

ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Total time—2 hours

Question 1

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Many high schools, colleges, and universities have honor codes or honor systems: sets of rules or principles that are intended to cultivate integrity. These rules or principles often take the form of written positions on practices like cheating, stealing, and plagiarizing as well as on the consequences of violating the established codes.

Carefully read the following six sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed argument for your own position on whether your school should establish, maintain, revise, or eliminate an honor code or honor system.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (cartoon)

Source B (Vangelli)

Source C (Dirmeyer and Cartwright)

Source D (Kahn)

Source E (table)

Source F (McCabe and Pavela)

Source A

Bacall, Aaron. "Recent Research Has Shown That a Spycam Can Greatly Improve the Honor Code."
Cartoon. CSL CartoonStock, n.d. Web. 10 April 2013.

The following is a cartoon from an online cartoon archive based in Great Britain.



www.CartoonStock.com

Source B

Vangelli, Alyssa. "The Honor Code Vote: One Student Senator's View." *ParentsAssociation.com*.
ParentsAssociation.com, n.d. Web. 1 April 2013.

The following, an excerpt from a student's account of the introduction of an honor code at her high school, Lawrence Academy—a private boarding school in Massachusetts—was originally published in the school newsletter in May 1999.

When the honor code proposal first came under consideration in the spring of 1998, many students, including members of the Senate, were quick to criticize it. Students did not fully understand the role of an honor code; many saw it as another rule to obey. The earlier drafts of the honor code included specific penalties for violations of the honor code, which many students opposed. Students were expected to report or confront a fellow student if they knew that he/she had cheated, lied, or stolen. Failure to confront or report a student would result in a period of probation. Students opposed this obligation to take action against another student because they did not see it as their responsibility. They feared that a mandate to confront peers would create friction and that a subsequent report could not easily be kept confidential. . . .

After much discussion and debate in class and Senate meetings, the proposal was revised to eliminate any formal disciplinary actions, although the expectation to take action if one witnessed or knew about any dishonest behavior still existed. I saw the revision to eliminate all formal penalties in the honor code as a huge step in gaining student approval, both inside and outside of the Senate.

Another part of the code which received student criticism was a requirement for students to write a pledge of honor on every piece of work submitted, stating that it was the result of their own thinking and effort. Many students thought that a pledge of honor for each piece of paper submitted was excessive, but a less frequent pledge of honor could be a helpful reminder of their responsibilities. This section was revised to require a pledge of honor at the beginning of each term, affirming that each student will behave honestly and responsibly at all times. In signing this pledge of honor, students have reminders of these moral values and a responsibility to perform honestly in the school environment. The revised pledge of honor also helped gain student approval for the honor code.

Another turning point occurred when students began to examine the role of an honor code as something other than a new set of rules and regulations to obey. In order to understand the purpose of an honor code, the real question was what type of environment we wanted to live in. As Senate members, we brought this question to class meetings for discussion. Most responded that we needed an environment where students and faculty could live in complete trust of one another. Although some did not see a need for an honor code, we, as Senate members, concluded that this type of environment could only be achieved through first adopting an honor code. Implicit in an honor code is a belief in the integrity of human beings; it also provides students a clear explanation of the importance of behaving with the integrity and the expectation that our resulting actions will increase trust and respect in the LA [Lawrence Academy] community.

As the time to vote for the honor code approached, I and many other student members of the Senate felt pulled in two directions; we wanted to vote based on our consciences, but we wanted to represent the remaining skeptical and uncertain views of our fellow students. At the time of voting, most of us took the first option and voted according to our consciences, which we believed would eventually benefit every member of the school.

I voted in favor because I wanted to go to a school where I could feel comfortable taking an exam without worrying about someone looking at my paper and where I could be trusted visiting a dorm as a day student. I imagined that other students and future students of Lawrence would feel the same way.

Although the full acceptance of an honor code will take time, an important process has begun, one which I believe will ensure moral action and thinking here at Lawrence Academy.

Source C

Dirmeyer, Jennifer, and Alexander Cartwright. "Honor Codes Work Where Honesty Has Already Taken Root." *Chronicle of Higher Education*. Chronicle of Higher Education, 24 Sept. 2012. Web. 20 March 2013.

The following is excerpted from a commentary published in an online newspaper focused on higher education.

The possibility that 125 Harvard students "improperly collaborated" on an exam in the spring has galvanized a continuing discussion about the use of honor codes. While Harvard administrators hope that an honor code can improve the academic integrity of the college, critics—especially Harvard students—are skeptical that signing a piece of paper will suddenly cause a cheater to change his ways.

They're right. Not all colleges have what it takes to make an honor code effective—not because the students aren't honest, but because they don't expect anyone else to be. And with honor codes, expectations determine reality.

According to research by Donald L. McCabe, a professor of management at Rutgers University who specializes in student integrity, students at colleges with honor codes—typically student-enforced—cheat less than their counterparts elsewhere do. Our experience at Hampden-Sydney College would seem to support this conclusion: We find little evidence of cheating, even when professors work in their offices during exams. Indeed, you have not seen an honor code at work until you have seen a show of hands for those who did *not* do the reading for today's class turn out to be completely accurate.

Our honor code is strictly enforced, and the enforcement is handled by an all-student court. Students convicted of lying or cheating can expect to receive punishments ranging from suspension to expulsion.

However, honor codes don't always work. Mr. McCabe says that their success depends on a "culture of academic integrity" that leads students to take enforcement of the rules seriously. But economic theory suggests that it's more a matter of expectations. When it works, the culture makes for a successful honor code as much as the honor code makes for a successful culture.

Student expectations about the integrity of their classmates can determine whether the college culture reinforces honesty. Say that each student arrives as a "cheater" type, an "honest" type, or somewhere on the continuum between them. Whatever the individual's innate level of integrity, we believe that each student will decide whether or not to cheat by weighing the costs and benefits.

With a peer-enforced honor code, the likelihood of being caught depends on other students' tolerance for cheating. Students who enter a college of mostly "honest" types will more often choose not to cheat even if they are innately "cheater" types, because the higher risk of getting caught makes the costs greater.

That leads to a feedback loop, as more of the population behaves like "honest" types than normally would, increasing the impression that everyone is honest and raising still higher the expectation of being caught. This feedback loop generates the culture of trust and integrity that students—like those at, say, Davidson College, which has a well-publicized honor code—reportedly value so highly.

Unfortunately, the feedback loop can go the other way. If a student enters a college with mostly "cheater" types, not only are the costs of cheating very low, encouraging fellow "cheater" types to cheat, but the benefits of cheating (or the costs of not cheating) are very high, encouraging even "honest" types to cheat. That leads more students to cheat than would normally do so, creating a culture of dishonesty.

The success of the honor code, then, depends on the expectations that students have of their peers' behavior, which is why colleges with successful honor codes must invest considerable resources in programs that influence how the honor code is perceived.

Source D

Kahn, Chris. "Pssst—How Do Ya Spell *Plagiarism* ?
Cheating Scandal Tests Honor Code at U. Va."
Daily Press. Daily Press Media Group, 14 April
2002. Web. 10 Sept. 2013.

The following is excerpted from an article in a regional newspaper headquartered in Newport News, Virginia.

At the University of Virginia, there's a saying that students soon commit to memory: "On my honor as a student, I have neither given nor received aid on this assignment/exam."

Students write this on every test in every class during their college career, pledging as their predecessors have since 1842 never to lie, cheat or steal. It's a tradition that's made Thomas Jefferson's school a richer academic environment, students say, as well as an easier place to find lost wallets.

But even here, where honor is so well defined and policed by an elite student committee, plagiarism has become a problem.

Since last spring, 157 students have been investigated by their peers in the largest cheating scandal in memory. Thirty-nine of those accused of violating the school's honor code have either dropped out or been expelled—the only penalty available for such a crime.

Some students who had already graduated lost their diplomas.

"It's not like we're saying we hate you, it's just that we have standards here," said 22-year-old Cara Coolbaugh, one of the students on U.Va.'s Honor Committee who has spent countless hours this year determining the fate of her peers.

The scandal began in a popular introductory physics class designed for non-majors. The course, which explores pragmatic topics such as why the sky is blue and how light bulbs work, usually attracts 300 to 500 students per semester—too many to watch closely. Instructor Lou Bloomfield said he started to worry about plagiarism after a student confided that some of her friends had copied papers from a file at their sorority. To find out for sure, Bloomfield spent an afternoon programming a computer to spot repeated phrases.

He fed in computer files of 1,500 term papers from four semesters of classes, and matches started popping up.

"I was disappointed," Bloomfield said. "But I wasn't so surprised—I have a large class."

A few of his students had simply copied from earlier work. Others had lifted at least a third of their papers from someone else.

The Honor Committee, whose 21 members were elected just before the plagiarism scandal hit, was overwhelmed. Most professors usually have a few people they'd like to investigate. Bloomfield handed over a list of more than 100.

Philip Altbach, a higher education scholar at Boston College, said he isn't surprised. "Plagiarism is more common now," he said. "It's just easier to do."

The Internet provides an inexhaustible source of information, and it's tempting to simply insert phrases directly into reports, Altbach said.

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Source E

Sledge, Sally, and Pam Pringle. "Assessing Honor Code Effectiveness: Results of a Multipronged Approach from a Five Year Study." *Research & Practice in Assessment* 5 (2010): 4-12. Web. 20 March 2013.

The following table is from a research report describing an ongoing study at a small public university to assess student, faculty, and alumni perceptions of academic integrity.

Student Research and Results

Members of the student honor council were encouraged to create their own survey and administer it in their classes. Faculty oversaw the research project. . . . The student survey was given in Fall 2007 and Spring 2008 resulting in 275 usable responses. The findings are located in [the following table].

Highlights from Student Research: 2007-2008

Topic	%
Students who believe the honor code is enforced fairly	48
Students who do not know the range of sanctions that can occur	42
Students who would report a fellow student for cheating	8
Students who say the honor system is discussed in class and on the syllabus	65
Students who have violated the honor code and not been caught	40
Students who believe that failure on the assignment was a reasonable sanction for a violation of the honor code	88

Source: Sledge, S. & Pringle, P. (2010). Assessing honor code effectiveness: Results of a multipronged approach from a five year study. *Research & Practice in Assessment*, 5, pg. 9.

Source F

McCabe, Donald, and Gary Pavela. "New Honor Codes for a New Generation." *Inside Higher Ed*. Inside Higher Ed, 11 March 2005. Web. 20 March 2013.

The following is excerpted from an opinion piece published in an online publication focused on higher education.

Research confirms recent media reports concerning the high levels of cheating that exist in many American high schools, with roughly two-thirds of students acknowledging one or more incidents of explicit cheating in the last year. Unfortunately, it appears many students view high school as simply an annoying obstacle on the way to college, a place where they learn little of value, where teachers are unreasonable or unfair, and where, since "everyone else" is cheating, they have no choice but to do the same to remain competitive. And there is growing evidence many students take these habits with them to college.

At the college level, more than half of all students surveyed acknowledge at least one incident of serious cheating in the past academic year and more than two-thirds admit to one or more "questionable" behaviors—e.g., collaborating on assignments when specifically asked for individual work. We believe it is significant that the highest levels of cheating are usually found at colleges that have not engaged their students in active dialogue on the issue of academic dishonesty—colleges where the academic integrity policy is basically dictated to students and where students play little or no role in promoting academic integrity or adjudicating suspected incidents of cheating.

The Impact of Honor Codes

A number of colleges have found effective ways to reduce cheating and plagiarism. The key to their success seems to be encouraging student involvement in developing community standards on academic dishonesty and ensuring their subsequent acceptance by the larger student community. Many of these colleges employ academic honor codes to accomplish these objectives.

Unlike the majority of colleges where proctoring of tests and exams is the responsibility of the faculty and/or administration, many schools with academic honor codes allow students to take their exams without proctors present, relying on peer monitoring to control cheating. Yet research indicates that the significantly lower levels of cheating reported at honor code schools do not reflect a greater fear of being reported or caught. Rather, a more important factor seems to be the peer culture that develops on honor code campuses—a culture that makes most forms of serious cheating socially unacceptable among the majority of students. Many students would simply be embarrassed to have other students find out they were cheating.

In essence, the efforts expended at these schools to help students understand the value of academic integrity, and the responsibilities they have assumed as members of the campus community, convince many students, most of whom have cheated in high school, to change their behavior. Except for cheating behaviors that most students consider trivial (e.g., unpermitted collaboration on graded assignments), we see significantly less self-reported cheating on campuses with honor codes compared to those without such codes. The critical difference seems to be an ongoing dialogue that takes place among students on campuses with strong honor code traditions, and occasionally between students and relevant faculty and administrators, which seeks to define where, from a student perspective, "trivial" cheating becomes serious. While similar conversations occasionally take place on campuses that do not have honor codes, they occur much less frequently and often do not involve students in any systematic or meaningful way.

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2015 SCORING GUIDELINES

Question 1

General Directions: This scoring guide will be useful for most of the essays you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 15 minutes to read the sources and 40 minutes to write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you give a score higher than a 2 to a paper with errors in grammar and mechanics that persistently interfere with your understanding of meaning.

9 Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in development, or impressive in their control of language.

8 Effective

Essays earning a score of 8 **effectively** argue a position on whether a school should establish, maintain, reconsider, or eliminate an honor code or honor system. They develop their argument by effectively synthesizing* at least three of the sources. The evidence and explanations used are appropriate and convincing. Their prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** argue a position on whether a school should establish, maintain, revise, or eliminate an honor code or honor system. They develop their argument by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient. The language may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 argue a position on whether a school should establish, maintain, revise, or eliminate an honor code or honor system. They develop their argument by synthesizing at least three sources, but how they use and explain sources may be uneven, inconsistent, or limited. The writer's argument is generally clear, and the sources generally develop the writer's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** argue a position on whether a school should establish, maintain, revise, or eliminate an honor code or honor system. They develop their argument by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient, or unconvincing. The sources may dominate the student's attempts at development, the link between the argument and the sources may be weak, or the student may misunderstand, misrepresent, or oversimplify the sources. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in arguing a position on whether a school should establish, maintain, revise, or eliminate an honor code or honor system. They are less perceptive in their understanding of the sources, or their explanation or examples may be particularly limited or simplistic. The essays may show less maturity in their control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in arguing a position on whether a school should establish, maintain, revise, or eliminate an honor code or honor system. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. The student may misread the sources, fail to develop a position, or substitute a simpler task by merely summarizing or categorizing the sources or by merely responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, weak in their control of writing, or do not allude to or cite even one source.

0 Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, synthesis means using sources to develop a position and citing them accurately.

AP[®] SUMMER INSTITUTE SCORING NOTES
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Question 1

Sample Identifier: QQ

Score: 9

- Effectively synthesizes 5 sources to argue convincingly that the student's school, which has an honor code, could benefit from increased discussion of its code "as a necessary first step to building a culture of integrity on campus."
- Although the claim is modest, the essay demonstrates an especially thorough development of the supporting evidence (e.g. the use of Source D to show the difficulty of preventing cheating "even when the stakes are high" as well as to show the value of students adhering to the honor code because they understand the value of academic integrity).
- Exhibits sophistication in its argument through a careful consideration of the possible objection to the argument ("The chief objection to the honor code is that it is difficult to enforce").
- Is especially impressive in its control of language.

Sample Identifier: N

Score: 8

- Skillfully synthesizes three sources to make an effective argument that the student's school should "maintain its honor code, but integrate it more regularly into classroom discussion and enforce it more strictly so that it will be more effective."
- Effectively contrasts the results of the research in Source C with those in Source E, arguing that the research suggests a strong link between Hampden-Sydney College's success in deterring cheating because it strictly enforces its honor code and the high percentage of students reporting "having violated the honor code without being caught" at a "small public university" where students only have "some vague nebulous idea of what the punishments are."
- Explanations are appropriate and convincing, working in conjunction to build an effective argument.
- Demonstrates an ability to control a wide range of the elements of effective writing.

Sample Identifier: O

Score: 7

- Synthesizing three sources, the essay argues that the "existing honor code in place at the school [the student] attend[s] is sufficient without being changed."
- Makes adequate use of the evidence in the sources, e.g., draws upon the study cited in Source E to support the claim that students are reluctant to "report a fellow student for cheating," and develops the argument that the school's existing honor code works better because it does not place "unnecessary stress on students who . . . risk harassment from their peers" if they are required "to report cheating they witness."
- Demonstrates appropriate and sufficient use of evidence, but provides a more complete explanation than essays earning a 6 (e.g. rebuts Source A's "assumption that honor codes do not work without the use of recording technology," by pointing out that "monitoring students in this way refutes the purpose of an honor code").
- Exhibits a more mature prose style than essays scoring a 6.

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Sample Identifier: A

Score: 6

- Synthesizing four sources, the essay adequately argues its position that "if a written honor code were to be established at my school . . . it would have tremendous benefits."
- Uses appropriate and sufficient evidence to support argument: e.g. uses Source C's research that students at colleges with honor codes cheat less, and draws upon personal experience to confirm Source E's point that students are often unaware of severity of sanctions for cheating, something that a student-created honor code could remedy.
- Despite its clear, sustained argument, the essay earns a 6 because its evidence and explanations are appropriate and sufficient, but not as fully developed as essays scoring 8 or 9.
- Displays clear control of language (e.g. student uses the subjunctive correctly, "If students were to have to do this [write a pledge of honor], some might find it irritating . . .").

Sample Identifier: D

Score: 5

- Focusing on the student's own school, the essay asserts that "We must maintain this [demerit-based] system but change the way it is enforced."
- References three sources, but the connection of the sources to the student's argument is sometimes strained (e.g. after describing a situation at his or her own school, the student introduces Source D's claim that 39% of students involved in a cheating scandal dropped out or were expelled, failing to explain that this situation occurred at a different institution).
- Sources are generally used appropriately, though they may be awkwardly synthesized.
- Exhibits some awkward control of language ("more repercussions must be enforced, rather than ignored by authorities in the school") but meaning is generally clear throughout.
- For its uneven qualities, the essay earned a score of 5.

Sample Identifier: O

Score: 4

- Argues that "a system based on the honor of students is faulty and the honor code should be eliminated."
- Cites three sources, but instead of using them to develop an argument, selects particular passages that support a pre-determined conclusion: "Source C states . . . and I agree with those critics"; "This is backed up by source E when it says . . ."
- Explanations and evidence to support assertions are sometimes inappropriate and often unconvincing: e.g. generalizes from a survey of 275 students to assert that only 8% of students universally would turn in a fellow student who cheats; provides no evidence or explanation for the assertion that the honor codes cause teachers to relax their vigilance, which "could in turn cause students to cheat more."
- Control of language is generally sound and conveys the writer's ideas.
- Earned a score of 4.

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Sample Identifier: Z

Score: 3

- Makes the general assertion that "all schools should implement this system" [an honor code] because the vast majority of the time it promotes academic integrity and creates a strong learning environment."
- Attempts to put sources in conversation with one another but in doing so remains at such a high level of abstraction that the logic is difficult to follow: e.g. "Source C backs this with the idea of a negative feedback loop."
- Linkage between the argument and the sources is often weak, as in the student's quotation of Source B ("I wanted to go to a school where I could feel comfortable taking an exam without worrying about someone looking at my paper" to support the claim in Source F that an honor code contributes to the development of a peer culture "where cheating is viewed as socially unacceptable").
- Argument is particularly simplistic and undeveloped beyond sweeping generalities.
- Earned a score of 3.

Sample Identifier: G

Score: 2

- Asserts that "My school has a somewhat developed honor system" that "can be . . . a little more strict."
- References only two sources.
- Quotes or summarizes sources but fails to use them to develop the student's own assertions that "Cheating is one of the worst things you can do but it doesn't get punished enough. No one will stop cheating if all they have as consequences is to serve a detention."
- Fails to provide explanations or support, demonstrating little success in arguing a position on whether a school should establish, maintain, revise, or eliminate an honor code or honor system.
- Little or no logical connection between successive paragraphs.
- Demonstrates limited vocabulary and weak control of language ("It puts a fear and a paranoia sense into their heads").
- Earned a score of 2.

Sample Identifier: J

Score: 1

- Asserts that enforcement of an honor code "should be eliminated."
- Fails to identify even one source.
- Demonstrates consistently weak control of writing; the entire essay is a single, poorly constructed sentence that vaguely references information from multiple sources.
- Earned a score of 1.

Cheating has become an epidemic in ~~an~~ ^{anything and} education systems all across the globe. Students cheat on everything, from homework assignments to quizzes to standardized tests. To address this issue, many schools have adopted honor codes intended to cultivate integrity among students. While the honor code is hard to enforce and - as the name implies - relies heavily on the ~~honor~~ ^{trust} of ~~the~~ students' sense of honor, if an honor code is ~~also~~ accompanied by in-class discussion on the issue of cheating, it can positively affect the culture of a school. (My current high school has an honor code, yet I believe my school would be benefitted by increased discussion regarding the code to encourage students to adhere to the code and pressure their peers to do likewise.)

The chief objection to the honor code is that it is difficult ~~to~~ to enforce. When teachers do not trust their students, they may feel the need to spy on them to prevent them from cheating (~~Source A~~ Source A). In such cases, the idea of leaving a room full of students to their own devices seems utterly implausible, even with an honor code in place. After all, students will cheat even when the stakes are high. The University of Virginia's honor code did not prevent a staggering 157 students from cheating, even knowing that they faced expulsion if they were caught (~~Source D~~ Source D). Yet in all cases, the first step to creating an environment in which teachers are able to trust students, in which students prevent each other from cheating, is by holding more discussions about academic dishonesty. Cheating benefits nobody in the long run; it encourages students to get by through trickery rather than actually building competence. It even hinders the



witness, who may see his own grades suffer as the result of a ~~stronger~~ harder course. While no honor code is infallible, having an honor code, and educating students on the consequences of ~~it~~ cheating, ~~is the first~~ is a necessary first step to building a culture of integrity on campus. In the University of Virginia scandal, it was a student who first alerted the professor to the cheating occurring (Source D). Cheating may be epidemic, but the path to ~~stopping it~~ ending it ^{can start just a few} starts with students who recognize its harm and will work to eradicate it. Thus, it is important for schools to discuss cheating, and impress upon their students its wrongness.

On a large scale, honor codes are effective. Studies show that "students at colleges with honor codes - typically student-enforced - cheat less than their counterparts elsewhere do" (Source C). The ^{most important} ~~significant~~ feature of this is that the honor codes are student-enforced - more than failing, more than expulsion, what deters students from cheating is the disapproval of their peers and the actual risk of being reported. The success of any honor code depends on "other students' tolerance for cheating" (Source C) and the establishment of a "culture that makes... cheating socially unacceptable" (Source F). If ~~the~~ a greater portion of students are taught that cheating is unacceptable, if students are encouraged to end cheating among their peers, honor codes can be effective. But as Darnberger notes, the success of an honor code depends not upon its existence, but its perception among the students. ~~It is~~

My high school would benefit tremendously from increased discussion on the honor code. As shown by Source E, few students are actually



Write in the box the number of the question you are answering
on this page as it is designated in the exam.

1 QQ3

willing to report their peers for cheating, if this number increased even slightly,
the honor code might start to hold some actual value. Maybe by the time
my friends take the AP Lang exam, they won't have to position themselves
to hide their answers from the people behind them - as I did.

#

My high school has a written honor code. I couldn't honestly say what ~~the~~ ~~provisions~~ provisions it includes or what penalties are in place to punish activities that violate it. Perhaps this lack of discussion of the honor code is a contributing factor in the acceptedness of cheating at my school. Many of my classmates do not view cheating as a serious offense, likely because students are rarely caught cheating + punished for it. I believe that my school should maintain its honor code, but integrate it more regularly into ~~academic~~ classroom discussion + enforce it more strictly so that it will be more effective. Honor codes only work if students feel a high sense of being held accountable for following the code.

Honor codes, when implemented properly, have generally been shown to have at least some success. Research by Rutgers University professor Donald L. McCabe supports the conclusion that students whose colleges have honor codes in place are less likely to cheat (source C). Hampden-Sydney College, which has a "strictly enforced" honor code, ~~finds~~ rarely finds evidence of students cheating. The success of honor codes such as these lies in their administration, not the mere fact of having an honor code in place. At Hampden-Sydney College, ~~there is~~ ~~there is~~ there is an all-student court in place to handle cheating allegations, + punishments for cheating range from suspension to expulsions (source C). That the college has a court in place specifically to deal with this matter ~~suggests to students that~~ sends the message to students that violation of the honor code will be taken seriously, + decreasing the likelihood of cheating. Furthermore, the disciplinary actions for punishing cheating are clearly



delimited for students at this school, making it effective. However, according to a study conducted at a small public university, 42% of students are unaware of what specific disciplinary actions can be taken against them if they are found to be in violation of the code (Source E). Unsurprisingly, 40% of ~~the~~ students at the same university reported having violated the honor code without being caught (Source E). A clear link can be seen between these statistics. Unlike at Hampden-Sydney College, where students know the ~~size~~ risk they ^{run} by cheating + as a result adhere to the code, students at this university don't know what consequences they may face + as a result they are of little import to them. Students ^{can} ~~will~~ not fear ~~something that is not very~~ ~~violate~~ the penalties if they do not even know what penalties exist or simply have some vague, nebulous idea of what the punishments are. If my ~~school~~ school were to make the penalties clearer to students, I believe they would feel more compelled to follow the rules.

Another important part of the ~~importance~~ successful implementation of an honor code that my school lacks is a general sense among the student body that academic integrity is something to be taken seriously. High-school aged kids are infamously influenced by their peers very easily + likely to adopt the attitudes of people around them. ~~As a~~ ~~result~~ Cheating is an accepted practice. According to research, "a culture that makes most forms of serious cheating socially unacceptable among the majority of students" is common among ~~honor code~~ schools with low levels of cheating (Source F). ~~The~~ The knowledge that your peers will look down on you if you cheat would be a far more powerful



1.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

N₃

incentive for many people not to cheat than formal school punishment. In order to create this anti-cheating "culture" among the student body, my school should discuss the importance of integrity regularly, not just once at the beginning of the year, + hold students accountable for their actions.

In short, my school must adjust the way in which it administers its honor code in order to make it effective.

#

In an age where a world of resources is available at the click of a button, the issues of plagiarism and cheating have become significant in the academic community. The creation of honor codes that attempt to regulate immoral behavior of students have garnered much attention. While some are of the belief that these codes are excessive, others view them as necessary for protecting the integrity of students and the schools they attend. The high school that I attend does have an honor system; however, the degree to which it is respected is likely varies among students. ~~I believe~~ The honor system mandates that plagiarizing or cheating on any assignment will result in a score of zero and disciplinary consequences, such as receiving detention. I believe that this honor code is just right for fulfilling the needs of my school; the punishments warranted for cheating are valid ways to promote academic integrity and honesty without ^{being} overwhelming, and should thus be maintained.

The ~~is~~ existing honor code in place at the school I attend is sufficient without being changed. A baseline of punishment is required to prove that the school genuinely cares about the

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issue of cheating, and to discourage potentially dishonest students from committing this crime. As Source B claims, an honor code prevents a student from fearing their original work will be stolen by undeserving plagiarists. I would agree with this statement, as I have experienced the uncomfortable situation of working in close proximity to cheaters in the past. Having regulations and outlined consequences for cheating limits the magnitude of its occurrence and makes the majority of students more comfortable during their education. Also, punishing a cheater by giving them no credit for the assignment in question is reasonable, as it disciplines them for their dishonesty ~~while not extending to~~ where required, without overstepping any boundaries. For instance, many would argue ^{say a} wrongdoer should be punished, but only for that which he did wrong.

The honor code in place at my school is useful because it does the job of discouraging cheating without suffocating students. For example, the code relies on students to make the conscience decision to avoid cheating. Source A insinuates that students cannot be trusted to abide by a verbal or written code and sarcastically suggests that schools should invest in spycams. I am of the belief that Source A is



incorrect in the assumption that honor codes do not work without the use of recording technology; monitoring students in this way refutes the purpose of ^{an honor code} of protecting their integrity. Another factor I would deem unnecessary for a successful honor code is the requirement of students to report cheating they ~~experience~~ witness. This places unnecessary stress on students who are forced to cross social boundaries and risk harassment from their peers. Source E declares that only 8% of students at a small university would report a fellow student for cheating, a fact that does not surprise me. By being overly mandating, an honor code loses its effectiveness.

The honor code I abide by fulfills the needs of students and teachers and maintains a perfect balance between necessity and practicality. All honor systems are vital for keeping educational values respected and can be very useful when properly applied.

#

In a world where cheating and plagiarism have become second nature, ~~honor codes~~ the debate over whether honor codes could fix the problem has picked up speed. Nowadays it's easier to text the class group chat and get answers than actually pick up the textbook. Though it could be argued that honor codes don't work, it could also be said that they don't hurt. My school does not have ~~an~~ a written honor code but more of a tacit understanding of proper and improper behavior. If a written honor code were to be established at my school, I feel like it would have tremendous benefits. I would also add that it should be student created.

One of the most obvious reasons a school would consider in establishing an honor code is the possibility of eliminating cheating. By creating an honor code you can establish rules but also punishments for certain actions. As the research done by Source E confirms ~~only~~ there are at least 42% of students who don't know the sanctions that could occur. Though the research was done in 2007-2008 and is relatively out dated, I find that this still remains true especially in my school. Not many people know the punishment faced so it's common to see people pushing their bad behavior to a point of suspension when they didn't even know that was an option. ~~add~~ According to



the research cited in source C, students at colleges with honor codes cheat less. I could see this being true because no matter whether someone is generally a cheater or not, no one wants to be suspended or expelled. Sources B and D account for two different instances where students, as a requirement of the honor code, had to write on papers or exams a pledge of honor. If students were to have to do this some might find it irritating as source B concluded, but I think it would remind students of their expectations and when they see it so often it will become less second nature to abide by it.

Another payoff of investing in an honor code would be better character development and therefore better communities. If students were to create an honor code at my school it would give everyone higher standards. If there are higher standards people are less likely to act out or be of bad character because they wouldn't want to face the ridicule of their peers. I agree with source C as they say that the success of an honor code depends on the expectations of their peers. If everyone does something bad then people will think it's ok for them to do the same. No one wants to be the one person in their



school that got caught, they would only be ok with it if they weren't the only one. Also, if the honor code comes from students and is followed by students it would, as Source B also confirms, create a new level of trust between teacher and student allowing teenagers to receive the desperate freedom they desire.

With the list of potential benefits piling up surrounding the implementation of an honor code, there is no reason not to try it. If schools fear rejection from students then they are allowing the students to continue bad behaviors when a simple trial and error honor code that could be created by the students themselves could be written up on command. It's only hurting not to try so I will push my school to give it a try too.

#

Character, excellence, and commitment are three values that are encouraged in my school. Although these values are exemplified by some students, there is a large group of people in which they are absent. Our honor system is a demerit-based system, in which violators receive points off of a conduct grade. We must maintain this system, but change the way it is enforced. Different teachers tend to vary in severity of punishment, and this must end. With students expecting dishonesty or cheating from one another, ~~that~~ they are more likely to do it themselves. More repercussions must be enforced, rather than ignored by authorities in the school.

There is a growing problem in which certain teachers are taken advantage of due to lenient repercussions. As Source E stated, "48% of students believe the honor code is enforced fairly." When less than half of students believe the system is fair, there are some clear inconsistencies in the way it is enforced. If one student violates a rule and gets in trouble, and a second student gets away with the same action, it brings forth uncertainty and a lack of



organization. In my school, most people are aware of the teachers who let them get away with things, and they take advantage of them. If the rules were enforced, this would not happen.

Due to problems with cheating in the school over long periods of time, a general state of mind has been established. In source C, Dirmeyer and Cartwright say "that some colleges can not effectively establish an honor system ~~because~~" not because the students aren't honest, but because they don't expect anyone else to be. This situation exists in my high school. Rules that have been maintained but not enforced as a whole have brought upon a consensus that everyone else is going to cheat, so why not do it? A set punishment must be enforced in order to deplete this thought.

A final point is that there is an unfair focus on certain issues and their repercussions, while other problems go untouched. This creates an expectancy that it is okay to break the rules. When half of the school is written up for uniform violations while cheating is ignored, more people will join the cheating. According to source D, thirty-nine percent of students



accused of cheating "dropped out or ^{have} been expelled-
The only penalty for such a crime." This type
of punishment will deter others from cheating,
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In conclusion, I believe the honor system
at my school should be maintained, but more strongly
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Lastly, the focus must be shifted from
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#

One of the few things we have in life that is ours and no one can ever take away from us is our honor. Most times it's something that is in us, and we can never change it. Some people are downright dishonorable people and I believe that can never ~~truly~~ ^{truly} change. That is why I believe that a system based on the honor of students is faulty and the honor code should be eliminated.

While most people would follow the honor code, there are some that won't. Those that are competitive at heart would find it difficult not to cheat and get ahead of those non-cheaters doing honest work.

A person who is not honorable and cheats, will always cheat. Once a cheater always a cheater. Source C states, "critics are skeptical that signing a piece of paper will suddenly cause a cheater to change his ways." and I agree with those critics. ~~Putting a system in place in which students are responsible for turning in~~

Putting a system in place in which students are responsible for turning in their peers can cause problems because of relationships between students. Like in Source B, students would not want to turn in other students because of the friction it would create. When



1 Q2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

students feel pressure to turn another student in they feel uncomfortable and as a result, most likely won't turn that student in. This is backed up by source E when it says only 8% of students would turn ~~some~~ someone in for cheating, and 40% of students have violated the honor code and not gotten caught.

A code in place that lets students govern themselves might ~~put~~ put teachers at ease when it comes down to making sure students don't cheat or plagiarize. ~~the~~ This could in turn cause students to cheat more because their teachers aren't paying close enough ~~attention~~ attention, and since only 8% would turn them in they would most likely get away with it.

An honor code is a faulty system because of the nature of human beings wanting to be the best. I believe a system like this could do more harm than good and teachers and students should do things based on their personal morals and beliefs.

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Across the United States many schools of all levels have some form of an honor code. Although some believe it leads to cheating, all schools should implement this system because the vast majority of the time it promotes academic integrity and creates a strong learning environment.

Cheating in schools is pretty much inevitable. As source D says, "The Internet provides an inexhaustible source of information, and it's tempting to simply insert phrases directly into reports." Source C backs this with the idea of a negative feedback loop. However they also acknowledge the fact that this loop works both ways. This positive loop leads to an expanding culture of trust and integrity.

Integrity is important and valued by many. Source E gives a statistic that 88% of students who participated in a survey believe that failure on an assignment was a reasonable violation of the honor code. Source B even extends this argument to say that integrity is implicit in an honor code. Operating under an honor code



Question 1 Z₂

Write in the box the number of the question you are answering on this page as it is designated in the exam.

makes all students aware of the responsibility they hold and the image they must obtain.

With a campus wide sense of integrity, the overall environment is one of academic excellence. Source F says that the peer culture becomes one ~~of~~ where cheating is viewed as socially unacceptable, and students would be embarrassed if other students found out that they cheated.

Source B has a direct quote from the author, a student at Lawrence Academy, saying, "I voted in favor ^{of the honor code} because I wanted to go to a school where I could feel comfortable taking an exam without worrying about someone looking at my paper..." This trusting and relaxed feel around other students during an exam can only come from a system like the honor code.

With some small degree of inevitable cheating aside, the honor code system should be implemented in all schools due to its promotion of academic integrity and creation of a great learning environment.

#

My school has a somewhat developed honor system. It can be improved in many ways, such as, being a little more strict. Some ways that ~~any~~ school can become more strict in the honors system are, possibly using cameras to watch kids from above as stated in Source C. The school staff could become better at detecting cheaters. One way this could happen is getting a computer program that detects plagiarism.

The overall idea of an honor system is a great concept. Kids that work hard and cheat can report cheaters without having their name be brought up. But this program only works if students cooperate with the program. What students need to know is that their name will not be brought. That is ~~what~~ ^{why} these programs are being held up is success. People are afraid of, "what if my friend said I reported them?"

A professor at Rutgers University named Donald L. McCabe, Source C, stated that student enforced honor systems work well because it causes students to cheat less because they are afraid that some student will "rat them out." It puts a fear and a paranoia sense into their heads.

In a study of two hundred seventy five people, Source E, it showed that only ~~8~~ eight percent of the two hundred seventy five people ~~would~~ report someone if they were cheating. Schools need to gain trust with the students who go there. If this could be effective in schools and people had trust in their schools, this could change people's ways of doing school work forever.

Cheating is one of the worst things you can do but it doesn't get punished enough. No one will stop cheating if all they have as a consequence is to serve a detention.

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Write in the box the number of the question you are answering
on this page as it is designated in the exam.

1 J,

Enforcing an honor code to prevent plagiarism
in college should be eliminated due to the
majority of students that don't follow this code
or disagree with it lands at 52%, senselessly
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2015 Lang Ques 1 Student Sample Essays (Honor Code) Synthesis

Sample J

Enforcing an honor code to prevent plagiarism in college should be eliminated due to the majority of students that don't follow this code or disagree with it lands at 52%, senselessly high punishment for cheating, including expulsion, and even senate members who criticize the use of the Honor Code. (49)

Sample G

My school has a somewhat developed honor system. It can be improved in many ways, such as, being a little more strict. Some ways that my school can become more strict in the honors system are, possibly using cameras to watch kids from above as stated in Source A. The school staff could become better at detecting cheaters. One way that this could happen is getting a computer program that detects plagiarism.

The overall idea of an honor system is a great concept. Kids that work hard and cheat can report cheaters without having their name be brought up. But this program only works if students cooperate with the program. What students need to know is that their name will not be brought. That is why these programs are being held up in success. People are afraid of, "What if they found out I reported them?"

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Cheating is one of the worst things you can do but it doesn't get punished enough. Noone will stop cheating if all they have as a consequence is to serve a detention. (277)

Sample Z

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Cheating in schools is pretty much inevitable. As Source D says, "The Internet provides an inexhaustible source of information, and it's tempting to simply insert phrases directly into reports." Source C backs this with the idea of a negative feedback loop. However they also acknowledge the fact that this loop works both ways. This positive loops leads to an expanding culture of trust and integrity.

Integrity is important and valued by many. Source E gives a statistic that 88% of students who participated in a survey believe that failure on an assignment was a reasonable violation of the honor code. Source B even extends this argument to say that integrity is implicit in an honor code. Operating under an honor code makes all students aware of the responsibility they hold and the image they must obtain.

With a campus wide sense of integrity, the overall environment is one of academic excellence. Source F says that the peer culture becomes one where cheating is viewed as socially unacceptable, and students would be embarrassed if other students found out that they cheated. Source B has a direct quote from the author, a student at Lawrence Academy, saying, “I voted in favor [of the honor code] because I wanted to go to a school where I could feel comfortable taking an exam without worrying about someone looking at my paper ...” This trusting and relaxed feel around other students during an exam can only come from a system like the honor code.

With some small degree of inevitable cheating aside, the honor code system should be implemented in all schools due to its promotion of academic integrity and creation of a great learning environment. (327)

Sample Q

One of the few things we have in life that is ours and no one can ever take away from us is our honor. Most times it's something that is in us, and we can never change it. Some people are downright unhonorable people and I believe that can never truly change. That is why I believe that a system based on the honor of students is faulty and the honor code should be eliminated.

While most people would follow the honor code, there are some that won't. Those that are competitive at heart would find it difficult not to cheat and get ahead of those non-cheaters doing honest work. A person who is not honorable and cheats, will always cheat. Once a cheater always a cheater. Source C states, “Critics ... are skeptical that signing a piece of paper will suddenly cause a cheater to change his ways” and I agree with those critics.

Putting a system in place in which students are responsible for turning in their peers can raise problems because of relationships between students. Like in Source B, students would not want to turn in other students because of the friction it would create. When students feel pressure to turn another student in they feel uncomfortable and as a result, most likely won't turn that student in. This is backed up by Source E when it says only 8% of students would turn someone in for cheating, and 40% of students have violated the honor code and not gotten caught.

A code in place that lets students govern themselves might put teachers at ease when it comes down to making sure students don't cheat or plagiarize. This could in turn cause students to cheat more because their teachers weren't paying close enough attention, and since only 8% would turn them in they would most likely get away with it.

An honor code is a faulty system because of the nature of human beings wanting to be the best. I believe a system like this could do more harm than good and teacher and students should do things based on their personal morals and beliefs. (359)

Sample D

Character, excellence, and commitment are three values that are encouraged in my school. Although these values are exemplified by some students, there is a large group of people in which they are absent. Our honor system is a demerit-based system, in which violators receive points off of a conduct grade. We must maintain this system, but change the way it is enforced. Different teachers tend to vary in severity of punishment, and this must end. With students expecting dishonesty or cheating from one another, they are more likely to do it themselves. More repercussions must be enforced, rather than ignored by authorities in the school.

There is a growing problem in which certain teachers are taken advantage of due to lenient repercussions. As Source E stated, “48% of students believe the honor code is enforced fairly.” When less than half of students believe the system is fair, there are some clear inconsistencies in the way it is enforced. If one student violates a rule and gets away with the same action, it brings forth uncertainty and a lack of organization. In my school, most people are aware of the teachers who let them get away with things, and they take advantage of them. If the rules were enforced, this would not happen.

Due to problems with cheating in the school over long periods of time, a general state of mind has been established. In Source C, Dirmeyer and Cartwright say that some colleges can not effectively establish an honor system “not because the students aren’t honest but because they don’t expect anyone else to be.” This situation exists in my high school. Rules that have been maintained but not enforced as a whole have brought upon a consensus that everyone else is going to cheat, so why not do it? A set punishment must be enforced in order to deplete this thought.

A final point is that there is an unfair focus on certain issues and their repercussions, while other problems go untouched. This creates an expectancy that it is okay to break the rules. When half of the school is written up for uniform violations while cheating is ignored, more people will join the cheating. According to Source D, thirty-nine percent of students accused of cheating “dropped out or have been expelled--The only penalty for such a crime.” This type of punishment will deter others from cheating, and can be used in other aspects of rule violation. If my school used this strategy, many problems would not exist.

In conclusion, I believe that the honor system at my school should be maintained, but more strongly enforced. The teachers must come together to punish students in the same way. The expected dishonesty from peers must be destroyed, in order to reduce problems with cheating. Lastly, the focus must be shifted from specific problems to rule-breaking overall. I believe these things would make my high school a more honorable place. (490)

Sample A

In a world where cheating and plagiarism have become second nature, the debate over whether honor codes could fix the problem has picked up speed. Nowadays it's easier to text the class group chat and get answers than actually pick up the textbook. Though it could be argued that honor codes don't work, it could also be said that they don't hurt. My school does not have a written honor code but more of a tacit understanding of proper and improper behavior. If a written honor code were to be established at my school I feel like it would have tremendous benefits. I would also add that it should be student created.

One of the most obvious reasons a school would consider in establishing an honor code is the possibility of eliminating cheating. By creating an honor code you can establish rules but also punishments for certain actions. As the research done by Source E confirms, there are at least 42% of students who don't know the sanctions that could occur. Though the research was done in 2007-2008 and is relatively out-dated, I find that this still remains true especially in my school. Not many people know the punishment faced so it is common to see people pushing their bad behavior to a point of suspension when they didn't even know that was an option. According to the research cited in Source C, students at colleges with honor codes cheat less. I could see this being true because no matter whether someone is generally a cheater or not, no one wants to be suspended or expelled. Sources B and D account for two different instances where students, as a requirement of the honor code, had to write on papers or exams a pledge of honor. If students were to have to do this some might find it irritating as Source B concluded, but I think it would remind students of their expectations and when they see it so often it will become second nature to abide by it.

Another payoff of investing in an honor code would be better character development and therefore better communities. If students were to create an honor code at my school it would give everyone higher standards. If there are higher standards people are less likely to act out or be of bad character because they wouldn't want to face the ridicule of their peers. I agree with Source C as they say that the success of an honor code depends on the expectations of their peers. If everyone does something bad then people will think it's ok for them to do the same. No one wants to be the one person in their school that got caught, they would only be ok with it if they weren't the only one. Also, if the honor code comes from students and is followed by students it would, as Source B also confirms, create a new level of trust between teacher and student allowing teenagers to receive the desperate freedom they desire.

With the list of potential benefits piling up surrounding the implementation of an honor code there is no reason not to try it. If schools fear rejection from students then they are allowing students to continue bad behaviors when a simple trial and error honor code that could be created by the students themselves could be written on command. It's only hurting not to try so I will push my school to give it a try too. (582)

Sample O

In an age where a world of resources is available at the click of a button, the issues of plagiarism and cheating have become significant in the academic community. The creation of honor codes that attempt to regulate immoral behavior of students have garnered much attention. While some are of the belief that these codes are excessive, others view them as necessary for protecting the integrity of students and the schools they attend. The high school that I attend does have an honor system; however, the degree to which it is respected likely varies among students. The honor system mandates that plagiarising or cheating on any assignment will result in a score of zero and disciplinary consequences, such as receiving detention. I believe that this honor code is just right for fulfilling the needs of my school; the punishments warranted for cheating are valid ways to promote academic integrity and honesty without being overwhelming and should thus be maintained.

The existing honor code in place at the school I attend is sufficient without being changed. A baseline punishment is required to prove that the school genuinely cares about the issue of cheating, and to discourage potentially dishonest students from committing this crime. As Source B claims, an honor code prevents a student from fearing their original work will be stolen by undeserving plagiarisers. I would agree with this statement, as I have experienced the uncomfortable situation of working in close proximity to cheaters in the past. Having regulations and outlined consequences for cheating limits the magnitude of its occurrence and makes the majority of students more comfortable during their education. Also, punishing a cheater by giving them no credit for the assignment in question is reasonable, as it disciplines them for their dishonesty where required, without overstepping any boundaries. For instance, many would argue when I say a wrongdoer should be punished, but only for that which he did wrong.

The honor code in place at my school is useful because it does the job of discouraging cheating without suffocating students. For example, the code relies on students to make the conscious decision to avoid cheating. Source A insinuates that students cannot be trusted to abide by a verbal or written code and sarcastically suggests that schools should invest in spycams. I am of the belief that Source A is incorrect in the assumption that honor codes do not work without the use of recording technology; monitoring students in this way refutes the purpose of an honor code of protecting their integrity. Another factor I would deem unnecessary for a successful honor code is the requirement of students to report cheating they witness. This places unnecessary stress on students who are forced to cross social boundaries and risk harassment from their peers. Source E declares that only 8% of students in a small university would report a fellow student for cheating, a fact that does not surprise me. By being overly mandatory, an honor code loses its effectiveness.

The honor code I abide by fulfilling the needs of students and teachers and maintains a perfect balance between necessity and practicality. All honor systems are vital for keeping educational values respected and can be very useful when properly applied. (538)

Sample N

My high school has a written honor code. I couldn't honestly say what provisions it includes or what penalties are in place to punish activities that violate it. Perhaps this lack of discussion of the honor code is a contributing factor in the acceptedness of cheating at my school. Many of my classmates do not view cheating as a serious offense, likely because students are rarely caught cheating & punished for it. I believe that my school should maintain its honor code, but integrate it more regularly into classroom discussions & enforce it more strictly so that it will be more effective. Honor codes only work if students feel a high sense of being held accountable for following the code.

Honor codes, when implemented properly, have generally been shown to have at least some success. Research by Rutgers University professor Donald L. McCabe supports the conclusion that students whose colleges have honor codes in place are less likely to cheat (Source C). Hampden-Sydney College, which has a "strictly enforced" honor code, rarely finds evidence of student cheating. The success of honor codes such as these lies in their administration, not the mere fact of having an honor code in place. At Hampden-Sydney College, there is an all-student court in place to handle cheating allegations, & punishments for cheating range from suspension to expulsion (source C). That the college has a court in place specifically to deal with this matter sends the message to students that violation of the honor code will be taken seriously, decreasing the likelihood of cheating. Furthermore, the disciplinary actions for punishing cheating are clearly delineated for students at this school, making it effective. However, according to a study conducted at a small public university, 42% of students are unaware of what specific disciplinary actions can be taken against them if they are found to be in violation of the code (Source E). Unsurprisingly, 40% of students at the same university reported having violated the honor code without being caught (Source E). A clear link can be seen between these statistics. Unlike at Hampden-Sydney College, where students know the risk they run by cheating & as a result adhere to the code, students at this university don't know what consequences they may face & as a result they are of little import to them. Students can not fear the penalties if they do not even know what penalties exist or simply have some vague, nebulous idea of what the punishments are. If my school were to make the penalties clearer to students, I believe they would feel more compelled to follow the rules.

Another important part of the successful implementation of an honors code that my school lacks is a general sense among the student body that academic integrity is something to be taken seriously. High-school age kids are infamously influenced by their peers very easily & likely to adopt the attitudes of people around them. Cheating is an accepted practice. According to research, "a culture that makes most forms of serious cheating socially unacceptable among the majority of students" is common among schools with low levels of cheating (Source F). The knowledge that your peers will look down on you if you cheat would be a far more powerful incentive for many people not to cheat than formal school punishment. In order to create this anti-cheating "culture" among the student body, my school should discuss the importance of

integrity regularly, not just once at the beginning of the year, & hold students accountable for their actions.

In short, my school must adjust the way in which it administers its honor code to make it effective. (609)

Sample QQ

Cheating has become an epidemic in education systems all across the globe. Students cheat on anything and everything, from homework assignments to quizzes to standardized tests. To address this issue, many schools have adopted honor codes intended to cultivate integrity among students. While the honor code is hard to enforce and--as the name implies--relies heavily on the students' sense of honor, if an honor code is accompanied by in-class discussion on the issue of cheating, it can positively affect the culture of a school. My current school has an honor code, yet I believe my school would be benefitted by increased discussion regarding the code to encourage students to adhere to the code and pressure their peers to do likewise.

The chief objection to the honor code is that it is difficult to enforce. When teachers do not trust their students, they may feel the need to spy on them to prevent them from cheating (Source A). In such cases, the idea of leaving a room full of students to their own devices seems utterly implausible, even with an honor code in place. After all, students will cheat even when the stakes are high. The University of Virginia's honor code did not prevent a staggering 157 students from cheating, even knowing that they faced expulsion if they were caught (Source D). Yet in all cases, the first step to creating an environment in which teachers are able to trust students, in which students prevent each other from cheating, is by holding more discussions about academic dishonesty. Cheating benefits nobody in the long run; it encourages students to get by through trickery rather than actually building competence. It even hurts the witness, who may see his own grades suffer as the result of a harder curve. While no honor code is infallible, having an honor code and educating students on the consequences of cheating is a necessary first step to building a culture of integrity on campus. In the University of Virginia scandal, it was a student who first alerted the professor to the cheating occurring (Source D). Cheating may be epidemic, but the path to ending it can start with just a few students who recognize its harm and will work to eradicate it. Thus, it is important for schools to discuss cheating and impress upon their students its wrongness.

On a large scale, honor codes are effective. Studies show that "students at colleges with honor codes--typically student-enforced--cheat less than their counterparts elsewhere do" (Source C). The most important feature of this is that the honor codes are student-enforced--more than failing, more than expulsion, what deters students from cheating is the disapproval of their peers and the actual risk of being reported. The success of any honor code depends on "other students' tolerance for cheating" (Source C) and the establishment of "a culture that makes ... cheating socially unacceptable" (Source F). If a greater portion of students are taught that cheating is unacceptable, if students are encouraged to end cheating among their peers,

honor codes can be effective. But as Dirmeyer notes, the success of an honor code depends not upon its existence, but its perception among the students.

My high school would benefit tremendously from increased discussion on the honor code. As shown by Source E, few students are actually willing to report their peers for cheating; if this number increased even slightly the honor code might start to hold some actual value. Maybe by the time my friends take the AP Lang exam, they won't have to position themselves to hide their answers from people behind them--as I did. (607)

Sample J	1
Sample G	2
Sample Z	3
Sample Q	4
Sample D	5
Source A	6
Source O	7
Sample N	8
Sample QQ	9