

## East Carolina University Office of Student Rights and Responsibilities

### Petition for X Removal Educational Workshop Packet

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This packet contains the materials that you must complete, in order to petition for the removal of an “X” on your transcript due to an academic violation.

Please type all responses/essays double-spaced in your choice of Arial, Calibri, Cambria, Georgia, Garamond, Verdana or Times New Roman font, size 12 with no larger than 1-inch margins. The assignments should be composed in an appropriate manner as any essay/paper in a classroom setting. Please **submit all assignments and responses in a single Response Document**. Each assignment and activity has a heading that you will use to designate which assignment or activity you are completing.

Ex: Please title the following response to this assignment as: “Pirate Expedition”

Return all completed work to the Office of Student Rights & Responsibilities by uploading the completed packet to the Petition to Remove X form linked on the website.

If you have any questions or concerns regarding the packet, please contact the Office of Student Rights and Responsibilities at [osrr@ecu.edu](mailto:osrr@ecu.edu) or (252) 328-6824.

***NOTE:** The citation style used in this document is Chicago/Turabian. All Cited Works appear in the bibliography.*

East Carolina University  
Office of Student Rights and Responsibilities

# Preface

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## Inside the Cheater's Mind (from the New Yorker)

By: Maria Konnikova, Author, *Mastermind: How to Think Like Sherlock Holmes*

A [few years ago](#), acting on a tip, school administrators at Great Neck North High School, a prominent, academically competitive public school in Long Island, took a closer look at students' standardized test scores. Some of them seemed suspiciously high. What's more, some of the high scorers had registered to take the test well outside their home district. When the Educational Testing Service conducted a handwriting analysis on the suspect exams, they concluded that the same person had taken multiple tests, registering each time under a different name. In November, 2011, [twenty students from schools](#) in Nassau County were arrested and accused of cheating. The arrests, combined with the social prominence of the school and its students, made the case one of the most prominent cheating scandals in recent history.

When a student sits down at a test, he knows *how* to cheat, in principle. But how does he decide whether or not he'll actually do it? Is it logic? An impulse? A subconscious reaction to the adrenaline in his blood and the dopamine in his brain? People cheat all the time. But why, exactly, do they decide to do it in the first place?

One [early theory](#), promoted by the psychologist Lawrence Kohlberg, held that cheating is governed by our moral development: the more advanced we are, the less likely we are to cheat. According to Kohlberg, we pass through six stages as we grow older, during which we become progressively less egotistical and more practiced at reasoning through the problems of morality. With each step in development, we become less likely to cheat. Cheating, in other words, is the result of a lack of moral fortitude and education. Later views contended that people cheat based on the situation. [In 1996](#), the psychologist and economist George Loewenstein presented a cold, rational formula: people weigh the benefits of the unethical action against the costs of committing it, and decide accordingly. That [same year](#), the psychologists David Messick and Max Bazerman countered with a less precise, more emotional approach, positing that cheating is the result of a highly subjective reasoning process that includes three types of argument: how we think about the world, how we think about other people, and how we think about ourselves. Eight years later, Bazerman [offered](#) an addendum to his initial view. For the most part, he said, our decision to cheat or not cheat occurs on a subconscious level. It's a result of situational forces of which we are hardly, if at all, aware.

Most modern research on cheating explores the subtle behavioral influences that form the noisy background to our daily choices. In a typical laboratory set-up to measure cheating behavior, people are placed in a situation where they think their actions are anonymous and where there is no chance of getting caught. In reality, of course, what they do is observed. As it turns out, almost anyone will cheat when given even minor, consciously imperceptible behavioral cues. For instance, in a [series of three experiments](#), a group of psychologists found that lighting could affect cheating. In one study, participants in a dimly-lit room cheated more often than those in a lighter one. While both groups performed equally well on a set of math problems, students in the darker room self-reported that they correctly solved, on average, four more problems than the other group—earning \$1.85 more as a result, since they were being paid for each correct answer. The authors suggested that the darkness created an “illusory anonymity”: even though you aren't actually more anonymous in the dark than in the light, you feel as though you are, making you more likely to engage in behaviors you otherwise wouldn't.

Similar effects have been observed with a variety of situational factors that don't seem directly related to cheating. We cheat more, for instance, when we're in a [messy environment](#)—one that has more signs of socially deviant behavior, like litter, graffiti, and other rubble. We're also more likely to cheat [when we think](#) there's more to go around, since there are plenty of resources and we believe that our own behavior won't have much of an impact. We cheat, too, when we're simply [exposed](#) to a statement that highlights determinism—when we're told that our behavior is a result of genes and the environment, as opposed to free will. When we are placed in a position of perceived power, the likelihood of cheating [also goes up](#). [New research](#) from the psychologists Andy Yap, Dana Carney, and colleagues suggests that people who assume expansive power poses,

such as standing with their feet shoulder-width apart and their hands on their hips, become, consciously or not, more likely to steal money or cheat on a test. When they sit in expansive car seats, which allow them to spread out, instead of constricting them as a tighter seat would, they become more likely to commit a traffic violation during a driving simulation—and, in a real-world version, cars with more expansive drivers' seats were more likely to be illegally double-parked. [One recent study](#), out last month in the journal *Psychological Science*, even suggests that the common societal values of power and achievement can lead to cheating in and of themselves: they create a competitive mindset that in turn makes us more likely to engage in unethical self-promotional behavior. The results echo [earlier findings](#) that “achievement” goals—a focus on results, rather than on understanding—as opposed to “mastery” goals, increase cheating.

We also cheat more when we're feeling tired, either physically or mentally. [In a 2011 study](#) led by the cognitive psychologists Francesca Gino and Dan Ariely, researchers asked students to watch a video and either do nothing or actively ignore words that appeared on the screen at the same time. The students who made the effort to ignore the words cheated far more during a subsequent problem-solving task. Sleep deprivation led to [similar results](#): individuals who were more tired became more likely to cheat in a work environment. We don't cheat spontaneously when we're sleepy or drained; it's that, when the opportunity to cheat presents itself, we become increasingly more likely to take advantage of it, as our [self-control is depleted](#). One possible reason for cheating on standardized tests? Most of them are held early in the morning on Saturdays, when students are at their sleep-deprived worst.

Most perniciously, cheating can become self-reinforcing. When we cheat, we have a tendency to rationalize the behavior. We can't change the past, so we change our attitude and justify our actions. But that adjustment, while it may make us feel better, also makes us more likely to cheat again: we cheat, we rationalize it, we accept it, and we cheat once more. [Recent research](#) from Harvard University suggests that, in both hypothetical scenarios and real-world tasks, people who behave dishonestly are more likely to become morally disengaged from their environment and to forget moral rules, such as honor codes. Cheating, it seems, [can cause](#) a self-justifying temporary block on ethical information.

Fortunately, the same is true for preventing cheating: small shifts in the environment that seem unrelated to honesty but trigger self-reflection can make people less likely to cheat. If we know we're being watched, [for instance](#), we become less likely to behave dishonestly. Even subtle signs of surveillance are persuasive: [mirrors](#) or pictures of eyes can dissuade cheating. In [one study](#), people contributed three times more money to a coffee-payment honesty box when they were under a poster of eyes, as opposed to one of flowers. And while having an honor code or other ethical-behavior standard in and of itself may not reduce cheating, it does help to bring such codes to mind before placing people in situations where cheating is possible. The psychologist Nina Mazar and colleagues found that [simply asking](#) students to write down the Ten Commandments lowered their rate of cheating, whether or not they could actually recall any of the commandments or were even religious. The phenomenon is known as the mere reminder effect. Cheating was likewise reduced when students saw a short honor-code statement (“I understand that this short survey falls under M.I.T.'s honor system”) on the top of a page before taking a test. Even [asking someone](#) to recall when they behaved immorally in the past reduces the likelihood of their cheating in the future.

Social norms, too, play an important role in the decision to cheat: if cheating seems more widely accepted, people are [more likely](#) to be dishonest; [the reverse is true as well](#). In [one set of experiments](#), psychologists at the University of North Carolina at Chapel Hill and Duke University found that if someone had obviously cheated, by finishing a problem-solving task much more quickly than would be possible had he completed it honestly, other people in the room became more likely to cheat as well—but only if they perceived the cheater to be like them. If the cheater seemed different—in this case, if he wore a rival school's T-shirt—students became far less likely to cheat. In the case of the Long Island students, it seems that, while relatively few students actually cheated, most were aware that it was a regular occurrence. It was a student, in fact, who [first brought](#) the alleged cheating to the attention of a Great Neck counsellor. Cheating was a known, somewhat accepted norm; little wonder that it swept through five separate schools.

Those early theorists who thought of cheating as a matter of character and moral development, though, may not have been entirely wrong. No matter the circumstances, it appears that some people simply will not cheat. In [Gino and Ariely's 2011 work](#)—the studies on self-control and mental fatigue—certain people didn't cheat no matter how tired they became. Individuals who rated characteristics like honesty, fairness, and compassion as more important remained immune to the cheating temptation. A solid moral compass can, in other words, lead one safely through dim rooms with graffiti-covered walls

# Introduction

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In the article, the author concludes that “individuals who rated characteristics like honesty, fairness, and compassion as more important remained immune to the cheating temptation. A solid moral compass, can in other words, lead one safely through dim rooms with graffiti covered walls.”<sup>1</sup> You may be asking yourself, “Do I have a solid moral compass?” or you may even be thinking, “I have a solid moral compass, I just made a mistake.” Whatever thoughts are running through your mind, please know that the purpose of this packet is not to brainwash you or define your morals and values. The purpose of this workshop is to help you understand first how choices are influenced and more importantly, *your choices*, and second, to educate you about academic integrity.

The choices we make are influenced by forces, whether they be invisible, visible, prominent, or underlying. Our choices are inspired decisions driven by personal values, integrity and ethics. Have you ever written out your values? You know that they exist but what exactly are they? Do your actions line up with the person you hope to be? The first part of this packet is designed to help you explore that for yourself. Upon completion of this workshop, you should be able to definitively articulate what you value. In addition, you will have some insight as to how you make choices.

The second part of this packet deals specifically with academic integrity. Not all academic integrity has malicious intent behind it, but the behavior still stands to be explained, corrected, and examined. Through a series of case studies and activities, you will become an expert on academic integrity.

It is anticipated that this packet, its assignments and activities will enlighten you about yourself and your role as an East Carolinian. As a member of this community you have the responsibility to carry our personal and academic integrity.

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<sup>1</sup> <http://www.newyorker.com/tech/elements/inside-the-cheaters-mind>

# **Part I: Values, Morals, Ethics & Decisions**

# Values Exploration

Please title your responses to this assignment: *Values Exploration\**

## **Terms to Consider<sup>2</sup>:**

### *Value*

A tightly held belief upon which a person acts by choice; an enduring belief that one way of behaving is personally or socially preferable to an opposing way of behaving.

### *Ethics*

The study of right and wrong, usually including the determining and encouraging of what is right.

### *Integrity*

A steadfast adherence to a strict moral or ethical code: sound judgment.

### *Respect*

Respect often involves these traits and treatment: tolerance, honor, esteem, appreciation, consideration, politeness, and honesty.

### *Ethical Behavior*

Acting responsibly in difficult and/or complex situations, with quality character and judgment.

### *Ethical Dilemma*

A situation in which there is a conflict in the minds of people between values, or a conflict between your values. Often times, this involves a 'right vs. right' decision.

### *Moral Temptation*

The internal conflict of a 'right vs. wrong' decision. There is a definitive wrong decision, but in the moment that decision is appealing.

## **After considering the definitions above, in your own words answer the following questions:**

1. What are values?
2. What are ethics?
3. Are ethics and values the same? Why or Why not?
4. What does an ethical person "look" like?
5. Who is an example of an ethical person for you? Why?
6. How would you know if someone was unethical?
7. What is respect?
8. What does a respectful person "look" like?
9. Who is an example of a respectful person for you? Why?
10. How would you know if someone was disrespectful?
11. What is integrity?
12. What does having integrity mean to you?

<sup>2</sup> \*When you see the asterisks, note that this activity has been derived, inspired and/or adapted from and used with permission from The Florida State University. Full citation in bibliography

# Values Exploration (continued)

Read the quote below, then re-read the definition of values. Reflecting on both, in your Response Document, recreate the table below and list at least 10 of your values in the left column. Then, in the right column, describe behaviors that support and conflict with each value listed. After you identify and define your values, write a short reflection (250-500 words) on who and what influences your values, and *why* you value them.

*“Your beliefs become your thoughts,  
Your thoughts become your words,  
Your words become your actions,  
Your actions become your habits,  
Your habits become your values,  
Your values become your destiny.”  
~Mahatma Gandhi*

**Values**

**Behavior/Action**



# Institutional Values\*

Please title your responses to this assignment: Institutional Values

## East Carolina Creed Reflection

To the right is the East Carolina Creed. As a Pirate and an East Carolinian, you are charged to take on the values and responsibilities laid out in this creed. Read the creed and write a minimum of 1 page reflection. When crafting your response, consider the following questions

- ☑ Have you heard of the East Carolina Creed? If yes, where?
- ☑ Do your values align with those listed in the Creed?
- ☑ Do you feel that your values should align with the creed, why or why not?
- ☑ Do you know who created the East Carolina Creed? If so, who? If not do you think students were involved in its creation?
- ☑ Do you feel that having our ECU community values in a creed form is beneficial? Why? Who should see it? Where should it be displayed?
- ☑ Give examples of how you have both upheld and failed to uphold the creed while here at ECU.
- ☑ Discuss which tenets you feel are the most beneficial or relevant to life at ECU?
- ☑ Does your social circle uphold the creed? If so how? If not, why do you believe that is?



In the pursuit of educational excellence, responsible stewardship, and intellectual freedom, the community of scholars at East Carolina University is committed to learning at the highest level. Founded in the tradition of service and leadership, members of our academic society exemplify high standards of professional and personal conduct at all times.

As an East Carolinian,

- *I will carry out personal and academic integrity.*
- *I will respect and appreciate the diversity of our people, ideas, and opinions.*
- *I will be thoughtful and responsible in my words and actions.*
- *I will engage in purposeful citizenship by serving as a positive role model.*

Adherence to these moral principles is the obligation of every East Carolinian on- and off-campus. In doing so, our individual freedom to learn and a pledge to serve will be preserved



# Defining Ethics

Please title your responses to this assignment: *Defining Ethics*

## **What are ethics?**

Merriam-Webster defines ethics as a set of moral principles: a theory or system of moral values; principles of conduct governing an individual or a group; a guiding philosophy; a consciousness of moral importance.<sup>3</sup> Ethics are around us every day. They are our internal decision making tool that weighs our values against each other when we have to make decisions. Our ethics stem from our morals. When we are faced with a decision of right vs. wrong, our morals show us that this decision could go against our aggregate value structure or simply all of what we value, i.e. a moral temptation. When values clash, and there is a right vs. right decision, you are facing an ethical dilemma. When individuals face ethical dilemmas and moral temptations, there are values in conflict with one another. When you make a decision, one value ends up trumping the other. These are common dilemmas that individuals face, often times without realizing it.

Below are definitions and concepts about morals and ethics. After reading each section, answer the following questions in your Response Document:

- Give an example of a Moral Temptation you have experienced, and how you came to your decision.
- Give an example of 2 Ethical Dilemmas you have faced and what decision you made. What were the principles you considered if at all and why?
- Which Ethical Dilemma do you encounter the most and why do you think that is?
- Sometimes ethical behavior requires us to make some sacrifices in other areas of our lives. Discuss a time when you made a sacrifice in order to “do the right thing”. Predict a time in the future when you will be faced with the dilemma of making a significant sacrifice in order to be ethical. Why would you make these sacrifices in order to be ethical? Why is being ethical important?

## **Moral Temptations**

Moral Temptations are decisions in which there is a clear and distinct line between right and wrong. A person’s perception of right and wrong hinge on the internal values that a person may have.

There are three ways in which a person can be wrong<sup>4</sup>:

1. Violation of the law
2. Departure from the truth
3. Deviation from moral rectitude

When considering a decision of right vs. wrong, you can use the following principles to help you in your decision making<sup>5</sup>:

1. *The Legal Test*: Is law breaking involved? If yes, the issue is one of obedience to the enforceable laws of the land, as opposed to the unenforceable canons of moral code. If the answer is, “yes it is legal” there are three other tests for right vs. wrong:
2. *The Stench Test*: Does this course of action have about it an indefinable odor of corruption that makes you recoil? This is a “gut test” and a “gut level” determination. Always listen to your gut because it tests your internal code of morality at the psychological level;
3. *The Front Page Test*: How would you feel if what you are about to do showed up tomorrow morning on the front pages of the nation’s newspaper? What would your response if a decision made in private suddenly became public? This is a test of your social mores;
4. *The Mom Test*: If I were my Mother, what would I do?” or “If Mom knew about this what would she think?” This is about the moral exemplar who cares deeply about you and means a great deal to you. Put yourself in another’s shoes and think about what you are on the verge of doing. It might well be wrong.

<sup>3</sup> Merriam-Webster Collegiate Dictionary, 11<sup>th</sup> ed., s.v. “ethics”

<sup>4</sup> Mercer University Faculty, “Introduction to Ethic Decision Making” 1-4

<sup>5</sup> Ibid.

# Defining Ethics (cont'd)

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Please title your responses to this assignment: *Defining Ethics*

## **Ethical Dilemmas and Decision Making**

Rush Kidder's Model of Ethical Decision making is a comprehensive way to make a well thought out decision when the situation is not necessarily right vs. wrong, but right vs. right<sup>6</sup>.

1. Identify relevant facts (including details and context)
2. Recognize and identify the relevant moral issue(s)
3. Determine moral agents. (Whose moral issue is it? Who would morally have an issue with the outcome)
4. Investigate the trilemma, i.e. is there a 3<sup>rd</sup> option or middle ground
5. Test for right vs. wrong
6. A) Test for the right vs. right dilemmas (defined and explained below) B) Identify other role specific values and duties
7. Apply resolution principles (defined and explained below)
8. Make your decision
9. Justify your decision

## **Right v. Right Defined**

**Truth vs. Loyalty:** *honesty vs. commitment, keeping your promises, considering allegiance*

**Individual vs. Community:** *self, us vs. them, others involved*

**Short- term vs. Long- term:** *now, immediate desires vs. then, future goals*

**Justice vs. Mercy:** *fairness vs. compassion, empathy and love*

## **Concepts to Consider\***

There are number of tools that can aid an individual's decision- making process. Below are six Concepts to Consider when you are faced with an ethical decision. This is not a checklist of dos and don'ts, but a guide to help individuals critically think and reason through their decisions.

1. Consider the Greatest Good
  - The best outcome for the greatest number of people.
2. Consider the Golden Rule as a Standard
  - 'Treat others as you wish to be treated'
  - Act as though you are setting the standard for the entire community
  - Equal respect and value for everyone
3. Consider Your Relationships
  - What kind of relationships are you building?
  - Your actions should strength your relationships with others.
  - Loyalty and trust become a foundation
4. Consider Your Network
  - Your network is your surrounding community
  - There are shared values and goals within the community
  - Actions should promote those shared expectations
5. Consider Others Well- being
  - Act to benefit another person physically and mentally
  - In turn, avoid actions that could bring harm to another
6. Consider Yourself
  - You have the right to autonomy
  - Respect yourself, your freedom and right to act in accordance to your values

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<sup>6</sup> University of Texas-Tyler, Kidder Model of Decision Making in Media Ethics

# Ethics Exploration and Application

*If you choose Option 1: Please title your responses Ethics in the Movies. If you choose Option 2: Please title your Responses Ethics in Current Events*

**Choose one of the two assignments and write a 2- 4 page double-spaced essay (12 point Times New Roman font with no larger than 1-inch margins) using the “Questions to think about.”**

## **Option 1: Ethics in the Movies:**

Pick a movie listed below or on your own that has an ethical dilemma in it.

### Questions to think about:

1. What were the ethical dilemmas posed in the movie
2. What process does each of the characters go through to reach his/her decision?
3. What are the consequences of each characters decision?
4. Does each character make an ethical decision? What or why not?
5. What would you do differently? What would you do the same?

### Movies

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Wallstreet             | <input checked="" type="checkbox"/> Bitter Harvest            | <input checked="" type="checkbox"/> Crimson Tide       |
| <input checked="" type="checkbox"/> The Last Supper (1995) | <input checked="" type="checkbox"/> Bridges of Madison County | <input checked="" type="checkbox"/> Eight Men Out      |
| <input checked="" type="checkbox"/> Inherit the Wind       | <input checked="" type="checkbox"/> Boys N’ the Hood          | <input checked="" type="checkbox"/> Parenthood         |
| <input checked="" type="checkbox"/> Sliding Doors          | <input checked="" type="checkbox"/> The Hunt for Red October  | <input checked="" type="checkbox"/> Three Kings        |
| <input checked="" type="checkbox"/> He Got Game            | <input checked="" type="checkbox"/> Jurassic Park             | <input checked="" type="checkbox"/> The Caine Mutiny   |
| <input checked="" type="checkbox"/> Braveheart             | <input checked="" type="checkbox"/> Cider House Rules         | <input checked="" type="checkbox"/> Do The Right Thing |
| <input checked="" type="checkbox"/> Higher Education       | <input checked="" type="checkbox"/> Jungle Fever              | <input checked="" type="checkbox"/> The Dark Knight    |
| <input checked="" type="checkbox"/> The Accused            | <input checked="" type="checkbox"/> A Few Good Men            | <input checked="" type="checkbox"/> One Good Cop       |
| <input checked="" type="checkbox"/> My Left Foot           | <input checked="" type="checkbox"/> The Firm                  | <input checked="" type="checkbox"/> Boiler Room        |
| <input checked="" type="checkbox"/> Milagro Beanfield War  | <input checked="" type="checkbox"/> Copland                   | <input checked="" type="checkbox"/> Boys Don't Cry     |

## **Option 2: Ethics in Current Events**

Pick a current event from recent headlines.

### Questions to think about:

1. What were the ethical dilemmas posed in this event?
2. What were the consequences of the person's/organizations/government's decision?
3. How did society impact the decision? Was it in a positive or negative way?
4. Do you believe the decision was ethical?
5. As a citizen, do you feel it is your responsibility to have a role in the decision that was made? Why or why not?

# Part II: Exploring Academic Integrity

# Academic Integrity Defined

Please Title your response to this assignment: *The Buggy Moral Code*

## **What is Academic Integrity?**

Academic Integrity is honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts.<sup>7</sup> Here at East Carolina, academic integrity is a top priority as it is the first tenet in the East Carolina Creed. Academic integrity is a cornerstone value of the intellectual community at East Carolina University. It ensures that student derive optimal benefit from their educational experience and their pursuit of knowledge.<sup>8</sup> As an East Carolinian, it is expected that you carry out this tenet of the creed.

## **Are you the only one responsible for Academic Integrity?**

No, of course not. Maintaining the academic integrity of ECU is the responsibility of all members of the academic community. Faculty should ensure that submitted work accurately reflects the abilities of the individual student.<sup>9</sup> Students should make sure that the work that they submit is indeed *their work*. Everyone plays a role in upholding and maintaining Academic Integrity.



## **If I violate the policy, I'm only hurting myself right?**

Academic integrity violations hurt everyone, not just the students who committed the violation. ECU believes that violating the principle of academic integrity damages the reputation of the university and undermines its educational mission. Without the assurance of academic integrity in academic work, including research, degrees from the university lose value, and the world beyond campus, i.e. : graduate schools, employers, colleagues, neighbors, etc. When academic integrity is compromised these outside entities find that they cannot trust credits or a diploma earned from ECU and thus academic integrity is necessary for institutional survival.

## **The Buggy Moral Code**

Please click on the link below to watch the video. After you have watched the video, consider what you have done so far in this workshop and answer the following questions

- What are your initial thoughts about the lecture?
- Do you agree or disagree?
- What influences a person to cheat?
- How do values, morals and ethics tie in?

Click to watch or copy and paste into your browser:

<http://ed.ted.com/lessons/our-buggy-moral-code-dan-ariely>

<sup>7</sup> <http://www.library.illinois.edu/learn/research/academicintegrity.html>

<sup>8</sup> East Carolina University Academic Integrity Policy

<sup>9</sup> Ibid.

# Academic Integrity Violations: Cheating

Please Title your response to this assignment: Cheating

All Academic Integrity Violations can be found in the ECU Academic Integrity Policy: (<http://www.ecu.edu/cs-acad/fsonline/customcf/facultymanual/newmanual/part4.pdf>)

## **Cheating Defined:**

ECU defines cheating as: Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of work.



## **Cheating Examples:**

- Copying from another student's paper
- Receiving unauthorized assistance during a quiz or examination
- Using books, notes or other devices when they are not authorized
- Improperly obtaining tests or exams
- Collaborating on academic work without authorization and/or without truthful disclosure of the extent of said collaboration
- Allowing or directing a substitute to take an examination

**In your response document please consider and answer the following<sup>10</sup>:**

- What can be done to reduce the problem that students who cheat cause for everyone?
  - Give an example of what can be done by a student
  - Give an example of what can be done by a faculty
  - Give an example of what can be done by and administrator or a staff member

## **Case Study<sup>11</sup>:**

Please analyze the following case study and answer the questions below (250-375 words) Please title your response Case Study Analysis: Cheating Case Study

Justin, Alyssa, and Miguel are assigned to work on several group assignments together in a history class this semester. One of their projects involves each of them researching different events on a given time line, and then combining the information together. On a test that covers some of the information gathered by Alyssa, Miguel cannot remember the answers. He reasons that because the three of them had worked on the project together and got a good grade, it shouldn't be a problem to ask Alyssa for answers. Since they sit near each other in class, Miguel asks Alyssa to tell him the answers. Alyssa does not want to offend her friend, so she moves her arm so Miguel can see her paper. Justin also sits nearby, and sees this.

*Describe why this example is cheating. Are all three of them at fault? Is Miguel more so than Alyssa? Is Justin obligated to tell the instructor what he saw?*

<sup>10</sup>Questions taken from the MITT program created by Ball State University

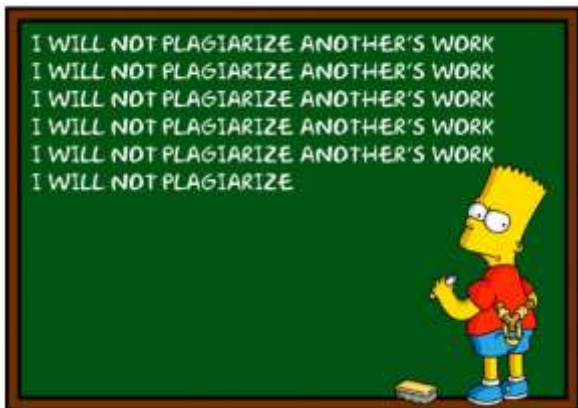
<sup>11</sup><http://www.oscai.umn.edu/integrity/faculty/case.html>

# Academic Integrity Violations: Plagiarism

Please Title your response to this assignment: Plagiarism

## **Plagiarism Defined:**

ECU defines plagiarism as: Copying the language, structure, ideas, and/or thoughts of another and adopting the same as one's own original work.



## **Plagiarism Examples:**

- Submitting a paper that has been purchased or downloaded
- Directly quoting, word for word, from any source, including online sources. Without indicating that the material comes directly from that source
- Omitting a citation to source when paraphrasing or summarizing another's work
- Submitting a paper written by another person as one's own work

## **In your response document please consider and answer the following<sup>12</sup>:**

1. It has been said that many students who plagiarize written assignments do so because they don't know how to plan writing projects, keep putting the assignments off, and then panic?
  - a. Do you agree or disagree? Why?
2. Plagiarism of copyrighted material is both illegal and prosecutable. Why do you think that is?
3. Imagine that you worked hard on a paper and earned a B-. Someone else in the class confides that she got an A on this assignment and adds, "I copied it all out of three books and two magazines." What would you think about this person?
4. What opportunities are lost when a student plagiarizes a written assignment?

## **Case Study<sup>13</sup>:**

Please analyze the following case study and answer the questions below (250-375 words) Please title your response Case Study Analysis: Plagiarism Case Study

Ryan has to write a paper on some of the causes and symptoms of drug abuse for a public health class. He accesses the internet and finds several chat rooms that feature posted questions, which are answered by doctors. He uses their answers in his paper, citing just "Internet" as the source. He also finds a site that is put together by the mother of a recovering addict, which contains information that she has compiled as a resource for other families in similar circumstances. Ryan also uses this information, and since the author of the site does not indicate the books from which she got the information, he cites "Internet" again as the source.

*Is this sufficient? Is this a form of plagiarism? Why or why not? What would you have done?*

<sup>12</sup> Questions taken from the MITT program created by Ball State University

<sup>13</sup> <http://www.oscai.umn.edu/integrity/faculty/case.html>

# Academic Integrity Violations: Falsification & Fabrication

Please Title your response to this assignment: Falsification/Fabrication

## **Falsification & Fabrication Defined:**

ECU defines cheating as: The statement of any untruth, either spoken or written, regarding any circumstances related to academic work. This includes any untrue statements made with regard to a suspected academic integrity violation

## **Falsification/ Fabrication Examples:**

- ☑ Making up data, research results, experimental procedures, internship or practicum experiences
- ☑ Claiming an academic experience occurred when it has not
- ☑ Inventing or submitting deceptive citations for sources
- ☑ Submitting a false excuse for absence from class or other academic obligation

## **In your response document please consider and answer the following:**

1. Give 2-3 additional examples of falsification.
2. Why do you think students falsify?
3. How does falsification affect students who do it?

## **Case Study<sup>14</sup>:**

Please analyze the following case study and answer the questions below (200-300 words) Please title your response Case Study Analysis: Falsification Case Study

When applying to some research jobs, you realize your marks may be below what is expected. You ask your tech-savvy friend to help you change up your marks on your transcript to get that position you really want. It is undetectable and the employer probably won't find out.

Is this a form of falsification? Why or why not? What would you have done?



<sup>14</sup> <http://www.queensu.ca/academicintegrity/students/preventing/cases.html>



# Academic Integrity Violations: Multiple Submission, Assistance & Attempts

Please Title your response to this assignment: Multiple Submission, Assistance & Attempts

## **Multiple Submissions Defined:**

ECU defines multiple submission as the submission of substantial portions of the same academic work for credit more than once without authorization from the faculty member who receives the later submission.

## **Multiple Submission Examples:**

- ☑ Submitting the same essay for credit in two courses without first receiving written permission
- ☑ Making minor revisions to an assignment that has already received credit in a course and submitting it another class as if it were new work

## **Violation Assistance:**

ECU defines violation assistance as knowingly helping or attempting to help someone else in an act that constitutes an academic integrity violation.

## **Violation Assistance Examples:**

- ☑ Knowingly allowing another to copy answers during an examination or quiz
- ☑ Distributing test questions or examination materials without permission from the faculty member teaching the course
- ☑ Writing an essay, or substantial portions thereof, for another student to submit as his or her own work
- ☑ Taking an examination or test for another student



## **Violation Attempts Defined:**

ECU defines violation attempts as attempting in any act that, if completed, would constitute an academic integrity violation as defined in the policy. In other words it does not matter if a student succeeds in carrying out any of the above violations—the fact that a violation was attempted is itself a violation of academic integrity violation

## **Thinking about the violations above, in your response document consider and answer the following situation based questions<sup>15</sup>:**

- ☑ Sometimes social pressures put upon us can be very strong. What if, for example, a classmate asks you to cheat for her? In return, she will get you an interview with her father who is the President of the company you want to work for after graduation. If you take her up on her offer, describe three things that could go wrong.
- ☑ Occasionally, students actually volunteer to cheat for another student. The recipient of such offers should be wary because there may be a hidden agenda. Describe at least two reasons why such an offer could be manipulative.
- ☑ In your own words, if you facilitate by helping someone else to cheat, why are you also considered to be a cheater?

<sup>15</sup> Questions taken from the MITT program created by Ball State University

## Wrap-Up

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Congratulations! You have reached the end of this workshop! It is the hope of the Office of Student Rights & Responsibilities:

- You now know definitively some things that you truly value
- You have explored why you value what you value it
- You know what influences those values
- You know what East Carolina values
- You have knowledge of morals and ethics and how they influence choice
- You can make decisions by considering all of the outcomes
- You have knowledge of philosophies of why people make decisions contrary to their beliefs
- You have adequate knowledge of academic integrity and the effects of violations.

Please double check your work, and make sure you have cited any outside sources you may have used for any of the activities and the assignments in your Response Document. Remember to submit it as one document. Refer to other beginning of this workshop for specifics in regard to turning this in. As you continue your academic journey, please refer to the work you have done in this workshop as a reminder of what is an expectation of you as an East Carolinian.