Who’s Cheating Whom? (#)
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As article about cheating practically written itself. I must begin, of course, with a cliché statistic or two to demonstrate the prevalence of the problem, perhaps accompanied by a telling anecdote or a quotation from a strong woman ("We're not quitters!"). This would be followed by a discussion of the causes of cheating, the most common being a sense of self-doubt, the belief that one is not good enough, or a grade-point average that just isn't good enough.

The next section might deal with the slippery slope of cheating. But would I dare bring up the association of cheating with failure? What a scandal that is! Might I venture to mention the association of cheating with the apathy that marks so many schools? Might I introduce the thought that cheating is only one of the many symptoms of our education system? Not likely. But I'd go on to talk about the ways in which schools encourage cheating: the competitive atmosphere, the emphasis on achievement, the bad pedagogy.

The next section might consider the consequences of cheating. What about the loss of integrity? A dangerous consequence, but a dangerous idea, too. What about the damage to students' sense of self? A valuable point, but a valuable idea, too. What about the damage to the community? The peril of shame, the peril of guilt, the peril of embarrassment. I'd probably move on to the question of how to prevent cheating, with a few suggestions about how schools could change their policies, their curricula, their pedagogy.

I'd wrap up with a final section about cheating in my own life. What about my own history of cheating? It's a good idea to show that cheating is a universal human activity, and that we all have our own stories about cheating. Perhaps I could use my own experience to illustrate the points I've been making about cheating in general. It would be a good idea to use my own experience to make my arguments more convincing. It would be a good idea to use my own experience to make my arguments more convincing.

My conclusion might be a call to action. What about the future of cheating? I'd like to think that we can do better, that we can change our schools, our society, our world. I'd like to think that we can do better, that we can change our schools, our society, our world.