

Scholastic Dishonesty is ...

Directions: Circle **T** if the statement accurately completes the above sentence; Circle **F** if the statement does not accurately complete the above sentence.

- T / F 1. The act of passing off someone else's work as your own.
- T / F 2. Extensive assistance from other people on an assignment without recognition.
- T / F 3. Using sections of someone else's homework assignment.
- T / F 4. Looking at another student's examination during a testing situation.
- T / F 5. Conferring with fellow students during an examination period.
- T / F 6. Allowing another student to copy from your examination.
- T / F 7. Using notes stored on a calculator during a closed-book examination.
- T / F 8. Using another person's idea without acknowledging that person.
- T / F 9. Allowing another student to copy sections of your paper.
- T / F 10. Signing another student's name on an attendance sheet.
- T / F 11. Permitting another student to sign your name on an attendance sheet.
- T / F 12. Collaborating with a fellow student on a take home exam.
- T / F 13. Copying an answer to a problem line-for-line from a textbook or solution manual without identifying where it came from.
- T / F 14. An act that can result in expulsion from the University.

Adapted with permission from the Teaching Enrichment Program at the University of Minnesota.

Case Studies: Diversity and Gender Issues

GROUP TASK

This exercise uses "critical incidents" derived from encounters among and between teachers and students at the University of Minnesota. The critical incidents are, as the name implies, incidents or situations that are of importance in understanding the behavior, values, and cultural differences of those described in the incident. Case Studies #1 through #6 deal with incidents you might encounter as a graduate teaching assistant. Case Studies #7 and #8 describe encounters between people from the U.S. and international scholars. Case Studies #9 through #11 deal with incidents with fellow graduate students.

The incidents are open-ended, with no absolute right answer to be guessed or learned. In our discussion of the incidents, several explanations, alternatives, or solutions could be proposed depending on the personality, style, or culture of the individuals.

Discuss the four critical incidents assigned to your group. Use the guidelines listed under each critical incident to begin the discussion. There is no need to limit your discussion to just the questions provided.

GROUP ROLES

Skeptic: Ask what other possibilities there are, keep the group from superficial analysis by not allowing the group to agree too quickly; ask questions that lead to a deeper analysis; agree when satisfied that the group has explored all possibilities.

Manager: Suggest a plan for discussing each incident and answering the questions; make sure everyone participates and stays on task; watch the time.

Checker/Recorder: Ask others to explain their reasoning process so it is clear to all that their suggestions can be discussed; paraphrase, write down, and edit your group's response to each incident.

TIME: 25 minutes

The *Checker/Recorder* will be asked to make the opening comments about **one** of the assigned case studies when we return to the larger group.

GROUP PRODUCT

Answer Sheets for assigned Case Studies.

Case Study #1*

One of your physics students is a highly achieving undergraduate who is very bright, personable, and attractive. You enjoy working with this student, but are not otherwise interested in a relationship. Unexpectedly, the student leaves you a note, professing an interest in establishing a close relationship, along with a bouquet of flowers.

*Adapted from University-wide sexual harassment training

1. What are your responsibilities in this situation?
2. How can you maintain the kind of teaching relationship you want?

NOTES:

Case Study #2*

One day, as you are waiting for students to come in and settle down for your discussion session, you notice that one of the students enters wearing a T-shirt which is emblazoned with a sexually obscene and violent slogan. The student sits down as the bell rings for the class to begin. Just as you are about to begin your opening game, another student states loudly that he cannot sit in the class and attempt to learn if that T-shirt is allowed to stay there. The two students then engage in a shouting match.

*Taken from University-wide sexual harassment training

1. What are your responsibilities in this situation?
2. What are some possible solutions?

NOTES:

Case Study #3

You are discussing with your class the physics of sound, specifically why longer musical instruments make deeper sounds. To provide a quick demonstration, you have one male student and then one female student stand up and say "oooh." After the session, the female student goes to the professor and says that she felt singled out since she is the only woman in the class. Further, she was upset and embarrassed since saying "oooh" loudly in a room full of men seemed to her to be too sexual a thing to do.

1. What could you have done to prevent the situation?
2. What could you do to resolve the situation?
3. What could your professor have done to prevent the situation?
4. What could the professor do to resolve the situation?

NOTES:

Case Study #4

Jose, a student in your section, is in a wheelchair. His brother Pedro is in the same section, and is very protective of Jose. (Pedro registered for all the same classes as Jose on purpose so that he can help him out.) The brothers want to be in the same group, but you want to have diverse groups so that students can get to know one another. However, because of Jose's disability you give in to the brothers and put them in a group with two other people. When there is a group test problem, the brothers surprise you by speaking Spanish to one another. You ask them to speak English so that everyone in the group can understand. They tell you that they don't think they read English as well as other people in the class and are just talking to each other in Spanish to be sure that they understand the quiz problem.

1. What could you have done to prevent the situation?
2. What can you do to resolve the situation?

NOTES:

Case Study #5

You are a relaxed TA, often chatting and laughing with students in your section before you start class. One day before lab, you discover that you share an interest in racquetball with one of your students and you make an appointment to play. Soon you are meeting every Wednesday at lunch for a racquetball game with this student and becoming friends. The other students in your section know about this and are upset about it. You think it's no big deal, since it's not as though you are romantically involved with your student.

1. What are your responsibilities in this situation?
2. What can you do to resolve the situation?

NOTES:

Case Study #6

Early in the spring semester, one of your fellow team members stops by your lab section and starts chatting and visiting with one of your students during the lab. It is soon obvious that the two are in a relationship. After lab, you find out that this student was in the TA's lab last term.

1. What are your responsibilities in this situation?
2. What can you do to resolve the situation?

NOTES:

Activity 16b

Case Study #7*

Abdelkader, Mohammed and Naji, students from the same country, are close to completing their first semester at the University. When they first met at the new student orientation program and discovered they were all in the same engineering department, they arranged their schedules so they could take most of their classes together. Every day before their physics class they met to study each other's notes and to discuss the assigned reading and homework they had done the night before.

Their physics professor noticed that the three students made nearly the same errors in the first exam of the semester. At the time, he assumed it was because they were from the same educational background. However, when he noticed that all three students had exactly the same problems incorrect on their second test, he decided they had to be cheating. The professor called the students into his office and explained that this type of behavior was unacceptable. He told them that he was going to call the foreign-student advisor to see what action could be taken because of their cheating.

*Adapted from Florence A. Funk's "Intercultural Critical Incidents"

1. What happened? (Describe the situation.)
2. Why? (Give causes/interpretation of the situation.)
3. Alternatives/Solutions:
 - a. What could have been done to prevent the situation?
 - b. What can be done to resolve the situation?

NOTES:

Case Study #8*

Chong, a new international student at the University of Minnesota, arrived on campus two weeks before classes began so he could find housing, register for classes and become familiar with the St. Paul-Minneapolis area. During this two week period everything went well. He found an apartment to share with a U.S. student from his department, was able to register for all the classes he needed, and made the acquaintance of a few other students. Once classes began Chong discovered that he was thrilled with the discussion that took place between the students and professors in his classes, he enjoyed the company of his roommate's friends and he enjoyed the easy access to movies, shopping, and fast food establishments.

About three weeks into the term, Chong began to find the endless classroom discussions a waste of time. He was frustrated with the ridiculous antics of his roommate's friends and it seemed that everything he needed cost too much. He found that he was now seeking the company of his countrymen and that their discussions most often centered on how "screwed-up" everything was in the States. He ate lunch in a local ethnic restaurant and avoided contact with students from the U.S. unless it was required to fulfill classroom assignments.

*Taken from Florence A. Funk's "Intercultural Critical Incidents"

1. What happened? (Describe the situation.)
2. Why? (Give causes/interpretation of the situation.)
3. Alternatives/Solutions:
 - a. What could have been done to prevent the situation?
 - b. What can be done to resolve the situation?

NOTES:

Case Study #9

Boris is a first year physics graduate student from Russia. Although he speaks English with a heavy accent, he is fluent and is given his own discussion and lab sections to teach. After a few weeks he becomes puzzled by his students' behavior. Even though he can tell from their test scores that they are confused about physics, they never ask questions or come to his office hours. They come to class late and have to be asked two or three times before they will respond when he asks them to go to the board. Boris comes to you and asks what he should do.

1. What happened? (Describe the situation.)
2. Why? (Give causes/interpretation of the situation.)
3. Alternatives/Solutions:
 - a. What could have been done to prevent the situation?
 - b. What can you do to help resolve the situation?

NOTES:

Case Study #10

Mary was having some difficulty in one of her 5000-level physics classes. She had trouble with the homework assignments and then scored below the median on the first two exams. About halfway through the term, Mary went to see the professor to ask him for help. He told Mary that she should really be ashamed at her performance in the class and that she would probably fail. He refused to help her and told her that she should drop out of school, since it was unlikely that she would ever be a physicist. After meeting with him, the student was so upset that she went to the top of a tall building and considered killing herself.

1. What happened? (Describe the situation.)
2. Why? (Give causes/interpretation of the situation.)
3. Alternatives/Solutions:
 - a. What could Mary have done to prevent the situation?
 - b. What can Mary do to resolve the situation?
 - c. What could the professor have done to prevent the situation?
 - d. What could you (as one of Mary's classmates) do to prevent or resolve the situation?

NOTES:

Case Study #11

In one of her sections Susan had a male student, Joe, who was very self-assured. During her office hours, he often sat very close to her and put his arm around the back of her chair. One day in lab, as Susan helped a group at the next table, Joe reached behind him and stroked her leg. She said, "Don't do that," and asked to speak to him after class. When the other students had gone, Susan said, "I don't know what you thought you were doing when you touched my leg in class." Joe said that it had been an accident, and Susan ended the conversation. Immediately after that, she went to see the lecturer for Joe's class and told him the whole story. The professor laughed.

1. What happened? (Describe the situation.)
2. Why? (Give causes/interpretation of the situation.)
3. Alternatives/Solutions
 - a. What could the TA (Susan) have done to prevent the situation?
 - b. What could Susan do to resolve the situation?
 - c. What could the professor have done to prevent the situation?
 - d. What could the professor do to resolve the situation?

Name : _____