

eBook

Strategies and Tactics for Combating Contract Cheating:

A Free Guide from Turnitin



Authorship
Investigate

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Contents

01. **Glossary of Terms**
02. **Proven Tactics to Combat Contract Cheating**
03. **How In-class Writing Assignments Prevent Contract Cheating**
04. **Straight Talk from an Essay Mill Insider**
05. **Why did you do it? The Psychology of Contract Cheating**
06. **How to Address Academic Integrity in Your Classroom**
07. **Take Action Against Contract Cheating**

Glossary of Terms

- Contract Cheating: the practice of students engaging a third-party individual or service to complete their written assessments.
- Ghostwriting: writing for someone else; sometimes used as a synonym for “contract cheating” but also an [acceptable practice in many professional contexts](#).
- Academic Custom Writing Websites/Paper Mills /Essay Mills: “business that allows customers to commission an original piece of writing on a particular topic so that they may commit academic fraud.”¹
- Plagiarism: to steal and pass off (the ideas or words of another) as one’s own²
- Academic Integrity: a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.³
- Accrediting Organization: an organization accredited by a recognized accrediting body for its competence to audit and issue [certification](#) confirming that an organization meets the requirements of a [standard](#).⁴
- Authorship Investigate: Authorship Investigate is a tool from Turnitin that compares differences in written work to help administrators make a determination of what to do when they suspect a case of contract cheating. If a case escalates beyond the classroom, Authorship Investigate provides the forensic evidence needed for further investigation.

¹ Essay Mill (n.d.). In Wikipedia. Retrieved February 27, 2018 from https://en.wikipedia.org/wiki/Essay_mill.

² What is Plagiarism? (n.d.). Retrieved February 27, 2018, from <http://www.plagiarism.org/article/what-is-plagiarism>.

³ ICAI, The Fundamental Values of Academic Integrity (Oct. 1999). Retrieved February 27, 2018, from <http://www.academicintegrity.org/icai/assets/FVProject.pdf>.

⁴ Accredited Registrar (n.d.). In Wikipedia. Retrieved February 27, 2018 from https://en.wikipedia.org/wiki/Accredited_registrar.

Proven Tactics to Combat Contract Cheating

In recent years, an egregious form of plagiarism has been on the rise: contract cheating, the practice of engaging a third-party to complete assignments. Even worse, this particular form of cheating has been notably hard to catch.

Despite lack of proof, teachers have an increasing awareness of contract cheating.

In an informal poll, we asked U.S.-based educators about contract cheating. A professor at a Research 1 public university in the United States notes:

“In the last couple of years, I have noticed some students turn in papers that displayed compositional abilities well beyond what they’d shown in weekly informal writing. I have no material evidence, but I suspect that they are hiring ghost-writers for their major assignments.”

In discussion with other teachers about contract cheating, Leslieann Hobayan, a Creative Writing Lecturer who also teaches composition at Rutgers University states, “I had students do a lot of in-class writing so I had a sample of how they actually wrote. So when the take-home assignments showed up differently, I had evidence.”

Hobayan adds, “These days, my impression is that contract cheating is more prevalent--and to state the obvious, it sucks.”

Educators are an ingenious and nimble tribe, ready to respond to the unexpected, sidestep peril, and think on their feet so that students are ensured safety and learning. Educators, armed with strategies for teaching writing--have continued to evolve with strategies to mitigate plagiarism within the classroom.

So what are teachers doing to mitigate contract cheating on class assignments?

We asked a number of secondary and higher education teachers for their boots-on-the-ground tactics to fight back against contract cheating.

These are the tactics they shared:

- Include an Academic Integrity statement in your syllabus and require students to sign an anti-cheating pledge, creating a culture of integrity with your classroom.

- Assign in-class writing as a baseline writing assessment at the beginning of the term, to which one can compare a student's later work.
- Make your assignment unique--focus on essay prompts that would not be replicated outside of your classroom, such as incorporating personal experience or topics based on classroom discussion. Doing so would sidestep using canned assignment topics, easily found for sale. Unique assignments make essays difficult to write for an individual outside of class.
- Limit word count and page limit requirements--this could prevent students from "fluffing" content.
- Allow for late assignments--cheating usually arises out of desperation.
- Assign oral presentations in lieu of papers, or in addition to papers to display knowledge of the writing assignment content.
- Have students write proposals of intended assignments as well as multiple drafts.
- Have students write multiple drafts and do peer and self review in class, making the writing process transparent. It's unlikely a student will pay an essay mill to write multiple drafts of an essay.

At Turnitin, we salute teachers who are using their individual wits to enforce academic integrity. And we hope this resource adds to your growing toolkit to deal with contract cheating. Deep thank you to the generous teachers who contributed to this list.

How In-class Writing Assignments Prevent Contract Cheating

In our [list of tactics](#) to fight back against contract cheating, we discovered that in-class writing assignments are a popular method for combating contract cheating. This isn't surprising, since plagiarism would be nearly impossible under observation. And yet--let's put in-class writing under a microscope.

What are we getting with in-class assignments?

Many teachers, facing the prevalence of cheating, only assign in-class writing. A higher ed instructor who teaches composition, says, "It's so common that I stopped assigning take-home papers for undergrads; I assign in-class essays only." Another, a high school teacher based in the Bay Area states, "I don't do formal lit crit essays anymore, because of the cheating. Only in-class [writing]."

Educators still assign research-based essays, but the fear of contract cheating is such that in-class writing has taken a permanent seat in the pedagogy of writing instruction. Should in-class writing be a substitute for research essays?

Herein lies a potential problem:

1. In-class writing could mitigate contract cheating at the sacrifice of learning to write research-based work required for lifelong, critical thinking.
2. If the result of contract cheating is that students don't learn from the assignment--the alternative shouldn't be excluding a certain type of learning opportunity for students.

But in-class writing doesn't have to sacrifice or replace long form research papers. In fact, they can be used as a window into the writing process, through which teachers and students communicate and share feedback. In-class writing opens up possibilities for teachable moments.

One professor of writing at a second tier research institution in the U.S. says she incorporates in-class writing into her process:

“I have students do in-class writing related to the assignment. I also require students to submit (and I offer brief feedback on) process steps. It becomes harder for students to simply purchase and submit an essay this way.”

It's beautiful to see in-class writing as part of the initial, brainstorming step of the process, that educators are encouraging original thought from the essay's inception.

Many teachers also have students revise essays in-class, and use multiple drafts as opportunities for peer review as well as teacher feedback, thereby providing scaffolding for the student as they move through essay-writing.

In doing so, students develop the skills to write research papers and fine-tune critical thinking skills crucial to post-academic life. And it makes contract cheating all the more difficult, as multiple drafts would be more challenging to procure from essay mills or individual ghostwriters.

Instead, what we have is teachers supporting students.

In-class writing assignments don't have to exist at the sacrifice of research-based, long form papers. Using in-class writing is critical not only as a diagnostic baseline for writing--but also a supplement for the writing process, which is best made transparent. In conjunction with a transparent writing process, complete with feedback, in-class writing is an effective deterrent.

But deterrence only goes so far.

Cath Ellis, Associate Dean in the Faculty of Arts and Social Sciences at the University of New South Wales in Australia, is a notable anti-plagiarism activist and researcher. She confirms, "[The long-term solution isn't excluding types of writing—but supplementing,](#)" as we note in this blog post. There has to be a multi-pronged approach, both from the perspective of pedagogy as well as tools.

Straight Talk from an Essay Mill Insider

Dave Tomar is an author and journalist who has written extensively on music and education. Tomar catapulted to notoriety with his controversial and eye-opening [2010 article in The Chronicle of Higher Education titled "The Shadow Scholar."](#) Writing under the pseudonym Ed Dante (a name now committed to perpetuity [by its own Wikipedia entry](#)), Tomar highlighted his decade-long career from 2001 to 2011 as an academic ghostwriter while simultaneously announcing his retirement from the business.

"The Shadow Scholar" became the most read article in the history of The Chronicle of Higher Education. Although student cheating is nothing new, this article underscored the extent to which student cheating had become a business, in which students paid others to do their work, sometimes for an entire course. Tomar's revelations led to appearances on ABC World News Tonight, Nightline, and the Today Show. There he shared the ghostwriting business's trade secrets and attempted to bring greater awareness to this hidden epidemic of student cheating.

Since then, Tomar has focused not just on exposing the broader failures in American education but also on reforming it.

TURNITIN:

Thank you so much for taking the time for an interview with us. The issue of contract cheating is both simple and complex—and hearing your stories really helps us personalize the impact. You wrote a book called [The Shadow Scholar](#) published by Bloomsbury in 2012. Why did you write it? For whom did you write it?

DAVE TOMAR:

For the better part of a decade, I made my living writing papers for students. So when people asked me what I did for work, I'd say, "I help people cheat for money."

Not pretty, I admit. But it was the easiest way to explain it...and I guess that explanation lends itself to further conversation, at least more so than being an insurance adjustor or a mortgage agent. People always had a ton of follow-up questions:

1. That really happens?
2. You'll write about anything?
3. Where the hell were you when I was in college?

Over time, I learned that most people had no idea essay mills even existed. I also came to see, over time, that contract cheating was symptomatic of a lot of toxic systemic issues in higher education: exorbitant tuition rates; exploding student loan debt; an alarming preponderance of college students who simply aren't academically prepared.

In the scope of all these things, it seemed like contract cheating was something people should know about. [The Shadow Scholar](#) was my way of exposing this practice to the world.

Of course, I was also exposing myself to the world. I saw a lot that was wrong with academia. But I couldn't hide from the fact that I was also responsible for contributing to it. I knew I had to get out. [The Shadow Scholar](#) seemed like my escape, a closing statement on my decade as a cheater for hire.

I've spent most of my time since then paying penance for my misdeeds by shining a light on the contract cheating industry and, more generally, offering [useful advice to college and grad students](#)...y'know, ways to succeed without cheating.

TURNITIN: *Please describe the process by which you procured customers and then completed essays. I.e., how did you find students? Did they find you?*

TOMAR: I got my start while I was still a student at Rutgers, New Brunswick. That campus had everything you needed to get a cheating business off the ground: huge, anonymous lecture hall classes; a ton of bureaucratic rules that meant you had to take prerequisites far outside your personal area of interest; and a ton of fraternity bros....so many fraternity bros.

At that time, it was really just a word of mouth thing. People heard there was a guy with strong writing skills, a loose sense of academic integrity, and the kind of financial desperation that you need to get into this line of work in the first place. So word got out. I was pretty popular in the Greek system for a guy who never rushed, and I had work throughout college.

Then, one day, a classmate told me there were online companies that did this sort of thing.

This was back in 2001. I submitted a writing sample, and pretty much overnight, began working as an independent contractor. After that, customers were always plentiful. There were tons of companies out there—some far better than others—and I worked for roughly a dozen over my decade in the business. Depending on the company, my employers would either send me custom orders directly through email,

or I'd sign on to a bulletin board and select my own assignments. During the busy seasons—midterms and finals—bulletin boards were fully stocked. You could load up your calendar—a 6 pager on gun control, a 12 pager on Watergate, 3 pages on monetary policy, and five interconnected assignments on multiple personality disorder—like gathering a plate of misery at the buffet.

TURNITIN: *How did you conduct research? Did you use an anonymous email?*

TOMAR: I never did anything anonymous. I always used my own name and email address (and SS#—after all, this was taxable income).

As for research, Google Google Google. Everything is Googleable. I never left the house. Well, not for work anyway.

TURNITIN: *Were there any topics you refused to write? For instance, what if someone wanted a paper on biochemistry? And you had no knowledge thereof?*

TOMAR: My motto was “as long as there’s no math.”

There was, otherwise, no topic too complex, unusual, specific or boring that I wouldn’t at least try my hand at it. Doesn’t mean I’d always knock it out of the park. I’m sure a few of my med school papers fell short of Hippocratic standards. But I’d do my best with every topic.

Just no math.

TURNITIN: *They say prices for contract cheating have gone down—would you still do it?*

TOMAR: That’s really a question for my younger self.

I feel like it was the perfect job for the financially-struggling, quarter-life-crisis version of me that did it for a decade. You had to bust your hump to make a decent living at it. I’m glad to be out of it. Making less money for a job that difficult sounds terrible.

That said, I truly didn’t have any other options back then. This was the one paying job where I could use my very specific set of marketable abilities. I tried at all times to advance my career as a legitimate writer. I never stopped trying, even while I was writing papers. But the essay mill was the one place I could get paid to write back then. So I guess I’d probably have done it no matter what it paid.

TURNITIN: *What made you stop ghostwriting?*

TOMAR: Well, I learned a ton, and I got to write, and it did help me exorcise some of my anger toward my formal education. But, it’s not a great way to make a living. It’s a burnout kind of gig. There’s no end to the

deadlines. It's a constant hunched-over, jaw-clenched, brow-furrowed gig. It's just not the kind of thing you can do forever.

Then there was the whole thing about actually contributing to the world in a positive way...or at least in a way that was less obviously negative. I have a two-year-old daughter now and I'm grateful that I don't have to be ashamed when I tell her what I do for a living.

As for explaining my past life as a ghostwriter to her...well, we'll cross that bridge after potty-training.

TURNITIN: *You've said in the past, "I've completed entire semesters, academic years, or courses of study for individual students across periods as long as two and three years." How many of these return customers did you have? And how many essays in total did you write for students?*

DAVID TOMAR: My best estimate is that I wrote [in total] about 4,000 papers of widely variant length. [As for return customers]: too many to count. Suffice it to say that, for some students, the first paper is a gateway drug. Once you start submitting papers in somebody else's voice—and with somebody else's writing ability—it can be hard to go back to your own work without triggering a few red flags.

TURNITIN: *Have you run across any of your ex-customers in real life? What has been the reaction of educators to your narrative?*

TOMAR: Not that I know of. Most of my work was done online, and often across great geographical distances.

As for educators, I've gotten the full mix of reactions from shock, anger, and skepticism to bemusement, curiosity, and, in rare cases, awareness. These days, so many years removed from the job, I find that most educators are appreciative that I'm willing to share what I know. It's pretty rare that anybody calls me a scumbag anymore, at least to my face.

TURNITIN: *While writing [The Shadow Scholar](#), did you come across any personal epiphanies?*

TOMAR: I approached [The Shadow Scholar](#) as both an expose on the state of education and as a personal memoir. Any time you reflect on your own life in that kind of detail—sometimes ugly detail—you are bound to learn a few new things about yourself.

For me, it was the realization that I had an obligation to be something better. I could make a semantic argument about how higher education was a sham, how my college ripped me off, how I didn't really feel a lot of guilt defrauding an unfair system. And as a contract cheater, I'd written a million philosophy and political science papers, so I had the rhetorical means to make these arguments.

But I couldn't argue that I was doing something good, valuable, or worthy of respect. I couldn't argue that

I was making the most of my life, or that I was using my abilities to help people who deserved it. I couldn't argue that I was living up to my potential.

You can make a lot of semantic arguments about large systemic failures. Turns out, it's a lot harder to turn the discussion inward. But The Shadow Scholar allowed me to do that, and it allowed me to move on to a better place.

TURNITIN: *Have any of your former clients been caught?*

TOMAR: Caught? Not necessarily. Ensnared by services like Turnitin? Most definitely. I'll admit that I might have occasionally recycled a passage of my own work. I mean, I wrote like, 100 papers on King Lear, y'know? Sometimes, you've already said it the way you intend to say it, so you might [borrow a few of your own sentences from an old paper](#). That kind of thing is generally against the rules in contract cheating, but it happens.

When it did happen, a student might come back to us and complain (rightfully so) that the essay was dinged for a bunch of copied passages on Turnitin.

Of course, as you know, this doesn't necessarily amount to being caught. It's just one strand of evidence. Often, students are given the benefit of the doubt that these limited instances of copied material are mere citation errors. They may even get the chance to fix it, which means we, at the essay mill, would also get a chance to fix it. We would do so free of charge.

TURNITIN: *What would your response be to someone complaining about their grade?*

TOMAR: Standard legal refrain: Our writing is intended only as a "study guide" or "sample essay." This is not to be submitted for a grade or claimed as your own work. We at (INSERT SHADY ESSAY MILL NAME) are not responsible for any grades incurred or other consequences resulting from submission of said study guides as your own work...

In such cases, we could also point our customers to a link on our company website outlining these terms in dense and official-sounding legalese. This is the default position for most "legitimate" essay mills.

TURNITIN: *For what university students did you often write?*

TOMAR: I can't say for certain because this information was not a standard detail for each essay order. It wasn't necessary to tell us what university you attended. Sometimes though, the information was self-evident through course materials, syllabi and, in some instances, because I would literally be provided with a student's username and password so that I could access digital library materials, chat boards, or lesson modules.

TURNITIN: *What were the most frequent types of essays?*

TOMAR: Impossible to say. They ran the gamut—position papers, research essays, legal briefs, college application essays, weekly class discussion responses, graduate dissertations. Every day was a grab-bag of assignment types. I'd usually do between 2 and 4 papers a day, depending on length and general workload, and they could be in any format, and on any topic.

TURNITIN: *Do you have empathy for students who participate in contract cheating?*

TOMAR: Sometimes. There were those who clearly lacked the necessarily linguistic skills to write, whether it was because English wasn't their first language or because they simply hadn't been given adequate instruction in high school. And yet, my customers were in college, even grad school.

Without getting into the ethics, I can tell you that many of my customers were simply in way over their heads. You could feel the desperation, even fear. Mostly, you could sense that they really believed they had no other options beyond failing out and losing whatever they'd invested in their education to that point.

TURNITIN: *What advice do you have for teachers dealing with contract cheating?*

TOMAR: Get to know your students. I know that's not exactly a revelation, but anonymity is what allows:

1. Desperate students to go unnoticed;
2. Discrepancies in writing style to be overlooked; and
3. Students to feel disconnected enough from you as an educator to deceive you without remorse.

If you build relationships with your students, you should be able to identify those that are in over their heads, and show them that they have other options. You can identify discrepancies between a student's writing and other dimensions of their performance. You can create a strong personal relationship that makes it a lot harder for a student to look you in the eye and claim credit for somebody else's work.

TURNITIN: *What do you think the practice of contract cheating says about the culture of higher education institutions and the value of an education?*

TOMAR: Cash Rules Everything Around Me. That was my attitude in college, and it was the attitude that allowed me to work as a contract cheater for a decade.

When I graduated from college and started to repay my loans, I was left with a sense that I'd been hoodwinked; that this big, expensive piece of paper was not necessarily worth what I'd spent; that I was just one more schmo in a big sea of undergraduate degree holders with a lot of debt and entry-level career prospects.

I could also see the stratification of our higher education system more clearly than ever. Higher education

costs a fortune, and the more you have to spend, the better your prospects. Once you've piled up the expenses of tuition, housing, books, and logo-bearing merchandise, what's a few hundred, or even a few thousand dollars more for papers from an essay mill?

Contract cheating is a symptom of a pay-to-play system, a higher education landscape so bloated with overpriced degree programs and student debts that paying for papers is just another pragmatic educational expense.

We want to thank Dave Tomar for being so forthcoming about his work as an essay mill writer. We also thank him for using his past knowledge to enforce academic integrity today.

Why did you do it? The Psychology of Contract Cheating

Contract cheating is any work someone does for a student (whether paid or unpaid or as a trade for services) that they then represent as their own. It can be:

1. Receiving a paper written by a family member or a friend on your behalf for free.
2. Paying an individual to write a paper on your behalf.
3. Commissioning an essay in exchange for services (i.e., a roommate writes a paper in exchange for a months' worth of dishwashing).
4. Paying an essay mill for a paper written on your behalf.

Contract cheating is a form of academic misconduct, even if it isn't an act of plagiarism. It is an extreme behavior that students undertake at great risk. So what is going through students' heads when they engage in contract cheating?

That's an excellent question. You know who has the answer? Essays mills. In a brief ten minute search of Essay Mills' websites, we observed messaging that was either nurturing and empathetic:

- "Take a Break From Writing Essays"
- "Essay Writing Made Easy: Do Not Stress Yourself with Academic Writing Pressures When We Can Deliver the Best for You"
- "The Professional Essay Writing Service for Students Who Can't Even"
- "Taking Care of You Every Step of the Way"
- "Relax. Your Wish is Our Command."

Or, it reassured students that purchasing a paper was normal, not deviant, behavior:

- “100% Plagiarism-Free Essays”
- “Providing Students with Original Papers Since 1997”
- “Key to Your Academic Success”
- “Satisfied, Returning Customers”
- “Today, a Lot of Students Yearn to Connect with Cheap Custom Essay Writing Service [sic]”

These messages contain words that a stressed student under deadline might be thirsty to hear. Who isn't receptive to the words “care” or “relax” or “easy” while under pressure? These are nods of reassurance. These are empathetic messages that essay mills send out to students. In parallel, essay mills also influence students into thinking contract cheating is normal and prevalent, which they enforce with messages like “plagiarism-free” and “returning customers,” as well as testimonials from said customers. Their goal is to normalize contract cheating so it appears less illicit. This is not unlike how cigarette companies normalize smoking by showing tobacco use with commonplace activities. This is how they turn students into repeat customers.

They further this normalization through their social media presence. Many essay mills reply to student tweets about writing essays—putting essay mills at the top of students' minds at emotionally vulnerable moments. By being interactive and seemingly ubiquitous, they reinforce the notion that contract cheating is “normal.” And of course, responding to students who tweet frustration is an opportunistic act of concern. They're there. They're approachable. They're listening. They're out in the open, as normal as can be.

Yes, this sounds predatory. Their goal is to feel prevalent—and they very well may be, given that contract cheating is hard to detect and prove.

The other facet of this is that contract cheating is ultimately a collaborative act between two humans—whereas with plagiarism, only one person, the plagiarizer, is aware. Both the ghostwriter and the student are cognizant of the transactional nature of their relationship. So there's the added factor that the essay mill writers also normalize their work. They have to get over an ethical hurdle to do the job they do and justify their actions. And they do.

At this point, students have engaged an essay mills' services and they have met another human being willing to participate in unethical behavior with them. As contract cheating begins, students feel relief. When all the parties involved normalize contract cheating and yield immediate results—it makes the newly relieved student receptive to further indoctrination.

The result is that students repeat the very messages of the essay mills when caught. In a brief survey of our teacher network, we collected student excuses in response to being caught:

- “This isn’t the same as plagiarism, this is original work. And I paid for it”
- “You can’t kick me out, because I paid for it”
- “Everyone else is doing it”
- “It isn’t plagiarism. It’s all original”
- “Contract cheating wasn’t mentioned on the syllabus”

Students are especially susceptible when they aren’t educated on the nuances of academic misconduct, or when there aren’t deterrents or detections in place. Not only do [essay mills make it easy for students to buy an essay](#)—they make students feel welcome and absolved with their messaging.

The way to fight this psychological narrative is through education.

We can’t let the essay mills control the messaging around contract cheating—educators must take charge, define it in our syllabi, and support students in recognizing this practice as a form of academic misconduct. We have to take on [tactics to mitigate contract cheating](#). These are all deterrent measures—and it’s a start

How to Address Academic Integrity in Your Classroom

Educators are consistently advised to create a “culture of integrity” within our classrooms. So how do we go about establishing such a culture?

1. First things first, let’s address why honesty is important:

- Dishonesty affects morale. Students want to be empowered—academic dishonesty is a last resort for many. Dishonesty is also discouraging for students who engage in academic integrity.
- A pattern of dishonesty, once established, continues: past behavior is the best indicator of future behavior, well into post-academic life. There is research that [links a pattern of academic dishonesty with later workplace deviance](#).
- Dishonesty is contagious and the reason why the use of essay mills and plagiarism becomes widespread on campuses.

2. If we want to address academic dishonesty, we must also understand the greater motivations behind dishonesty.

Why do people lie? Research indicates that [people lie to protect ourselves, our interests, our image, our resources, and to protect others](#).

3. When we address academic integrity, we must address the above issues.

[We must make clear how important an honest classroom is for morale and for establishing life-long patterns.](#) And for creating a trusting community. Make sure to address academic integrity on your syllabus--both by defining it and stating consequences.

4. Incorporate lessons that reinforce academic integrity throughout your course.

When teaching citations, have students cite each other. Or use journalism as an example of how citations are made. Make the lesson more tangible and personal, instead of making it merely a formatting issue.

5. Setting clear expectations is important.

It's part of our transparency as educators to be clear of what we expect from our students, and then consistently uphold these expectations throughout our time with students. Modeling this consistency is important to supporting academic integrity because when we as educators act with integrity, students receive the lesson implicitly and environmentally.

As we shepherd our students throughout the writing process, it's important to uphold academic integrity throughout all drafts, whether through feedback or expectations. Citations should be present in a student's first draft, and we should provide positive feedback to students who include citations from the first draft and beyond. In this way, we exclude the possibility of students "forgetting" to include citations in their final draft.

Additionally, earlier intervention with academic dishonesty works proactively to correct and prevent later dishonesty.

We hope these points help you in your journey of creating a classroom culture that is imbued with academic integrity and conducive to original thinking.

How to Take Action Against Contract Cheating

Authorship Investigate is a new product by Turnitin that reduces the administrative burden of investigating suspicions of contract cheating. Data-driven insights quickly surface indicators of academic dishonesty, so you can focus on your investigation and spend more time building a fair and impartial case.



- ✓ **Gather the facts**
Collate students past assignments in minutes, not hours.
- ✓ **Confirm your suspicions**
Easily identify outliers and differences and build your case.
- ✓ **Enrich your case**
Use forensic linguistic analysis, document metadata and Natural Language Processing (NLP) to uncover evidence.
- ✓ **Connect with Experts**
Gain access to an online community and discover best practices and resources from experts worldwide.

[Talk to an expert](#)