



Proceedings

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NICE WORK—BUT WHOSE? USING CASE ANALYSIS AS A
MEANS OF TEACHING ADMINISTRATIVE WRITING WHILE
REDUCING THE PROBLEMS OF PLAGIARISM

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In addition to the harm that plagiarism does to the pursuit of truth, it can also be an offense against the literary rights of the original author and the property rights of the copyright owner. ... The real penalty for plagiarism is the abhorrence of the community of scholars.
American Historical Association (2002)

The era of cut-and-paste requires our vigilance. We must be more vigilant than we were in an era when all we had was photocopy machines. Students are being tempted to do this more often than they were two years ago.
Scott E. Siddall (In Young, 2002)

INTRODUCTION

Go to Fastpapers.com, type in “Machiavelli,” and you have 132 choices to select from. If you have a topic that they don’t have papers for, it’s no problem. They will custom write a paper on any topic for you. There are dozens of similar sites, each with the similar capabilities. Plagiarism has become easier than ever, and, while the practice may carry the penalty of “the abhorrence of the community of scholars,” as indicated in the quote above, many students see nothing wrong with it (Kates, 2002).

The Internet creates a new range of problems for instructors, but on the positive side, it also provides assistance. There are almost as many services offering assistance to catch plagiarism, as there are sites to plagiarize from. One of the most widely used, Turnitin.com, currently has approximately 400 colleges paying from \$1,000 to \$10,000 a year for its services, depending upon size (Foster, 2002). Yet assistance in catching plagiarists is hardly the ideal situation. Ideally, we need to make certain that students are aware of the ethical problems