students' attitudes and development, and can reinforce student integrity.
• Set Clear Standards for assignments and grading. Tell students whether they may collaborate, and if so, how much.

Sussman, D. (2003). "Academic Integrity? ABCNEWS Primetime Poll: Cheating Among Teens Common, Effective." ABC News Retrieved May 25, 2004, from www.abcnews.com.

Cheating in American high schools is widespread, almost epidemic. In an ABCNEWS Primetime poll, 70% of 12-17 year olds say they cheat on some of their school work, and most don't even get caught. Those children with friends who cheat are more apt to cheat themselves. Most are more likely to cheat or continue to do so if they don't get caught.

Syer, C. A. and B. M. Shore (2001). "Science Fairs: What Are the Sources of Help for Students and How Prevalent Is Cheating?" School Science and Mathematics **101**(4): 206+.

This study examined the sources and kinds of help that students who were required to participate in science fairs considered fair and reasonable and the kinds of help they actually received for their project. In addition, the possibility of cheating was explicitly probed. A previously reported gap between potential and actual sources and ends of help was confirmed, and 5 of the 24 students whose participation was required in a science fair admitted to making up their data or results. Pressure of time was the most highly reported obstacle faced by all students. Although 5 students cheated, one demonstrated a strong sense of right and wrong, but all the students who cheated lacked or did not make use of adaptive strategies.

Syvertsen, A. K., M. J. Cleveland, et al. (2010). Schools as civic settings: Profiles of early adolescents' responses to bullying and discrimination. Paper presented at the Society for Prevention Research. Society for Prevention Research. Denver, CO.

The presentation describes research where 242 students in 7th grade from 14 urban, public schools were surveyed to determine their responses to several bully scenarios with the possibility to (1) directly intervene and talk to bully, (2) indirectly intervene and seek adult help, (3) could ignore or intervene, and (4) would ignore the situation with a four point Lickert scale of Very Likely to Very Unlikely. The responses to this survey were correlated to four additional survey measures of interpersonal relationships that included (1) School Community-students treat each other with respect, (2) Reform Orientation-students help to make important school decisions, (3) Student Interpersonal Relations-students support one another, and (4) Teacher Responsiveness-teacher makes me feel good about achievement. With an odds ration analysis students were 4.9 times more likely to intervene for every one-unit increase in positive report of school community, 4.6 times more likely to intervene for every one-unit increase in report on school reform orientation, 4.7 times more likely to intervene for every one-unit of increase in student report of interpersonal relations and 2.9 times more likely to intervene for every one-unit of increase in report of teacher responsiveness. The results from this study encourage the effort that school leaders can invest to advance positive school climate particularly the goals of respect and caring within the school community.

Syvertsen, A. K., C. A. Flanagan, et al. (2009). "Code of silence: Students' perceptions of school climate and willingness to intervene in a peer's dangerous plan." Journal of Educational Psychology **101**: 219-232.

The current study presented 1,933 adolescents from 13 schools with a scenario about a hypothetical peer's plan to "do something dangerous" at school and asked how likely they would be to respond with four different actions: intervene directly, tell a teacher or principal, discuss it with a friend but not an adult, and do nothing. High school students were less likely than those in middle school to say they would approach the peer directly or confide in a teacher or principal. Students were most likely to favor taking action on their own over all of the other response strategies. Students with positive perceptions of their schools were more likely to say they would do something rather than ignore their peer's dangerous intentions. These relationships were mediated by students' beliefs that confiding in a teacher may have unfavorable consequences. Findings from this study support the important role schools play in creating a culture where students take responsibility for one another.

Tang, T. L.-P. and T. L.-N. Tang (2010). "Finding the lost sheep: A panel study of business students' intrinsic religiosity, machiavellianism, and unethical behavior intentions." Ethics & Behavior **20**(5): 27.

"This research investigates 266 business students' panel data across 4 time periods and tests a theoretical model involving intrinsic religiosity, the love of money (time 1), Machiavellianism (time 2), and propensity to engage in unethical behaviors (PUB: times 3 and 4). There was a short ethics intervention between Times 3 and 4. We identified good apples and bad apples using the PUB measure collected at Time 4. From Time 3 to Time 4, good apples became more ethical, whereas bad apples became less ethical after the ethics intervention. Moreover, for the whole sample, intrinsic religiosity deterred unethical intentions not only directly but also indirectly through the absence of Machiavellianism. Before the ethics intervention, intrinsic religiosity curbed unethical intention directly for good apples but indirectly for bad apples. After the intervention, only the indirect effect was significant for bad apples." (pg 352)

Taylor, B. Academic Integrity: A Letter to My Students. Des Plaines, IL, Emeritus Professor of Political Science, Oakton Community College.

The author writes this letter to his students before they enter his class encouraging them to have integrity in their work. He states that if we don't have integrity in small things, we will find it possible to justify plagiarism or cheating or shoddy work in things that don't seem important, or resist doing the same in areas that do really matter. He states that it is necessary to uphold this academic integrity in preparation for class, in class, exams, with regards to written assignments, regards to final grades, and obligations to live up to our responsibilities.

Taylor, B. (2004). Donna Andrews: A Profile in Integrity. Des Plaines, IL, Emeritus Professor of Political Science, Oakton Community College.

Teel Institute (1998). Moral Classrooms: The Development of Character and Integrity in the Elementary School. Kansas City, The Teel Institute for the Development of Integrity and Ethical Behavior.

Almost a decade of research into the effectiveness of the Project Essential curricula demonstrates conclusively that children can be taught positive and lasting behaviors that are the hallmarks of genuine self-esteem, integrity and character - empathy for others; self-discipline; recognition and fulfillment of responsibilities; respect for their own rights and a positive regard for the rights of others; and the admission and correction of mistakes.

Thompson, A. and A. Levine (2005). How Do You Educate Students About The Honor Principle When Your Peers Don't Even Know That Such A Principal Exists? Academic Integrity Conference. Virginia Tech, Dartmouth College, Director of Undergraduate Judicial Affairs.

This presentation highlights the Dartmouth College strategies in support of academic integrity which include, the academic honor principle, common violations, the process, statistics, academic integrity outside Dartmouth, Honor Education Committee, how to get the word out, and programs at Dartmouth.

Thorpe, M. F., D. J. Pittenger, et al. (1999). "Cheating the Researcher: A Study of the Relation between Personality Measures and Self-Reported Cheating." College Student Journal **33**(1): 49.

Students from a moderate-sized state university and a private liberal arts college volunteered to complete a questionnaire that surveyed rates of various forms of academic dishonesty and measured three personality characteristics, self-esteem, locus of control, and social disability. The data confirm previous observations that some forms of cheating (e.g., copying homework) occur at greater rates than others (e.g., cheating on exams). The data also challenge previous observations concerning sex differences and differences in the rates of cheating between larger

and smaller institutions. There were also significant negative correlations between the Crowne-Marlow (1960) measure of social desirability and rates of cheating. (dbw file)

Throckmorton-Belzer, L., P. Keith-Spiegel, et al. (2001). Student Response to a Collective Penalty for Reported Cheating: A Case Study. Ethics & Behavior, Ball State University**:** 343-348.

An instructor's decision to drop an exam score and to assign a penalty to all class members because no one was willing to identify students who allegedly cheated is described, including how the class members felt about the incident. For the most part, students held the cheaters responsible for their penalties. The instructor received only slightly lower student evaluations, as compared to the 2 other courses she taught that year.

Tittle, C. and A. S. Rower (1973). "Moral appeal, sanction threat, and deviance: An experimental test." Social Problems **20**(4): 488-498

The authors determine that in an effort to deter college cheating, sanctions are significantly more useful than a moral appeal, and the certainty of punishment if caught is an important criterion in determining the efficacy of sanctions. The authors conclude that there is "little commitment to the norm of classroom honesty" and that classroom honesty is especially unlikely if the instructor is not doing anything to ensure that cheating does not take place. (ml file)

Treadaway, D. (2002). Increased resources, education recommended to improve academic integrity on campus. The Whistle. Atlanta, Georgia Institute of Technology.

Adding more staff to focus on issues of academic integrity and increasing the pool of faculty and staff to serve on academic misconduct hearing panels were among the recommendations presented by the Academic Misconduct Review Committee. Among the 10 recommendations is a resolution that the Academic Senate creates a new Committee on Academic Integrity. It also recommended the creation of a mandatory non-credit course on academic integrity for first-time offenders. Their goal is to have the faculty to be engaged on this issue early on.

Tribune, C. (2011). "Cheaters: A disturbing pattern in education. Is it happening here?" Chicago Tribune August 4, 2011. Retrieved August 11, 2011, from http://www.chicagotribune.com/news/opinion/editorials/ct-edit-cheat-20110804,0,1896029.story.

Spreading evidence of cheating on standardized tests comes as states and local schools are raising the bar on accountability in the classroom. The tests mark student progress. They're also an important measure of performance by teachers and schools. When the test results can't be trusted, the movement toward accountability is undermined. There's growing evidence that not every miracle school turnaround is legit. So what about Illinois? Do we have cheaters? The state has launched an investigation to find out. That's a smart call by Illinois schools Superintendent Christopher Koch.

Tucker, N. B. (1909). "The Honor System at William and Mary College." William and Mary College Quarterly Historical Magazine **18**: 165-171.

Turque, B. (2011). "Questions about cheating could hinder efforts to improve schools." Washington Post July 25, 2011. Retrieved July 26, 2011, from http://www.washingtonpost.com/local/education/questions-about-cheating-could-hinder-efforts-to-improve-schools/2011/07/19/gIQA5tAbYI_story.html.

By the numbers, it's a paltry handful. Of more than 100,000 public schools in the United States, about 300 recently have faced suspicions, allegations and, in some cases hard proof, that teachers and administrators cheated to inflate standardized test scores. But the impact of revelations in Atlanta, Baltimore, Philadelphia, Washington and other cities extends beyond those modest numbers. Questions raised in these incidents have sent tremors through the movement to hold schools and teachers accountable for student achievement through annual testing.

Twomey, T., H. White, et al., Eds. (2009). Pedagogy, not policing: Positive approaches to academic integrity at the university. Syracuse, The Graduate School Press of Syracuse University.

The contributors to this text, "explores what universities, instructors, and students can do to create an environment that promotes honesty, trust, and respect." as opposed to "seeking out ways to identify, catch, and punish those who cheat or plagiarize..." The text's four sections include: 1. Theory in practice: What is academic integirty,a dn what are its implications for teachers and students, 2. Graduate students as students, 3. The people behind the policies (TAs, new instructors, administrators and respect for diversity), 4. Integrity in assessment; Strategies for TAs.

US Copyright Office (2007). Subject matter and scope of copyright. U. C. Office. Washington, DC, US Copyright Office.

Document provides definitions and laws as related to US Copyright

US Copyright Office (2008). Copyright Basics. U. C. Office. Washington, DC, Library of Congress. **Circular 1:** 12.

Provides an overview of copyright law and what is protected and how to register a document.

US Copyright Office (2009). Fair Use. U. C. Office. Washington, DC, Library of Congress.

Indicates that fair use guidelines are established through court cases and have respected: criticism, comment, news reporting, teaching, scholarship, and research as fair use applications that need to be guided by four factors that include: 1. The purpose and character of use and whether the use is commercial, 2. the nature of the copyright work, 3. the amount and substantiality of the portion used, and 4. The effect of the use upon the potential market or value of the copyrighted work. Noted there are no specific number of words, lines or notes that may be safely used without permission. [always best to get permission]

US Legal Inc. (2008). "Plagiarism law & legal definition." Retrieved August 11, 2009, from http://definitions.uslegal.com/p/plagiarism/.

Notes that plagiarism is "not normally a crime" although people accused of plagiarism have been sued in civil courts and disciplined in educational institutions. Defines four forms of plagiarism to include: 1. Duplication of an author's words without quotation or citation, 2. duplication of author's words with footnotes but no quotation, 3. paraphrase of author without citation, 4. submitting a paper with exact words rearranged with citation. Also noted that some states are passing criminal (misdemeanor) laws in regard to the sale of research or written work where the seller "reasonably should have known" that the purchase was made for use in a credited classroom assignment.

US News (1999). "Exclusive Poll: Cheaters Win." US News & World Report.

A new survey reveals that most students cheat, and 90% of them believe that cheaters never pay for their academic fraud. It also revealed that 80% of high achieving high school students admitted to having cheated at least once. Technology makes this cheating easier and students can download papers online tailored to a specific assignment. Teachers and school administrators may be more apt to ignore cheating or let violators off with minimal punishment because they fear lawsuits. Although, a survey to the general public reveals that they believe politicians cheat the most out of any type of person, at 89%.

Vencat, E. F., J. Overdorf, et al. (2006). The Perfect Score: Student cheating is reaching new levels, forcing an overhaul of standardized tests. Newsweek**:** 3.

Students today accept cheating as the norm. They commonly use:

• Test Banks
• Plagiarism
• Text and picture messaging
• Cell phones to find out answer to questions
• Text buddies
• Cyber essays
• Illegal prescription drugs to improve focus

In India nearly all of their "ultracompetitive" entrance exams have been stolen and sold to students who paid up to $15,000 dollars each for them. In China over 1000 students have hired at great personal expense look a likes from a web based agency to take exams for them.

What is the cause of such behavior? "Competition is the real culprit. As the work force becomes ever more crowded and the number of college grads skyrockets, top educational credentials are increasingly seen as the only sure vehicle to success"

If standardized tests can no longer be a true measure of a student's knowledge are they obsolete?

• "730 American colleges no longer require undergraduate applicants to take the SAT or ACT."
• Oxford and Cambridge in Britain make a decision after two personal interviews
• A more holistic approach to admissions is being adopted by several Universities.

Not only are Educational Testing Centers changing the ways in which they combat this problem, administrators are looking for other signs that a student has potential when they apply for college.

Viadero, D. (2008). "Project Probes Digital Media's Effect on Ethics; Howard Gardner Leads Team Studying Youths' Web Norms." Education Week **28**(13): 1, 12.

Villano, M. (2006). "Taking the Work out of Homework: With the Rise of the Internet, Schools Are Seeing an Epidemic of Cut-and-Paste Plagiarism, but the Same Technology That's Making Plagiarism Easy Is Being Used by Teachers to Catch Copycats in the Act." T H E Journal **33**(15): 24+.

Author provides suggestions for use of Internet to resist plagiarism as well as suggestions such as-- Nancy Willard, executive director of the Center for Safe and Responsible Internet Use (www.csriu.org) in Eugene, OR, tells teachers to look out for these telltale symptoms of plagiarized work:

* Use of language inconsistent with the language a typical middle or high school student would use.
* Inexplicable changes in fonts, or the presence of underlined links to web pages.
* Portions of text that are formatted differently from the rest of the essay.
* Endnote or footnote annotations that do not correspond accordingly.

* A paragraph or sentence that appears in several students' papers.

Vinski, E. J. and G. S. Tryon (2009). "Study of cognitive dissonance intervention to address high school students' cheating attitudes and behaviors." Ethics & Behavior **19**(3): 218-226.

"Forty-four high school students took part in focus-type group that used an induced hypocrisy paradigm developed from cognitive dissonance theory (Festinger, 1957) to reduce cheating behavior. Post testing following the intervention showed that, contrary to expectations, these students' attitudes toward cheating and self-reported cheating behaviors did not decrease relative to those of 65 control group participants... Although participants did not view cheating favorably, a large majority admitted cheating and indicated that they had never been caught." This study was conducted in a New York Catholic high school where an honor code and pledge were reviewed at the start of each year. The authors speculate that apart from the honor code on paper that teachers generally ignore incidence of cheating and thus support the students' existing cognitive dissonance. They also noted the one-hour intervention may not have engaged the students in sufficient reflection or ownership of the policies to reduce cheating to create the necessary dissonance for measurable effect on the post-test administered the next day.

Vitro, F. and L. Schoer (1972). "The effects of probability of test success, test importance, and risk of detection on the incidence of cheating." Journal of School Psychology **10**(3): 269-277.

In a study of elementary school students, the author subjected students to several scenarios with varying probability of test success, test importance, and risk of detection. The most cheating took place under low probability of success, low risk of detection, and high test importance. The authors suggest particular emphasis on helping students feel optimistic about their chances of test success, indicating that this is even more important that the type of proctoring provided or what is said about the test importance. (ml file)

Wade, N. (2010). Harvard finds scientist guilty of misconduct. The New York Times. New York, New York Times.

This article briefly and due to confidentiality requirements, incompletely summarizes the scientific misconduct that Harvard Professor Marc Hauser called "mistakes" that led to his one-year leave from Harvard. It was noted that a graduate student assistant disagreed with Dr. Hauser's subjective assignment of monkey's "thoughts or expectations" which led to further investigation and the discovery that previous research data was lost or could not be repeated. Two published papers were "corrected" and one was retracted. Dr. Hauser's field of study was focused on cognition and moral development. Hauser was quoted as saying he looks forward to getting back to work at Harvard, "mindful of what I have learned in this case." (p. AI)

Wajda-Johnston, V. A., P. J. Handal, et al. (2001). Academic Dishonesty at the Graduate Level. Department of Psychology. Saint Louis, Saint Louis University. **Doctorate**.

We investigated the definition, prevalence, perceived prevalence and severity of, as well as justifications for and expected responses to, academic dishonesty at the graduate level in a sample of 246 graduate students, 49 faculty, and 20 administrators. Between 2.5% and 55.1% of students self-reported engaging in academically dishonest behaviors, depending on the nature of the behavior. Students and faculty rated 40 examples of academically dishonest behaviors similarly in terms of severity, but faculty tended to underestimate the prevalence of academic dishonesty. Students and faculty also reported how they would idealistically and realistically expect themselves to respond to cheating situations. Students rated 21 behaviors in terms of

their likeliness to increase or decrease academically dishonest behavior. Suggestions are given for developing a climate or culture of academic integrity to address academic dishonesty.

Wangaard, D. (2006). The Golden Compass for Character-Based Decision Making. Boone, NC, Character Development Group, Inc.

The activities and skills taught through application of The Golden Compass provide a compass needle that always points to alternatives in support of good decisions. Teachers and students are encouraged to complete the introductory exercises together and create a skill base for character-based decision making. Following the basic skill development, The Golden Compass presents 56 dilemmas to help students practice character-based decision making. The dilemmas are circumstances that are relevant to the life of middle school and high-school students while at school, home or in the community.

There is often more than one good option to solve life's dilemmas. The Golden Compass provides activities to help students practice reasoning skills while validating the importance of positive character to guide decisions. The activities and process provided in The Golden Compass are suggested for use in homeroom settings, class meetings, advisory/advisee periods, health-education classes, discipline plans and language arts and social studies classes that evaluate the decision of characters in literature or history.

Wangaard, D. B. (2011). In Wake of Public School Cheating Scandal, Ethical Education Expert Urges Schools: Lead with Integrity! Youth Sense. Minneapolis, MN, Search Institute. **August 18**.

The recent cheating scandal in the Atlanta public schools provides another wake up call for those of us who are concerned with American public education and its mission to advance an educated and ethical citizenry. These two goals have historically been the founding reason for public education. Integrity is a character trait and social asset that links these two goals together.

Wangaard, D. B. and R. Parisi (2008). Lindbergh School District National School of Character Site-Visit Report. Washington, DC**:** 5.

The Lindbergh District was noted for its improvement in many categories that included: academic improvements measured by standardized testing, reduction in discipline referrals, and increase in student service hours.

Wangaard, D. B. and J. M. Stephens. (2006). "Justification for Implementing and Evaluating a Pilot Academic Integrity Program." School for Ethical Education Retrieved January 26, 2008, from www.ethicsed.org/programs/integrity-works/justification.htm.

The authors states that the number of cases of academic dishonesty has grown considerably in the past 30 years. They propose and justify implementing a school academic integrity committee to support a local strategic plan to promote integrity. The strategies that could be implemented include: developing a school honor code, providing professional development to teachers, and educating the students and parents.

Wangaard, D. B. and J. M. Stephens (2011). "Academic Integrity: A Critical Challenge for Schools." Excellence & Ethics **Winter 2011**.

Wangaard and Stephens note that our nation's schools are facing a crisis of academic integrity. In their recent study of 3,600 students from six economically and ethnically diverse high schools, it was determined that 95% of students reported engaging in some form of cheating behavior. Some of the student's comments from the study are presented in the article. The authors also

describe four components, based on student's justifications of cheating, in order to model a culture of academic integrity.

Wangaard, D. B. and J. M. Stephens (2011). Creating a Culture of Academic Integrity: A Toolkit for Secondary Schools. Minneapolis, MN, Search Institute Press.

Over 90% of students participate in some form of academic cheating during the school year, according to research by David B. Wangaard, Ed D., and Jason M. Stephens, Ph.D. Their work, incorporating their own research of six diverse high schools in the northeastern United States as well as national surveys involving tens of thousands of students all across the nation, underscores the importance of keeping students academically honest. Wangaard and Stephens offer a cure for the cheating epidemic with this book, giving teachers and administrators the tools they need to create an environment of honesty and openness in the classroom - a culture of academic integrity.

Ward, D. and W. Beck (1990). "Gender and Dishonesty." Journal of Social Psychology **130**(3): 333-339.

Exploring the finding that women are less likely to be dishonest than males, it was found that when some women do cheat they are more likely to engage in excuse making prior to cheating. (md file)

Warren, K. (2004). Erasuregate: The Rise and Fall of Roger Previs and Stratfield School. New Haven, Hopkins School.

With a smart, well trained principal, a school can accomplish many great things and have an enormous amount of success. However, Roger Previs, the principal of Stratfield Elementary school had a good reputation until he was suspended for tampering with standardized tests in 1996. This essay goes to explain that his mistake of tampering with the Iowa Tests and Connecticut Mastery Test made the entire town of Fairfield suffer.

Welter, T. (2008). "Ask About Cheating in School and the Stories Pour Out." The Orange County Register February 29, 2008. Retrieved July 21, 2010, from http://www.ocregister.com/articles/cheating-109834-tests-cheatinginschool.html.

[positive AI story]

Whitley, B. E., Jr. (1998). "Factors associated with cheating among college students: A review. ." Research in Higher Education **39**(3): 39.

This article provides a meaningful review of 107 studies “of the prevalence and correlates of cheating among college students published between 1970 and 1996.” The author acknowledges limitations of the study due to sampling limitations as variables may have only been in “one or a few studies”. However, for other researchers and those interested in AI, there are multiple tables and analysis of correlates for student cheating that can continue to guide new research and supports the author’s conceptual model for predicting cheating behavior.

Whitley, B. E. and P. Keith-Spiegel (2001). Academic Integrity as an Institutional Issue. Department of Psychological Science. Muncie, IN, Ball State University**:** 325-342.

Academic dishonesty among students is not confined to the dynamics of the classrooms in which it occurs. The institution has a major role in fostering academic integrity. Ways that institutions can have a significant impact on attitudes toward and knowledge about academic integrity as well as reducing the incidence of academic dishonesty are described. These include

the content of an effective academic honesty policy, campus-wide programs designed to foster integrity, and the development of a campus-wide ethos that encourages integrity.

Whitley, B. E. and P. Keith-Spiegel (2002). Academic dishonesty: An educator's guide. Mahwah, NJ, Lawrence Erlbaum Associates.

"Our goal is to provide readers with a concise handbook covering the full spectrum of issues related to academic dishonesty. To do so, we present research and theory on academic dishonesty and strategies for preventing, confronting, and managing the problem. The book is divided into three parts. The first part reviews the existing published literature about academic dishonesty among college and university students and how faculty members respond to the problem. ... The second part of the book presents practical advice designed to help college and university instructors...The last part,... considers the broader question of academic integrity as a system-wide issue within institutions of high education." (pgs vii-viii) Eight reasons educators should be concerned about academic integrity (pgs4-6). 1. Equity-- students who cheat may get better grades than they deserve and gain a competitive advantage over non-cheating classmates. 2. Character development-- Schools, particularly secondary schools, have an obligation to help promote civic norms and moral standards and [dbw observation] to help support development of moral citizens for our democratic form of government. 3. The mission to transfer knowledge [teach]-- "students who cheat their way through [school]...do not acquire the knowledge to which their degrees are supposed to attest..." 4. Student morale-- is frustrated when it is generally recognized that others cheat with no consequences. 5. Faculty morale-- is frustrated and faculty can become cynical with what some consider a personal insult or violation. 6. Students' future behavior-- can be comprised by a cheating ethic that is not resisted in school. provides citations for that research to include Baldwin, Daugherty, Rowley, & Schwarz (1996) 7. Reputation of the school-- is compromised by widely recognized practices of cheating, 8. Reputation of education suffers-- as culture becomes more cynical about authentic learning and the compromises that cheating requires. Pavela (1978) is cited for a definition of plagiarism, "deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgement' (p. 78). [dbw would suggest plagiarism doesn't have to be "deliberate" to be wrong.] Citing multiple studies, a comparison of college student to faculty definitions of cheating is compared. Students are noted to be generally more lenient, but come closer to faculty opinions as they progress through school and enter graduate school. Some behaviors "a substantial minority of faculty members to not consider to be cheating..." include: 1. behaviors that could be accidental, 2. behaviors due to ignorance, 3. behaviors due to uncertainty, 4. behaviors that approximate proper behavior such as reading a condensed version of a book. Table 2.1 (pgs 23 & 24) Reasons and Justifications Students Give for Academic Dishonesty.

Factors Motivating Academic Dishonesty-- 1. Performance concerns (course failure, low grade), 2. External Pressures (Academic-work load, others cheating, Nonacademic-parental pressure, illness, job limits study time), 3. Unfair Professors (grading to hard, tests unfair), 4. Lack of Effort (didn't attend class, did not want to do work), 5. Adherence to Other Loyalties (helping a friend), 6. Other (irresistible opp, enjoy the challenge of cheating)

Reasons for Engaging in Academic Dishonesty--1. Few get caught, 2. Those who are caught are not punished, 3. Other students don't cover their papers, 4. Instructor left the room.

Justifications for Academic Dishonesty-- 1. Denial of injury (no one is hurt), 2. Denial of Personal Responsibility (I was ill, work too hard, Prof doesn't teach), 3. Denial of Personal Risk (no one gets caught), 4. Selective Morality (only cheat on hard classes, it was necessary, friends need help), 5. Minimizing Seriousness (it was only busy work, it was only one assignment), 6. A

Necessary Act (had to to get into grad school, or to raise GPA, I'd lose my scholarship), 7. Dishonesty as a Norm (everyone does it, school accepts it).
Emphasis is made that all justifications seek to remove responsibility from the cheater. [unclear the diff between Factors, Reasons for and Justification]
Table 2.2 Reasons Students Give for Not Engaging in Academic Dishonesty (pg 27)
Internal Reasons--1. Believe that it is wrong, 2. It makes success meaningless, 3. Too proud to cheat, 4. Can succeed without cheating, 5. Never thought to cheat, 6. Don't want to get caught, 7. Respect for the teacher
External Reasons--1. High cost of getting caught, 2. High likelihood of getting caught, 3. Embarrassment over getting caught [how is this different from Internal #5?], 4. Teacher would lose respect for me, 5. Friends disapprove, 6. It's unfair to other students.
Table 2.3 Characteristics of Students Admitting to Academic Dishonesty (pg 30 &31). Of the strong correlations they include: 1. believe they can successfully cheat, 2. hold favorable attitudes toward cheating, 3. perceive social norms allow dishonesty, 4. Anticipate reward for successful cheating, and 5. Have cheated in the past.
Figure 2.1 Model of the proximate causes of academic dishonesty (pg 33)- provides a graphic representation of correlational relationships (just cited) that influence cheating
[so to resist cheating, schools can 1. raise the risk of detection, 2. support culture that rejects cheating, 3. Fairly and consistently discipline cheaters
Box 3.7 Helping Students Avoid Plagiarism (pg 62)1. Define and discuss plagiarism, 2. Discuss problems writers encounter with examples, 3. Examine examples of plagiarism, 4. Teach proper note taking, 5. Teach proper quoting and citation, 6. Require intermediate steps for writing assignments, 7. Require annotated bibliographies, 8. Provide strategies to self-check and peer edit for plagiarism...
"Plagiarism is wrong because it involves: 1. a misrepresentation of yourself, 2. stealing what belongs to others, 3. a violation of your school's academic honesty policy, 4. a violation of copyright law, 5. dishonoring and undermining your classmates who do their own work, 6. deceiving your instructors, 7. interfering with real learning." (pg 77) [dbw adds- intellectual laziness and developing weak character] Additional author observations on pg 81-- 1. you miss opportunities to practice and master research and writing skills [more specific to real learning], 2. you don't experience the gratification of creating something uniquely your own, 3. potential discipline and consequences if caught.
Definition of plagiarism-- "Plagiarism is the undocumented use of the work or concepts created by others. Plagiarists claim the work of others as their own or do not fully or appropriately credit their sources. Although plagiarism is usually discussed with regards to writings, the concept of work can be extended to include other forms of expression such as musical compositions, designs, and speeches." (pg 77)
Four types of plagiarism-- the text provides examples of each.
1. "Direct Plagiarism: A written work is copied word for word from another source and submitted as if you conceived of this word pattern yourself. Even if phrases are slightly modified, you would still be committing direct plagiarism." (pg 77).
2. "Unattributed Paraphrasing: ...the writer may actually use few or no words from the original source. However, the writer's version is heavily dependent on the source and contains no new concepts or perspectives. The author of the original source, however, is given no credit." (pg78).
3. "Insufficient Citation of Sources: If sources are not appropriately credited, plagiarism can be the intentional (or unintentional) result. Proper citations are sufficiently complete to allow the reader to locate and consult that source." (pg 79)

4. "Pirating Distinctive Concepts: Claiming as one's own the distinctive concepts, ideas, or approaches to a subject developed by others..." (pg 79) [similar to unattributed paraphrasing accept with the addition of claiming the idea as your own--ex, "I propose the following..." where the original idea came from another author.
Red flags to warn of circumstances supporting plagiarism-- 1. waiting too long to start and assignment, 2. underestimating complexity or duration of assignment, 3. assuming instructors won't check, 4. taking poor research notes, 5. previous habit of plagiarism (pg 80)

Whitley, B. E. J., A. B. Nelson, et al. (1999). "Gender Differences in Cheating Attitudes and Classroom Cheating Behavior: A Meta-Analysis." Sex Roles: A Journal of Research: 657.

Although academic dishonesty is a major problem in American colleges and universities, relatively little research has investigated gender differences in cheating. Based on the differential socialization theory of gender differences in moral reasoning (e.g., Chodorow, 1989; Gillian, 1982) we expected that, compared to women, men would report more favorable attitudes toward cheating and more cheating behavior. We conducted a meta-analysis that included 8 studies of gender differences in attitudes toward cheating, 34 studies of gender differences in cheating behavior, and 6 studies that investigated both attitudes and behavior. Although the mean effect size for gender differences in attitudes was of moderate magnitude, equivalent to a correlation of r = .21, the mean effect size for behavior was small, equivalent to r = .08. Behavior effect sizes also varied as a function of field of study, method of data collection, and country in which the study was conducted. We discuss the implications of our results for future research on gender differences in academic dishonesty.
The results of the meta-analyses supported the hypotheses derived from the differential socialization theory of moral reasoning that men would report having cheated more than women and that men would have more positive attitudes toward cheating than women. However, although the attitudinal gender difference was reasonably large, falling into the range of values categorized as medium by Cohen (1992), the behavioral gender difference was much smaller, falling into the range Cohen (1992) categorized as small. In addition, we found that behavior effect sizes varied as a function of several study characteristics. The mean effect size was smaller (essentially zero) for observation studies than for self-report studies; the mean effect size was negative for studies conducted in traditionally male-dominated business and economics classes, indicating that men cheated less than women in those courses, and positive for other courses; and the mean effect size was larger for studies conducted outside the United States than for studies conducted in the United States. We also found that behavioral gender differences had remained relatively stable from the 1960's to the 1990's, whereas over the same time period, men's attitudes toward cheating had become more positive than women's. (dbw file)

Who's Who. (2004). "Cheating And Succeeding: Record Numbers of Top Ten School Students Take Ethical Shortcuts." Who's Who Retrieved May 26, 2004, from www.whoswho-teachers.com/3attitudeANDsopionions/29.aspx.

Four out of five teens at the top of their classes say they got there the easy way, according to this year's poll of students honored in Who's Who Among American High School Students. A full 80% admit to having cheated during their impressive academic careers, the highest percentage in the 29 year history of the survey. Most students seem blasé about their own ethical failures where 53% say it's no big deal and virtually 95% avoided getting caught. Even so, nearly two times as many students this year than last point to "declining social and moral values" as the

biggest problem facing their generation today. Crime and violence came in a distant second place, cited by 15%.

Wilgoren, J. (2002). "School Cheating Scandal Tests a Town's Values." The New York Times February 14, 2002. Retrieved July 27, 2010, from www.nytimes.com/2002/02/14/us/school-cheating-scandal-tests-a-town-s-values.htm.

[positive AI story]

Wiser, P. (2004). Honesty Not the Usual Policy for Nation of Cheaters. Chicago Sun Times. Chicago, Chicago Sun Times.

"Individualism has morphed into selfishness, money has become more important to people and materialism has intensified, and harsher norms of competition have spread, while compassion for the weaker or less capable has waned." Callahan writes this in his recent book The Cheating Culture. The author of this article goes on to describe how unethical people have become and how it has become the norm to cheat to get by.

Wowra, S. (2007). "Moral Identities, Social Anxiety, and Academic Dishonesty Among American College Students." Ethics and Behavior **17**(3): 303-321.

Seventy college students were surveyed to understand how academic cheating is related to either their moral identities or their sensitivity to social evaluation. “Symptoms of social anxiety were positively correlated with recall of academic cheating. Students who placed more importance on their moral identities recalled significantly fewer instances of cheating. “Practical interventions to rampant cheating in American schools are discussed.

The data suggest that, “The differences in students preexisting ethical ideologies predict engagement in academic cheating and a wide variety of unethical actions.” If teachers spent 5-10 minutes daily discussing personal responsibility for academic dishonesty students would be given an opportunity to reflect upon their ethical decision making.

College students who are committed to an expedient ethics are at risk for a diagnosis of social anxiety. These students endorse an expedient ideology to justify their unethical actions.

Wowra, S. A. (2007). "Academic Dishonesty - Introduction to the special issue." Ethics and Behavior **17**(3): 211-214.

Mr. Wowra introduces the special issue of Ethics and Behavior which focuses on Academic Dishonesty. The issue is organized with the desire to understand some key points:

•Do cheaters have a Machiavellian Worldview?

•What motivates academic cheating?

•Is academic dishonesty a symptom of a larger and more internal problem facing our culture?

He states, “Students who exhibit a more positive attitude toward cheating, who operate in an environment with less restrictive norms against cheating, and who have a weak sense of moral obligation to avoid cheating will be more likely to cheat in a given situation. Interventions for academic dishonesty cannot treat the problem in isolation. To combat this philosophy parents, professors and administrators must generate why it’s in the students best interest to maintain his or her academic integrity.”

You, D., Y. Maeda, et al. (2011). "Gender differences in moral sensitivity: A meta-analysis." Ethics & Behavior **21**(4): 19.

With the meta-analysis the authors note, "...Walk's (2006) most recent and most extensive review concludes (a) that gender explains a negligible amount of the variability in moral

reasoning development, (b) that abundant empirical evidence indicates no support for the idea that Kohlberg's model down scores the reasoning of women and those with a care orientation, and (c) Gilligan's claim of gender polarity in moral orientations cannot be substantiated in light of small effect sizes in analyses of gender differences. ...it is time to set aside the issue of gender difference and gender bias in moral reasoning and judgment..." (pg 264) Provides some background for Rest's development of his Four Component Model (FCM) (Rest, 1982). "Rest (1082) argued that the literatures suggested that moral sensitivity and moral implementation [behavior], in addition to moral judgment as proposed by Kohlberg, and moral motivation as suggested by Blasi's (1994) conception of the moral self, were each necessary capacities for the production of moral behavior. Rest asserted that although the four components suggested a logical sequence, they did not represent a linear order. Further, competence in one did not predict competence in another." (pg 265) Recognized 18 different instruments have been designed to assess moral sensitivity for seven different professions.
"Rest (1982) defined moral sensitivity as one's awareness of how one's actions affect others. It reflects (a) awareness of different possible options for action and how each action could affect the parties concerned, (b) awareness of the cause-consequence chains of events, and (c) empathy and perspective-taking skills." (pg 265)
Results from the study include-- "...female participants tended to consistently score higher on moral sensitivity measures than male participants, irrespective of educational level." (pg 278)