

**College Classroom Analysis:
The Methodology of Cheating and Possible Prevention**

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College cheating has existed since the first school was opened. It is a burden on the United States education system as teachers and faculty have to spend time and resources to counter its ever-growing complicated and successful methods. Many prestigious schools are finding large percentages of their students cheating on exams or plagiarizing entire essay papers. In some cases, the caught students were not aware that they had plagiarized while other students knew full well what they were doing and even set up a business to help others cheat. These businesses are numerous on the internet and some are being set up on college campuses. New advancements in technology have also helped students cheat on exams. With students having so many opportunities to cheat, colleges must realize how severe the problem has become so that the staff can develop new ways to counter test cheating, essay plagiarizing, and deter students from taking such unethical actions to pass classes. This is needed so that only those who have truly earned a college degree will receive one.

Fully credited and licensed universities have procedures established to deal with cheating students. Their policies are based on how they define cheating as well as what they see as the appropriate punishment for the act. Dr. Jim Smith, the Dean of Academic Affairs of Ivy Tech – Bloomington, presented to the Senior Seminar class of Oakland City University – Bedford on March 20th how his university defines plagiarism. Dr. Smith said “It is using another person’s ideas or words without citing the original source, copying information from the internet without citing the original source, using a copyrighted image without citing the original source, or buying or borrowing a paper” (Plagiarism, 1). Rather than correctly noting and documenting all facts taken from periodicals and journals, students will either outright copy subject matter for their paper or simply paraphrase it in their own words. Many students fail to realize that even paraphrasing must be documented. Otherwise it is still unacceptable (Plagiarism, 2).

Unless all of the referenced material is properly cited it is a plagiarized paper. Citing is paramount to a college paper as it is the method of telling the reader, most often the teacher, where the information was found and how it can be located (Plagiarism, 1). If the student did not cite his or her sources and plagiarize, or cheat on an exam, the consequences of their actions include having the teacher issue them a failing grade as well as suspension or expulsion from the university (Plagiarism, 2). Unfortunately, the threat of these punishments has not deterred students from cheating. It has grown to sharp levels as more and more students admit to it on surveys. Cheating has become a primary concern for the education system.

While some universities have low levels of student cheating, or rather a low level of catching students cheating, many universities find it to be a grave problem. While Dr. Smith reported that his university only had 7% of its students cut and pasted information from the internet onto their papers, many other colleges fail to realize how many of their students earn their grades dishonestly (Plagiarism, 1). The Daily Mail reported that a survey sent out to the student populace of Cambridge University in October of 2008 revealed that nearly half their student body cheated during their enrollment with only 5% being caught plagiarizing (Daily Mail). Many other prestigious schools such as Auburn University and Indiana University – Bloomington have large numbers of students admitting to cheating.

Researchers have begun interviewing students to learn how severe the problem of college cheating is. Douglas Bunn, Steven Caudill, and Daniel Gropper presented a survey to 476 students at Auburn University in 1992 and found that 56% of the students surveyed admitted to cheating while only 4% revealed that they had been caught (Yardley, 5-6). Eighty percent of the people they surveyed also admitted that they had seen fellow students cheat in class. Ten percent admitted that they knew someone who routinely cheated on their homework and tests (Yardley,

6). Bunn, Caudill, and Gropper also took into account previous research on college cheating when they compiled their report. Findings were listed from previous studies performed by other researchers. In one such finding at one particular college, over 80% of the student body admitted to using unethical measure to secure a higher grade for themselves (Yardley, 7-8).

Jonathon Nelson surveyed and interviewed post-graduate students at Utah State University at the beginning of 2009 and reported that 81.7% of the graduates he interviewed admitted to cheating during their enrollment (Yardley, 1). Nelson estimated that the national average would be in the low to mid-40% (Yardley, 1). A personal survey conducted by this author at IU campus in Bloomington, Indiana revealed multiple students who not only admitted to cheating but also revealed that they were repeating cheaters as they were never caught. It is my speculation that cheating is rampant in many universities and one of the main reasons it is so widespread is that many of the cheaters are not caught.

Nelson examined the methods that undergraduates used to cheat in his published journal article "True Confessions?: Alumni's Retrospective Reports on Undergraduate Cheating Behaviors". During his investigation of unethical methods used by undergrads to gain grades higher than they deserved, he subdivided the field of cheating into five sub-fields: copying from another's assignments/tests without them knowing, receiving answers to their assignments from an accomplice during class time, reusing papers, plagiarism, and allowing others to copy from their papers (Yardley, 6). He listed multiple reasons the students justified their actions yet all admitted that they had the same goal: a higher grade in the class (Yardley, 11).

In the effort to get that grade, students have drafted plans, formulated creative ideas, browsed the seedy underbelly of college black markets, and even teamed up with other students to form cheating rings. Nelson examined his subjects and stated that the most widespread

method of in-class cheating was copying another student's answers as their own and sneaking in notes into the test room (Yardley, 5). Due to the severity of punishments that universities set as common procedure for caught cheaters, students have crafted and developed more creative means of smuggling answers into the class as well as copying test information from other, more capable and honest classmates. These new techniques have enabled massive numbers of students to pass tests with high marks, most often with the teacher remaining completely unaware that there was a cheater in the class.

Gregory J. Cizek performed a thorough examination of the practices, reasons, and techniques of college cheating in his book *Cheating on Tests: How to Do It, Detect It, and Prevent It*. He suggests that cheating is possible primarily to the format of the test, stating: "For the past 50 years or so, most of the tests given in elementary schools through the college level and beyond have used objective-type question formats. These formats usually require the test taker to simply select the best or correct answer from options that are provided multiple-choice, true-false, and matching"(Cizek, 37). Because of the sheer longevity of the objective-type question formats used for testing, students have devised newer and craftier means to avoid being caught. With a variety of methods available to cheaters, Cizek states that the majority of test-cheaters who are caught are caught because they were using more simplistic means rather than the complex ones (Cizek, 38). According to Cizek, the five complex techniques of test-cheating can be subdivided into three groups: cheating by taking, giving, or receiving information from others; cheating through the use of forbidden materials; and cheating by circumventing the process of assessment by taking unfair advantage of the teacher (Cizek, 39). While it is possible for a cheating method to branch across the three subgroups, that does not excuse each cheating division from providing answers unethically.

A simple example of the first subgroup of giving, taking, and receiving answers is for the cheating student to simply copy the information from a nearby student, whether willingly or unwillingly, during test-time. This is a very common mode of cheating such as when a student looks at another's test-paper from their desk or simply sneaking quick glances at other's test-sheets as they walk up towards the front of the class to ask the teacher a generic question. However many teachers do not realize that a growing means of cheating is having a specific student, who thoroughly studied the material, supply another one or even many classmates with the answers.

One common manner of relaying the answers include dropping their paper on the floor, enabling those nearest a quick glance. Cizek noted that one specific technique is the 'Flying V' formation, having one student write down the correct answers then allowing two students behind him diagonally copying the answers then repeating the process of relaying the answers to a student behind him or her (Cizek, 41). Some, more communicative, answer-givers will signal others through preplanned gestures such as placing specific colored M&M candies on one corner of their desk, which signifies A, B, C, or D on a multiple-choice examination. Giving answers can be just as simple as one student moving their head left or right with regard to true-and-false test questions or clicking pens, specific foot taps, or even the position of their hands on their desk.

Cheaters have also become more up-to-date with the digital age that is everywhere in society. Handheld computers, wireless communication, and micro-recorders have given the cheater a new means of receiving and giving test answers. Due to portable communicators such as cell phones, Smartphones, pagers, Blackberries, and Apple iPhones and new software programs such as text-messaging and response web-ware, any student with one of the devices

could relay questions and answers to anyone in possession of a cell phone. The electronic designer company *Pure Digital* unveiled its new digital camera Video Flip Mino, which weighs less than four ounces and is smaller than most cell phones (Pure Digital). According to *Pure Digital's* website, the Video Flip Mino has a power supply that will typically keep it charged up to four hours, which is more than enough time for it to be used throughout a class period (Pure Digital).

Not only are these handheld digital computers able to transmit but they can also be set to receive answers and information. MSNBC reported how the widespread sophistication of new technologies has hindered the education process by offering unethical students easy access to question solutions through non-honest means. A reporter named Jim Avila wrote: "There has always been some cheating on tests -- crib notes, or copying off another paper -- but it's gotten so sophisticated and so widespread that it's raising serious questions about the integrity of young people and their education" (Avila, 1).

Jim Avila's article "High-tech cheating hits schools" reveals how newer technologies have enabled the average student into almost super spy status. In his article, Avila stated: "Espionage on campus is turning Joe College into James Bond as students try literally to steal better grades. The cutting-edge tools at their disposal include tiny spy cameras, noticeable only on extremely close inspection, hidden in beepers, watches and baseball caps" (Avila, 1). These lightweight mini-cameras can be easily hidden behind a necktie or taped to the cheaters chest and poking out through a tiny rip or any opening in their shirt. If a power-supply is needed, it has been miniaturized enough to be able to fit in a pant's pocket. After the micro-camera records the test questions, the images are sent via wireless communication to an outside source such as a student or fellow cheater. The cheating partner then looks up the answers in the class textbook

or on the internet and then broadcast them to the test-taker through a simple pager. The test taker's pager will be set in quiet reception mode and then carefully rigged to reveal a string of test answers, one at a time, in the order of the class' test. The student can then ask to be excused to visit the restroom and look up the answers in the stall, or simply take the pager out and quickly jot down the exam's answer. Due to a pager's common status in society, many people including teachers overlook their presence (Avila, 2). Fortunately not every student can afford these micro-cameras and portable battery packs; but that does not change their presence in the classroom. Due to the development of new digital devices, cheating has become widespread in secondary schools across the nation. Its severity has grown equally alongside newer technologies.

Such technologies are a part of the second subdivision of cheating listed by Cizek: foreign materials (Cizek, 49). Throughout high-level courses it becomes necessary for the student to be tested in an effort to learn whether they have grasped the basic mechanics of their major. Yet many students cannot instantly recite the correct mathematical equation or list the proper scientific definition during an important test. To counter their inability of instant recollection and bolster the information they have committed to memory, students bring in foreign materials into the class with the needed information provided for them.

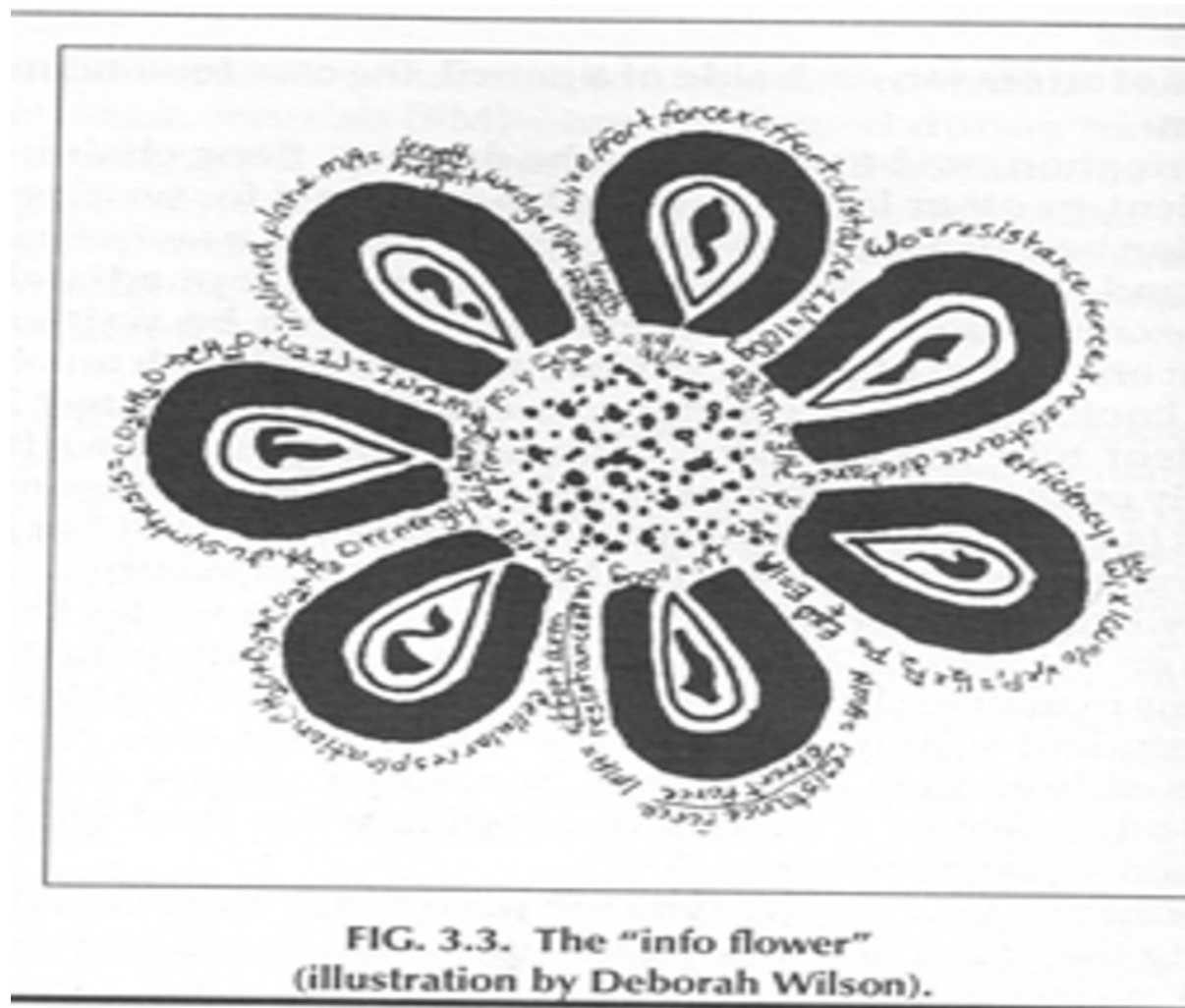
Many of the techniques of cheating with foreign materials are founded on the idea of finding a location a teacher would not think to look and keep the answers there. Since teachers are familiar with basic hiding spots for crib notes and cheat sheets, up the wrist or inside a jacket, test-givers make an effort to disallow these items into the classroom. Yet the unprepared test-taker has surpassed the basic methods of crib notes and cheat sheets with creative and original

ideas. The faulty method of writing the answers on a student's palm has been improved because of the smearing of answers due to perspiration. Writing the answers on masking tape keeps them safe from sweat. Unethical students have realized that the wrist is no longer the most appropriate place to keep their cheat notes hidden either. One technique exclusive to college women was to keep their cheat sheet taped above their knee. On test days they wear a modest skirt to class and when necessary they lift up the hem and peek at the answers. Cizek noted that female cheaters saw this method as particularly effective in classes taught by male teachers who would not ordinarily be looking for cheat sheets in that area and would be reticent to confront the female student for fear of sexual harassment accusations (Cizek, 47).

Another way of keeping information in unsuspecting locations is to write it on personal articles, such as on the frames of eyeglasses, inside Band-Aids or other bandages, underneath a baseball cap, under the face of a watch, inside a potato-chip bag the student had brought, or even on fingernails. Another clever way is to write the information on a piece of white blank scrap paper with an empty ballpoint pen. The deep engravings would not be visible to the test proctor, leaving the student free to cheat. Information can also be written on the desktop, floor, or the back of the chair in front of the student.

In large university classrooms that fit students within the hundreds, a few billboards are common in such large auditoriums. Since they are often covered in dozens of flyers and papers, most teachers ignore them especially on test days. It is not uncommon for one student to tack a sheet full of needed information to the billboard and simply sneak glances at it throughout the exam. This method provides additional security to the cheater as it is difficult to accuse a student of cheating when the answers are not written on their desk. One artistic method is what Cizek dubbed the 'info flower' which is figured below (Cizek, 46). Numerous students decorate and

doodle on their folders and notebooks. It would not be difficult to slip in needed information around the doodle; and as long as the design-covered folder or notebook was kept under the desk, the test proctor would typically ignore it. Because many teachers permit water bottles inside the class, cheat sheets can also be scribbled on the inside of a water bottle wrapper by simply removing the label before class and reapplying it after the factoids and formulas are transcribed. Whenever a cheater took a sip, they could sneak a glance at their pre-recorded information.



Even a common pencil can serve as a cheat sheet. Avila's article researched the black market of college cheating and uncovered an underground college business that provided answers engraved on pencils to students who could afford it. Avila summed up the procedure and cost of doing business with these black marketers of an unnamed Californian university in his article. He stated: "The candidates would pay the cram school between \$3,000 and \$9,000 for the privilege of taking in the pencil. The price varied, depending upon the predetermined score that the candidate wanted to get" (Avila, 2).

While older means still hold success, the advent of technology in the digital age has created many new methods to aid students in cheating. Audio-technology has crafted micro radios that can easily fit into the ear in the fashion of a typical hearing-aid. These are but a few foreign materials that can be used to bring in the knowledge that a student did not commit themselves to learn and memorize for the class. Using foreign materials to supply non-memorized information has been proven to be a creative and crafty method of earning an unethical grade. Yet there are other ways to cheat on an exam instead of sneaking in answers or stealing them from another classmate.

Cizek's third and final subgroup of cheating methods involve taking unfair advantage of the proctor giving the test or of the circumstances of the testing process. In his book, Cizek states: "Students can take advantage of vague, ambiguous, or uncontrolled test administration protocols, their instructor's willingness to help, or expected social norms of polite behavior. Many of these involve cheating *after* a test has been given" (Cizek, 48). To take advantage of the testing process, a deceitful student must know how the teacher arranges his or her class and the class environment. A simple method of deceiving teachers takes advantage of the fact that teachers rarely, if ever, make copies of students' papers before grading them. Wanting a higher

grade, the unethical student will alter his test and state that the teacher marked a question wrong when it was right. Many teachers apologetically acknowledge their 'mistake' and change the student's score. On a test with multiple pages, a student could tear out the one with the most questions they did not know, completed the page out in the hall after class, step on it a few times, and have a friend return it to the teacher saying they found it at the back of the class. An understanding and reasonable teacher would fall for this and accept the page.

In larger classes, it is quite easy for students to simply pay someone more knowledgeable to take the test for them, or if they feel that their absence will be noticed they could show up with their test-taking double and let them do all the work. Several students who are unprepared for a test administered by a particularly gullible teacher will simply not turn in an answer sheet at the end of the class period. When the teacher returns the graded tests and the student does not get one, the mortified cheater will ask how the teacher could have lost theirs. The teacher will remember that student working through the test diligently and that the reasonable course of action would be to let them retake the test. While this method does not ensure a higher grade for the student, it does allow additional time to prepare for the retest.

If the test proctor relies on computer scan-sheets then when they are returned after being optically scanned, a student can change one or more of the filled-in bubbles and claim a computer error. For security against a computer check, the student can make very light responses and plausibly claim the scanners erred. Sometimes it is simply a student marching to the proctor's desk in an unsure manner and wording their questions precisely to have their teacher inadvertently answer the question for them. An example would be asking for the definition of a certain word in the question and pretending not to understand until the teacher gives away the answer while attempting to answer the question.

Success depends on how precisely the deceitful student can manipulate the teacher into providing answers. To take advantage during the test procedure requires students to be able present themselves as believable in their sincerity and for the teacher to trust them. A few college professors are too stringent and by-the-book to be tricked into giving away unearned points to cheating stories. That is why many students realize that cheating during tests and quizzes cannot always work. There are other assignments that can be completed without the teacher being present, therefore leaving a student free to cheat. The key example of this is plagiarism on essays. Cizek noted that in his book that there are countless other methods and variations for deceit in the classroom (Cizek, 53). Teachers need to be informed of these tactics so as to deter cheating within their classrooms.

Plagiarism has become rampant in university courses with the rise and prevalence of the internet. Before its development, students would have to either spend enormous amounts of time copying articles from reference books and journals or have someone else write the paper for them in a case of outright fraud. With the rise of the World Wide Web and its ever-growing importance to universities, plagiarism has changed from manually copying large bodies of prewritten text to the simple act of cutting-and-pasting, copying sentences from a web document and putting into their term paper.

PUT TECH CHEATING MEANS HERE?!

In Susan Debra Blum's book *My Word: Plagiarism and College Culture*, she analyzes the impact plagiarism has made on college life and vice versa. She correlated a survey that stated how rates of plagiarism have increased in three decades. Information was produced that revealed that 39% of all college students in 1963 committed plagiarizing and that that number had increased to 66% in 1993 (Blum, 2). Even though no current statistics were printed in

Blum's 2007 book, she admitted that the rate for copying-and-pasting in college courses has most likely increased dramatically just as they did during the thirty years between 1963 and 1993 (Blum, 25-26). One reason why college cheating is on the rise is that some students are finding that successful plagiarizing can earn positive feedback from their fellow students. According to Blum, one of the many reasons for submission of fraudulent essays is because of peer approval that they gain if they plagiarize an important class essay (Blum 77).

With the widespread effect caused by the digital revolution, virtually all students do at least some of their research online. The honest and diligent students search through respected internet libraries such as *IUCat*, *JSTOR*, and *EBSCO-HOST*, while dishonest students simply *Google* their topic and cut-and-paste the information found on search pages. Many students embrace the idea that it is okay to do what is necessary to get that grade due to facing no condemnation from their fellow classmates. In their eyes, plagiarizing makes their school lives easier by helping them attain the grade they desire.

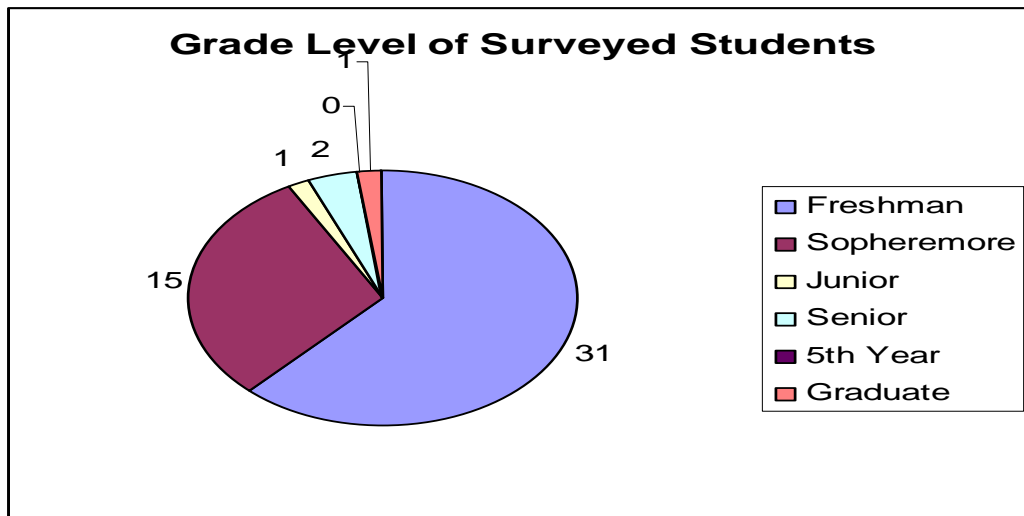
This demand for an easier school career, with more time available for recreation and enjoyment, led to individuals and organizations making an effort to create a supply to satisfy that demand for a profit. Cizek mentions many in his book, such as *The Evil House of Cheat*, *Cheaters Heaven*, *Cheater's Paradise* (Cizek, 56-57). Cizek describes how popular the site is: "The large number of hits on the School Sucks site means mega-revenues. Estimates of total revenue include income from advertisers who pay twenty dollars for every 1,000 times that pages with their advertisements are viewed. That is \$800 a day from just one advertiser" (Cizek, 57). The site is so prevalent, that the webmaster of the site, Kenneth Sahr, offers users a yearly deal for unlimited papers at \$6.99 a month. Buying online college papers is a fast and growing business. The price varies depending on how well the paper is written. Grade A term-papers can

go for hundreds of dollars while C level essays can be bought for as low as twenty dollars. There are essay papers being offered on the world wide web-store *EBay*. Web businesses such as *Papers Online* and *Term-Papers On File* are functional businesses that cater to a large number of consumers. These e-stores have become large-scale consumer stores that have helped aggregate the plagiarizing problem. Teachers must understand the effect the internet can easily aid students in their writing assignments so that they can begin countermeasures against this practice. I best way I know how is to show teachers that the problem is already at their doorstep.

To learn how severe college cheating was, on March 18, 2009, I preformed a survey was preformed at Indiana University – Bloomington to a total of fifty students who were all selected at random. Those selected were asked to fill out a survey I personally constructed that was comprised of questions that focused on their grade, history and frequency of cheating and plagiarism, their views of cheating, their reasons why, and what they believed to be the most important part of their college education: grades or knowledge. Originally this survey was to be presented to students at the Herman B. Wells Library. However with careful consideration, it was realized that the factor of randomness was imperative for this survey to truly represent the sample population. Students who frequented a library would be more likely to work harder than those who would not. This realization led to the decision to choose a new location where all students of differing grade levels, nationalities, and work ethics would gather together. It was settled on the Wright Quad lunchroom located in Wright Hall.

Around noon when the lunch hall was filled, I began picking students at random to complete the survey. Along the way to gather information, the surveyor met with eighteen students who declined to take the survey. Of that eighteen, five foreign students rejected the opportunity because they stated that they were unable to read the English language. Four other

students turned down the surveyor under the reason that they were high-school seniors visiting the campus for possible enrollment and so were illegible to qualify. The remaining nine declined to be surveyed under the pretense that they were either too busy eating or did not feel like taking it at the time.

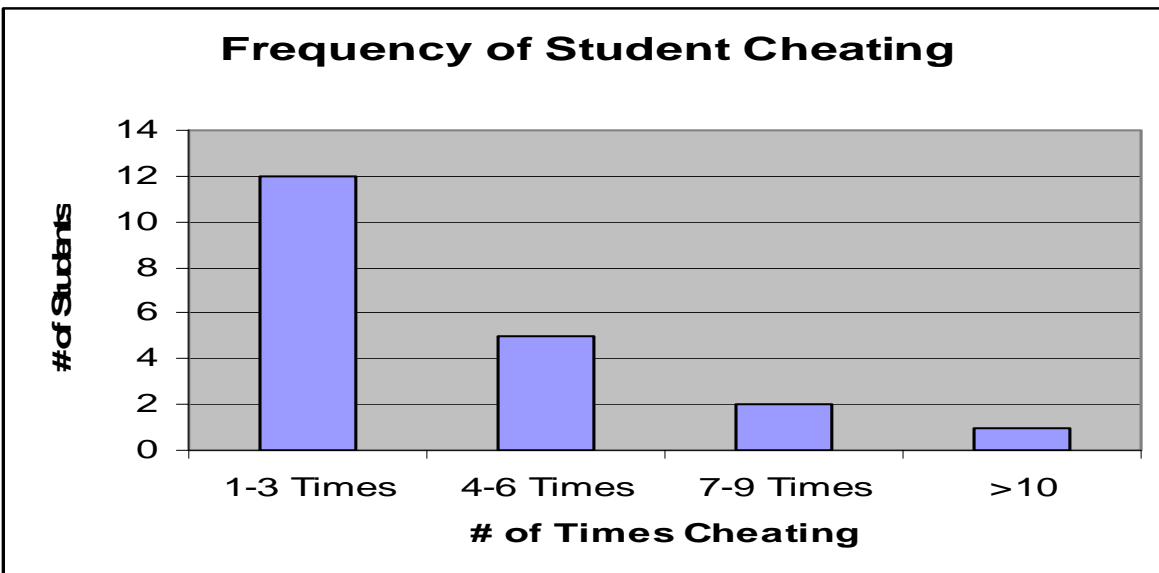


(Personal survey, Cain)

Fifty students were surveyed. 62% were freshmen and 30% were sophomores. Juniors and Graduates each were represented by 2%. Seniors comprised 4% of the total student body surveyed. No fifth-year students were surveyed because no fifth-year students were among the random sample. One question was if they saw cheating and plagiarism as wrong. 88% said yes while 12% responded no. A second question asked how they saw unethical student crimes like cheating and plagiarism. Only 70% saw them as a huge deal with 30% saw them as a small matter. When asked why those fifteen students saw these unethical actions as small deals, responses varied from an unimportance of honesty in today's society, teachers not caring whether their students cheat or not bothering to check for instances of cheating, to more practical reasons such as getting the grade was what mattered the most and that school was hard enough as it is. Yet the number one reason those students saw cheating as a small deal was that they

believed that everyone does it. Seven of the fifteen students believed cheating was not a grave matter because they felt that nearly all students do whatever it took to get a high grade.

Despite 88% of those sampled in the survey believing that student cheating and plagiarism were wrong, 40% revealed that they had had at least once done so while in college. Only 60% of the sample stated that they had never engaged in those deviant behaviors. When prompted to reveal the number of times they had cheated throughout their enrollment at Indiana University – Bloomington, the student sample responded that the majority had only cheated between one and three times as well be told in the forthcoming chart. The number that had cheated between four and six times was only two students while only two admitted to cheating from seven to nine times. Only one student out of the entire sample revealed that he had cheated more than ten times throughout his student career. While it is important for the American education system that there are a limited number of serial cheaters, the fact that so many admitted to cheating a few times still remains a serious problem.

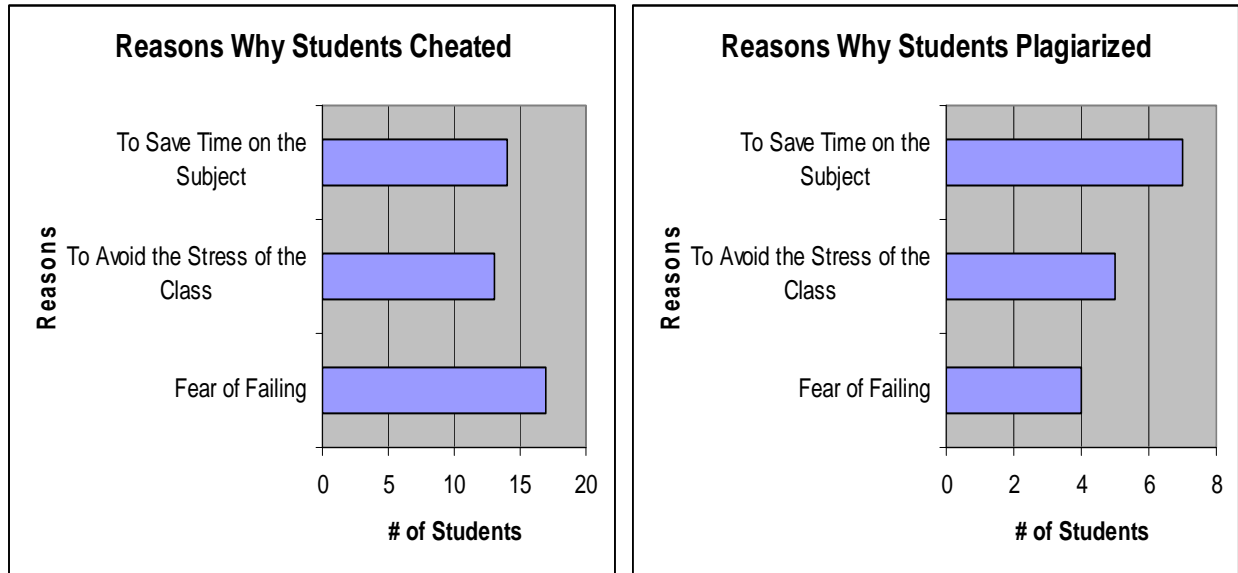


(Personal survey, Cain)

The questioner asked the student sample why they cheated using predetermined responses. Their answers varied to differing degrees. Seventeen stated that they had cheated at least once out of fear of failing. This was the most popular reason the IU students chose with only three not feeling that it adequately explained the motive behind their scholastically unethical student behavior. The second most common reason was to save time on the subject. Thirteen students admitted to this motive with only seven saying no. Twelve students revealed that they cheated because of the high-stress associated with the class with only eight disagreeing with the statement. Stress, fear, and inappropriate time management were the three main reasons the student sample stated as the reason behind their dishonorable actions. Of the twenty students who admitted to cheating, fourteen had selected the response that they had mentioned their cheating behaviors to other classmates with only six saying that they chose not to for that specified reason.

After listing test-cheating behavior questions, the survey made inroads to learn why students plagiarized. Of the fifty random students selected to serve as the sample, only eight admitted to plagiarizing with a majority of forty-two selecting the choice that defined them as non-plagiarizing students. Of the eight that selected yes, all of them marked that they had only plagiarized one to three times during their student lives. When stating some of the reasons why they plagiarized, only four revealed that they had at least once plagiarized out of fear of failing while just five marked that they had copied information and material without citing the source at least once. The main reason why the IU student body sampled in the survey marked that they had copied-and-pasted was to save time for the class. This was the motivation behind seven of the eight college students. Of these eight, six did not keep their plagiarism habits secret. Only two refused to tell their fellow classmates how often they cut-and-pasted to gain a higher grade

than the one they deserved. This cavalier belief is evidence that many cheating students are in fact proud of how they swindle higher grades from their professors. This is an alarming note that all teachers need to know to begin countermeasures to reduce the prospect of classroom cheating.



(Personal survey, Cain)

The last question of the survey conducted was what the selected students felt was more important to themselves: The grade or the knowledge. Twenty-six of the students, 52% of the sample population, marked that the grade was more important to them. The knowledge of the course was the most valuable to only twenty-four individuals, 48% of the student sample. These numbers reinforce the belief that students are enrolled in a university for the grades instead of the vast knowledge they can gain from experienced educators. This adds weight to the central arguments of Dr. Jim Smith, Vice-Chancellor of academic affairs at Ivy Tech Community College in Bloomington, Indiana in a speech to Dr. Lenora Collins' Senior Seminar class on March 20, 2009: "Grades are the coin of the realm" (Dr. Jim Smith). Students are after grades and will do what they feel is necessary to obtain them, whether it is through hard and dedicated work and research or through clever cheating and the computer tool of copy-and-paste. With this

problem being so widespread in universities, new methods to catch cheaters are being developed as well as programs to deter students from cheating their way through their college workload.

The current method for a college to combat cheating and plagiarizing is to place greater effort on the teachers to discover the acts of fraud in their classroom and to decide what they feel to be the appropriate punishment. Dr. Jim Smith stated that the policy at Ivy Tech community college for a student caught for the first time will fail the assignment they had cheated on, the second time leads to failing the class, and the third time they commit unethical student practices that he would enforce the maximum penalty possible and expel him or her from the community college (Dr. Smith presentation).

Such harsh punishments are common throughout the American secondary education system but that has not deterred students from committing college crimes. The idea and implication of honor codes has not garnered many results. Its purpose is sound, students are expected to swear an oath of avoiding cheating-like behaviors as well as inform faculty members if they notice or suspect any other students of committing themselves to stealing grades. The CQ Researcher published an article titled *Cheating in Schools* by Kathy Koch in its September 2000 issue. This article detailed the effects an honor code does to stop cheating. The article decries the importance of an honor code. Koch states: "An honor code does nothing more than what a speed limit sign does. It's a reasonable beginning, but it's not an end in itself" (Koch, 751). She admits that there is some affect in an honor code towards freshmen college students, but upper level classmen hardly pay attention to it, considering the idea of an honor code as nothing but a formality (Koch, 751-752). Different ideas and newer strategies must be undertaken to help end the rampant college cheating. Koch recommends a few suggestions to do so and several books

and websites that can be used to reeducate professors and beginning teachers with regards to dealing with plagiarizing students and how to punish them so that they would not do so again.

To combat plagiarized papers, Koch tells how several teachers formed new websites that can analyze essays to detect any copy-and-pasted materials. Two of the most successful ideas were to create the www.plagiarism.org and www.turnitin.com websites (Koch, 755). These internet police websites have access to hundreds of thousands of web-based resources and can detect if a large body of work was stolen from one of them. One plagiarization-detection computer program, *iPlagiarizing*, has proven so successful at one university that several students actually took the school to court in an effort to have them stop using it. She goes on to reveal that several college professors have begun taking these essay-for-sale websites to court under copyright violation laws as some of the material these sites cover include individual lectures by university professors (Koch, 755). While numerous websites, web-rings, and online businesses still sell or even give away essay papers, college faculty have begun to combat it on the web so that students can not breeze through college to a degree so easily anymore. Unfortunately, while these teachers and faculty members have made headway into combating internet cheating, they have not and will not put an end to it over night. Koch admits that university cheating will continue but at least now are brand new thoughts and countermeasures being developed for the methods already in place (Koch, 763-764).

New books and websites are being written to inform teachers how to identify and handle test cheaters. The website *You Can Handle Them All —a discipline and behavior management resource* located at www.disciplinehelp.com details the above mentioned information. Specific student test habits and classroom behaviors are listed that are hints of possible cheating such as fluctuating grades throughout the semester or high test grades when multiple classes are missed

on signs of student cheating (Disciplinehelp). Strategies that teachers must employ are listed such as carefully watching their students during test days and smaller classrooms with at least one teacher assistant (Disciplinehelp). This website suggests that teachers need to remember that students are under immense pressure to succeed. Their teachers need to show understanding and encouragement for them wanting a higher grade but only through honest work. The site states that harsh punishments do not rehabilitate offenders and often only serve as warnings to other cheaters not to get caught (disciplinehelp). Vigilance and understanding are proven to be more effective means of countering cheating, but that does not mean a student should not be disciplined.

The point of college is to have only qualified people have proof that they can handle delicate and important jobs and responsibilities. A man that could not pass high-level math courses should not be able to pilot a plane just as a woman who could not memorize important laws should not pass the Bar Exam. While there are businesses and technologies that can enable these types of people to pass, newer computer programs, laws, and vigilant methods are being crafted and used by professors. There is still much work that needs to be done. Teachers must learn how pervasive cheating has infected their classrooms and how to deter students from committing college crimes. They need to be taught that plagiarizing and cheating are theft: Stealing what is not theirs. Once all teachers realize how bad the problem has become, the cheating dilemma can finally be confronted so that only hard work can get students the grade. This will ensure that only dedicated and honest students who fulfill the course requirements will earn their respected college degree.

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An In-depth Survey of Cheating & Plagiarizing in College

Instructions: Please check the answer that suits your response the most.

- 1) What grade are you currently in?
 (Freshman) (Sophomore)
 (Junior) (Senior)
 (Fifth Year) (Graduate)
- 2) Do you see cheating and plagiarizing as wrong?
 (Yes) (No)
- 3) Do you see cheating and plagiarizing as a huge deal or a small deal?
 (Huge Deal) (Small Deal)
- 4) If you see cheating and plagiarizing as a small deal, why is that your answer?
 (Everyone does it)
 (School is hard enough)
 (Getting the grade is what matters)
 (Teachers do not care if their students cheat)
 (Honesty isn't that important in this day and age)
 (It's important to have time for relaxation and fun)
 (Other) _____

- 5) Have you ever cheated on a test in college?
 (Yes) (No) **If no, skip to question 11.**
- 6) If yes, how many times have you cheated?
 (1-3 Times) (4-6 Times) (7-9) (>10)
- 7) Did you cheat out of fear of failing?
 (Yes) (No)
- 8) Did you cheat to avoid the stress of the class?
 (Yes) (No)
- 9) Did you cheat to save time on the subject?
 (Yes) (No)
- 10) Have you mentioned your cheating activities to other classmates?
 (Yes) (No)
- 11) Have you ever plagiarized an essay for a class?
 (Yes) (No) **If no, skip to question 17.**
- 12) If yes, how many times have you plagiarized an essay?
 (1-3 Times) (4-6 Times) (7-9) (>10)
- 13) Did you plagiarized out of fear of failing?
 (Yes) (No)
- 14) Did you plagiarized to avoid the stress of the class?
 (Yes) (No)
- 15) Did you plagiarized to save time for the class?
 (Yes) (No)
- 16) Have you mentioned your plagiarizing activities to other classmates?
 (Yes) (No)
- 17) Which is more important to you: Achieving the grades or the knowledge?
 (The grade) (The knowledge)

An In-depth Survey of Cheating & Plagiarizing in College

Instructions: Please check the answer that suits your response the most.

18) What grade are you currently in?

___31___ (Freshman) ___15___ (Sophomore)

___1___ (Junior) ___2___ (Senior)

___0___ (Fifth Year) ___1___ (Graduate)

19) Do you see cheating and plagiarizing as wrong?

___44___ (Yes) ___6___ (No)

20) Do you see cheating and plagiarizing as a huge deal or a small deal?

___35___ (Huge Deal) ___15___ (Small Deal)

21) If you see cheating and plagiarizing as a small deal, why is that your answer?

_____ (Everyone does it)

_____ (School is hard enough)

_____ (Getting the grade is what matters)

_____ (Teachers do not care if their students cheat)

_____ (Honesty isn't that important in this day and age)

_____ (It's important to have time for relaxation and fun)

(Other) _____

22) Have you ever cheated on a test in college?

___20___ (Yes) ___30___ (No) **If no, skip to question 11.**

23) If yes, how many times have you cheated?

___12___ (1-3 Times) ___5___ (4-6 Times) ___2___ (7-9) ___1___ (>10)

24) Did you cheat out of fear of failing?

___17___ (Yes) ___3___ (No)

25) Did you cheat to avoid the stress of the class?

___12___ (Yes) ___8___ (No)

26) Did you cheat to save time on the subject?

___13___ (Yes) ___7___ (No)

27) Have you mentioned your cheating activities to other classmates?

___14___ (Yes) ___6___ (No)

28) Have you ever plagiarized an essay for a class?

___8___ (Yes) ___42___ (No) **If no, skip to question 17.**

29) If yes, how many times have you plagiarized an essay?

___8___ (1-3 Times) ___0___ (4-6 Times) ___0___ (7-9) ___0___ (>10)

30) Did you plagiarized out of fear of failing?

___4___ (Yes) ___8___ (No)

31) Did you plagiarized to avoid the stress of the class?

___5___ (Yes) ___3___ (No)

32) Did you plagiarized to save time for the class?

___7___ (Yes) ___1___ (No)

33) Have you mentioned your plagiarizing activities to other classmates?

___6___ (Yes) ___2___ (No)

34) Which is more important to you: Achieving the grades or the knowledge?

___26___ (The grade) ___24___ (The knowledge)