

Plagiarism Test Indiana University Answers

"This book is about learning, but it is also about instruction and how knowledge about the psychology of learning helps to ensure the quality and effectiveness of instruction"--

This paper examines the role of technology in restructuring education by analyzing how it influences seven important relationships in the educative process: (1) teacher–student relationships; (2) student–content relationships; (3) teacher–content relationships; (4) student–context relationships; (5) teacher–context relationships; (6) content–context relationships; and (7) educational system–environment relationships. After a brief historical overview of the uses of technology in education, the paper discusses the nature of systems in education and examines the process of restructuring through systems change in the seven pairs of relationships as they exist today and as they might change in a restructured educational system. How educational technology can empower teachers and students is then discussed with emphasis on how electronic technology is transforming the way information is communicated and processed. A brief discussion of the role of the teacher in evaluating the worth of content--i.e., selecting the best of culture for sharing with students--concludes the report. (ALF)

This e-book offers an insightful look into the way today's students think about and use technology in their academic and social lives. It will help institutional leaders help their students to become more successful and satisfied.

Rosamond Lehmann, one of the most distinguished British writers of this century, published eight acclaimed works of fiction. Her only autobiographical work, *The Swan in the Evening*, recreated first the child she was and the experiences that made her the woman she became, moving on to tell the story of her beloved daughter Sally and the tragedy of her early death at the age of twenty-four. Then, tentatively and persuasively, Rosamond Lehmann relates the totally unexpected, overwhelming and scrupulously recorded psychic and mystical experiences she underwent following that terrible loss. The meaning of such events, their messages of hope and comfort to others she then, through a letter to her granddaughter, passes to us.

Story and Instructional Design

Psychology of Learning for Instruction

Cheating on Tests

Building a Common Knowledge Base

Instructional Design Theory

Readings on Writing

Fair Use Guidelines for Educational Multimedia

Today’s students are tomorrow’s leaders, and the college years are a critical period for their development of ethical standards. Cheating in College explores how and why students cheat and what policies, practices, and participation may be useful in promoting academic integrity and reducing cheating. The authors investigate trends over time, including internet-based cheating. They consider personal and situational explanations, such as the culture of groups in which dishonesty is more common (such as business majors) and social settings that support cheating (such as fraternities and sororities). Faculty and administrators are increasing their efforts to promote academic honesty among students. Orientation and training sessions, information on college and university websites, student handbooks that describe codes of conduct, honor codes, and course syllabi all define cheating and establish the consequences. Based on the authors’ multiyear, multisite surveys, Cheating in College quantifies and analyzes student cheating to demonstrate why academic integrity is important and to describe the cultural efforts that are effective in restoring it. -- Gary Pavela, Syracuse University

The book brings together diverse views from around the world and provides a comprehensive overview of the subject, beginning with different definitions of academic integrity through how to create the ethical academy. At the same time, the Handbook does not shy away from some of the vigorous debates in the field such as the causes of academic integrity breaches. There has been an explosion of interest in academic integrity in the last 10-20 years. New technologies that have made it easier than ever for students to ‘cut and paste’, coupled with global media scandals of high profile researchers behaving badly, have resulted in the perception that plagiarism is ‘on the rise’. This, in combination with the massification and commercialisation of higher education, has resulted in a burgeoning interest in the importance of academic integrity, how to safeguard it, and how to address breaches appropriately. What may have seemed like a relatively easy topic to address – students copying sources without attribution – has in fact, turned out to be a very complex, interdisciplinary field of research requiring contributions from linguists, psychologists, social scientists, anthropologists, teaching and learning specialists, mathematicians, accountants, medical doctors, lawyers and philosophers, to name just a few. Despite or perhaps because of this broad interest and input, there has been no single authoritative reference work which brings together the vast, growing, interdisciplinary and at times contradictory body of literature. For both established researchers/practitioners and those new to the field, this Handbook provides a one-stop-shop as well as a launching pad for new explorations and discussions.?

Cheating on Tests is the first book to offer a comprehensive look at this pervasive and weighty problem. It is organized around seven major objectives: introduce and define the problem of cheating and document the extent of its occurrence; catalog and present information on the methods used to cheat on tests; provide information on methods useful for preventing cheating; describe methods used to detect cheating once it has occurred; synthesize what is known about predispositions, correlates, and cultural differences in cheating; summarize legal issues related to cheating; and illustrate ways in which individuals and institutions respond to cheating.

Cheating Lessons is a guide to tackling academic dishonesty at its roots. James Lang analyzes the features of course design and classroom practice that create cheating opportunities, and empowers teachers to build more effective learning environments. Instructors who curb academic dishonesty become better educators in other ways as well.

How To Do It, Detect It, and Prevent It

A Conspiracy of Cells

SLJ

Ten Steps to Complex Learning

A Wake-up Call

Originality, Imitation, and Plagiarism

Why Students Do It and What Educators Can Do about It

This comprehensive text takes a models approach by presenting separate chapters on individual theorists and perspectives. Within this well-organized structure, Gredler offers meticulously accurate coverage of contemporary learning theories and their application to educational practice—including issues of readiness, motivation, problem-solving, and the social context for learning. Key content include increased emphases on the contributions of neuroscience and of Vygotsky’s work.

This handy resource describes and illustrates the concepts underlying the “First Principles of Instruction” and illustrates First Principles and their application in a widevariety of instructional products. The book introduces thee3 Course Critique Checklist that can be used toevaluate existing instructional product. It also providesdirections for applying this checklist and illustrates its use fora variety of different kinds of courses. The Author has alsodeveloped a Pebble-in-the-Pond instructional design model with anaccompanying e3 ID Checklist. This checklistenables instructional designers to design and develop instructionalproducts that more adequately implement First Principles ofInstruction.

This pack contains two guides to Microsoft Windows 98. Windows 98 User Manual teaches how to use Windows and Windows 98 Hints and Hacks provides advanced information for the user already familiar with Windows.

Instructional-Design Theories and Models, Volume III: Building a Common Knowledge Base is perhaps best described by its new subtitle. Whereas Volume II sought to comprehensively review the proliferating theories and models of instruction of the 1980’s and 1990’s, Volume III takes on an even more daunting task: starting to build a common knowledge base that underlies and supports the vast array of instructional theories, models and strategies that constitute the field of Instructional Design. Unit I describes the need for a common knowledge base, offers some universal principles of instruction, and addresses the need for variation and detailed guidance when implementing the universal principles. Unit II describes how the universal principles apply to some major approaches to instruction such as direct instruction or problem-based instruction. Unit III describes how to apply the universal principles to some major types of learning such as understandings and skills. Unit IV provides a deeper understanding of instructional theory using the structural layers of a house as its metaphor and discusses instructional theory in the broader context of paradigm change in education.

The Story of Success

12 Easy Steps to Successful Research Papers

A Big Data Roadmap to Effective Online Learning

An Educator’s Guide

A Four-Component Instructional Design Model for Technical Training

Gender Blending

Plagiarism, the Internet, and Student Learning

All animals are equal but some animals are more equal than others. It’s just an ordinary farm - until the animals revolt. They get rid of the irresponsible farmer. The other animals are sure that life is improving, but as systems are replaced and half-truths are retold, a new hierarchy emerges . . . Orwell's tale of propaganda, power and greed is never felt more pertinent. With an exciting new cover and inside illustrations by superstar Chris Mould.

"A major contribution to the understanding of gender." —Anne Bolin "Its readable style achieves a unique balance of the personal with scientific rigor." —Contemporary Sociology "Holly Devor's ÅGender Blending is a pathfinding study that creates a new frontier in sex and gender research." —Journal of the History of Sexuality "... a fascinating study..." —Choice Fifteen women who have to varying degrees rejected traditional femininity, but not their femaleness, discuss their lives with Devor. These women, sometimes mistaken for men, choose to minimize their female vulnerability in a patriarchal world by minimizing their femininity.

Easy-to-apply, scientifically-based approaches for engaging students in the classroom Cognitive scientist Dan Willingham focuses his acclaimed research on the biological and cognitive basis of learning. His book will help teachers improve their practice by explaining how they and their students think and learn. It reveals-the importance of story, emotion, memory, context, and routine in building knowledge and creating lasting learning experiences. Nine, easy-to-understand principles with clear applications for the classroom Includes surprising findings, such as that intelligence is malleable, and that you cannot develop “thinking skills” without facts How an understanding of the brain’s workings can help teachers hone their teaching skills “Mr. Willingham's answers apply just as well outside the classroom. Corporate trainers, marketers and, not least, parents -anyone who cares about how we learn-should find his book valuable reading." —Wall Street Journal

An informal and accessible overview of the history of mathematics.

And 107 Other Issues You Might Run Into in College

Annotated

Built to Last

Academic Dishonesty

The Swan In The Evening

The Tragical History of the Life and Death of Doctor Faustus

Strat for Success 7e-Im/Tb

This book, written by two nationally renowned scholars in the area of ethics in higher education, is intended to help teachers and administrators understand and handle problems of academic dishonesty. Chock-full of practical advice, the book is divided into three parts. Part I reviews the existing published literature about academic dishonesty among college and university students and how faculty members respond to the problem. Part II presents practical advice designed to help college and university instructors and administrators deal proactively and effectively with academic dishonesty. Part III considers the broader question of academic integrity as a system-wide issue within institutions of higher education.

Written for Higher Education educators, managers and policy-makers, Plagiarism, the Internet and Student Learning combines theoretical understandings with a practical model of plagiarism and aims to explain why and how plagiarism developed. It offers a new way to conceptualize plagiarism and provides a framework for professionals dealing with plagiarism in higher education. Sutherland-Smith presents a model of plagiarism, called the plagiarism continuum, which usefully informs discussion and direction of plagiarism management in most educational settings. The model was developed from a cross-disciplinary examination of plagiarism with a particular focus on understanding how educators and students perceive and respond to issues of plagiarism. The evolution of plagiarism, from its birth in Law, to a global issue, poses challenges to international educators in diverse cultural settings. The case studies included are the voices of educators and students discussing the complexity of plagiarism in policy and practice, as well as the tensions between institutional and individual responses. A review of international studies plus qualitative empirical research on plagiarism, conducted in Australia between 2004-2006, explain why it has emerged as a major issue. The book examines current teaching approaches in light of issues surrounding plagiarism, particularly Internet plagiarism. The model affords insight into ways in which teaching and learning approaches can be enhanced to cope with the ever-changing face of plagiarism. This book challenges Higher Education educators, managers and policy-makers to examine their own beliefs and practices in managing the phenomenon of plagiarism in academic writing.

A Conspiracy of Cells presents the first full account of one of medical science’s more bizarre and costly mistakes. On October 4, 1951, a young black woman named Henrietta Lacks died of cervical cancer. That is, most of Henrietta Lacks died. In a laboratory dish at the Johns Hopkins Medical Center in Baltimore, a few cells taken from her fatal tumor continued to live--to thrive, in fact. For reasons unknown, her cells, code-named “HeLa,” grew more vigorously than any other cells in culture at the time. Long-time science reporter Michael Gold describes in graphic detail how the errant HeLa cells spread, contaminating and overwhelming other cell cultures, sabotaging research projects, and eluding detection until they had managed to infiltrate scientific laboratories worldwide. He tracks the efforts of geneticist Walter Nelson-Rees to alert a sceptical scientific community to the rampant HeLa contamination. And he reconstructs Nelson-Rees’s crusade to expose the embarrassing mistakes and bogus conclusions of researchers who unknowingly abetted HeLa’s spread.

Volumes in Writing Spaces: Readings on Writing offer multiple perspectives on a wide-range of topics about writing, much like the model made famous by Wendy Bishop’s “The Subject Is . . .” series. In each chapter, authors present their unique views, insights, and strategies for writing by addressing the undergraduate reader directly. Drawing on their own experiences, these teachers-as-writers invite students to join in the larger conversation about developing nearly every aspect of craft of writing. Consequently, each essay functions as a standalone text that can easily complement other selected readings in writing or writing-intensive courses across the disciplines at any level. Topics in Volume 1 of the series include academic writing, how to interpret writing assignments, motives for writing, rhetorical analysis, revision, invention, writing centers, argumentation, narrative, reflective writing, Wikipedia, patchwriting, collaboration, and genres.

Educational Technology and Narrative

Training Complex Cognitive Skills

Perceptions of Teaching and Learning

Learning and Instruction

My Word!

Tools for Teaching

Reproducibility and Replicability in Science

12 Easy Steps to Successful Research Papers is an essential tool for students. This edition reflects the way research is done today by incorporating both traditional and online methods of research. Whether a student has just begun writing research papers or needs to brush up on his research skills, this easy to follow text will guide him through the process. Features include three sample research papers along with several examples throughout the text that are developed in a step-by-step approach; easy-to-follow directions along with specific examples from the latest MLA documentation; and information on computer research as well as other online sources and traditional methods to compose research projects.

This is the long-awaited update on the bestselling book that offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. It includes more than sixty-one chapters designed to improve the teaching of beginning, mid-career, or senior faculty members. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.

"This is not a book about charismatic visionary leaders. It is not about visionary product concepts or visionary products or visionary market insights. Nor is it about just having a corporate vision. This is a book about something far more important, enduring, and substantial. This is a book about visionary companies." So write Jim Collins and Jerry Porras in this groundbreaking book that shatters myths, provides new insights, and gives practical guidance to those who would like to build landmark companies that stand the test of

time. Drawing upon a six-year research project at the Stanford University Graduate School of Business, Collins and Porras took eighteen truly exceptional and long-lasting companies -- they have an average age of nearly one hundred years and have outperformed the general stock market by a factor of fifteen since 1926 -- and studied each company in direct comparison to one of its top competitors. They examined the companies from their very beginnings to the present day -- as start-ups, as midsize companies, and as large corporations. Throughout, the authors asked: "What makes the truly exceptional companies different from other companies?" What separates General Electric, 3M, Merck, Wal-Mart, Hewlett-Packard, Walt Disney, and Philip Morris from their rivals? How, for example, did Procter & Gamble, which began life substantially behind rival Colgate, eventually prevail as the premier institution in its industry? How was Motorola able to move from a humble battery repair business into integrated circuits and cellular communications, while Zenith never became dominant in anything other than TVs? How did Boeing unseat McDonnell Douglas as the world's best commercial aircraft company -- what did Boeing have that McDonnell Douglas lacked? By answering such questions, Collins and Porras go beyond the incessant barrage of management buzzwords and fads of the day to discover timeless qualities that have consistently distinguished out-standing companies. They also provide inspiration to all executives and entrepreneurs by destroying the false but widely accepted idea that only charismatic visionary leaders can build visionary companies. Filled with hundreds of specific examples and organized into a coherent framework of practical concepts that can be applied by managers and entrepreneurs at all levels, Built to Last provides a master blueprint for building organizations that will prosper long into the twenty-first century and beyond.

"Classroom Cheats Turn to Computers." "Student Essays on Internet Offer Challenge to Teachers." "Faking the Grade." Headlines such as these have been blaring the alarming news of an epidemic of plagiarism and cheating in American colleges: more than 75 percent of students admit to having cheated; 68 percent admit to cutting and pasting material from the Internet without citation. Professors are reminded almost daily that many of today's college students operate under an entirely new set of assumptions about originality and ethics. Practices that even a decade ago would have been regarded almost universally as academically dishonest are now commonplace. Is this development an indication of dramatic shifts in education and the larger culture? In a book that dismisses hand-wringing in favor of a rich account of how students actually think and act, Susan D. Blum discovers two cultures that exist, often uneasily, side by side in the classroom. Relying extensively on interviews conducted by students with students, My Word! presents the voices of today's young adults as they muse about their daily activities, their challenges, and the meanings of their college lives. Outcomes-based secondary education, the steeply rising cost of college tuition, and an economic climate in which higher education is valued for its effect on future earnings above all else: These factors each have a role to play in explaining why students might pursue good grades by any means necessary. These incentives have arisen in the same era as easily accessible ways to cheat electronically and with almost intolerable pressures that result in many students being diagnosed as clinically depressed during their transition from childhood to adulthood. However, Blum suggests, the real problem of academic dishonesty arises primarily from a lack of communication between two distinct cultures within the university setting. On one hand, professors and administrators regard plagiarism as a serious academic crime, an ethical transgression, even a sin against an ethos of individualism and originality. Students, on the other hand, revel in sharing, in multiplicity, in accomplishment at any cost. Although this book is unlikely to reassure readers who hope that increasing rates of plagiarism can be reversed with strongly worded warnings on the first day of class, My Word! opens a dialogue between professors and their students that may lead to true mutual comprehension and serve as the basis for an alignment between student practices and their professors' expectations.

Handbook of Academic Integrity

Cheating in College

Your College Experience

Great Expectations

Successful Habits of Visionary Companies

Why Don't Students Like School?

Improving Academic Integrity

From the bestselling author of Blink and The Tipping Point, Malcolm Gladwell's Outliers: The Story of Success overturns conventional wisdom about genius to show us what makes an ordinary person an extreme overachiever. Why do some people achieve so much more than others? Can they lie so far out of the ordinary? In this provocative and inspiring book, Malcolm Gladwell looks at everyone from rock stars to professional athletes, software billionaires to scientific geniuses, to show that the story of success is far more surprising, and far more fascinating, than we could ever have imagined. He reveals that it's as much about where we're from and what we do, as who we are - and that no one, not even a genius, ever makes it alone. Outliers will change the way you think about your own life story, and about what makes us all unique. 'Gladwell is not only a brilliant storyteller; he can see what those stories tell us, the lessons they contain' Guardian 'Malcolm Gladwell is a global phenomenon ... he has a genius for making everything he writes seem like an impossible adventure' Observer 'He is the best kind of writer - the kind who makes you feel like you're a genius, rather than he's a genius' The Times Innovative Learning Analytics for Evaluating Instruction covers the application of a forward-thinking research methodology that uses big data to evaluate the effectiveness of online instruction. Analysis of Patterns in Time (APT) is a practical analytic approach that finds meaningful patterns in massive data sets, capturing temporal maps of students' learning journeys by combining qualitative and quantitative methods. Offering conceptual and research overviews, design principles, historical examples, and more, this book demonstrates how APT can yield strong, easily generalizable empirical evidence through big data; help students succeed in their learning journeys; and document the extraordinary effectiveness of First Principles of Instruction. It is an ideal resource for faculty and professionals in instructional design, learning engineering, online learning, program evaluation, and research methods.

This volume is the result of a 2016 research symposium sponsored by the Association for Educational Communications and Technology (AECT) focused on the growing theoretical areas of integrating story and narrative into educational design. Narrative, or storytelling, is often used as a means for understanding, conveying, and remembering the events of our lives. Our lives become a series of stories as we use narrative to structure our thinking; stories that teach, train, socialize, and create value. The contributions in this volume examine stories and narrative in instructional design and offer a diverse exploration of instructional design and learning environments. Among the topics discussed: The narrative imperative: creating a story telling culture in the classroom. Narrative qualities of design argumentation.

Scenario-based workplace training as storytelling. Designing for adult learners' metacognitive development & narrative identity. Using activity theory in designing science inquiry games . Changing the narrative of school: toward a neurocognitive redefinition of learning. Educational Technology and Narrative is an invaluable resource offering application-ready ideas to students of instructional design, instructional design practitioners, and teachers seeking to utilize theories of story and narrative to the ways that they convey and express ideas of instructional design and educational technology.

One of the pathways by which the scientific community confirms the validity of a new scientific discovery is by repeating the research that produced it. When a scientific effort fails to independently confirm the computations or results of a previous study, some fear that it may be a symptom of a lack of rigor in science, while others argue that such an observed inconsistency can be an important precursor to new discovery. Concerns about reproducibility and replicability have been expressed in both scientific and popular media. As these concerns came to light, Congress requested that the National Academies of Sciences, Engineering, and Medicine conduct a study to assess the extent of issues related to reproducibility and replicability and to offer recommendations for improving rigor and transparency in scientific research. Reproducibility and Replicability in Science defines reproducibility and replicability and examines the factors that may lead to non-reproducibility and non-replicability in research. Unlike the typical expectation of reproducibility between two computations, expectations about replicability are more nuanced, and in some cases a lack of replicability can aid the process of scientific discovery. This report provides recommendations to researchers, academic institutions, journals, and funders on steps they can take to improve reproducibility and replicability in science.

One Woman's Immortal Legacy-And the Medical Scandal It Caused

Instructional-Design Theories and Models, Volume III

Innovative Learning Analytics for Evaluating Instruction

Restructuring Education Through Technology

Teaching Writing in the Digital Age

School Library Journal

Writing Spaces 1

Describes how teaching and learning is perceived by those most closely involved in it or affected by it - such as teachers, pupils and parents; and covers a spectrum from preschool to secondary school.

For 10 years (and counting), The Naked Roommate has been the #1 go-to guide for your very best college experience! From sharing a bathroom with 40 strangers to sharing lecture notes, The Naked Roommate is your behind-the-scenes look at EVERYTHING you need to know about college (but never knew you needed to know). This essential, fully updated edition is packed with real-life advice on everything from making friends to managing stress. Hilarious, outrageous, and telling stories from students on over 100 college campuses cover the basics, and then some, including topics on College Living •Dorm dos, don'ts, and dramas •Lying, noisy, nasty roommates Finding People, Places, & Patience •Social network dos and don'ts •Friend today, gone tomorrow Classes •To go or not to go? •How to get an A, C, or F Dating •17 kinds of college hookups •Long distance = BIG concerns The Party Scene •The punch in the "fruit punch" •Sex, drugs, and safety first Money •Grants, loans, and loose change •Credit cards and campus jobs In college, there's a surprise around every corner. Luckily, The Naked Roommate has you covered!

Great Expectations is the thirteenth novel by Charles Dickens and his penultimate completed novel. It depicts the education of an orphan nicknamed Pip. It is Dickens's second novel, after David Copperfield, to be fully narrated in the first person.

Ten Steps to Complex Learning presents a path from an educational problem to a solution in a way that students, practitioners, and researchers can understand and easily use. Students in the field of instructional design can use this book to broaden their knowledge of the design of training programs for complex learning. Practitioners can use this book as a reference guide to support their design of courses, curricula, or environments for complex learning. Now fully revised to incorporate the most current research in the field, this third edition of Ten Steps to Complex Learning includes many references to recent research as well as two new chapters. One new chapter deals with the training of 21st-century skills in educational programs based on the Ten Steps. The other deals with the design of assessment programs that are fully aligned with the Ten Steps. In the closing chapter, new directions for the further development of the Ten Steps are discussed.

The Naked Roommate

Theory Into Practice

Confronting the Limits of Duality

Cheating Lessons

A Systematic Approach to Four-Component Instructional Design

A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom

Animal Farm

Provides an overview of the issue of electronic plagiarism in an age of unprecedented access to information, and offers deterrents including academic integrity policies, character education, and high-tech defenses.

"At long last, a discussion of plagiarism that doesn't stop at 'Don't do it or else,' but does full justice to the intellectual interest of the topic!" ---Gerald Graff, author of Clueless in Academe and 2008 President, Modern Language Association This collection is a timely intervention in national debates about what constitutes original or plagiarized writing in the digital age. Somewhat ironically, the Internet makes it both easier to copy and easier to detect copying. The essays in this volume explore the complex issues of originality, imitation, and plagiarism, particularly as they concern students, scholars, professional writers, and readers, while also addressing a range of related issues, including copyright conventions and the ownership of original work, the appropriate dissemination of innovative ideas, and the authority and role of the writer/author. Throughout these essays, the contributors grapple with their desire to encourage and maintain free access to copyrighted material for noncommercial purposes while also respecting the reasonable desires of authors to maintain control over their own work. Both novice and experienced teachers of writing will learn from the contributors' practical suggestions about how to fashion unique assignments, teach about proper attribution, and increase students' involvement in their own writing. This is an anthology for anyone interested in how scholars and students can navigate the sea of intellectual information that characterizes the digital/information age. "Eisner and Vicinus have put together an impressive cast of contributors who cut through the war on plagiarism to examine key specificities that often get blurred by the rhetoric of slogans. It will be required reading not only for those concerned with plagiarism, but for the many more who think about what it means to be an author, a student, a scientist, or anyone who negotiates and renegotiates the meaning of originality and imitation in collaborative and information-intensive settings." ---Mario Biagioli, Professor of the History of Science, Harvard University, and coeditor of Scientific Authorship: Credit and Intellectual Property in Science "This is an important collection that addresses issues of great significance to teachers, to students, and to scholars across several disciplines. . . . These essays tackle their topics head-on in ways that are both accessible and provocative."

---Andrea Lunsford, Louise Hewlett Nixon Professor of English, Claude and Louise Rosenberg Jr. Fellow, and Director of the Program in Writing and Rhetoric at Stanford University and coauthor of Singular Texts/Plural Authors: Perspectives on Collaborative Writing digitalculturebooks is an imprint of the University of Michigan Press and the Scholarly Publishing Office of the University of Michigan Library dedicated to publishing innovative and accessible work exploring new media and their impact on society, culture, and scholarly communication. Visit the website at www.digitalculture.org.

Student Cheating and Plagiarism in the Internet Era

Fragments of an Inner Life

Outliers

First Principles of Instruction

A Gentle History for Teachers and Others

Educating the Net Generation

Lizzie Borden, a Case Book of Family and Crime in the 1890s