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Kathleen H. Gruben  
*Georgia Southern University*

Cathy Owens Swift  
*Georgia Southern University*

Luther (Trey) Denton  
*Georgia Southern University*

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# CHEATING VIA ONLINE PAPER MILLS IN LOGISTICS EDUCATION

Kathleen H. Gruben  
Georgia Southern University

Cathy Owens Swift  
Georgia Southern University

Luther (Trey) Denton  
Georgia Southern University

## ABSTRACT

The growth of e-business is providing businesses and entrepreneurs the opportunity to develop niches targeting one of the largest groups of Internet users: university students. Unfortunately, one of these niches is online term paper mills, where students can purchase university quality term papers and then submit them in class as their own work. The purpose of this paper is (1) to identify what online term paper services are available; (2) to determine how many logistics term papers are offered by these services; and, (3) to suggest strategies that can be used by logistics faculty to suppress use of these materials.

## INTRODUCTION

E-business, Internet-based commerce and Internet-enabled inter-organizational coordination (including supply chain management, consumer relationship management, virtual organizations, and business communities), are growing exponentially. Conservative projections indicate business-to-consumer sales will increase from \$21.2 billion in 1999 to \$97.5 billion in 2002, while aggressive projections indicate sales will increase from \$95 billion in 1999 to \$484 billion in 2002 (Cross 1999). Other projections indicate business-to-consumer transactions will swell to \$108 billion (Sawhney and Kaplan 1999). Statistics further reflect that 17.3% of

business-to-consumer transactions involve people of the traditional university student ages, while another 18.5% involve those who will be of college age in coming years (Cross 1999). Not surprisingly, businesses and entrepreneurs have developed niches on the Internet to target these young consumers. Unfortunately for professors and students alike, one of these niches, online term paper mills, is growing in popularity. A concern for professors is that term paper mills facilitate cheating, especially plagiarism.

How much of a threat are term paper mills to professors in logistics-related disciplines? The purpose of this paper is to address this issue through the following three research questions:

1. What online term paper services are available?
2. How many logistics term papers are offered by these services?
3. What steps can logistics professors take to minimize or eliminate students' use of these materials?

The focus will be specifically on the use of online term paper mills to facilitate student cheating.

### **CHEATING AND PLAGIARISM**

Cheating on university campuses is nothing new. The problem was so prevalent in the late 1960s and early 1970s that Massachusetts enacted a 1973 statute criminalizing term paper sales to the state's students (Glasner 1997). Evidence shows that more students who regularly cheat exist than students who never cheat (Kerkvliet and Sigmund 1999). The Internet and e-business are making the practice of cheating easier, not to mention more available, to the general student population.

Cheating can be classified into four key categories: (1) representing someone else's work as one's own; (2) falsification of information; (3) misrepresentation of one's effort; or, (4) doing work for others (Sims 1993; Tom and Borin 1988). Representations of someone else's work as one's own, plagiarism, is found in two different formats. One type, "patchwork" plagiarism, involves copying and pasting excerpts from multiple sources without paraphrasing or citation. The second type is copying or submitting a previously created term paper and representing it as one's own work. Many times the source of these plagiarized papers is the plethora of paper mills that have established a niche through e-business.

Before one can make a judgement about the impact of the availability of term papers via the Internet, one must know the propensity for students to cheat. The general consensus is that a significant number of college students have

cheated at some time during their college careers (Baird 1980; Crown and Spiller 1998; Hawley 1984). The reported range of cheaters is 3% to 98% (Crown and Spiller 1998). Two studies, Baird (1980) and McCabe and Trevino (1995), found that the level of self-reported undergraduate cheating varies by major.

These studies also reveal a factor disturbing to professors in colleges of business—the level of self-reported cheating is higher for business majors than for non-business majors (Crown and Spiller 1998). A recent study of marketing students found that 87% of students admitted to cheating at least one time during their university education (Swift and Nonis 1998). This statistic is of concern to logistics professors because many logistics courses are housed within marketing departments.

### **FUTURE GROWTH**

Will cheating and plagiarism through the Internet continue to increase in the future? No one knows for sure, but examination of current Internet usage, projected Internet usage, and the growth in the number of e-businesses focusing on term papers indicate it probably will, particularly in North America. Projections indicate that North American adolescents will comprise more than 50% of all Internet users (13.7 million) under age 18 in 2001. By 2005, North American adolescent Internet users will total 36.9 million (Cross 1999).

A major concern to educators is how teenagers use the Internet. The number one use of the Internet for teens ages 13-18 is for homework with more than 80% of the users in this age group reporting this type of usage. Conducting research ranked fourth, with more than 60% reporting this form of Internet usage (Cross 1999).

Although similar statistics are not available, the potential for similar use exists for college students as 69% of college students own computers. Most of the remaining 31% have access to computers on campus. Ninety-five

percent use the Web, 57% use the Web daily, and 19% spend 10 or more hours each week on the Web (Cross 1999). With this level of exposure to the Internet, even the most honest students will invariably be exposed to one or more of the multitude of term paper mills through general searches for information about assigned research material.

Another indication that cybercheating will continue to increase is that the most frequently practiced forms of cheating behavior occur outside the classroom, where professors have little direct control over student behavior (Brown 1995). With this in mind, the tendency to succumb to the temptation of cybercheating may grow with the current trend toward distance learning and web based courses, where professors are not always physically present. Additionally, faculty and students are developing a complacency toward cheating (Bruinius and Clayton 1999). A recent "Who's Who" study revealed that even some of the nation's top students cheat. Eighty percent of the respondents admitted to cheating, a 10 point increase in 15 years. Alarmingly, more than half of the students surveyed did not think cheating was a "big deal" (Bruinius and Clayton 1999; Bushweller 1999).

Realizing the potential of cybercheating, several states have taken measures to eliminate or reduce the problem. Then Texas Governor George W. Bush signed a bill in June, 1997 making the sale of academic term papers to Texas students a Class C misdemeanor with a \$500 fine (Bivens and Sahr 1997). In July of the same year, South Plains Community College in Levelland, Texas sent a letter to 40 web sites warning them about the new law (Macavinta 1997b). Texas was joined by 16 other states that passed laws making it illegal to sell term papers to students for use as their own work (Clayton 1997).

Trustees of Boston University filed a federal suit against eight term paper mills in 1997 (Basinger and McCollum 1997; Macavinta 1997a; Machlis 1997) and charged the defendants with violation

of mail and wire fraud laws as well at the Racketeer Influenced and Corrupt Organizations Act (RICO) ([www.jmls.edu](http://www.jmls.edu)). One of the defendants was Professor Abe Korn. The outcome of the case against Professor Korn is not known because it was settled out of court in January, 1998 ([www.jmls.edu](http://www.jmls.edu)) and settlement cases generally have a non-disclosure clause. Litigation against the other seven defendants was resolved in December, 1998 with the court determination that the mail and wire fraud charges were unfounded and RICO was misused.

Although states and universities have taken measures to penalize e-businesses for the sale of term papers, the current investigation uncovered no cases that have been upheld against these firms. This lack of support from the legal system increases the importance of logistics educators' understanding of the availability and use of these resources.

#### ON-LINE TERM PAPER OPTIONS FOR LOGISTICS STUDENTS

*Schoolsucks.com*, the first online term paper mill to gain notoriety, was established on the Internet in 1996; however, it was not the first to become active. The Paper Store, which is linked to at least 14 of the sites included in the current research, was established as early as 1994. By 1997, the number of online term paper mills grew to approximately 40-70 sites (Bertagnoli 1997). The Paper Store has become a form of superstore, gaining power by linking to "free" sites such as *papercamp.com*, *essayworld.com*, *planetpapers.com*, and *schoolsucks.com*. The search engines on these free pages are difficult to find so students often search the fee-based papers found at the Paper Store while thinking that they are accessing "free" sites.

Most educators are concerned about the negative impact of these sites which is evidenced by the emergence of sites, such as *plagiarism.com*, which are designed to facilitate the educators detection of plagiarism via the Internet. However, many web site developers have a different point of view. For example, Kenny

Sahr, *schoolsucks.com*'s developer, claims the page is not designed for plagiarism, but to help faculty improve by forcing "lazy faculty members to come up with more creative and specific assignments" (Aunapu 1996, p. 40).

In April, 2000, a search of the Internet using the words "term papers" on several leading search engines, including Hot Bot, Alta Vista, Yahoo, About.com, and Infoseek, produced more than 5,000 hits on each engine. The search was limited to these engines because of the massive number of cites they revealed with a large amount of repetition. The researchers did not believe they would gain a significantly larger number of paper mills using additional engines.

The number of term paper mills was overwhelming, so the search was narrowed to the first 100 hits for each search. The sites that appeared on 2 or more of the searches were visited. The "logistics" search terms explained in the table legend were used to determine the availability of logistics papers. Upon closer examination of the sites, some trends were found.

- Many web sites are networked by a common business. For example, at least 14 sites including *12,000papers.com*, *fastpapers.com*, *bignerds.com*, and *paperwriters.com* are all owned by or linked to the Paper Store.
- Many of the sites are developing a niche by providing a search engine of several sites operated by other term paper mills. For example, *schoolsucks.com* has developed links to one of several Paper Store sites. The links are automatic when *schoolsucks.com* does not have a paper available in the specified topic area.
- Term paper web sites have a tendency to change locations. For example, Lord-X's Free Papers appeared in the search at <http://www.angelfire.com/me/freepapers> but when the site was accessed, the

researcher was referred to <http://www.geocities.com/CollegePark/Library/9044/> while <http://www.termsnpapers.com> is discontinued but the page refers one to <http://www.acceptedpapers.com>.

- Web sites are focusing more on custom term papers than on pre-existing papers.
- Many of the "free" sites link into "fee" sites when a search is requested. For example, [www.free-term-papers.chuckiii.com](http://www.free-term-papers.chuckiii.com) states it has free essays but when a search is conducted, [www.paperstore.net](http://www.paperstore.net) is accessed and only papers with a price of \$8.95 are listed.

Table 1 provides a sample of the matches found in that search, with the information organized in alphabetical order by the name of the service, followed by the web address, the number of logistics papers available, type of service offered, and the cost of the service, if available.

Two crucial factors reflected in the table delineate term paper service providers: type of service and cost. Services range from providing access to existing papers to conducting custom research and writing. Customers pay a premium for original work. One 1999 study revealed that custom paper prices begin around \$19 a page, compared to \$5 per page for pre-existing work (Campbell, Swift, and Denton 2000). Although some Web sites such as *schoolsucks.com* offer term papers for free or exchange for a new submission, others, such as *geniuspapers.com*, charge a membership fee or a flat fee for a complete paper. Still others charge up to \$35.00 per page (see Table 1 through Table 3). Essentially, students can pay as little as \$7.50 or as much as \$1000 for completed papers (Rao 1999). Some term paper mills, for example, The Doctor, pay for referrals to increase the number of papers they sell as well as to help offset the cost of purchasing a paper. The peer pressures resulting from this practice may encourage more students to participate in cybercheating.

**TABLE 1**  
**SEARCH RESULTS FOR SELECTED WEB SITES**

Internet Site	Web Address	L	T	PD	I	W	3PL	C	Cost*
12,000 Papers	<a href="http://www.12,000papers.com">http://www.12,000papers.com</a>	17	39	35	0	5	0	Y	8.95/E 29.85/C
A1 Term Papers	<a href="http://www.A1-termpaper.com">http://www.A1-termpaper.com</a>	0	5	1	0	0	0	Y	8.95/E 19.95 - 35.00/C
A+ School Paper	<a href="http://schoolpaper.com">http://schoolpaper.com</a>	No Access Without Membership						N	20.00 member
Academic Term Papers	<a href="http://www.acadimicterm-papers.com">http://www.acadimicterm-papers.com</a>	11	37	1	0	1	0	Y	7.00/E 19.00 up/C
Accepted Papers	<a href="http://acceptedpapers.com">http://acceptedpapers.com</a>	Unlimited - Custom Only						Y	14.95 19.95/rush
Advantage Papers	<a href="http://advantagepapers.com">http://advantagepapers.com</a>	Unlimited - Custom Only						Y	12.75 20.00/rush
All Papers	<a href="http://allpapers.com">http://allpapers.com</a>	Unlimited - Custom Only						Y	29.85
Big Nerds**	<a href="http://www.bignerds.com">http://www.bignerds.com</a>	17	39	8	0	0	0	Y	8.95/E 29.85/C
Cheater	<a href="http://www.cheater.com">http://www.cheater.com</a>	Searches schoolsucks.com						N	Free
Cheap Research	<a href="http://cheapresearch.com">http://cheapresearch.com</a>	0	5	1	0	0	0	Y	5.00(75.00 max)/E 20.00 up/C
College Care	<a href="http://papers-online.com/">http://papers-online.com/</a>	0	3	0	0	1	0	Y	5.95/E 16.95/C
College Term Papers **	<a href="http://www.collegetermpapers.com">http://www.collegetermpapers.com</a>	17	39	65	0	0	0	Y	8.95/E 18.95/C
Coshe	<a href="http://www.coshe.com/">http://www.coshe.com/</a>	3	66	0	1	0	0	N	Free
Dauber Search	<a href="http://www.daubersearch.com">http://www.daubersearch.com</a>	Unlimited - Custom Only						Y	Charges by # references

\* Cost is per page unless otherwise specified

\*\* Sites linked to the Paper Store

L = Logistics; T = Transportation; PD = Physical Distribution; I = Intermodal; W = Warehousing

3PL = Third Party Logistics Provider

E = Existing

C = Custom

**TABLE 1**  
**(continued)**

Internet Site	Web Address	L	T	PD	I	W	3PL	C	Cost*
Discount Paper Camp**	http://www.papercamp.com	0	0	0	0	0	0	N	Free
		Links to Paper Store If Not Found							
The Doctor	http://members.tripod.com/~Termpapers/index.html	No Search Engine Unlimited - Primarily Custom						Y	5.00 up Quote
Dr. Gs IGRADU8	http://www.igradu8.com	Unlimited - Custom Only						Y	Quote
Essay World**	http://www.essayworld.com	0	0	0	0	0	0	N	Free
		Links to Paper Store If Not Found							
Evil House of Cheat	http://www.cheathouse.com	10	242	0	2	9	0	N	Exchange, Link to Home pg, or 9.95 member
Fast Papers **	http://fastpapers.com	18	47	200+	0	18	0	Y	8.95/E 29.85/C
Free Essays	http://www.freeessay.com	No Papers - Offers Links to 11 Free Sites							NA
Free Term Papers**	http://www.free-term-papers.com	0	0	0	0	0	0	N	Free
		Links to Paper Store If Not Found							
Genius Papers	http://geniuspapers.com	No Access Without Membership						N	9.95 member
Hired Pens	http://www.hiredpens.com	Unlimited - Custom Only							10.00 14.94/rush
Lord-X's Free Papers	http://www.geocities.com/CollegePark/Library/9044	0	0	0	0	0	0	N	Free
Madpapers	http://madpapers.com	No Access Without Membership						N	7.95 member
Net Essays	http://netessays.net	Ranking Service with Links to Sites						NA	NA
Paper Due	http://www.paperdue.com	0	0	0	0	0	0		6.95 member

\* Cost is per page unless otherwise specified      \*\* Sites linked to the Paper Store

L = Logistics; T = Transportation; PD = Physical Distribution; I = Intermodal; W = Warehousing  
3PL = Third Party Logistics Provider; E = Existing      C = Custom

**TABLE 1**  
(continued)

Internet Site	Web Address	L	T	PD	I	W	3PL	C	Cost*
Papers Highway	<a href="http://www.papershighway.com">http://www.papershighway.com</a>	Unlimited - Custom Only						Y	14.55 18.00/rush
Papers Inn	<a href="http://www.papersinn.com">http://www.papersinn.com</a>	Unlimited - Custom Only						Y	9.95 14.95/rush
Paper Masters	<a href="http://www.papermasters.com">http://www.papermasters.com</a>	Unlimited - Custom Only						Y	18.95 24.95/rush
Paper Store**	<a href="http://paperstore.net/">http://paperstore.net/</a>	18	47	200	0	18	0	Y	8.95 18.95
Papers Online	<a href="http://papers-online.com">http://papers-online.com</a>	0	0	3	0	0	0	Y	5.95/E 16.95/C
PJ Marketing	<a href="http://www.pj-marketing">http://www.pj-marketing</a>	No Access Without Membership						N	9.95 Member
Planet Papers**	<a href="http://www.planetpapers.com">http://www.planetpapers.com</a>	0	0	0	0	0	0	N	Free
		Links to Paper Store If Not found							
Research Papers	<a href="http://www.researchpaper.com">http://www.researchpaper.com</a>	21	30	0	0	0	0	NA	Not Available
School Sucks	<a href="http://schoolsucks.com">http://schoolsucks.com</a>	0	0	0	0	0	0	N	Free
		Links to Paper Store If Not found							
Superior Term Papers	<a href="http://superior-termpapers.com">http://superior-termpapers.com</a>	0	2	0	0	1	0	Y	7.50/E 18.95/C
Term Papers On File**	<a href="http://www.termpapers-on-file.com/">http://www.termpapers-on-file.com/</a>	No Search Engine						Y	8.95/E 18.95/C

\* Cost is per page unless otherwise specified      \*\* Sites linked to the Paper Store

L = Logistics; T = Transportation; PD = Physical Distribution; I = Intermodal; W = Warehousing  
3PL = Third Party Logistics Provider; E = Existing; C = Custom

With the large number of term paper mills found online, one might wonder how students can manage the information and select a good site. Several e-businesses have seized the opportunity to develop a niche by focusing on term paper mill rankings. For example, *netessays.net* ranks the top 25 term paper mills, *essaycrawler.com* ranks the top 50, and *chuckiii.com* ranks the top 100

sites. Each of these sites offers a link to the sites they have ranked. The top rankings on each site match. In addition to ranking sites, *essaycrawler.com* offers a search engine designed to search 11 free term paper mills for specified topics. These services can reduce the students' search time and, ultimately, make the cheating process easier.

One might think that the number of logistics papers available from the entrepreneurs that operate the online papers mills are limited, because logistics programs are just beginning to emerge at many universities. That is not the case. Each of the sites included in this study was searched for five different logistics topics: Logistics, Transportation, Physical Distribution, Intermodal, and Third Party Logistics Providers. Other logistics terms, such as supply chain management, purchasing, material management, fulfillment, and channels management, will be used in future research.

Results were mixed. Many of the web sites target a niche by limiting papers to specific disciplines. Therefore, not all sites offer logistics research. For example, *cheaters.com* and *freessay.com* have no logistics papers available on their sites. However, many logistics papers were found on other sites and the availability of logistics papers will increase as the number of term paper web sites increases and the popularity of logistics as a field of study continues to grow.

"Third Party Logistics Provider" resulted in few, if any papers, on essentially every web site. However, papers on "Transportation" and "Physical Distribution" were plentiful. One site, Evil House of Cheat, produced 242 potential term papers for "Transportation." Several of the Paper Store sites, such as *fastpapers.com* and *paperstore.net* produced more than 440 potential papers with the search of "Physical Distribution." Unfortunately, their search engine lacks the ability to limit the search to papers with physical *and* distribution together. Rather, the search seeks all papers with physical *or* distribution. As a result of this flaw, the number of potential papers is inflated. An examination of the titles led to an estimate of 200 potential physical distribution papers. Only two sites contained any "Intermodal" papers. Six sites included papers on "Warehousing," but the availability ranged from only 1 to 19 papers.

The number of logistics papers is growing daily. The initial search of one site generated 96 potential papers combined for Logistics,

Transportation, Physical Distribution, Intermodal, Warehousing, and Third Party Logistics Providers. A second search of the same site, conducted three weeks later, produced 108, a gain of 22 papers in three weeks or an average of 7 papers per week. This rapid increase in the supply of logistics-related papers reflects an increase in the demand for these topics.

Most of the paper mills advertise the high quality of their papers (i.e. *www.paper-writers.com* and *www.paperstore.net*). Many proclaim that their papers are written by professionals (i.e., *www.papershighway.com*) while others imply that their research is written by professors (i.e., *www.igradu8.com*). For example, *papersinn.com* claims they have "the highest quality papers." *Papershighway.com* states "our writers and researchers each possess an M.A. or Ph.D. in their field of specialization." Some sites name their businesses in such a manner that one might assume the papers are written, or at least supervised, by professors. For example, Professor John Siliati's web site is named The Doctor. A May 16, 2000 access of the site was the 995,475<sup>th</sup> time "The Doctor" page had been hit. Another site is named "Dr. G's IGRADU8."

Even if the quality of the paper is assured, students receive no guarantee that a paper is up to date unless they purchase a custom term paper. In fact, the newest pre-written transportation paper found at *A1-termpaper.com* was written in 1984. Other papers were as old as 1978. In other words, if students aren't careful, they may purchase a paper more than three decades old.

The quality of many of these papers is questionable at best. *U.S. News* recently recruited a student to purchase two custom papers from four online paper mills. Three out of four of the custom papers arrived on time but one of the online paper mills posted the purchased paper on their site and made it available to other students at a greatly reduced price. The "quality turned out to be a crapshoot" (Kleiner, Lord, and Faber 1999, p. 63).

The quality of custom papers can vary according to the time of the semester or year. One professional term paper writer calls herself "an academic call girl" (Witherspoon 1995). Witherspoon suggests that the caliber of the paper depends on the author's reason for writing custom papers, the level of expertise of the writers, and the peak times of the academic year. So, if a student orders a custom paper early in the semester he may receive a top quality research paper; but, if he orders one within the last few weeks of any given semester, when a large number of term papers are due, then the student may receive research of marginal or less than desired quality.

Witherspoon (1995) also states that a "professional" writer's expertise may expand based on their need for income rather than their education or training. In such cases, students are not only losing the educational value of writing the paper, but they can also lose substantial sums of money on an inferior effort on the part of the author(s).

### **MINIMIZING OR ELIMINATING CYBERCHEATING**

The results of the current study indicate that the availability of logistics term papers via the Internet will be a growing concern. How can logistics professors stay a step ahead of their students and suppress the use of such services and the incidence of cybercheating?

Professors who require written papers are typically aware of the potential plagiarism problems and may have developed measures to counteract the problem. These measures can be adapted to also control instances of cybercheating.

Students use search engines and "dot.coms" as a pipeline to resource materials. The same search engines students use to find papers can be used by professors to identify sources of electronic plagiarism. Professors also have a unique set of "COMs" available to suppress the use of the "dot.coms." However, these specific "COMs" are

found through Communication, Originality, and Motivation rather than through the Internet.

### **Communication**

Students have a tendency to work toward their professor's expectations. Goal setting theory indicates that people tend to be more motivated to attain goals when the goals are difficult (Tubbs 1986). The combination of these two ideas indicates students tend to perform better for professors who expect more. Therefore, professors should communicate high expectations throughout the semester. The course can be structured in a manner to facilitate communication at critical times during the semester.

1. Begin the course with a syllabus that contains a well defined explanation of cheating, including the specifics of plagiarism and copying from the Internet. Some students believe that copying and pasting from the Internet is not cheating because everyone has easy access to the same information.
2. Provide students with specific formatting guidelines. Professors can reduce the potential for plagiarism by developing a structure for all term papers and providing students with a copy of the grading sheet when the paper is assigned rather than waiting until the paper is graded.
3. Require project progress reports and provide students with feedback for each report. When the professor provides feedback, students know he/she has read the material so they will at least think twice before representing someone else's work as their own.
4. Stress the old adage "cite site, write right." If students are required to properly cite sources and turn in copies of those sources to the professor then they will pay more attention to appropriate citations because they know the professor has access to their information.

## Originality

The easiest thing for professors to do when making a project assignment is to use one previously developed or a project with very broad terms to allow students flexibility in their approach to the subject. Both of these practices open the door to potential cheaters. Rather than using one of these approaches, professors need to be creative.

1. Avoid using the same assignment from semester to semester. Change the paper topic, format, and guidelines periodically and make the topics specific. Professors may consider having students focus on some unique aspect of the topic that the professor covers in class.
2. Include a dimension in the project that requires students to make decisions about something in the project rather than just reporting on a topic. In addition to reducing the probability of plagiarism in the report, students will get an added bonus in the knowledge they gain from the critical thinking challenge.

## Motivation

Goal setting theory indicates that people are motivated by goals that are difficult but not impossible to meet (Tubbs 1986). One might assume that students are motivated to meet their professors' expectations when they believe the expectations are attainable even if they are difficult. Professors can take several measures to facilitate this belief.

1. Assign the project early in the semester and require interim submissions during the semester. This will force students to begin the project early, thereby reducing the time pressures that tempt students to purchase research from the term paper mills. In addition, the professor will become familiar with students' writing styles, which will make identification of plagiarism easier.

2. Make arrangements for the class as a whole to meet with the reference librarian for guidance on finding the research information. Reference librarians are usually more than willing to show students how to properly use the information available. Many times they will adapt the information to the project if the professor provides a copy of the guidelines before the meeting.

Many students use the "dot.coms" to obtain term papers but professors can use the above unique set of "COMs" to help suppress this. In addition, professors need to monitor the online term paper mills for new submissions. These measures are particularly important for logistics professors because online logistics papers are in their infancy and availability is growing rapidly.

## CONCLUSION

The information presented in this paper suggests academic dishonesty is widespread. The limited number of papers found indicates that purchasing logistics papers from the Internet is not prevalent at this point. However, the potential for future problems exists. Research indicates college students spend a significant amount of time on the Internet. Pre-college aged students spend much more time on the Internet and usage is increasing. As these students enter colleges and universities, the likelihood of increased cybercheating will also increase.

The probability of eliminating cheating and plagiarism is low, so logistics faculty need to "stay one screen dump ahead of their students" (Mercuri 1998, p. 136). The above set of suggestions will not eliminate the problem but can help faculty minimize the potential for cheating and plagiarism. One comforting fact that emerged through the research is that logistics term papers are not as readily available on the free sites as many other topics. Therefore, logistics students who use term paper mills for plagiarism will probably pay for their acquisition, if not through penalties for cheating, at least through the wallet. The number of available logistics term papers is increasing

daily, so more should be found on the free sites in the future.

The caliber of term papers available online is not consistent. However, the concern is not the quality of what students purchase. Rather, the issue is that students are being deprived of the knowledge and satisfaction that arise from

successfully completing one's own assignments. If professors give students ample time to complete projects and make themselves available to help guide students when necessary, students will be encouraged to conduct the research on their own and gain the academic experience their professors want them to have.

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#### AUTHOR BIOGRAPHY

Kathleen H. Gruben (BBA and MBA Stephen F. Austin State University and Ph.D. University of North Texas) is assistant professor of marketing at Georgia Southern University. She has previously published in the *Journal of Managerial Issues* and numerous national and regional proceedings. She is very active in several marketing associations such as the Academy of Marketing Science, American Marketing Association, Association of Marketing Theory and Practice, and Society for Marketing Advances among others. Her research interests are in the areas of retailing, advertising, and relationship marketing.

#### AUTHOR BIOGRAPHY

Cathy Owens Swift (BS Pennsylvania State University, MBA Indiana University, Ph.D. University of North Texas) is professor of marketing at Georgia Southern University. She has published in the *Journal of the Academy of Marketing Science*, the *Journal of Business Research*, the *Journal of Personal Selling and Sales Management*, *Industrial Marketing Management*, the *Journal of Business and Industrial Marketing*, the *Journal of Marketing Education*, the *Journal of Education for Business*, *Marketing Education Review*, and numerous national and regional proceedings. Her research interests are in the area of sales management, international marketing and marketing pedagogy.

## AUTHOR BIOGRAPHY

Luther (Trey) Denton (BA and MBA Emory University and Ph.D. University of Georgia) is associate professor of marketing at Georgia Southern University. He has previously published in the *International Journal of Commerce and Management*, the *Journal of International Consumer Marketing*, the *Journal of Management*, *Marketing Education Review*, the *Journal of Professional Services Marketing*, the *International Journal of Bank Marketing*, the *Journal of Marketing Education*, the *Journal of International Food and Agribusiness Marketing*, and the *Thunderbird International Business Review* and numerous national and regional proceedings. His general research interests are in marketing education and international marketing, with particular focus on Asia.