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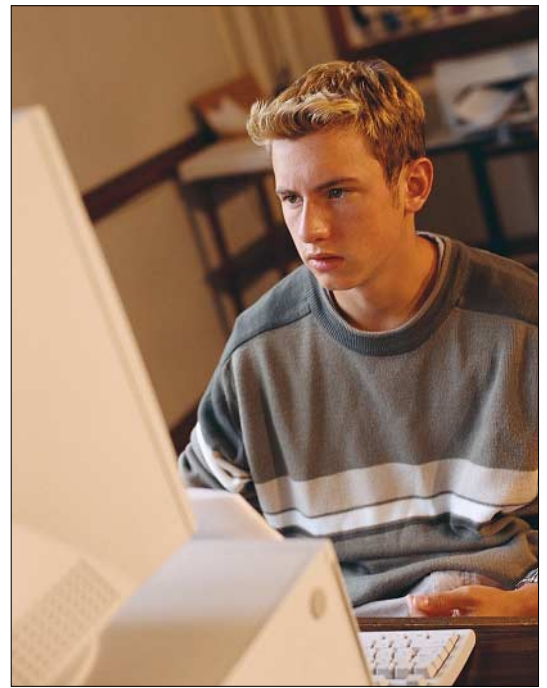
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Combating Plagiarism

Is the Internet causing more students to copy?

Forty-eight University of Virginia students quit or were expelled recently for plagiarism. *New York Times* reporter Jayson Blair plagiarized or fabricated parts of more than three-dozen articles.

Best-selling historians Doris Kearns Goodwin and Stephen Ambrose were accused of stealing from other writers. Journalists and educators alike call plagiarism a growing problem, and many say the Internet is partly to blame. Studies show 90 percent of college students know plagiarism is wrong, but educators say many do it anyway because they don't think they'll get caught, or because in today's ethical climate they consider plagiarism trivial compared to well-publicized instances of political and corporate dishonesty. Other educators say many high-school students don't understand — or were never taught — about copyright regulations and how to properly cite sources.



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Cover: Educators and journalists say the easy access to information provided by the Internet is partly to blame for student plagiarism and journalistic fraud. (Corbis Images)

Combating Plagiarism

BY BRIAN HANSEN

THE ISSUES

Susan Maximon, a social-studies teacher at Fairview High School in Boulder, Colo., knows teenage writing when she sees it. So a bright red flag went up last year when one of her 11th-grade students turned in a research paper teeming with \$10 words.

"I knew he didn't write it," Maximon says. "It was filled with big words and expressions that he never used and probably didn't even understand."

Robert Rivard, editor of the *San Antonio Express-News*, had a similar revelation last April as he was reading a *New York Times* article about the mother of an American soldier missing in Iraq. "I was bewildered," Rivard recalls. "I thought I'd read it before." He had — in his own paper — eight days earlier. That's why *The Times*' story by Jayson Blair sounded so familiar.

"It suddenly dawned on me that it was an act of plagiarism," Rivard says. "It was subtly changed and manipulated, but it was clearly" by *Express-News* reporter Macarena Hernandez.

In the Fairview High case, the student confessed after Maximon confronted him with evidence his paper was nearly identical to one available on the Internet. Maximon gave him a zero for the assignment.

Blair's case was not resolved so quietly. The 27-year-old resigned on May 1, shortly after Rivard alerted *Times* editors. They soon discovered that Blair had plagiarized, fabricated or otherwise falsified parts of at least three-dozen articles. "He fabricated comments. He concocted scenes. He lifted material from other news-



AP Photo/Janet Hostetter

Best-selling author Doris Kearns Goodwin is among several well-known writers who have faced plagiarism charges. Goodwin recently acknowledged her publisher had paid an undisclosed sum to settle plagiarism charges. Many educators say the Internet is partly to blame for student plagiarism. Others say high schools aren't teaching students how to avoid it. Meanwhile, some media critics say news organizations haven't been doing enough to crack down on plagiarism and other forms of journalistic fraud.

papers and wire services," *The Times* said in a front-page, 14,000-word mea culpa published on May 11. ¹

The much-publicized scandal dealt a devastating blow to the 152-year-old *Times*, widely considered the greatest newspaper in the world. Some experts worried that Blair had tarnished the reputations of all news organizations. "In a lot of people's minds, *The Times* is the bell cow of American journalism," said Don Wycliff, public editor of the *Chicago Tribune*. "They'll think, 'Well, if it's done there, you know it's done everywhere.' " ²

Derived from the Latin word *plagiarius* ("kidnapper"), plagiarism can range from purloining someone else's reportage or buying a prewritten term

paper and turning it in as one's own to copying a few sentences from a book or Web site without citing the source. ³ According to the authoritative Modern Language Association, plagiarism is "a form of cheating that has been defined as the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own." ⁴ (See box, p. 790.)

Although plagiarism among high school and college students is not new, some educators say students today are more likely to plagiarize because of the Internet. "Kids have always plagiarized, but the Web has made it a lot easier," says Joyce Valenza, a librarian at Springfield Township High School in Erdenheim, Pa. "It's given them an enormous resource for finding materials that they don't think their teachers can verify as not their own."

"Academic honesty is the cornerstone of college learning and liberal education and, indeed, is a continuing problem that colleges face," says Debra Humphreys, vice president of communications and public affairs at the Association of American Colleges and Universities. "Our members are facing different challenges than in the past as a result of the Internet. Problems related to plagiarism on campus parallel problems in the larger society, such as newspaper plagiarism scandals and illegal file sharing of music and movies."

Moreover, Internet resources are widely considered to be free for the taking. "There's a belief among young people that materials found online are free, or are somehow inherently different from something you buy at a record store or get out of a book or magazine," says

Most Students Say Plagiarism Is Wrong

Many educators say today's students don't understand what plagiarism is or don't consider it as serious cheating. But according to a recent survey, nearly 90 percent of college students strongly view major acts of plagiarism as unethical.

Students' Ethical Views on Acts of Plagiarism

| | Strongly Agree or Somewhat Agree | Neither Agree nor Disagree | Somewhat Disagree or Strongly Disagree |
|--|----------------------------------|----------------------------|--|
|--|----------------------------------|----------------------------|--|

It is Wrong To:

| | | | |
|---|-------|------|------|
| Hand in Someone Else's Writing as One's Own | 89.1% | 7.0% | 3.9% |
| Use the Internet to Copy Text to Hand in as One's Own | 89.3% | 7.7% | 3.1% |
| Purchase Papers From Print Term-Paper Mills | 89.1% | 6.8% | 4.1% |
| Purchase Papers From Online Term-Paper Mills | 89.8% | 6.1% | 4.1% |

Source: Patrick M. Scanlon and David R. Neumann, "Internet Plagiarism Among College Students," *Journal of College Student Development*, May/June 2002.

John Barrie, president of TurnItIn.com, an Oakland, Calif., firm that sells software that helps thousands of schools detect plagiarism. "Kids download music from the Internet even though it's a form of intellectual-property theft. It's naive to think that attitude is not going to have a large impact on plagiarism at educational institutions."

"On a given day, we process between 10,000 and 15,000 student papers, and about 30 percent are less than original," Barrie says.

Recent studies indicate that 40 percent of college students have plagiarized material at least once. (See graph, p. 777.) Although plagiarism is not a crime, authors and musicians who think they have been plagiarized can sue for copyright infringement. To win

damages, a plaintiff must typically prove that the plagiarism harmed "the potential market for, or value of," their copyrighted work.⁵

Last April, French jazz pianist Jacques Loussier sued the rapper Eminem for \$10 million, claiming his hit song "Kill You" borrowed heavily from Loussier's 20-year-old song "Pulsion." The suit is pending. Even former Beatle George Harrison was successfully sued for plagiarism (see p. 783).

In addition to musicians, several best-selling historians have run into plagiarism problems, including Doris Kearns Goodwin and Stephen Ambrose. Goodwin acknowledged in January her publisher had paid an undisclosed sum in 1987 to settle allegations that Goodwin's *The Fitzgeralds and*

the Kennedys contained plagiarized text from Lynne McTaggart's *Kathleen Kennedy: Her Life and Times*.

Ambrose was criticized for not putting quotation marks around passages in his celebrated World War II book *The Wild Blue* that were identical to passages in *Wings of Morning*, an earlier chronicle by University of Pennsylvania history Professor Thomas Childers. Ambrose had cited Childers' book in his footnotes and claimed the mistake was inadvertent. Journalists later found unquoted passages from other authors in at least six of Ambrose's other books, but he vigorously denied he was a plagiarist. "I stand on the originality of my work," he wrote last May, just before his death. "The reading public will decide whether my books are fraudulent and react accordingly."⁶

Punishments for students who plagiarize range from failing grades on individual assignments to flunking an entire course — or worse. Some schools have revoked degrees from people whose plagiarism came to light months or years after they graduated. At other schools — especially those with strict honor codes — plagiarism can be grounds for suspension or expulsion.

For example, at the University of Virginia — famous for its tough honor code — 48 students quit or were expelled for plagiarism between April 2001 and November 2002. The university revoked the degrees of three of the plagiarists who had graduated before their cases were adjudicated by the student-run Honor Committee. "The cases ranged from the wholesale copying of entire papers to copying a few sentences here and there," says Nicole Eramo, special assistant to the committee. "Most of our students are fairly intolerant of that type of cheating."

However, some experts say educators are going overboard in trying to root out plagiarism. Rebecca Moore Howard, an associate professor of writing and rhetoric at Syracuse University,

blames the crackdown more on “hysteria” than real understanding of the issues. She says plagiarism is frequently the result of students not knowing — or never having been taught — how to properly cite sources.

“All writers appropriate language from other sources and reshape it as their own, but inexperienced writers don’t do that very well,” Howard says. “They don’t realize that what they’re doing is plagiarism.”

According to University of Colorado freshman Liz Newton, “It was kind of unclear at my high school what plagiarism really was. You were just kind of expected to know what it was and not do it.”

“The perception [among college professors] is that students are no longer learning about plagiarism adequately at the high-school level, so there’s an education and re-education process that needs to take place,” says renowned academic-integrity researcher Donald McCabe. Some high-school teachers themselves “don’t even understand” what constitutes plagiarism in the digital age, adds the Rutgers University professor and founder of the Center for Academic Integrity at Duke University. “They’re still catching up, particularly with regard to plagiarism using the Internet.”

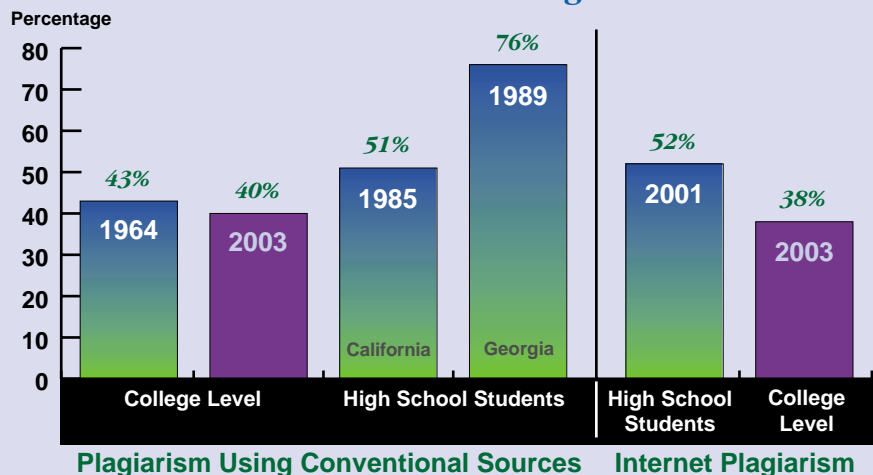
Because students are arriving at college without a sound understanding of what plagiarism is, some colleges and universities are spending more time than they used to teaching newly arriving students how to avoid it. “There’s a concerted effort across campus for courses that require any kind of writing to really work with students so they understand what plagiarism is,” says Fran Ebbers, librarian at St. Edward’s University, in Austin, Texas. “We’ve had university-wide discussions about this.”

As plagiarism scandals plague campuses and newsrooms across the country, here is a closer look at some of the questions being debated:

How Much Plagiarism?

High-school students plagiarize significantly more than college students, according to several studies in which students are asked to “self-report” copying. Although plagiarism appears to have remained relatively stable during the past 40 years, Donald McCabe of Rutgers University thinks it is actually far more prevalent today because many students don’t consider cut-and-paste Internet copying as cheating. In addition, McCabe notes other types of dishonesty — such as cheating on exams — have skyrocketed.

Percentage of Students Admitting to One or More Acts of Plagiarism



Sources: W.J. Bowers, “Student Dishonesty and Its Control in College,” Columbia University, 1964; Donald McCabe, unpublished study, Rutgers University, 2003; Donald McCabe, “Cheating: Why Students Do It and How We Can Help Them Stop,” American Educator, winter 2001; B. Brandes, “Academic Honesty: A Special Study of California Students,” 1986; Fred Schab, “Schooling Without Learning: Thirty Years of Cheating in High School,” Adolescence, Vol. 23, 1991.

Has the Internet increased the incidence of student plagiarism?

In the past, students who plagiarized first had to spend hours poring over dusty library books to find material to copy, then retype it. If they bought material from a term-paper mill, they had to wait for it to arrive through the mail.

Today, students surfing the Web can access millions of documents on every subject imaginable — without leaving their desks. With the click of a mouse, they can electronically “cut and paste” text — a few sentences or entire documents — into their “own” work.

Experts generally agree that the Internet and other modern technologies have made plagiarism easier. They disagree, however, about whether the new technologies encourage more students to plagiarize. Louis Bloomfield, a University of Virginia physics professor who two years ago accused 158 students of submitting plagiarized term papers, says technology is partly to blame. “Plagiarism has become so easy,” he says, “It’s everywhere, and if you think you don’t have it going on in your institution, you’re naive.”

COMBATING PLAGIARISM

But Jim Purdy, assistant director of the Center for Writing Studies at the University of Illinois, Urbana-Champaign, says the Internet is simply not creating vast numbers of new student plagiarizers. “Based on my personal experiences,” he says, “this fear is being blown somewhat out of proportion.”

Over the years, researchers have tried to quantify the incidence of plagiarism and other forms of academic cheating.⁷ Most of the studies are based on surveys in which students “self-report” their behaviors. Taken at face value, the studies generally belie the notion that the advent of the Internet has led to an increase in academic plagiarism.

Professor W. J. Bowers of Columbia University documented the incidence of plagiarism and academic cheating among college students 40 years ago — long before the advent of the Internet. In a 1964 survey, Bowers found that 43 percent of the respondents acknowledged plagiarizing at least once.⁸ In a recent survey of 18,000 U.S. college students by Rutgers University’s McCabe, 38 percent of respondents acknowledged engaging in one or more instances of Internet-facilitated “cut-and-paste” plagiarism. But notably, a slightly bigger group — 40 percent — said they had plagiarized using conventional books, journals and other sources.

In another recent study, Rochester Institute of Technology (RIT) professors Patrick Scanlon and David Neumann found that the number of students who admitted to Internet plagiarism was about the same as during the pre-Internet era.⁹ “Our study

indicates that some of the estimates of Internet-facilitated plagiarism are overblown,” Scanlon says. “We didn’t find evidence of the epidemic of Internet plagiarism that’s been touted in the popular press. If anything, the numbers for plagiarism have actually gone down [from the pre-Internet era], or it’s a wash.”

According to Scanlon and Neumann, nearly 25 percent of the students admitted to plagiarizing from the Internet: 16.5 percent “sometimes” cut and paste

the 2,294 juniors surveyed by McCabe in 2000-2001, for example, 52 percent said they had “copied a few sentences from a Web site without footnoting them,” and 16 percent acknowledged turning in papers “obtained in large part from a term-paper mill or Web site.”¹⁰ McCabe contends that many high-school students plagiarize more than their college counterparts because they don’t fully understand what plagiarism is or how to avoid it. But others do it because they believe they won’t get caught, he says.

However, pre-Internet era studies also found high incidences of high-school plagiarism. In a 1985 California survey, 51 percent of the students admitted plagiarizing.¹¹ And 76 percent of the high-schoolers surveyed by a University of Georgia researcher in 1989 admitted to copying “word for word” out of a book.¹²

Critics maintain there is much more Internet-facilitated plagiarism occurring today than self-reporting studies indicate, because many students — at both the high-school

and college levels — either don’t understand or refuse to admit that copying from the Web is wrong.

“A lot of kids don’t understand that they can’t cut and paste text from the Internet into their own papers [without citing the source],” says Leigh Campbell-Hale, a social-studies teacher at Boulder’s Fairview High School. “I even had one kid say to me, ‘If I pay for a paper I bought online, it’s mine.’”

McCabe found similar attitudes in his recent college survey: 44 percent of the students considered minor, cut-and-paste Internet plagiarism as “trivial” cheating or not cheating at all.

Continued on p. 780



New York Times Executive Editor Howell Raines, center, and Managing Editor Gerald Boyd, right, resigned under pressure from Publisher Arthur Sulzberger Jr., left, in the wake of the scandal involving rogue reporter Jayson Blair.

AP Photo/Mary Altaffer

text from an Internet source without citation, 8 percent do so “often.” The study found that 6 percent “sometimes” buy papers from online term-paper mills and 2.3 percent do so “often.”

Notably, the respondents thought other students plagiarized much more frequently than they did. For example, while only 8 percent “often” took text from Internet sources without citation, 54.4 percent believed their peers often did so. “That’s consistent with studies of other kinds of things,” Scanlon says. “People will overestimate behaviors in others that they themselves are not taking part in.”

Significantly more plagiarism is self-reported by high-school students. Of

Confronting Plagiarism Can Pose Risk

Punishments for plagiarism usually are meted out without incident. But occasionally, things get ugly — for the accusers. Teachers and professors who impose harsh consequences on plagiarizing students sometimes face unpleasant consequences from their students, parents and unsupportive colleagues and administrators.

Law Professor John L. Hill, for example, was sued, verbally harassed and had his house vandalized after he filed plagiarism complaints against five law students at St. Thomas University in Miami, Fla., in 1995. But “the worst part” of the ordeal was the lack of support from colleagues and school officials, recalls Hill, who now teaches law at Indiana University in Indianapolis.

Hill says the five students incorporated materials from the *Stanford Law Review* and other publications into their own papers without attribution. One student copied “about 30 pages” of text — original footnotes and all. “It was pretty clear-cut,” Hill recalls. “It was verbatim plagiarism.”

Thus Hill was shocked when his own colleagues and the student-run honor committee did not support him. “A number of faculty just refused to accept that [plagiarism] was a significant problem,” Hill says. “One colleague insisted I was on a ‘witch hunt.’ And the president of the university ordered the dean to punt — to basically do nothing — because he didn’t want to deal with any possible legal implications.”

When the students refused to admit wrongdoing, Hill referred them to the honor committee. Shortly thereafter, Hill says he started getting harassing phone calls, his house was egged and his front door was twice ripped from its hinges. During the trial proceedings, students booed and hissed at him. One of the defendants even tried to taint Hill as a plagiarist. “They tore apart everything I’d ever written in the hope of finding some plagiarism, which they didn’t,” Hill says. “I was really portrayed as the bad guy.”

Ultimately, two of the cases were dismissed and a third student was acquitted. A fourth student pleaded guilty, and the final defendant was convicted on a split vote. For punishments, the two guilty students were ordered to write five-page papers on plagiarism.

Later, one of the convicted plagiarists sued Hill and the university for “loss of ability to obtain a job as an attorney.”¹

Some educators refrain from pursuing student plagiarizers because they fear either litigation or lack of support from administrators wishing to avoid negative publicity.² But Hill says he’d do the same thing again. “It was an unpleasant experience, to say the least,” Hill says, “but I just wouldn’t feel good about letting something like [plagiarism] ride.”

Christine Pelton, a biology teacher at Piper High School in Piper, Kan., had a similar experience in 2001 after assigning her 10th-graders to write scientific reports about leaves. The project represented half of the semester’s grade, so students had to do well to

pass the course. Pelton spelled that out in a contract she had her students and their parents sign. Section No. 7 warned, “Cheating and plagiarism will result in the failure of the assignment.”

After checking her students’ reports with TurnItIn.com, a plagiarism-detection service, Pelton concluded that 28 of her 118 students — one-quarter of the entire sophomore class — had plagiarized from Internet sites, books or each other. Pelton flunked them all. Outraged parents demanded that Pelton change the grades, arguing she hadn’t adequately explained what constitutes plagiarism. Pelton, noting the contract, adamantly denied the charge. “I made a big point of telling them [that plagiarism] would cause them to fail,” she said. “I gave them ample warning.”³

When Pelton refused to change the grades, the parents went to the school board. On Dec. 11, 2001, the board and District Superintendent Michael Rooney decreed that the project would count for only 30 percent of the students’ semester grades. All the students who would have failed due to plagiarism would now pass.

Rooney announced the policy change the following morning. Pelton was furious that her authority had been stripped away. “I went to my class and tried to teach the kids, but they were whooping and hollering and saying, ‘We don’t have to listen to you anymore,’” she said.⁴

Pelton immediately resigned, telling Rooney that she couldn’t work in a district that didn’t support her. “I knew I couldn’t teach,” she later recalled. “I left at noon and didn’t come back.”⁵

At least nine other Piper teachers quit in protest. The town’s residents, many of whom had supported Pelton throughout the ordeal, ousted one school board member in a special recall election. Another board member resigned and a third did not seek re-election. Rooney also resigned under pressure last year.

Pelton, who opened a home day-care center after the plagiarism imbroglio, was honored last year with a certificate of appreciation from Kansas lawmakers. “I knew what I did that day would have an impact on my future,” she said of her decision to resign. “Students not only need the building blocks of learning, but [also] morals and values.”⁶

¹ For background, see Carolyn Kleiner and Mary Lord, “The Cheating Game,” *U.S. News & World Report*, Nov. 22, 1999, p. 55.

² For background, see Kathy Koch, “Cheating in Schools,” *The CQ Researcher*, Sept. 22, 2000, pp. 745-768.

³ Quoted in Richard Jerome and Pam Grout, “Cheat Wave: School Officials Let Plagiarists Off Easy, So Teacher Christine Pelton Quit — Sending Her Town into a Tizzy,” *Time*, June 17, 2002, p. 83.

⁴ Quoted in Diane Carroll, “Plagiarism Dispute Divides a School District,” *The Kansas City Star*, Jan. 29, 2002, p. A1.

⁵ Quoted in Bill Lagattuta, “Paying the Piper,” CBS News’ “48 Hours,” May 31, 2002.

⁶ Quoted in “House Honors Teacher Who Resigned in Plagiarism Incident,” *The Associated Press*, May 6, 2002.

Continued from p. 778

Kids dismiss Internet plagiarism as trivial because they have bought into the “techie” culture, which holds that anything found on the Web is “free” — that copyright laws do not apply on the Internet, according to some experts. Students regard Internet plagiarism much like downloading music files, they say. But as the music industry’s recent copyright-infringement suit indicates, such piracy is considered intellectual-property theft.¹³

“A lot of high-school and college students don’t see that as a problem at all,” says librarian Ebbers, at St. Edward’s University.

Jill Vassilakos-Long, a librarian at California State University, San Bernardino, has a slightly different view. “A lot of students would agree that plagiarism and downloading music are theft, but they see them as victimless crimes.”

But the music industry blames online music-sharing and downloading in part for a 26 percent drop in CD sales and a 14 percent drop in revenues. “Our industry is being ravaged by piracy,” said Zack Horowitz, president and chief operating officer of Universal Music Group.¹⁴

There are non-economic repercussions as well, says Barrie, of TurnItIn.com. “A lot of students bust their derrières to get into the best university or medical school or law school, but some get out-competed by students who cheat,” he says. “I have zero sympathy for that. Students should be held accountable for what they do.”

Moreover, if plagiarism were allowed to go unchecked, the impact on society could be catastrophic, according to Lawrence M. Hinman, director of the Values Institute at the University of San Diego. Hinman says trust is fundamental to the social, political and economic fabric of any successful society. “Without trust in public and business institutions outside the family, an economy stops developing after a certain point,” he says.

Researchers, for their part, acknowledge that self-reporting studies may underrepresent the true size of the plagiarism problem, given students’ wide-ranging views on the morality of the activity.

“It’s a moving target as far as students are concerned as to what actually constitutes plagiarism,” says Rutgers’ McCabe. “When I debrief a small percentage of them [after a survey], some of them say, ‘Yeah, I did that, but I don’t consider it cheating, so I didn’t check it off.’ ”

Should teachers use plagiarism-detection services?

Many schools use private companies to ferret out student plagiarism. Chicago-based Glatt Plagiarism Services — whose clients include DePaul University and the U.S. Naval Academy — operates on the premise that students should be able to reproduce any document they actually wrote. After the company’s software eliminates every fifth word of a suspected plagiarist’s paper, the student is then asked to fill in the blanks to prove authorship. The program calculates a “plagiarism probability score” based on the number of correct responses, the time it took a student to complete the task and other factors.

“We authenticate authorship using techniques of cognitive science,” said company founder Barbara Glatt. “It’s easy and accurate.”¹⁵

The system developed by TurnItIn.com functions like a supercharged search engine, comparing students’ papers to documents residing in three places: public portions of the Internet; a proprietary database of books, journals and newspapers; and a proprietary database of all the student-authored papers ever submitted to it by all its clients. An “originality report” prepared for every paper checked by TurnItIn.com tells instructors what percent of the paper, if any, matches text (“strings” of approximately eight words or more) in other documents.

“An instructor can sit down with a student and say, ‘Please explain to me

why 82 percent of your paper came from this book or Web site,’ ” Barrie says. “Instructors no longer have to rely on gut feelings when they suspect plagiarism. There is just no way to sneak plagiarized material through our system — no way.”

But some educators consider detection services as superficial “quick fixes” that allow teachers to sidestep the issues that caused their students to plagiarize in the first place. “Teachers who get too caught up acting like detectives ignore what they really ought to be doing as teachers, which is talking to students about things like originality and using sources correctly,” says RIT’s Scanlon. “Using a plagiarism checker gives you a reason to avoid having those conversations.”

Syracuse’s Howard agrees, adding that lazy teachers are also partly to blame for the plagiarism problem. “Giving students canned, mindless assignments that have no meaning for them just invites plagiarism,” Howard says. “Those assignments are so mind-deadening that students who have not managed their time well may look for papers online, because they’re not getting anything out of the experience anyway.”

Howard says teachers who use plagiarism-detection services risk alienating their students — especially the honest ones — by sending the message that everyone is a potential plagiarist. She likens teachers who use the services to employers who subject their employees to mandatory drug testing.

“Using [detection services] to certify students’ honesty, paper by paper, what that does to pedagogy is, to me, just horrific,” Howard says.

Howard and other critics also contend that copying students’ papers into TurnItIn.com’s “proprietary” database and providing them to clients violates students’ privacy rights and amounts to unauthorized copying and distribution of their intellectual property.

But many teachers say they inform their students at the start of a course

that their work will be copied, retained and perhaps used as “evidence” by the detection service. However, some schools, including the University of California, Berkeley, have refused to use TurnItIn due to concerns about privacy and copyright violations.

“There probably were ways we could have done it legally, but given all the questions, the administration here just felt that it really didn’t want to go in that direction,” says Mike Smith, Berkeley’s assistant chancellor for legal affairs.

Barrie maintains that his company is on “very solid legal ground” and uses students’ papers only in ways authorized by the U.S. Copyright Act.¹⁶ “The thousands of institutions that are currently our clients all sign an agreement with us, and we wouldn’t have one client if what we were doing was illegal,” Barrie says.

Are news organizations doing enough to guard against plagiarism and other types of journalistic fraud?

The Jayson Blair scandal has prompted news organizations everywhere to re-examine their ethics policies.

The Miami Herald, for example, was one of many newspapers that revamped its policy regarding the use of wire-service copy in articles written by staff reporters. *The Herald’s* new policy requires reporters to more clearly distinguish the wire copy from their own text and tell readers specifically where it came from. Executive Editor Tom Fiedler says he was surprised that some of his reporters didn’t think such attribution was necessary.

“They thought if it was on the wires, it was fair game” for them to use without attribution, Fiedler says.

Other news organizations clarified or changed their policies regarding the use of datelines, which traditionally indicate where the reporter actually worked on the story. New York-based Bloomberg News had bucked convention and used datelines to reflect where a story’s ac-

tion occurred, regardless of the reporter’s physical location. But Bloomberg changed its policy after *The Times* revealed Blair had falsified datelines to conceal the fact that he hadn’t traveled to the scene. Bloomberg Editor-in-chief Matthew Winkler said his organization had decided the old policy “could be misleading.”¹⁷

Still other organizations revamped their policies regarding the use of unnamed or “anonymous” sources. Quotes that Blair fabricated and attributed to law-enforcement officials while covering the sniper case prompted a prosecutor in the case to call a news conference to deny the made-up assertions. Many experts were shocked when *The Times* conceded this spring that Blair’s editors never asked him to identify his anonymous sources.

“That’s just unbelievable,” says Thomas Kunkel, dean of Blair’s alma mater, the University of Maryland School of Journalism. “If I’ve got a reporter making accusations [like Blair did] on the front page of *The New York Times*, if I’m the editor, I’m going to want to know where they’re coming from.”

Rivard discourages the use of anonymous sources at the *San Antonio Express-News*. But if they are used, their identities must be revealed to senior editors. “If a reporter came in and said, ‘I’ve got something but I can’t tell you who the source is,’ we wouldn’t publish it,” Rivard says.

At the *Seattle Times*, the Blair affair prompted editors to revive the paper’s old system of newsroom “accuracy checks,” in which news sources are contacted and asked about the accuracy, fairness and completeness of the paper’s coverage.

“Accuracy is our prime directive,” Executive Editor Michael Fancher wrote in a June 15 column announcing he was resurrecting the old policy. “Each of us in the newsroom has a personal responsibility to the highest standards of integrity and honesty, starting with devotion to accuracy in all our work.”¹⁸

But no news organization did more to shore up its ethical standards than *The New York Times*. Shortly after the Blair scandal broke, Assistant Managing Editor Allan Siegal was asked to form a committee to determine why Blair hadn’t been stopped sooner. The so-called Siegal Committee of 25 *Times* staffers and three distinguished outside journalists began its work in mid-May.

Heads also rolled at *The Times*. On June 5, Executive Editor Howell Raines and Managing Editor Gerald Boyd both resigned under pressure from Publisher Arthur Sulzberger Jr. On July 14, op-ed columnist Bill Keller, a former *Times* managing editor, became executive editor. On June 30, his first day on the job, Keller unveiled the committee’s report and announced that he would accept its major recommendations, which he said would “improve the way we run the newsroom” and “protect our precious credibility.”¹⁹

Among its many recommendations, the report suggested the appointment of a “public editor” — a position known at other newspapers as an ombudsman — to deal with reader complaints and write periodic columns about the *Times’* “journalistic practices.” Keller said the public editor “can make us more sensitive on matters of fairness and accuracy, and enhance our credibility.”²⁰ Keller also tapped Siegal as the paper’s new “standards editor,” who will establish journalistic standards and educate staffers on accuracy and ethics.

Geneva Overholser, a former editor of the *Des Moines Register* and a one-time ombudsman at *The Washington Post*, calls the *Times’* decision to appoint a public editor “a terrific first step. [It’s] something that could have been helpful to them in the difficulties of the last few months.”²¹

But *Washington Post* columnist Robert J. Samuelson thinks the *Times* still doesn’t get it. “No place in American journalism is so smug and superior as *The New York Times*,” he wrote

on Aug. 13. “It [is] this conceit — the belief that *The Times* must be right because it is *The Times* and sets the rules — that ultimately caused the Jayson Blair debacle. Until that conceit is purged, *The Times* will remain vulnerable to similar blunders.”²²

In addition, Samuelson grouched, “The public editor’s appointment will last for a year and be reviewed; the editor’s independence is compromised by being responsible to the executive editor; and it’s unclear how often the public editor will write.”

Rivard and other experts say news organizations are not doing enough to guard against plagiarizing reporters. “I think plagiarism is a bigger problem in American journalism today than many of us [in the media] have understood or acknowledged,” he says. “The development of the Web may be the single, most important factor in both spawning an environment where plagiarism is committed more and where people succumb to that weakness more.”

Kelly McBride, an ethics instructor at the St. Petersburg, Fla.-based Poynter Institute for journalism, says few news organizations devote much time to training their reporters to recognize and avoid plagiarism. “I don’t think there’s much conversation about plagiarism in most newsrooms, other than ‘don’t do it,’” McBride says.

Trudy Lieberman, a contributing editor at the *Columbia Journalism Review* and a media ethics instructor at New York University, agrees. Lieberman says journalistic plagiarism persists, in part, because news organizations don’t deal with plagiarizing reporters in a consistent manner. “Plagiarism is acceptable at some organizations but not at others,” Lieberman says. “Somebody can plagiarize and still be ‘king of the hill’ if they’re a good columnist or someone the organization wants to keep. But more marginal employees [who get caught plagiarizing] may be asked to leave. There doesn’t seem to be a standard punishment for journalistic plagiarism at all.”

Michael Richards and Clay Calvert, professors of journalism and law at Pennsylvania State University, argue in a forthcoming article that rogue journalists — and their employers — should be legally liable for plagiarism and other journalistic fraud.²³

In the Blair case, according to Richards, *The Times* acted negligently and perpetrated fraud on its readers because it “ignored the warning signs” that Blair was filing demonstrably false stories. “*The Times*’ top editors knew they had a problem, but they chose to ignore it,” he says. “They abrogated their responsibility by ignoring the warning signs.”²⁴

But the University of Maryland’s Kunkel and other experts point out that no news organization is safe from a rogue reporter. “Somebody who wants to undermine the system can do it very easily,” Kunkel says. “You can say what you want and put in all kinds of safeguards, but basically, it’s a system that depends on the trustworthiness of the reporters.” ■

BACKGROUND

Imitation Encouraged

Plagiarism has not always been regarded as unethical. In fact, for most of recorded history, drawing from other writers’ works was encouraged. This view was grounded in the belief that knowledge of the human condition should be shared by everyone, not owned or hoarded. The notion of individual authorship was much less important than it is today.

“Writers strove, even consciously, to imitate earlier great works,” wrote authors Peter Morgan and Glenn Reynolds in their 1997 book *The Appearance of Impropriety*. “That a work had obvious parallels with an early work —

even similar passages or phrases — was a mark of pride, not plagiarism. Imitation was bad only when it was disguised or a symptom of laziness. It was not denounced simply on the grounds of being ‘unoriginal.’ ”²⁵

Examples of this tradition abound in literature. In ancient Greece, for example, writers such as Homer, Plato, Socrates and Aristotle borrowed heavily from earlier works. “Aristotle lifted whole pages from Democritus,” wrote Alexander Lindey in his 1952 book *Plagiarism and Originality*.

Novelist and former Vassar College English Professor Thomas Mallon agrees that the concept of originality was radically different centuries ago. “Jokes about out-and-out literary theft go back all the way to Aristophanes and ‘The Frogs’ [a play written in 405 B.C.], but what we call plagiarism was more a matter for laughter than litigation,” Mallon wrote in his 1989 book *Stolen Words: Forays into the Origins and Ravages of Plagiarism*. “The Romans rewrote the Greeks. Virgil is, in a broadly imitative way, Homer, and for that matter, typologists can find most of the Old Testament in the New.”

The Greek concept of imitation — known as *mimesis* — continued to influence writers during the Middle Ages. According to Syracuse’s Howard, the Catholic Church promoted the medieval emphasis on *mimesis* because it was concerned with spreading the message of God. “The individual writer in this economy of authorship is beside the point, even a hindrance,” Howard writes in her 1999 book *Standing in the Shadow of Giants: Plagiarists, Authors, Collaborators*. “Instead, the writer voices God’s truth . . . and participates in the tradition of that truth-telling. Even in patron-sponsored writing for the purpose of entertainment, the writer’s identity and originality are only tangentially at issue. Plagiarism was a concern that seldom arose.”

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Chronology

Before 1600

Writers are encouraged to draw from others' works until printing press is invented and authorship becomes a profession.

1700-1900

Copyright laws make plagiarism an issue for schools, publishing houses and other institutions.

1710

England passes first copyright law.

1790

Congress passes first U.S. copyright law.

1890s

Plagiarism is commonplace at many colleges and universities.

1900-1990

Schools, news organizations and other institutions struggle with plagiarism.

1964

Thirty percent of the college students polled by Rutgers University researcher Donald McCabe admit plagiarizing at least once.

1971

Beatle George Harrison is sued for plagiarizing a copyrighted song and ordered to pay \$587,000 in damages.

1972

Boston University successfully sues several Massachusetts-based term-paper mills for fraud. The following year, the Massachusetts legislature outlaws term-paper sales in the state.

September 1987

Sen. Joseph Biden Jr., D-Del., abandons his presidential bid after reporters catch him plagiarizing speeches from other politicians.

1989

University of Georgia researcher Fred Schab finds that 76 percent of high-school students have copied material "word for word" out of a book without attributing it.

1990-Present

The advent of the Internet makes committing plagiarism easier than ever. But experts disagree as to whether or not the invention is creating more plagiarists than would otherwise exist.

1997

Boston University sues to prohibit term-paper mills from operating via the Internet. The court dismisses the suit, saying the mills did not violate federal racketeering laws, as the university alleged.

April 1998

Boston Globe columnist Mike Barnicle resigns amid allegations he plagiarized and fabricated articles.

May 1998

The New Republic fires writer Stephen Glass for fabricating an article and later finds that he had plagiarized or fabricated at least two-dozen other articles.

February 2001

Researcher McCabe finds that 52 percent of high-school juniors admitted to copying "a few sentences from a Web site without footnoting them." Sixteen percent said they had turned in a paper

"obtained in large part from a term-paper mill or Web site."

April 2001

University of Virginia physics Professor Louis Bloomfield refers 158 cases of alleged plagiarism to the school's student-run Honor Committee.

January 2002

Best-selling authors Stephen Ambrose and Doris Kearns Goodwin are accused of plagiarism. Both claim they did so unintentionally.

May 2002

A multi-campus survey concludes that the incidence of Internet-facilitated plagiarism among college students is no greater than the level of "conventional" copying in the pre-Internet era.

Feb. 5, 2003

In an address to the United Nations Security Council, Secretary of State Colin Powell cites a British government report detailing Iraq's efforts to conceal alleged weapons of mass destruction. The report is later found to be based largely on outdated plagiarized articles from the Internet.

May 1, 2003

Reporter Jayson Blair resigns from *The New York Times* after getting caught plagiarizing an article from the *San Antonio Express-News*.

May 11, 2003

The New York Times publishes a 14,000-word account of Blair's plagiarism and other acts of journalistic fraud.

June 5, 2003

New York Times Executive Editor Howell Raines and Managing Editor Gerald Boyd resign in wake of the Blair scandal.

Rogue Reporter at *The New York Times*

We have to stop Jayson from writing for *The Times*. Right Now.” When Jonathan Landman, the metropolitan editor of *The New York Times*, wrote that now-famous e-mail message to two newsroom colleagues in April 2002, he had good reason for concern. Jayson Blair, a young reporter on his staff, was making numerous mistakes and was behaving erratically.

But *Times* officials didn’t stop Blair. In fact, they assigned the 27-year-old to the prestigious national desk, where he covered high-profile stories such as the Washington, D.C., sniper case. Blair’s work on those stories was nothing short of a “journalistic disaster,” declares a report by 25 *Times* staffers and three outside journalists. Known as the Siegal Committee report, it concludes that Landman’s “stop Jayson” e-mail was just one of several red flags about Blair that were ignored by top management at the *Times*.¹

Blair resigned from the *Times* last May 1, two days after *The San Antonio Express-News* accused him of plagiarizing an *Express-News* story about the mother of a Texas soldier missing in Iraq. In the days that followed, *Times* journalists uncovered problems in dozens of other articles by Blair.² Besides lifting materials from other newspapers and wire services, Blair fabricated comments and scenes and otherwise misled readers about what he allegedly witnessed. Today, Blair is widely regarded as one of the most notorious plagiarists and fabricators in journalism history.

Blair reportedly exhibited poor journalistic ethics before the *Times* first hired him in June 1998. He had attended the University of Maryland in the mid-1990s and served as editor of the school’s newspaper, *The Diamondback*, from 1996 to 1997. This summer, after the *Times* published a 14,000-word account of Blair’s ethical breaches, some 30 former Maryland students said his “disgraceful behavior at *The New York Times* resembled a recurring pattern we witnessed when he worked at *The Diamondback*.”³

But Blair received good reviews from his professors, who helped him land an internship at the *Times* in June 1998. Blair had a “strong start” at the paper, though he occasionally had

problems with reliability, the Siegal Committee found. *The Times* gave Blair another internship the following summer. After that, the paper hired him as an “intermediate” reporter, meaning he would be closely supervised for up to three years.

Blair performed well for about a year. But in fall 2000, he started making frequent errors. Nevertheless, he became a regular staff reporter in early 2001, almost two years before his probationary period ended. “I think race was the decisive factor in his promotion,” Landman told the Siegal Committee.⁴

But Gerald Boyd, the then-deputy managing editor who had recommended Blair’s promotion, said it was “absolute drivel” that he had disregarded the reporter’s mistakes on account of his race. Like Blair, Boyd is also African-American. “Did I pat [Blair] on the back? Did I say ‘hang in there’? Yes, but I did that with everybody,” Boyd said after the scandal broke.⁵

That fall, Blair claimed his problems stemmed from the anguish of losing a cousin in the Sept. 11 terrorist attacks. In fact, he did not, *The Times* discovered after he resigned.

In February 2002, with Blair’s mistakes mounting, Boyd warned the young reporter that he was “blowing a big opportunity.” Blair, who said he was struggling with serious “personal problems,” was granted a leave of absence. “When he returned, so did his errors,” the Siegal report declares. Blair was warned that his job was in peril, and his editors began supervising him closely. Blair resented the short-leash approach and asked to be transferred to another department. Landman reluctantly sent him to the sports desk, warning the editor there to “be careful” with the young reporter.⁶

Blair’s sports stint was short-lived. On Oct. 20, 2002, *Times* officials assigned him to a team of reporters covering the sniper shootings. *The Times* had been scooped on some developments in the story, and Boyd and Howell Raines, the paper’s executive editor — thought Blair, who was familiar with the D.C. suburbs, could help bolster the paper’s coverage. *Times* National Editor Jim Roberts, who was in charge of the coverage team, says no one warned him about Blair’s bad track record. “This was an invitation to disaster,” the Siegal Committee declared.

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Rise of Copyright

Attitudes about plagiarism began to change in the 16th century, as the Protestant Reformation swept across Western Europe. The notion that salvation could be attained without adhering to strict Catholic sacra-

ments gave new importance to the concepts of originality and individual thought. These ideals were spread far and wide through the use of the printing press — invented in 1440 — and new copyright laws, which advanced the notion that individual authorship was good and that mimesis was bad.

Notably, religious reformers like Martin Luther were among the staunchest opponents of the new copyright laws

— first proposed in the late 1400s — because they believed human learning should circulate unrestricted for the common good and betterment of mankind.

“Much like defenders of Internet freedoms of access and speech today, Luther and others objected that copyright laws would limit the free circulation of ideas and knowledge that had been made so widely and instantly available . . . [by] the printing

Blair's stories about the sniper case contained numerous factual errors, fabricated or plagiarized quotes and other problems, the *Times*' internal investigation found. In a Dec. 22, 2002, article, for example, Blair wrote that "all the evidence" pointed to [Lee] Malvo as the triggerman in the attacks." The piece drew strong criticism from a prosecutor in the case, who called a press conference and denounced much of the report as "dead wrong."⁷

Still, *The Times* kept Blair on the high-profile national staff when the war in Iraq started. Blair's home-front reports about the war, like his sniper stories, were riddled with factual errors and fabricated quotes. In a March 27 piece, for example, Blair claimed to have traveled to Palestine, W. Va., to interview family members of then-missing Pvt. Jessica Lynch. Blair wrote that Lynch's father "choked up as he stood on his porch here overlooking the tobacco fields and cow pastures." In fact, the porch overlooks no such thing. According to *The Times*, Blair never visited the Lynch home, but instead tried to concoct the scene by drawing details from other published news accounts.

Blair was finally tripped up when the *San Antonio Express-News* complained in April that Blair had plagiarized a *News* article about the family of a soldier from Los Fresnos, Texas. Roberts called Blair into his office and asked him to describe what he had seen in Texas. Blair did so in great detail, describing the family's white stucco house, the red Jeep in the driveway, and the roses blooming in the yard. In fact, Blair had not gone to Texas, but instead had viewed pictures of the house stored in the *Times*' computerized photo archives. But



AFP Photo/Courtesy New York Times

Former New York Times reporter Jayson Blair committed plagiarism and other forms of journalistic fraud in more than three-dozen articles.

knowing that Roberts did not buy his explanation, Blair resigned.⁸

A few weeks later, Blair told *The New York Observer* his actions stemmed, in part, from a host of personal problems and that he had turned to alcohol and cocaine in an effort to cope. When he finally got caught, he said, he was pretty desperate. "I was either going to kill myself or I was going to kill the journalist persona," he said. "So Jayson Blair the human being could live, Jayson Blair the journalist had to die."⁹

Blair authored a short narrative about his experiences at *The Times* for the October 2003 issue of *Jane* magazine. He is also writing a book about his experiences; the working title reportedly is *Burning Down My Master's House: My Life at The New York Times*.

My Life at The New York Times.

¹ The Siegal Committee's "Report of the Committee on Safeguarding the Integrity of Our Journalism," was published on July 28, 2003. It is available on *The New York Times* Web site at www.nytc.com.

² For background, see Dan Barry, *et. al.*, "Correcting the Record: Times Reporter Who Resigned Leaves Long Trail of Deception," *The New York Times*, May 11, 2003.

³ Quoted in the Siegal Committee report, *op. cit.*

⁴ *Ibid.*

⁵ Quoted in Howard Kurtz, "To the Editors: How Could This Happen? N.Y. Times Staff, Execs in 'Painful and Honest' Meeting Over Plagiarism Fiasco," *The Washington Post*, May 15, 2003, p. C1.

⁶ Quoted in the Siegal Committee report, *op. cit.*

⁷ For background, see Matthew Barakat, "Prosecutor Denies Teen Was Sole Sniper," *The Associated Press Online*, Dec. 23, 2002.

⁸ See Barry, *op. cit.*

⁹ Quoted in Sridhar Pappu, "So Jayson Blair Could Live, the Journalist Had to Die," *The New York Observer*, May 26, 2003, p. 1.

press," scholar C. Jan Swearingen wrote in a 1999 essay.²⁶

Passage of the first copyright laws — in England in 1710 and in the United States in 1790 — transformed writing into a viable economic pursuit. Mimesis was no longer tolerated or encouraged — in fact it was illegal. "No longer was a writer supposed to build on top of the structures left by earlier figures; now one was supposed

to sweep the ground clear and build from scratch," Morgan and Reynolds write. "Once money was involved, people became more vigilant for copying, whether real or imagined."²⁷

Mallon agrees. "Plagiarism didn't become a truly sore point with writers until they thought of writing as their trade," he writes in *Stolen Words*. "The writer, a new professional, was invented by a machine [the printing press]. Suddenly

his capital and identity were at stake. Things were now competitive and personal, and when writers thought they'd been plundered they fought back."²⁸

'Fertile Ground'

Meanwhile, other forces were creating "fertile ground for plagia-

ism” at America’s colleges and universities, explains Sue Carter, an associate professor of English at Ohio’s Bowling Green State University. Admissions started rising dramatically in the mid-1800s, in part because schools began accepting women for the first time. As enrollments increased, schools began requiring students to present more of their work in writing, rather than orally, as they had in the past, Carter says.

“At Harvard . . . by the 1890s, first-year students wrote a new paper every two weeks as well as one short paper six days a week for the entire academic year,” Carter wrote in a 1999 article on the history of plagiarism. “In such a climate . . . students may have felt plagiarism to be a viable option.”²⁹

Aside from the sheer volume of writing, students also may have felt pushed toward plagiarism because many schools assigned unimaginative, “canned topics” for those papers, Carter says. “Some students believed it was OK to cheat because the teachers weren’t doing their jobs. For them, it made sense to plagiarize.”

To be sure, not all the student plagiarism of the mid-19th century was intentional. There were no universally agreed-upon guidelines for using sources properly. Writer’s manuals didn’t appear until the late 19th or early 20th centuries. “It’s not like there was an *MLA Handbook* or a *Chicago Manual of Style*,” Carter says. “Students knew they couldn’t claim another person’s words as their own, but there was nothing to give them specific, concrete guidelines about avoiding plagiarism, such as using quotation marks or footnotes.”

Still, students who were so inclined in the mid-1800s could easily obtain completed papers from fraternity houses or “term-paper mills” that set up shop near many universities. A graduate student who taught writing at Harvard in the 1890s even sold term papers himself, Carter says.

Inadvertent academic plagiarism

began to level off in the 1920s, as specialized handbooks began to appear providing guidelines on the correct use of sources. Even so, the number of students who patronized term-paper mills continued to grow. Calling themselves academic “research” companies, they advertised in campus newspapers and “alternative” publications and often employed graduate students to do the writing.

In Boston in the 1960s and ’70s, for example, term papers were hawked on street corners and from Volkswagen buses, says Kevin Carleton, assistant vice president for public relations at Boston University (BU). “You could find them in Kenmore Square and Harvard Square and at Boston College and Northeastern University,” Carleton says.

In 1972, BU sued several local term-paper mills for fraud and won an injunction prohibiting them from operating. The following year, the Massachusetts legislature banned the sale of term papers. Today, 16 states ban term-paper mills, according to the Denver-based National Conference of State Legislatures.

But BU wasn’t so successful in 1997 when it tried to use federal anti-racketeering laws to prohibit all term-paper mills from using the fledgling Internet. A federal court dismissed the university’s suit on the grounds that the Internet-based mills could not be prosecuted under the racketeering law. The judge also ruled that the university could not prove that it had been substantially harmed by the mills, since it could name only one student who tried to pass off an Internet-purchased paper as his own.

The mills named in the suit had planned to mount a free-speech defense, but they didn’t have to use it. “We prepared a very strong First Amendment stance,” said Boston lawyer Harvey Schwartz, who represented two of the operations. “This case was about academic freedom on the Internet.”³⁰

Second Chances

As in the literary and academic worlds, attitudes toward plagiarism also have changed over time in the realm of journalism. “Twenty or 30 years ago, there was plenty of plagiarism, embellishment and other ethical shortcuts,” said Howard Kurtz, media critic for *The Washington Post*. “But they didn’t always come to light, in part because journalists were reluctant to expose one another.”³¹

The University of Maryland’s Kunkel agrees. “When I first broke into the business 30 years ago, I worked with a guy who once in a while made up quotes and things,” Kunkel recalls. “It was in high-school sports, and he sort of viewed it as saving everybody’s time because the quotes were so predictable and innocuous. I don’t think his editors knew, but it was pretty common knowledge in newsrooms around the county that there were people who did stuff like that.”

In 1972, for example, the now-defunct *National Observer* fired journalist Nina Totenberg for lifting without attribution several paragraphs from a *Washington Post* profile of Rep. Thomas P. “Tip” O’Neill, D-Mass., who was about to become House majority leader. “I was in a hurry. I used terrible judgment,” Totenberg said in a 1995 interview. “I should have been punished. I have a strong feeling that a young reporter is entitled to one mistake and to have the holy bejeezus scared out of her to never do it again.”³²

Totenberg got a second chance and today is a well-regarded legal-affairs correspondent for National Public Radio.

Other high-profile cases in which admitted or alleged plagiarists returned to journalism after their work was questioned include:

- **Mike Barnicle** — the legendary *Boston Globe* columnist resigned in 1998 amid allegations of pla-

giarism and fabricating articles. Today he writes a column for the *New York Daily News* and frequently appears on MSNBC's "Hardball" and other television programs.

- **Elizabeth Wurtzel** — was fired by *The Dallas Morning News* in 1988 for plagiarism. Wurtzel went on to write for prestigious magazines such as *New York* and *The New Yorker*. She has also written two best-selling books, *Prozac Nation: Young and Depressed in America* (1994) and *Bitch: In Praise of Difficult Women* (1999).
- **Marcia Stepanek**, who was fired by *Business Week* magazine in January 2001 for plagiarizing a *Washington Post* article on computer privacy. Stepanek said she did not intend to plagiarize. "I was sloppy with my notes but nothing more," she said.³³ Today, she is the executive editor of *CIO Insight*, a magazine for information-technology professionals.

Stephen Glass, who was fired by *The New Republic* in 1998 for plagiarizing and fabricating articles, also has cashed in on his wrongdoing. His "novel" about his exploits, *The Fabulist*, was published in May. It recounts the misadventures of a young writer named Stephen Glass who gets fired from a Washington, D.C.-based magazine for making up news stories and features. The protagonist — like the real Glass — even creates bogus voice-mail recordings and Web sites to conceal his deceit. A movie about the young reporter's deceptions, "Shattered Glass," is slated to open next month.

Charles Lane, the editor who fired Glass from *The New Republic* in 1998, said he was stunned "that someone could do what Steve did and cash in on it."³⁴

"Being disgraced is not so bad these days," said McBride, at the Poynter Institute. "In our society . . . people can capitalize on values [such as] cleverness, creativity, glibness, sharp-tongued wit

and cynicism. It really says something about the entertainment society we live in — in that world, we don't really care how smarmy you are."³⁵ ■

CURRENT SITUATION

Plagiarism and Politics

From time to time, plagiarism ensnares politicians as well. Sen. Joseph Biden Jr., D-Del., for example, was forced to abandon his quest to become his party's 1988 presidential nominee when sleuthing reporters caught him delivering campaign speeches containing phrases plagiarized from other American and British politicians. The senator also faced allegations he had plagiarized a paper during law school. In dropping out of the race, Biden acknowledged that he "made some mistakes," but claimed the media "exaggerated" his missteps.³⁶

In recent months, critics have assailed President Bush and British Prime Minister Tony Blair over revelations that they touted two bogus reports about Iraq's alleged weapons of mass destruction (WMD) — one found to contain plagiarized materials and the other based on forged documents — to win support for attacking Iraq.

The report containing plagiarized materials was posted on Blair's official Web site on Feb. 3, 2003.³⁷ Among other things, it claimed to provide "up-to-date details" of Iraq's efforts to conceal its alleged weapons of mass destruction from U.N. weapons inspectors. Secretary of State Colin Powell cited the report in his Feb. 5, 2003, address to the U.N. Security Council, saying, "I would call my colleagues' attention to the fine paper that the United King-

dom distributed yesterday which describes in exquisite detail Iraqi deception activities."³⁸

Within hours, news organizations discovered that the report that Powell had cited was based largely on out-of-date magazine articles from the *Middle East Review* and other journals that had been plagiarized — typographical errors and all — from the Internet.³⁹

In an interview with *The New York Times*, a spokesman for Blair acknowledged that the report was, indeed, a "pull-together of a variety of sources." The spokesman added that "we should . . . have acknowledged which bits came from public sources and which bits came from other sources."⁴⁰

Reporters quickly tracked down the author of one of the plagiarized articles, Ibrahim al-Marashi, who said British officials had not asked permission to incorporate his work into their intelligence dossier. Al-Marashi, who had written the article as a postgraduate student at the Monterey Institute of International Studies in Monterey, Calif., said he believed his work was accurate, but he told a *New York Times* reporter, "Had they [British officials] consulted me, I could have provided them with more updated information."⁴¹

In a later interview, al-Marashi said British officials distorted his work to make the Iraqi threat appear more serious than he believed it to be. "It connected me with the . . . case for going to war," al-Marashi said this summer. "It was never my intention to have it support such an argument to provide evidence to go to war."⁴²

To date, none of the WMD described by President Bush and Prime Minister Blair have been found in Iraq.

'Poisonous Atmosphere'

Some journalists say news organizations have gone overboard in

their effort to enforce tougher, new ethical standards in the wake of the Jayson Blair scandal.

Many point to the trouble that befell Rick Bragg, a Pulitzer Prize-winning *New York Times* reporter. Bragg angrily resigned from the paper on May 28, five days after *The Times* published an editor's note saying an article he had written the previous June had relied too heavily on the work of an uncredited freelance journalist, J. Wesley Yoder. *The Times* stated in its editor's note that the article, which described the lives of oystermen on Florida's Gulf Coast, should have carried Yoder's byline as well as Bragg's. *The Times* suspended Bragg for two weeks as a result of the incident.

Bragg readily admitted that he had done little firsthand reporting on the story, and said he didn't tell his editors about Yoder's contribution to the story because it was *The Times*' practice not to credit freelancers. "It would have been nice for [Yoder] to share a byline, or at least a tagline, but that's not the policy," he told the *Columbia Journalism Review* on May 23. "I don't make the policies."⁴³

Yoder saw it that way as well. "This is what stringers do — the legwork," he said. "I did most of the reporting and Rick wrote it. Rick tried to bring the piece alive, to take the reader there, and he did a darn good job of it."⁴⁴

In an interview a few days later, Bragg blamed his suspension on the "poisonous atmosphere" that he said had developed at *The Times* following the Jayson Blair incident. "Obviously, I'm taking a bullet here; anyone with half a brain can see that," he told *The Washington Post's* Kurtz. "Reporters are being bad-mouthed daily. I hate it. It makes me sick."⁴⁵

Bragg quit the paper. But his defense — that it was a common and accepted practice at *The Times* for correspondents to rely on the work of unattributed freelancers, stringers and interns — didn't sit well with some of

his colleagues. Peter Kilborn, a reporter in *The Times*' Washington bureau, chastised Bragg in an e-mail to the newspaper's national desk. "Bragg's comments in defense of his reportorial routines are outrageous," Kilborn wrote. "I hope there is some way that we as correspondents . . . can get the word out . . . that we do not operate that way. Bragg says he works in a poisonous atmosphere. He's the poison."⁴⁶

Despite his rocky departure from *The Times*, Bragg landed on his feet. He has negotiated a \$1 million deal to write a book about Pvt. Jessica Lynch — about whom Jayson Blair had falsified one of his reports. (See sidebar, p. 785.)

Action in Schools

Teachers and schools across the country are taking a variety of steps to combat plagiarism. Some school districts have policies for dealing with plagiarism at the elementary, middle school and secondary school levels. The Springfield Township School District in Erdenheim, Pa., for example, defines plagiarism as "Direct copying of the work of another submitted as the student's own." Under the district's policy, plagiarism includes "Lack of in-text or in-project documentation; Documentation that does not check out or does not match Works Cited/Works Consulted;" and "Work that suddenly appears on final due date without a clear provenance."

"We believe that we must not only teach the ethics and mechanics of documentation, but we must also hold students accountable for the ethical use of the ideas and words of others," the district's policy states. "Plagiarism, in any form, is unethical and unacceptable."

Lawrence High School in Fairfield, Maine, requires students and parents to sign a plagiarism policy every year that defines plagiarism and lays out the consequences for violators. First-time offenders get three options: rewrite the

plagiarized paper within a week; write an entirely different paper within a week; or receive a zero on the rejected paper. Subsequent offenses receive automatic zeroes. The policy also outlines procedures in which students can challenge plagiarism allegations.

"School faculty members and administrators should take special care to define [plagiarism] and explain how to avoid it," Kelley R. Taylor, general counsel of the National Association of Secondary School Principals (NASSP), wrote in a recent issue of *Principal Leadership*, the NASSP's journal. "Teach your faculty members to teach students what plagiarism is and how to avoid it with proper references and source citations."⁴⁷

Taylor says teachers can do a number of things in their classrooms to combat plagiarism, such as structuring writing assignments so students have to revise their work and requiring students to turn in annotated bibliographies, to show they are familiar with their sources.

Many college professors and administrators, though, complain that high schools aren't doing enough to teach students about plagiarism. "I don't know what's going on in high schools. Some students don't seem to be prepared to do proper citation and research" at the college level, says Ronald Stump, vice chancellor of student affairs at the University of Colorado at Boulder. "I don't want to paint every high school in the same way, but a lot of students do seem to be surprised" when they get accused of plagiarism.

Most Colorado professors talk to their classes about plagiarism or include warnings about it on their course syllabi, Stump says. Like many schools, the university has a student-run honor committee that disseminates information about plagiarism and adjudicates plagiarism cases referred to it by school faculty. Penalties for plagiarism range from a letter saying a student broke the honor code to expulsion. In addition, plagiarists frequently are required

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At Issue:

Should educators use commercial services to combat plagiarism?

JOHN BARRIE
PRESIDENT, TURNITIN.COM

WRITTEN FOR THE CQ RESEARCHER, SEPTEMBER 2003

i spent more than 10 years researching how our brains create a conscious representation of the world, and the take-home message is that we draw from the past to create the present. Academic endeavors work in a similar manner. Students from elementary school to postgraduate are constantly learning from and building upon the corpus of prior work from their peers, authors of books or journal articles, lectures from faculty or from information found on the Internet. One of the best methods for learning involves collaboration or peer review among groups of students in order to share ideas and criticism regarding course material.

Subsequent intellectual accomplishments of students — or academics — are sometimes measured by their ability to distill weeks, months or years of hard work into a manuscript of original thought. For example, a high-school student might compose a book report about Othello while a college undergrad might write a manuscript regarding the sublime philosophy of Nietzsche. In either case, the faculty is attempting to ascertain whether that student has understood the course material. The problem begins when faculty cannot determine whether a student wrote a term paper or plagiarized it from other sources. But is that a problem?

TurnItIn receives about 15,000 papers *per day* from students in 51 countries writing across the curriculum, and about 30 percent of those papers are less than original. This is supported by the largest-ever study of plagiarism involving more than 18,000 students on 23 campuses. The study (released this month by Rutgers University Professor Donald McCabe) concluded that nearly 40 percent of college undergraduates admitted to plagiarizing term papers using information cut-and-pasted from the Internet.

This raises the obvious question: “Why is Internet plagiarism growing exponentially in the face of honor codes, vigilant faculty and severe punishments ranging all the way to expulsion?” The answer: The status quo doesn’t work, and our society’s future leaders are rapidly building a foundation of shaky ethics while cheating their way to a degree.

The real shame is that while some administrators shirk their responsibility to face the problem or are in complete dereliction of their duty as educators by not demanding original work from all students, ethical, hard-working students are being out-competed by their cheating peers — and it’s an outrage.

Digital plagiarism is a digital problem and demands a digital solution, whether it’s TurnItIn or otherwise. No one wants to live in a society populated by Enron executives.

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WRITTEN FOR THE CQ RESEARCHER, SEPTEMBER 2003

teaching, not software, is the key to preventing plagiarism. Today’s students can access an array of electronic texts and images unimaginable just 20 years ago, and students’ relationship to the practice of information-sharing has changed along with the technology.

But today’s students lack extensive training and experience in working carefully from print sources, and they may not understand that they need to learn this skill. They may also find it difficult to differentiate between kinds of sources on the Internet. With information arriving as a cacophony of electronic voices, even well-intentioned students have difficulty keeping track of — much less citing — who said what.

Moreover, the sheer volume of available information frequently leaves student writers feeling that they have nothing new to say about an issue. Hence too many students — one in three, according to a recent survey conducted by Rutgers University Professor Donald McCabe — may fulfill assignments by submitting work they have not written.

Were we in the throes of widespread moral decay, capture-and-punishment might provide an appropriate deterrent. We are, however, in the midst of a revolution in literacy, and teachers’ responses must be more complex. They must address the underlying issues: students’ ability to conduct research, comprehend extended written arguments, evaluate sources and produce their own persuasive written texts, in explicit dialogue with their sources.

Classrooms must engage students in text and in learning — communicating a value to these activities that extends beyond grades earned and credentials accrued. McCabe, who is a founder of the renowned Center for Academic Integrity at Duke University, recommends pedagogy and policies that speak to the causes of plagiarism, rather than buying software for detection and punishment. In a 2003 position statement, the Council of Writing Program Administrators urges, “Students should understand research assignments as opportunities for genuine and rigorous inquiry and learning.” The statement offers extensive classroom suggestions for teachers and cautions that using plagiarism-catching software may “justify the avoidance of responsible teaching methods.”

Buying software instead of revitalizing one’s teaching means that teachers, like students, have allowed the electronic environment to encourage a reductive, automated vision of the educational experience. As one of my colleagues recently remarked, “The ‘world’s leading plagiarism-prevention system’ is not TurnItIn.com — it’s careful pedagogy.”

How to Avoid Plagiarism

“Plagiarism involves two kinds of wrong,” according to the Modern Language Association (MLA). “Using another person’s ideas, information, or expressions without [acknowledgment] constitutes intellectual theft. Passing off another person’s ideas, information, or expressions as your own . . . constitutes fraud.” Here are the MLA’s plagiarism guidelines for writers:

You have plagiarized if you:

- Took notes without differentiating summaries, paraphrases or quotations from others’ work or ideas and then presented wording from the notes as if they were your own.
- Copied text from the Web and pasted it into your paper without quotation marks or citation.
- Presented facts without saying where you found them.
- Repeated or paraphrased wording without acknowledgment.
- Took someone’s unique or particularly apt phrase without acknowledgment.
- Paraphrased someone’s argument or presented someone’s line of thought without acknowledgment.
- Bought or otherwise acquired a research paper and handed in part or all of it as your own.

To avoid plagiarism:

- List the writers and viewpoints discovered in your research and use the list to double-check the material in your report before turning it in.
- While taking notes, keep separate and distinct your own ideas, summaries of others’ ideas or exact wording from other people’s work.
- Identify the sources of all exact wording, paraphrases, ideas, arguments and facts that you borrow.
- Ask your instructor if you are uncertain about your use of sources.

Source: Joseph Gibaldi, The MLA Handbook for Writers of Research Papers, Sixth Edition, Modern Language Association of America, 2003.

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to attend academic-integrity classes, says Allison Jennings, 21, a political science major and the director of adjudication for the university’s honor code council. “It really discusses how not to plagiarize,” Jennings says of the class. “It’s really about education.”

The University of Virginia also goes to great lengths to educate students about plagiarism, says Eramo,

of the school’s Honor Committee. While most professors educate and warn their students about plagiarism, the specifics of the warnings vary. “They often will put statements on their syllabi about what plagiarism is and what they will and will not accept, and what kinds of citation requirements they have,” Eramo says. “But it definitely varies from faculty member to faculty member.”

Eramo says the Honor Committee is trying to get faculty members to understand that not every student has the same understanding of what plagiarism is and how to avoid it. “So many students are coming here without that knowledge, and the faculty are sort of expecting them to have it, and they don’t,” Eramo says.

The Honor Committee has its own plagiarism-education program, Eramo says. Students who attend the summer orientation session, for example, get a 20-minute presentation about the honor system that includes information on plagiarism. Each fall, Honor Committee staff visit every dormitory and speak to students about the consequences for plagiarism and other forms of cheating. The committee also hosts voluntary round-table discussions about the honor code during the year. ■

OUTLOOK

Internet Blamed

Although the Jayson Blair scandal sent a loud wake-up call to all reporters and editors, academics and working journalists alike say journalism will continue, nonetheless, to be occasionally tainted by plagiarizing reporters. Many blame the ease of plagiarizing from the Internet and the demands of online journalism’s round-the-clock deadline pressure.

Before the Internet, reporters’ deadlines typically fell only once a day, notes the University of Maryland’s Kunkel. Today, however, reporters for both print and electronic news outlets are often expected to break stories on their employers’ Web sites as soon as possible, and update them whenever the circumstances change. The pressure-packed environment tempts some

reporters to plagiarize, he says. "Some plagiarizing is certainly driven by [deadline] pressure," says Kunkel, who adds that "computers and electronic databases have made it easy — maybe too easy — to co-opt other people's work."

The San Antonio Express-News's Rivard agrees. "People who might not have copied something out of another newspaper in the pre-electronic era can now get an extraordinary amount of information about any topic, anytime, using the Internet," Rivard says. "It's easy to abuse that kind of access."

Others downplay the connection between plagiarism and online journalism. "We do operate under more pressure than in the past, but that's no excuse for failing to follow the protections and guidelines that should be in place for ensuring the integrity of a story," says *The Miami Herald's* Fiedler. "We would never tell our reporters to cut corners or not verify something in order to get it online quickly — we just don't do that."

Fiedler does not believe the Blair scandal will permanently alter the public's perception of the media. "Most readers who followed it did not leap to some drastically dark conclusion that the credibility of the media is now gone," he says. "If they were skeptical of what they saw in the media [before the scandal] they just added a count to their indictment. But if they tended to give the media generally good marks for credibility, I think they will continue to do so."

Kunkel, ultimately, also is optimistic. "American journalism has never been more professional than it is today, and the instances of plagiarism are probably rarer than ever," he says. "But when somebody like Jayson Blair gets exposed, there's such an uproar that everybody believes the industry is going to hell in a handbasket. That's not so."

A similar debate promises to continue raging over plagiarism in education. Some experts say the problem is only going to get worse until students change their perception of the Internet. Rutgers'

McCabe says many feel that material found on the Internet is in the public domain and that they may freely "cut and paste" it into their own papers.

"A large number of students understand that adults — teachers and others — think that [cut-and-paste plagiarism] is wrong, but they don't think it is," McCabe says. "Whether they believe it's wrong or not, they're trying to make the argument that it's not cheating."

Other experts say schools should combat plagiarism — not by focusing on detection and interdiction — but by better clarifying what plagiarism is in a digital age. "As teachers, we really own the problem," says Springfield Township High School librarian Valenza. "At our school, we're really trying to develop a culture where kids understand what plagiarism is and how to avoid it."

The Rochester Institute's Scanlon agrees. "We seem to be turning over to computers a problem that's supposedly caused by computers and the Internet, and I'm not so sure that's wise," he says. "Plagiarism is not a technological problem — it's a problem that has to do with ethical behavior and the correct use of sources. And it existed long before the advent of the Internet." ■

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About the Author

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¹⁹ Keller's memo and the Siegal report are available at: www.nytco.com.

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Berkman Center for Internet and Society at Harvard Law School, 511 Pound Hall, 1563 Massachusetts Ave., Cambridge, MA 02138; (617) 495-7547; <http://cyber.law.harvard.edu>. The center's Web site contains numerous articles about plagiarism in the Internet age.

Center for Academic Integrity, Duke University, Box 90434, Durham, NC 27708; (919) 660-3045; www.academicintegrity.org. A consortium of 200 colleges and universities concerned about academic plagiarism.

Center for Excellence in Teaching and Learning, University of Albany, 1400 Washington Ave., Albany, NY 12222; (518) 437-3920; www.albany.edu/cetl. The center's Web site discusses avoiding plagiarism and has plagiarism-detection software available for downloading.

Center for the Study of College Student Values, Florida State University, 113 Stone Building, Tallahassee, FL 32306-4452; (850) 644-3691; www.collegevalues.org. Publishes the *Journal of College and Character* and studies ethical issues.

Council of Writing Program Administrators, P.O. Box 8101, North Carolina State University, Raleigh, NC 27695-8105; (919) 513-4080; www.ilstu.edu/~ddhesse/wpa. This national association provides Web resources for preventing plagiarism.

Poynter Institute for Media Studies, 801 Third St. South, St. Petersburg, FL 33701-4920; (727) 821-9494; www.poynter.org. Conducts classes for journalism students, teachers and professionals. Poynter columnist Jim Romenesko tracks plagiarism in journalism. The nonprofit institute owns Congressional Quarterly Inc.

TurnItIn.com, 1624 Franklin St., Suite 818, Oakland, CA 94612; (510) 287-9720; www.turnitin.com. A leading provider of plagiarism-detection services.

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Hoover, Eric, "Honor for Honor's Sake?" *The Chronicle of Higher Education*, May 3, 2002, p. 35.

Some educators and students are very critical of UVA's strict honor code, and others have accused the system of racial bias.

Zernike, Kate, "With Student Cheating on the Rise, More Colleges Are Turning to Honor Codes," *The New York Times*, Nov. 2, 2002, p. A10.

Some colleges and universities have turned to low-tech solutions for cheating: their honor codes.

Anti-Plagiarism Programs/Companies

"Let No One Else's Work Evade Your Eyes," *The Economist*, March 16, 2002.

A recent upsurge in cheating and plagiarism at schools has seen a rapid increase in interest in software designed to catch the cheats, like Turnitin.com.

Banks, Ann, "Web Can Thwart Word Thieves," *USA Today*, April 18, 2002, p. A11.

With its anonymity, the Internet would seem to promise student cheaters endless bounty, but some students are finding the Internet can track their word-pilfering as well.

Eakin, Emily, "Stop, Historians! Don't Copy That Passage! Computers Are Watching," *The New York Times*, Jan. 26, 2002, p. B9.

Over the last decade, plagiarism detection has gone high-tech, and today's software market is flooded with programs designed to rout out copycats.

Foster, Andrea L., "Plagiarism-Detection Tool Creates Legal Quandary," *The Chronicle of Higher Education*, May 17, 2002, p. 37.

Some college lawyers and professors are warning that one of the most widely used plagiarism-detection services may be trampling on students' copyrights and privacy.

Hastings, Michael, and Sonia Kolesnikov-Jessop, "Cheater Beaters," *Newsweek*, Sept. 8, 2003, p. 32.

The Internet is as useful for cheating as it is for learning, and several new software companies are taking aim at plagiarists.

McCarroll, Christina, "Beating Web Cheaters at Their Own Game," *The Christian Science Monitor*, Aug. 28, 2001, p. 16.

Cheating on schoolwork has simmered on as long as there have been students averse to studying, but the Internet has woven new twists into the problem of plagiarism.

Internet Plagiarism

Kellogg, Alex P., "Students Plagiarize Online Less Than Many Think, a New Study Finds," *The Chronicle of Higher Education*, Feb. 15, 2002, p. 44.

A new study by two professors at the Rochester Institute of Technology concludes that online plagiarism is not nearly as widespread as has frequently been suggested.

Rimer, Sara, "A Campus Fad That's Being Copied: Internet Plagiarism Seems on the Rise," *The New York Times*, Sept. 3, 2003, p. B7.

A study conducted among more than 15,000 students on 23 college campuses has found that Internet plagiarism is rising among students.

Schulte, Brigid, "Cheatin', Writin' & 'Rithmetic," *The Washington Post Magazine*, Sept. 15, 2002, p. 16.

Many teachers and parents are increasingly worried about the ease with which many students are including plagiarized material from the Internet in their work.

Sessions Stepp, Laura, "Point. Click. Think?" *The Washington Post*, July 16, 2002, p. C1.

As students increasingly use the Internet for legitimate research and learning, teachers are trying to warn them away from Internet-abetted cheating and plagiarism.

Wilgren, Jodi, "School Cheating Scandal Tests a Town's Values," *The New York Times*, Feb. 14, 2002, p. A1.

Even small-town America isn't immune to Internet cheating scandals, as recent events in Piper, Kan., exposed a wide ring of computer-based cheating.

Journalistic Plagiarism

Caldwell, Christopher, "The New York Times's Meltdown," *The Weekly Standard*, May 26, 2003.

Media pundits argue that the Jayson Blair scandal at *The New York Times* is just one manifestation of a continuing crisis in American journalism.

Hernandez, Macarena, "What Jayson Blair Stole From Me, and Why I Couldn't Ignore It," *The Washington Post*, June 1, 2003, p. B5.

Some journalists say Jayson Blair's misdeeds are not, despite what the some critics say, about affirmative action.

Kurtz, Howard, "N.Y. Times Uncovers Dozens of Faked Stories by Reporter," *The Washington Post*, May 11, 2003, p. A1.

The failure of the *New York Times* staff to catch Jayson Blair's deceit is more than just an editorial scandal, it's also a portrait of a wide-ranging newspaper management failure.

Mnookin, Seth, "Total Fiction," *Newsweek*, May 19, 2003, p. 70.

Five years ago, a hot young writer for *The New Republic* got fired for making up outrageous yarns.

Paulson, Amanda, "Beyond Jayson," *The Christian Science Monitor*, May 16, 2003, p. 1.

More than the Blair scandal, a much less sinister occurrence undermines the credibility of most newspapers every day: the unintentional errors, that make their way into each issue.

Plagiarism and Copyright

Eunjung Cha, Ariana, "Harry Potter and the Copyright Lawyer," *The Washington Post*, June 18, 2003, p. A1.

Some book, music and movie houses argue that so-called fan fiction is more plagiarism than art and have demanded that operators of Web sites remove the offending material.

Leland, John, "Beyond File-Sharing, A Nation of Copiers," *The New York Times*, Sept. 14, 2003, Sec. 9, p. 1.

Citing the work of Rutgers University ethics researcher Donald L. McCabe, Leland suggests that the growing incidence of copying from the Internet is "just one part of a broader shift toward all copying, all the time."

McTaggart, Lynne, "Fame Can't Excuse a Plagiarist," *The New York Times*, March 16, 2002, p. A15.

In cases where plagiarized words are protected by copyright, copying in more than minimal amounts is illegal, regardless of whether the copying was unintentional.

Vincent, Norah, "Publishing, Pressure, Profits and Plagiarism," *Los Angeles Times*, Feb. 28, 2002, p. B15.

Recent instances of plagiarism reveal a rash of mendacity in history and a serious betrayal of public trust, not to mention an egregious breach of intellectual copyright.

Plagiarism by Leaders

Broadway, Bill, "Borrowed Sermons Roil Downtown Congregation," *The Washington Post*, Aug. 16, 2003, p. A1.

A preacher in New York City has become embroiled in a plagiarism controversy, after Web-savvy congregation members spotted lifted passages in his sermons.

Cockburn, Alexander, "The Great 'Intelligence' Fraud," *The Nation*, March 3, 2003, p. 8.

A recent British intelligence report turned out to be a series of plagiarisms from news articles and a paper on Iraqi politics written by a student at the Monterey Institute of International Studies.

Hakim, Danny, "Clergyman Is Accused of Plagiarism," *The New York Times*, March 13, 2002, p. A18.

The rector of a Detroit church has been suspended while church officials investigate charges that he plagiarized some of his sermons from Internet sites and mailing lists.

Pareles, Jon, "Plagiarism in Dylan, Or a Cultural Collage?" *The New York Times*, July 12, 2003, p. B7.

After recent uproars over historians and journalists who used other researchers' material without attribution, could it be that Bob Dylan is one more plagiarist?

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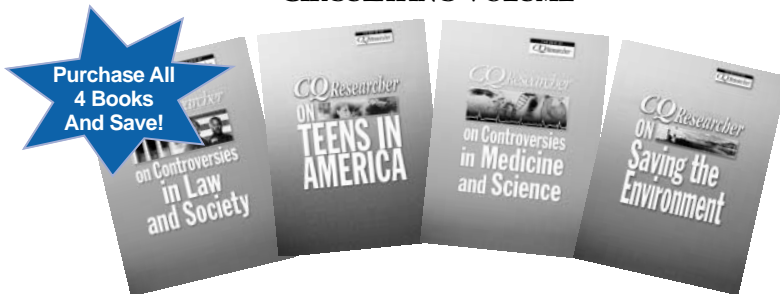
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