

Ethics & Academic Integrity Module

ETHICS

1) Read:

“It amazes me to hear people talk about what’s important to them. Two of my friends think nothing of spending the night together. Someone else I know admits to cheating on an exam to raise his grade. Another friend feels guilty if he misses church, and someone else says she’s plagiarized material for her term paper. I thought people here were going to feel more like I do.”

- Can you relate to this?
- How have your values been “tested” since you started college?
- Do your friends influence your decision making?
- Have you made decisions that would have surprised you in high school if someone had told you that you would be in that situation?

2) How do values and morals form? What influences how we think about right and wrong? (Family, school, media, church, friends, co-workers, etc.)

3) Have students participate in a continuum exercise.

4) Discuss tolerance (at least to some degree) for those with values different from your own.

ACADEMIC INTEGRITY

“Fame is something which must be won; honor is something which must not be lost.”

Arthur Schopenhauer, German philosopher

5) Small group discussions:

- What is academic dishonesty?
- Why do students commit acts of academic dishonesty?
- What is the impact of academic dishonesty on students? On the university?
- Identify situations you have already witnessed on campus.

6) Review *Honor Code* and Honor Code Quiz.

7) Have students bring in a newspaper article that demonstrates compromising one’s work ethic. Do you think academic dishonesty leads to compromising behaviors in the world of work? What are the implications for this?

8) Develop role plays that depict situations where students are struggling with issues of academic dishonesty.