

# Ethical Dilemmas

## Academic Integrity Training for Tutors

### FCLCA Conference, April 2015

#### Introduction to the Activity

- You have been given a list of statements involving choices, college students have made, and you will need to determine which you feel is the least ethical and which you feel is the most ethical. You will be ranking the items from 1-10, least ethical (1) to most ethical (10). You will rank them individually and then as a group. The group must meet a consensus.
- You have 5 minutes to rank the items individually then 10 minutes to discuss them as a group. After your group has reached a consensus, there will be time for open discussion about the activity.

#### Process Questions

1. Was it difficult to reach a consensus?
2. What challenges did the group face as you discussed the differences in ranking?
3. What were some differences in each other's responses that you noticed?
4. Did any particular part of the activity/scenario stand out for you? Why or Why not?
5. What did you find to be the easiest part of this activity?
6. For those of you who have not talked much during this activity, why did you choose to stay silent?
7. How might this relate to your leadership role and or as a group?

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**Please rank the following situations from least ethical (1) to most ethical (10)**

	Individual	Group	Scenario
<b>A</b>			Sam and Alex are both taking Biology 1 together and they live on the same floor. It has been nice knowing someone in class, and they work on their homework together quite often. They decided to do their take home exam together. Each of them looked up answers for different questions so they could answer the questions completely and efficiently. The syllabus indicates to complete the take home exam without any other sources than the textbook, so they each only used the textbook to look up the questions.
<b>B</b>			Kris has been working on a Biology 2 assignment where Kris needs to observe a particular plant on campus for 15 days. Kris was able to observe the plant for 12 days, however 3 of the days Kris forgot to check the plant. From the 13 observations Kris did make, the observations had not changed unless it had been raining or the temperature was dramatically different. Kris could not remember the weather for everyday but make some educated guesses and put down the observations that Kris assumed would have occurred for those days knowing that Kris went almost every time and the 3 observations wouldn't skew the data too much.
<b>C</b>			Pat and Jesse are taking Statistics together, they are really good friends and have taken a number of classes together. Jesse got sick and did not get a chance to finish a Stats assignment. Pat was finished and said that Jesse could look at it for problems for which Jesse was struggling.
<b>D</b>			Riley is an education major, but Riley is also involved in a number of organizations on campus and there is an event Riley has been planning for weeks now. Riley is taking Psychology this semester and one of the assignments allows Riley to choose a topic to write about regarding childhood development. Riley had written a paper in a previous education class that had a similar theme. Riley earned an A on the paper so Riley submitted it for the Psychology class assignment since it was basically the same assignment.
<b>E</b>			Skylar is working on a group project for a business class. Everyone is given the same grade for the project under the pretense that they all share in the work load. Skylar has a lot going on right now and missed the final group meeting. The professor reminded everyone in class that the assignment would be due the following class. Skylar asked the group members after class that day what they talked about in the group meeting and asked what else needed to be done.
<b>F</b>			Jamie has been working on a paper for two weeks. Jamie is determined to get an A on this paper. Jamie has a fairly strong understanding of how to do citations correctly. Jamie has to cite a source that does not seem to include all of the citation information that is needed. Jamie paraphrases an excerpt from the source so that Jamie does not need to make a citation.
<b>G</b>			Casey and Jody are both working on a paper for their composition class. Jody found multiple quotes from 4 different sources to use in the paper. Jody gave the 4 quotes and sources to Casey to use. Both Jody and Casey wrote their papers separately and at different times. Casey and Jody are in different sections of the same course with different professors. Casey made no changes to the information Jody had given and used the information to write the paper.
<b>H</b>			Kyle is an Instructional Support Leader, Phoenix has come to Kyle for help with studying for an Organic Chemistry exam. Kyle tells Phoenix that the professor always puts the Friedel-Crafts alkylation reaction mechanism on the exam. Kyle informs Phoenix that this is a specific concept to have memorized for the exam.
<b>I</b>			Taylor is taking an anatomy class, in the review for the final exam the professor handed out all of the previous exams from the semester and the students were able to ask questions about missed answers. Taylor had to leave the review early for work so Taylor took a picture of each exam with all the corrected answers on Taylor's phone. At the end of the review all students were required to turn the exams back into the professor. Taylor turned in the exams before leaving for work.
<b>J</b>			Sawyer has attended Jordan's sessions for Instructional Support every week for the semester. Sawyer's professor ran into Jordan at the Student Center and wanted to verify how often Sawyer had been attending tutoring. Jordan explained that Sawyer comes every week. The professor was very happy to hear this because he knew that Sawyer had been struggling in the course and wanted to offer Sawyer extra credit due to regular attendance to help boost Sawyer's grade in the class.