
Book Review

Plagiarism: The Internet and Student Learning Improving Academic Integrity

Wendy Sutherland-Smith. New York: Routledge (Taylor & Francis Group)

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The Center for Academic Integrity of Duke University (affiliated with the Kenan Ethics Program at Duke University in Durham, North Carolina) has published a booklet titled *The Fundamental Values of Academic Integrity*. The purpose of this publication was to prepare students for responsible citizenship. Quite distinct from other institutions which merely list behaviors that are prohibited rather than identifying values and behaviors to be promoted, this booklet defines academic integrity as a commitment, **even** in the face of **adversity**, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. Concern of the rise of student cheating and pressures and opportunities for dishonest behavior which is increasing in many academic and professional contexts was another reason for this publication which idealized to reverse these trends. Since this publication in 1999, more than a decade ago, those aims are still a fatamorgana, in fact these bad habit is multiplying amazingly worldwide. Moreover nowadays many students, lecturers, and professionals, as well, are easily seduced by so many electronic resources and Internet writing services.

Considering those facts, reading Sutherlands-Smith's book: *Plagiarism: The Internet and Student Learning* is still worthwhile and really recommended. She herself a teacher for more than 18 years, and very concerned about students' life and conduct, of course has an important value to enriched this book, so it could be read by all stakeholders of the academic community.

This little book was divided by a prologue and an epilogue. The prologue consists of eight chapters. The first chapter is discussing the plagiarism continuum, beginning with an overview of the most important issues about the topic. The daily activities of the teacher were highlighted, including how the teachers handle their

interactions with the students who are accused of plagiarism. The introduction of the continuum model was placed in this first chapter. This plagiarism continuum stretches between the arguable criteria of intentional plagiarism and unintentional plagiarism. This model helps the teacher to be aware of their reactions facing plagiarism by their students and how to handle the problem, not just punishing but enhance the teaching approaches concerning plagiarism. The faculty can use this model to reflect on what they had done so far and should do to reframe their policies on plagiarism overcoming the different perceptions from students.

The next chapter is a historical overview of the birth of plagiarism. It begins with the derivation of plagiarism from the Latin term, continued with the origins of plagiarism in the writing context, followed with a discussion on possessive individualism and copyright, including the ignition of the term "property" and the accepted intellectual property law, known now as copyright. Then comes a discussion of what is meant with originality and court decisions. Legal notions of authorship was also a part of chapter 2, including cases in France, Germany, England, United States, and Australia.

The last part of this chapter exposes the Berne Convention for the Protection of Literary and Artistic Works as the initial international agreement to support authors and artists. This convention was updated by the World Intellectual Property Organization (WPO) in 1996 to accommodate the recent advances in Internet technology. These western legal argumentations is a preliminary discourse of the next chapter (Chapter 3) which deconstructs the arguments of policies on plagiarism around the world and introduced six elements which were assumed as the most important qualities of plagiarism.

These six common elements which was extracted from fifty-three definitions from a study in universities