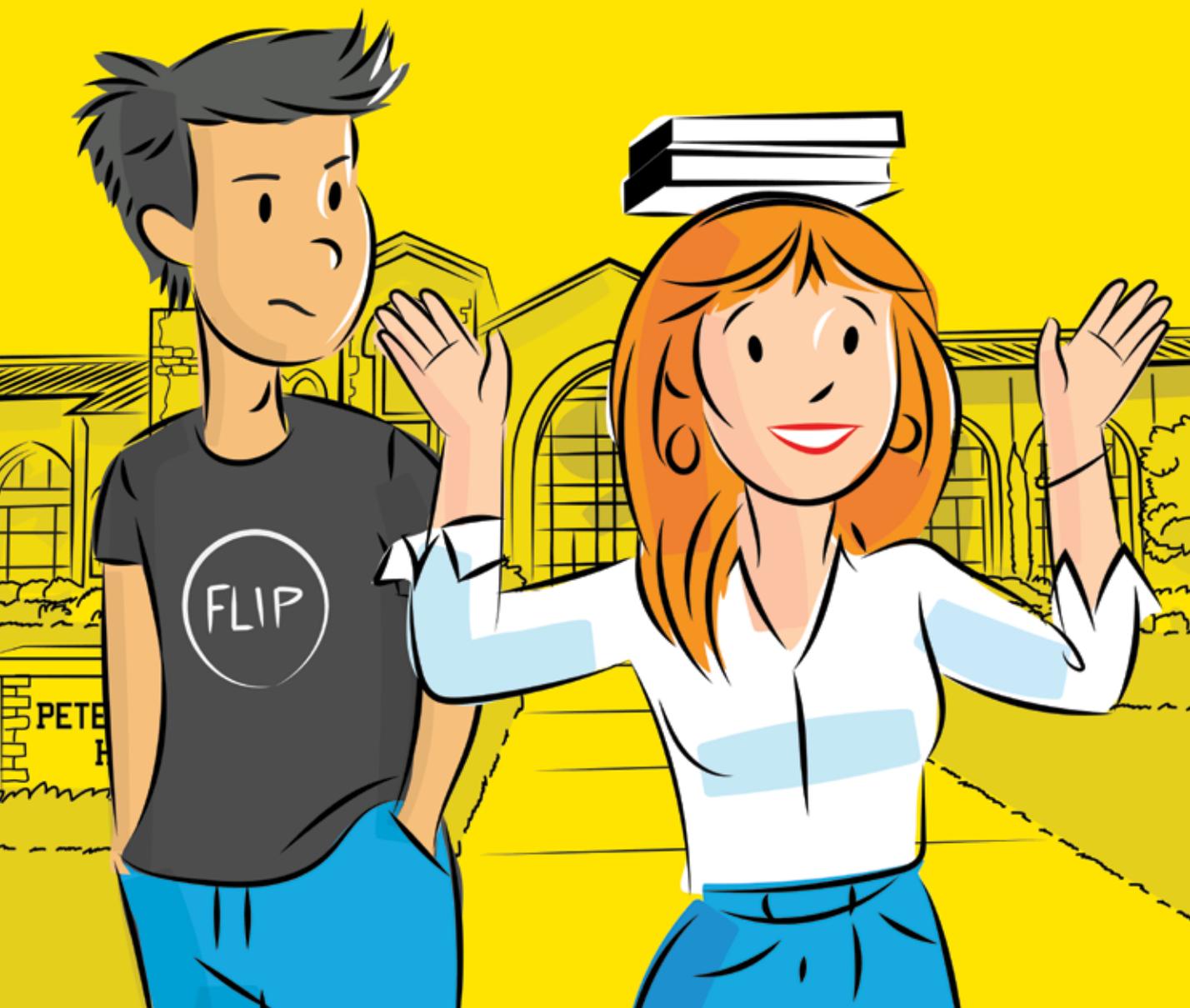




MAKING THE GRADE

ADRIAN MEZA • MITSU OVERSTREET • STEVEN VARELA



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Steven T. Varela, Director
Mitsumasa Overstreet, Art Director
Adrian E. Meza, Instructional Technologist
Janet Hill, Instructional Technologist
Alejandro Miramontes, Instructional Technologist
Jessica R. Duran, Administrative Assistant/Production Manager

***Making the Grade* is dedicated to the memory of Peter Berkowitz.**

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MAKING THE GRADE

A Comic from Creative Studios at
The University of Texas at El Paso

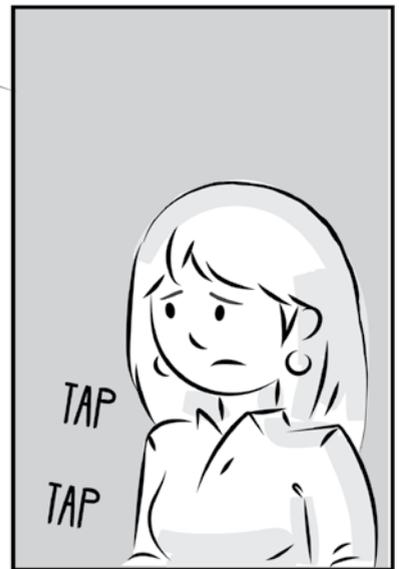
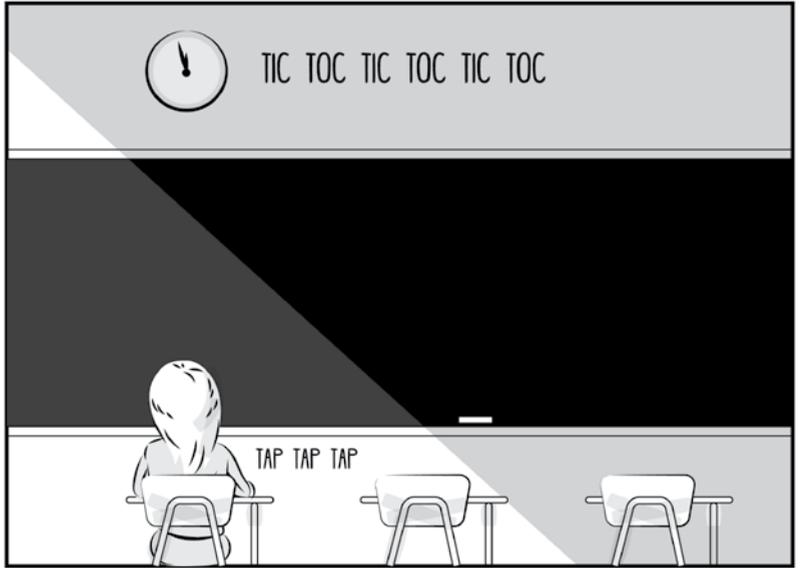
Written By
Adrian E. Meza

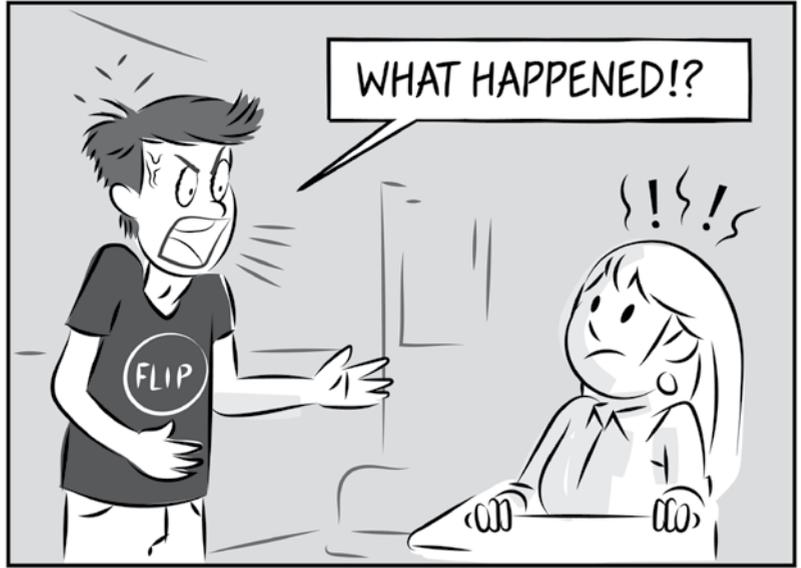
Art Direction and Illustration
Mitsumasa Overstreet

Curriculum
Steven T. Varela

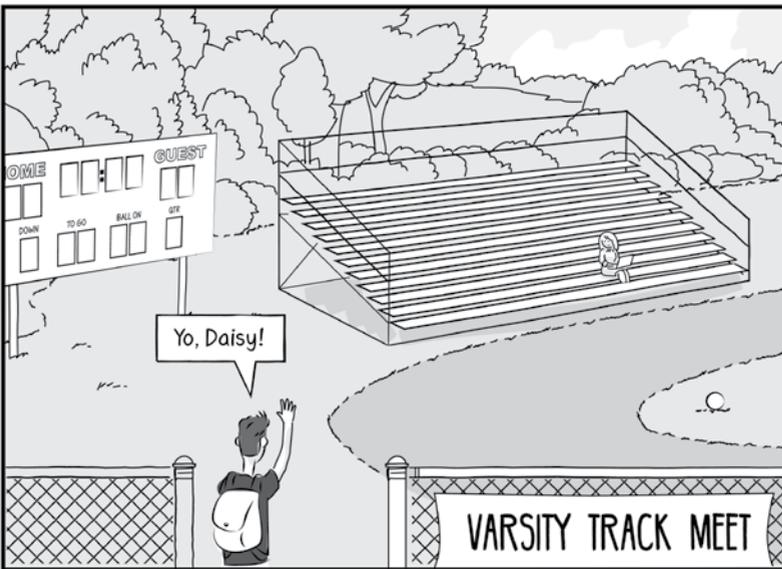
Copy-Editors
Jessica R. Duran
Elena Bitner
J.E. Wolfson

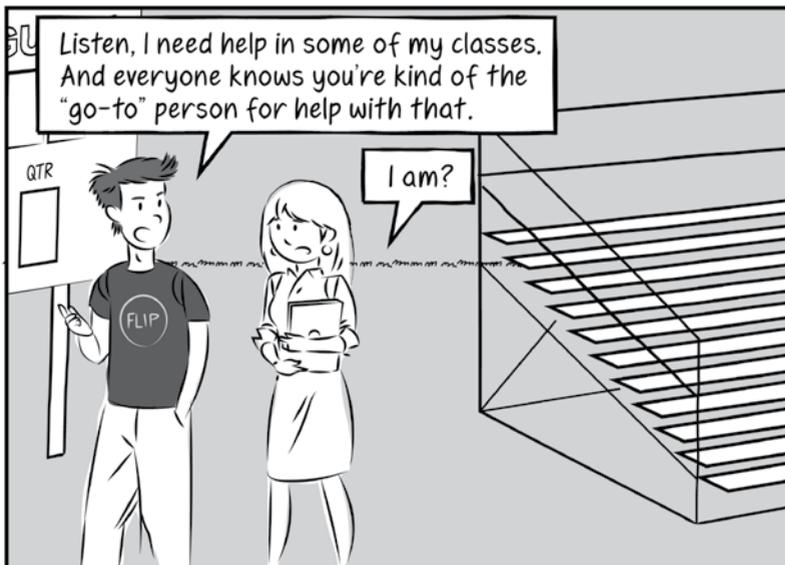






THEN

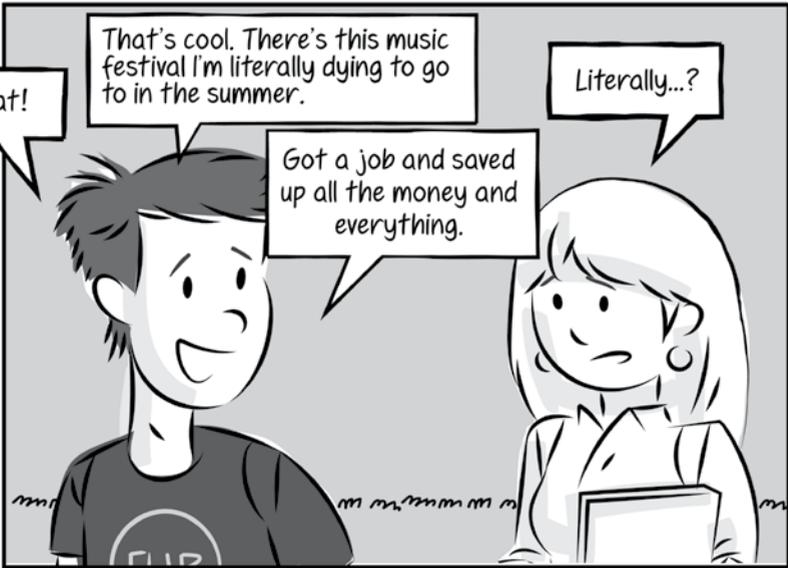






Yeah. Trying to save up for the Honors Trip in the summer.

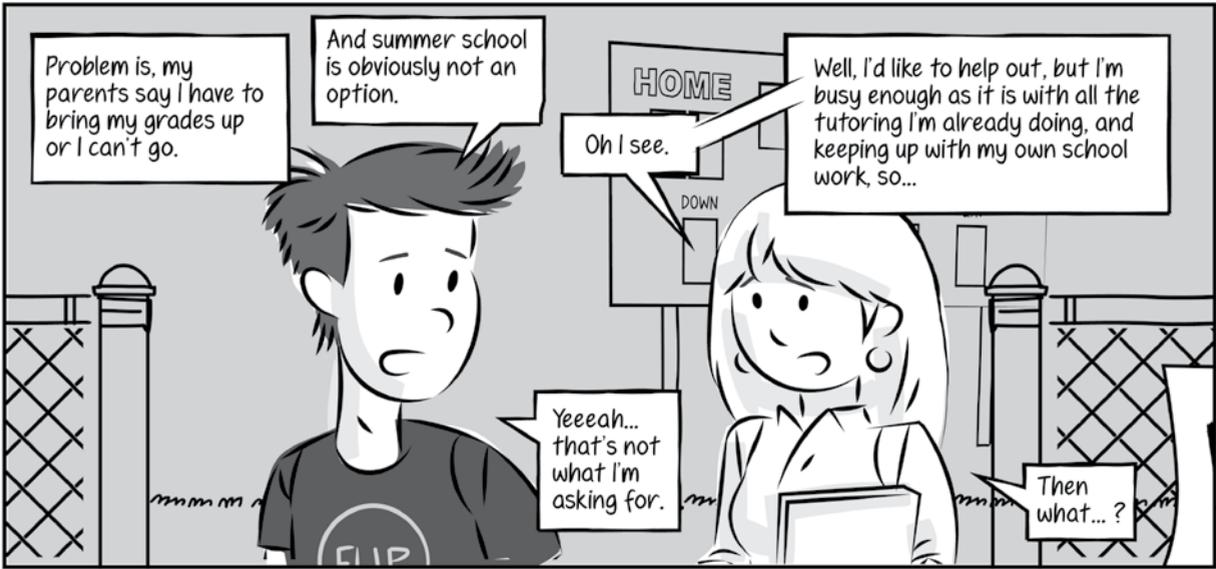
Great!



That's cool. There's this music festival I'm literally dying to go to in the summer.

Literally...?

Got a job and saved up all the money and everything.



Problem is, my parents say I have to bring my grades up or I can't go.

And summer school is obviously not an option.

Oh I see.

Well, I'd like to help out, but I'm busy enough as it is with all the tutoring I'm already doing, and keeping up with my own school work, so...

Yeeeah... that's not what I'm asking for.

Then what...?



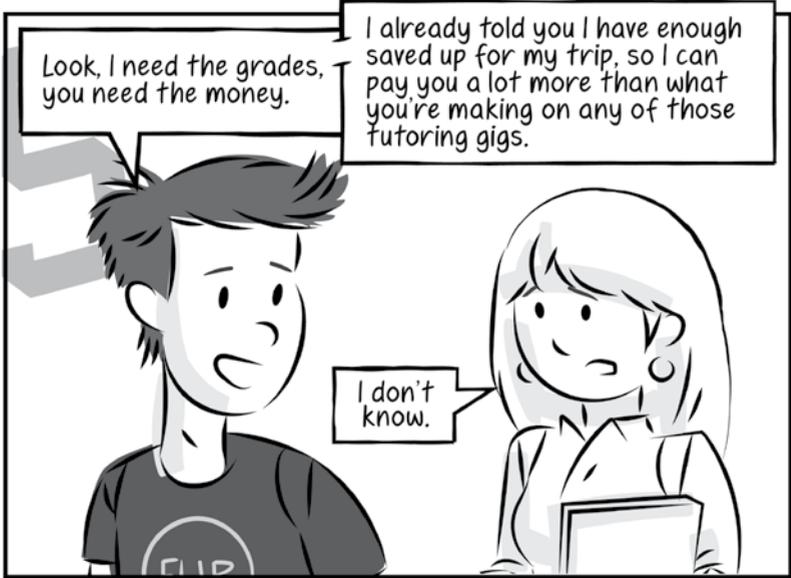
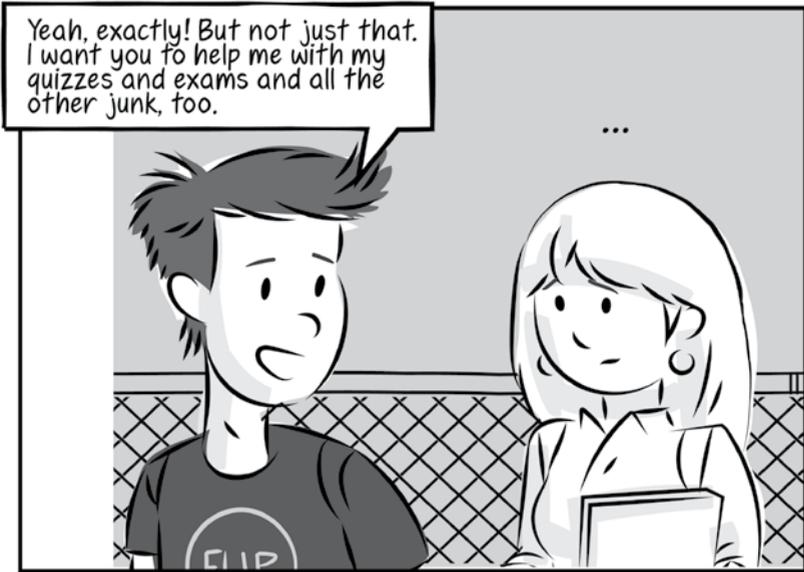
Look, I think we have an opportunity here where we can both help each other out.

I want to pay you to take some of the workload off my shoulders, you know?

Well, not some, most.



You want to pay me... to do your work for you?





Listen, I don't want to pressure you into it if you don't want to, but let me break it down...

I know you're not making much with the tutoring. How could you? It's small time. And even if you do save enough for your Honors trip or whatever, you have to keep your own grades up, too, right?



Bet it would be a lot easier if you didn't have all those other gigs to worry about.

You feelin' me?



Well, my parents said they would help me out, so why risk it?



Help you out? In other words, not pay for the whole thing, only some of it, right?

Bet it would be great to have that help, AND make some extra money on the side.



Help me, help you, by helping me! Get it?





I mean, cool! Thanks.

We'll go over the details tomorrow.

You're the best!

CONSIDER THE ETHICS



REFLECT

In the opening panels, what different emotions can you identify in the exchanges between Ozzy and Daisy? What is causing them?

Ozzy is proposing an “opportunity” to Daisy. How will each of them benefit from it? Will one of them benefit more?



DISCUSS

School can be a catalyst for various kinds of pressure. What are some of yours? How do you manage them?

Are Ozzy and Daisy equally responsible for the decision they are making?

“Integrity” is a word you hear almost every day, but it’s not a word that people spend a lot of time thinking about. If you had to explain it to someone, how would you do so? Provide examples to help support your definition.

Have you ever been in a situation where you were being asked to do something you know could potentially compromise your integrity? What did you decide? Why?

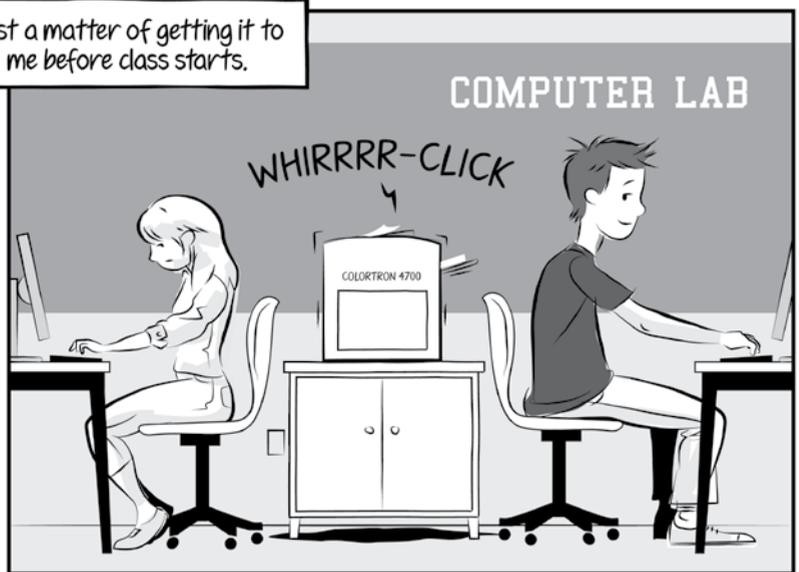
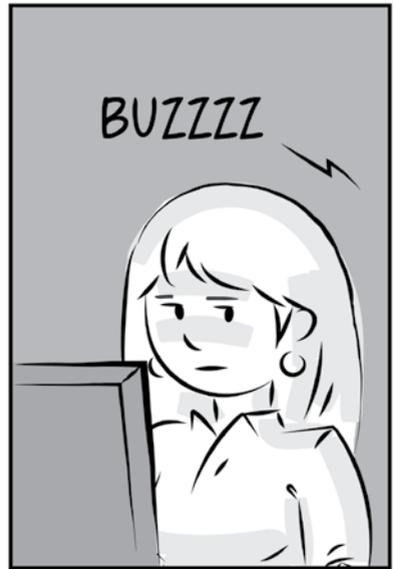
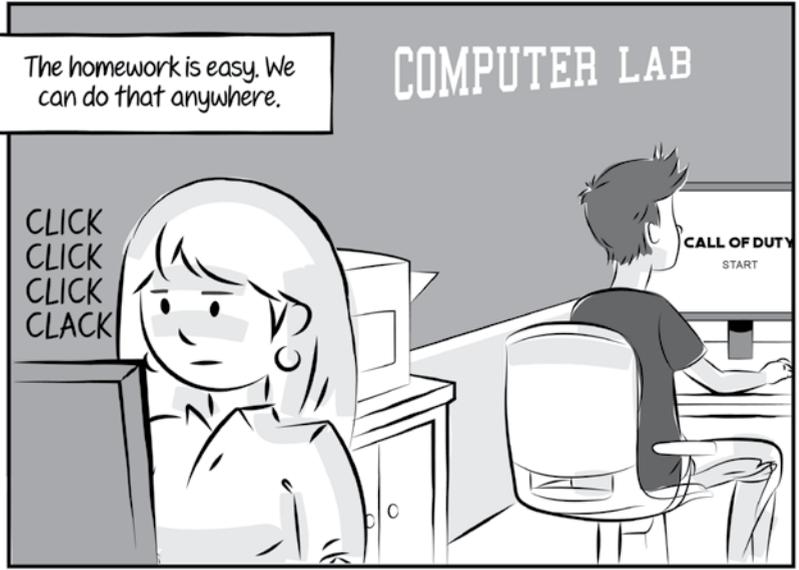


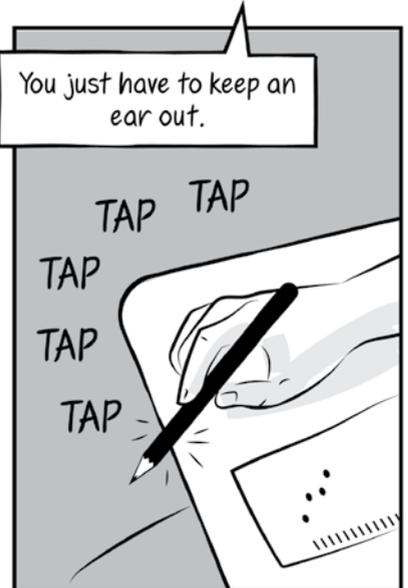
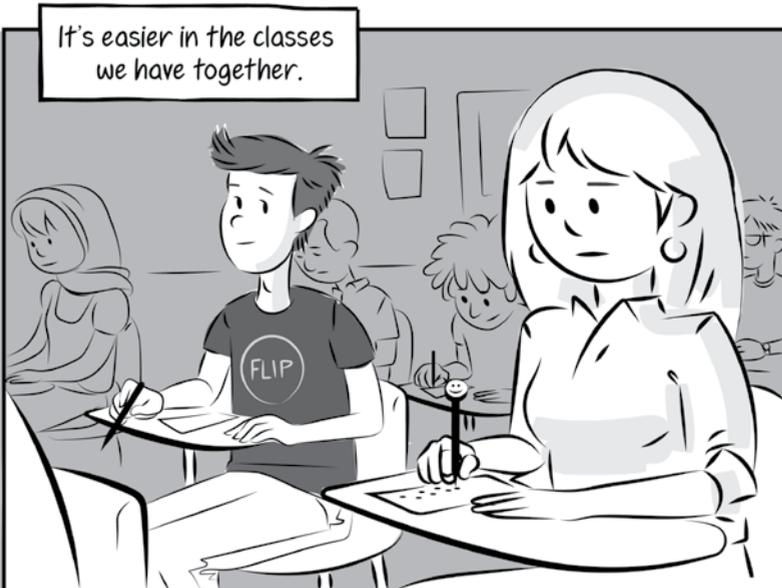
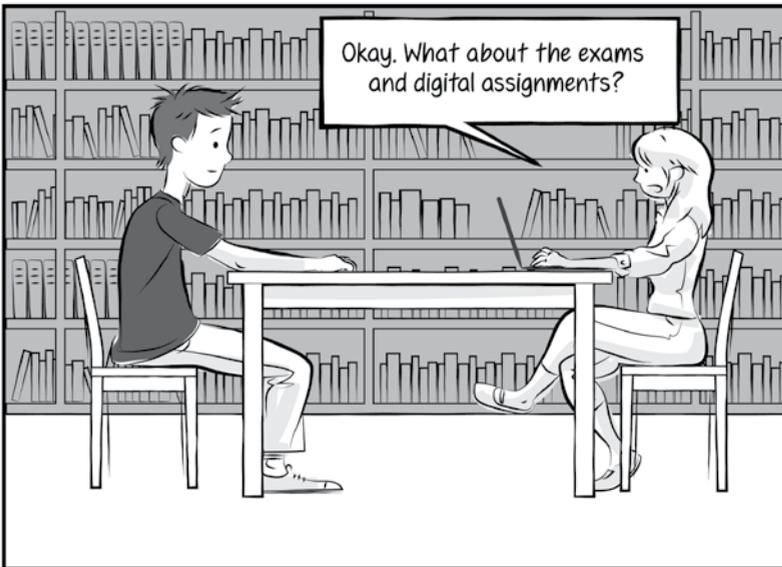
WRITE

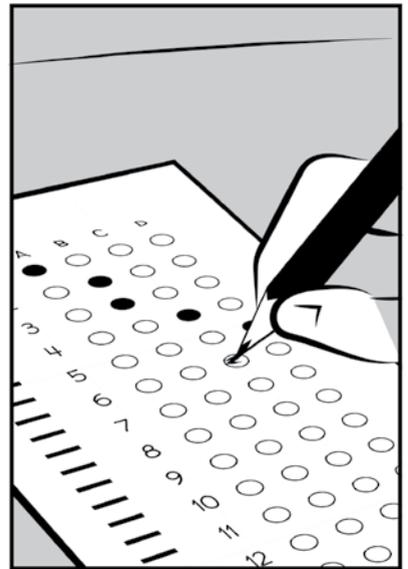
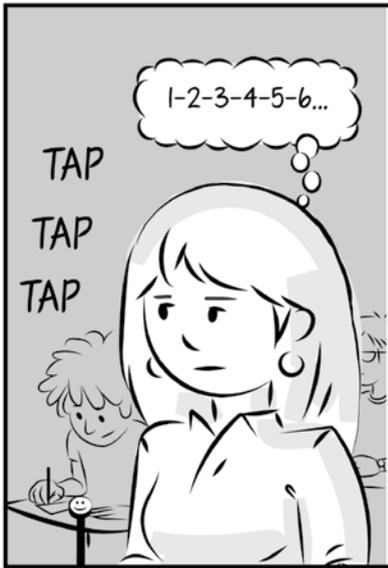
The idea that “the end justifies the means” argues that if a goal is important enough, any method of achieving it is acceptable, even if the method is unethical. What are some situations or scenarios, where this belief has been exemplified? Did the end justify the means? Explain.

In contrast, others argue that the “means” are just as important, if not more so, as the “ends.” This means that there are situations or scenarios, where how we get to our goal is just as important as getting there? Do you agree? Explain.



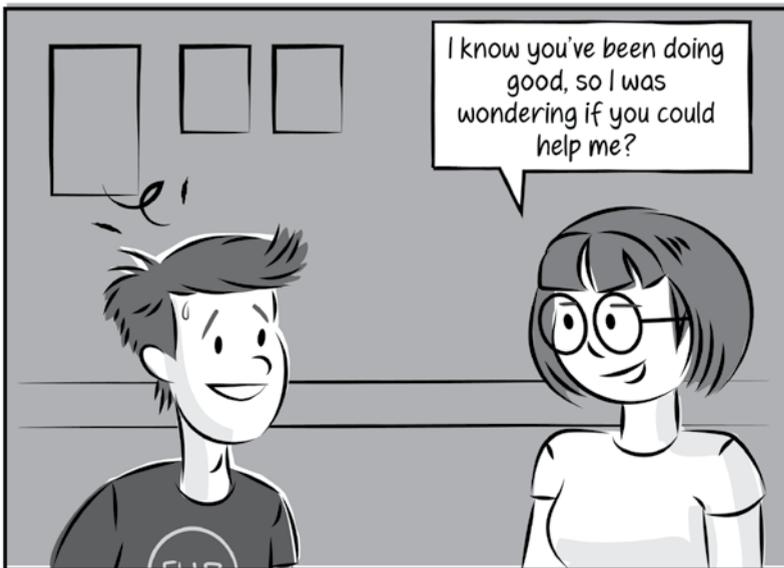
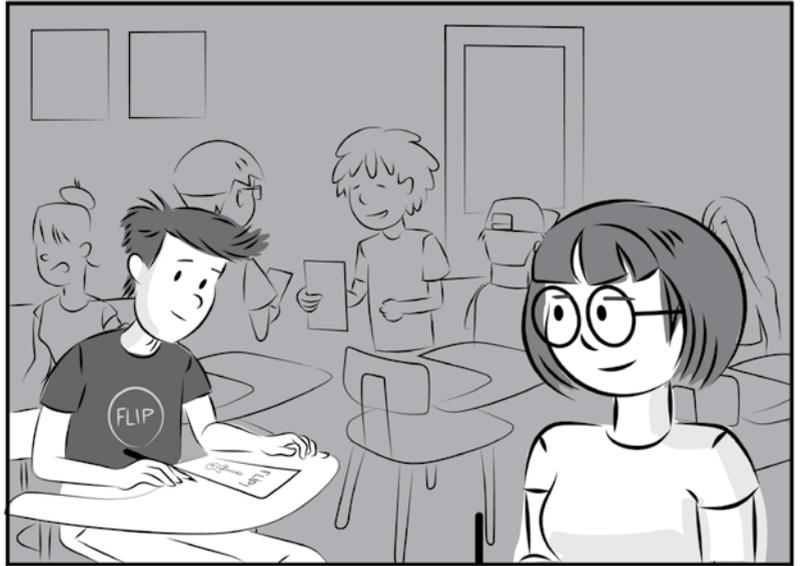














CONSIDER THE ETHICS



REFLECT

What are some of the ways Ozzy and Daisy are being academically dishonest in school? What are some of the short-term gains? Do you think there might be long-term consequences?

Ozzy and Daisy put a lot of effort into devising ways to cheat. Why are some students willing to do this instead of simply studying and completing their own work?



DISCUSS

In your experiences as a student, what are some of the ways you have seen other students being academically dishonest? Do you think they considered the long-term impact of their decision?

Why do you think students cheat? Discuss suggestions and/or strategies to help others maintain their academic integrity.

How is “collusion” different from “collaboration?” Use examples from the comic to differentiate between the two.

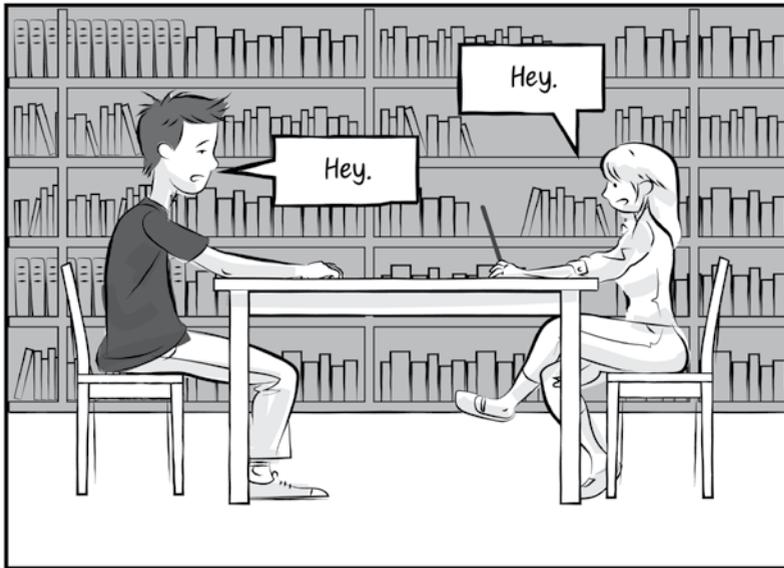


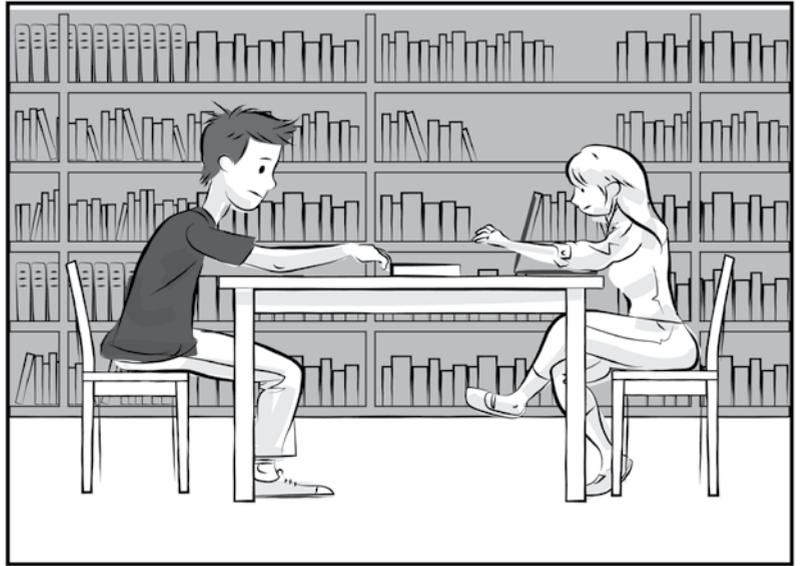
WRITE

When people face the decision to cheat, they often look to others to gain information about appropriate behavior. Lab experiments have shown that when people see others like them (e.g., their peers, or people they feel similar to) behaving unethically, they are more likely to cheat. Interestingly, others’ exemplary ethical behavior affects their likelihood to behave honestly, but it has a weaker influence, compared to others’ unethical behavior. Why do you think this is so?



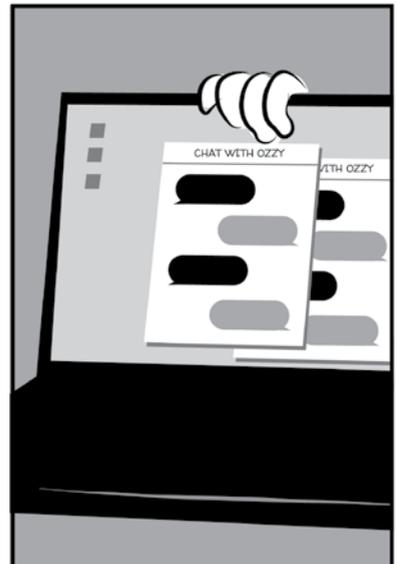




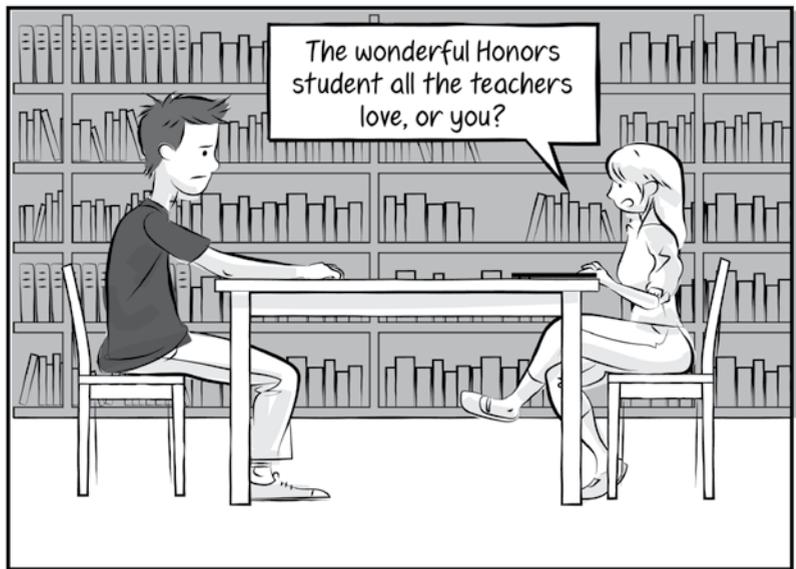


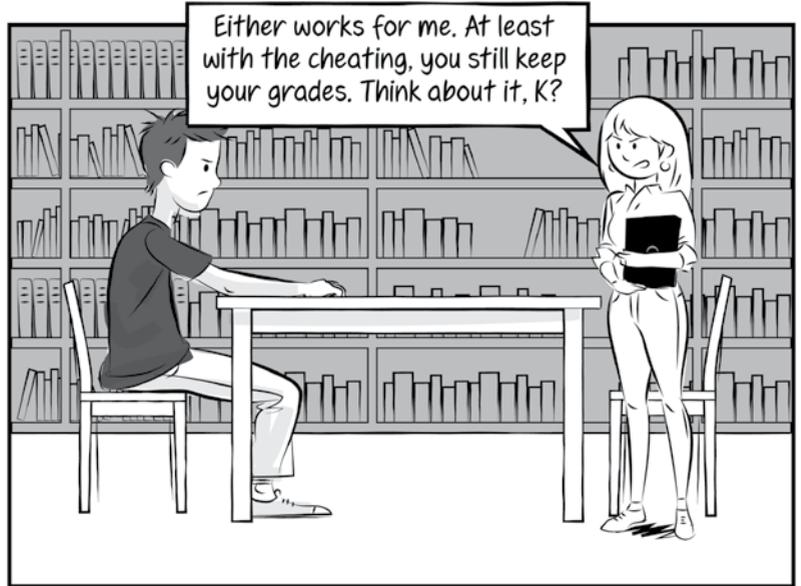












CONSIDER THE ETHICS



REFLECT

What sparks Ozzy's crisis of conscience? Why has it taken him this long to realize he is doing something wrong?

What does Daisy reveal about her character? Why is Ozzy so surprised?



DISCUSS

Identity can be described as who we think we are, as well as who others think we are. What does this tell you about how identity is developed?

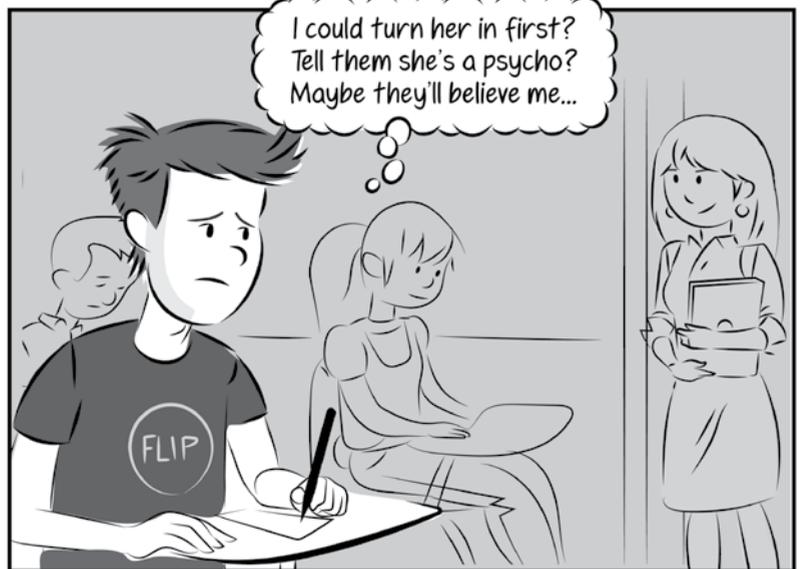
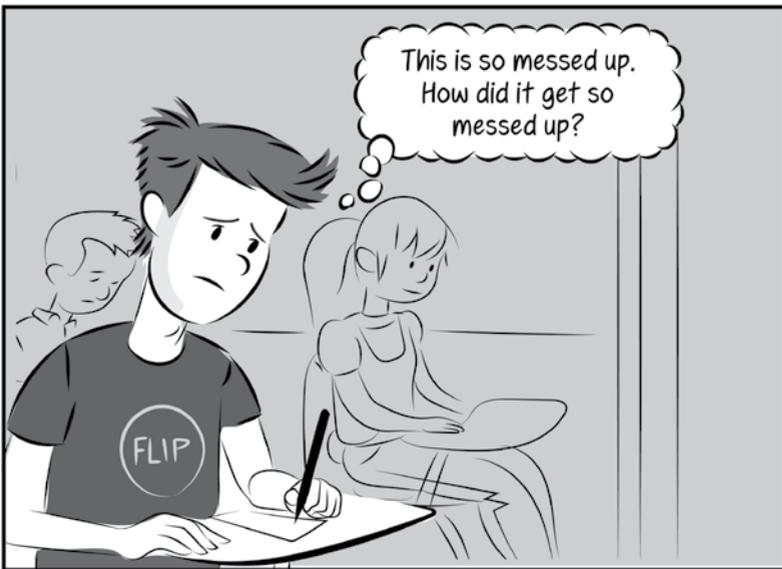
How does your perception of others affect how you treat them?

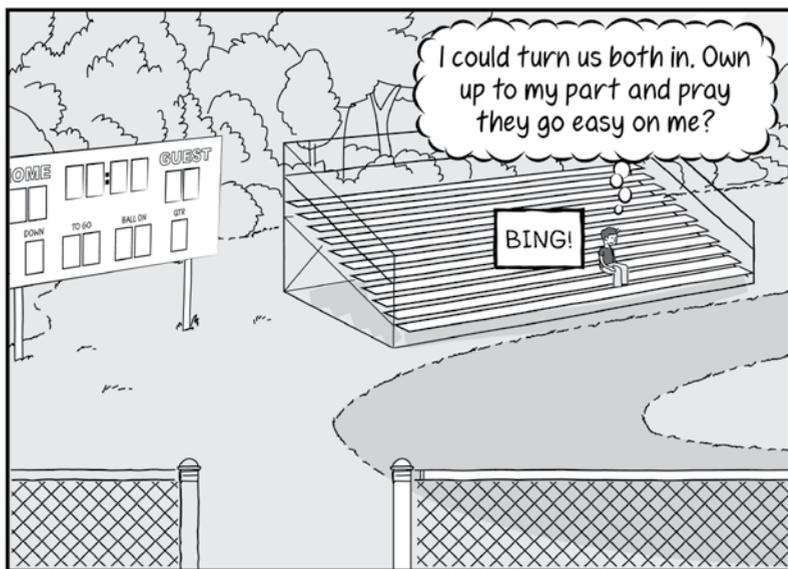


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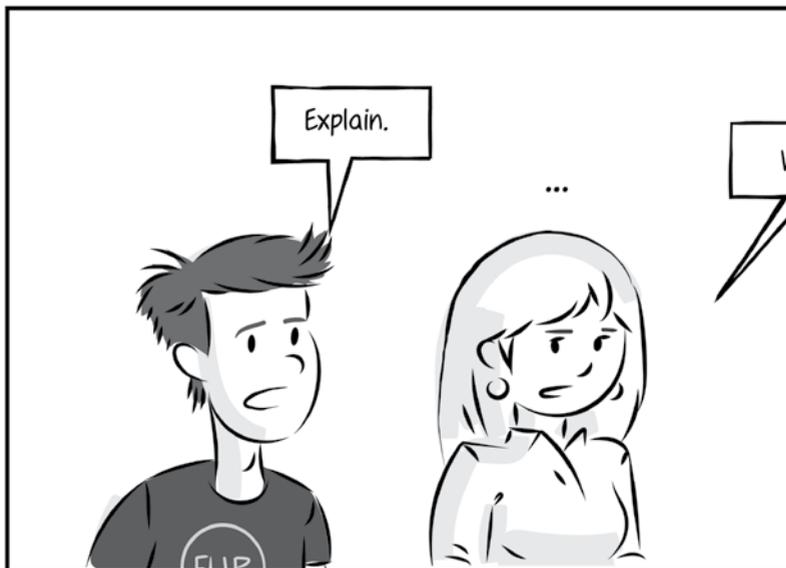
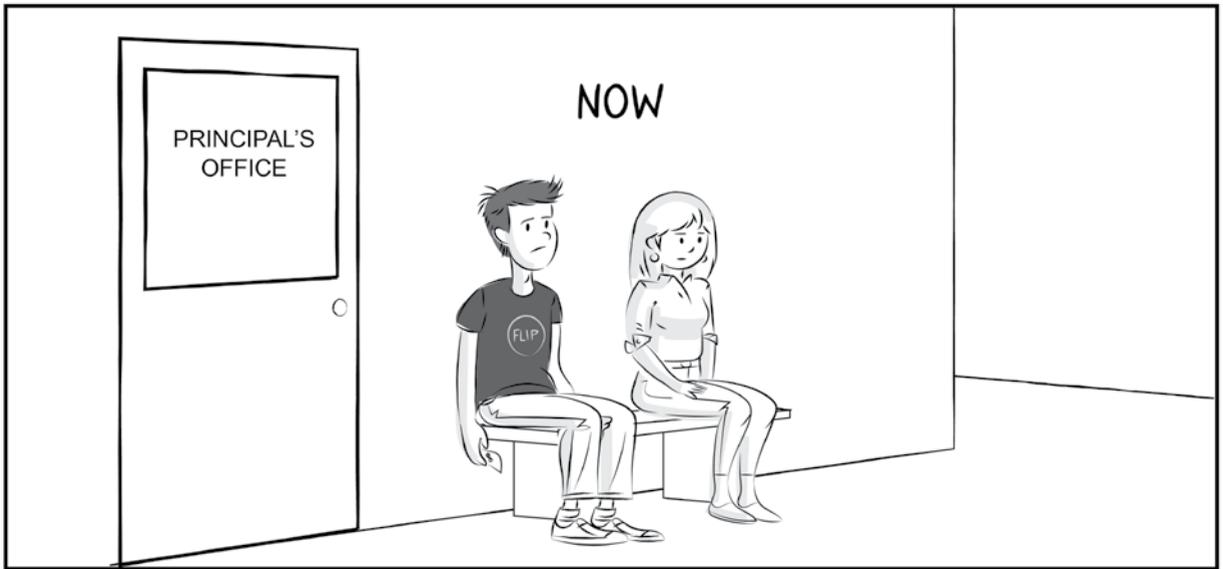
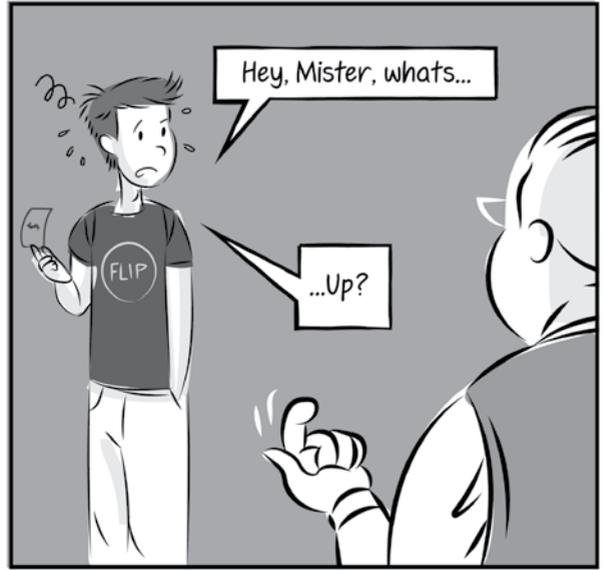
A student caught cheating will typically insist that "It was the first time," "It was stupid, and I'll never do it again," and, of course, "Please don't tell my parents!" But get below the surface, and you'll find an implicit attitude that says: "Everyone cheats," "It doesn't really hurt anybody," and "I don't really care about this class." There is seldom a deep understanding of why cheating is wrong. So, why is it wrong?

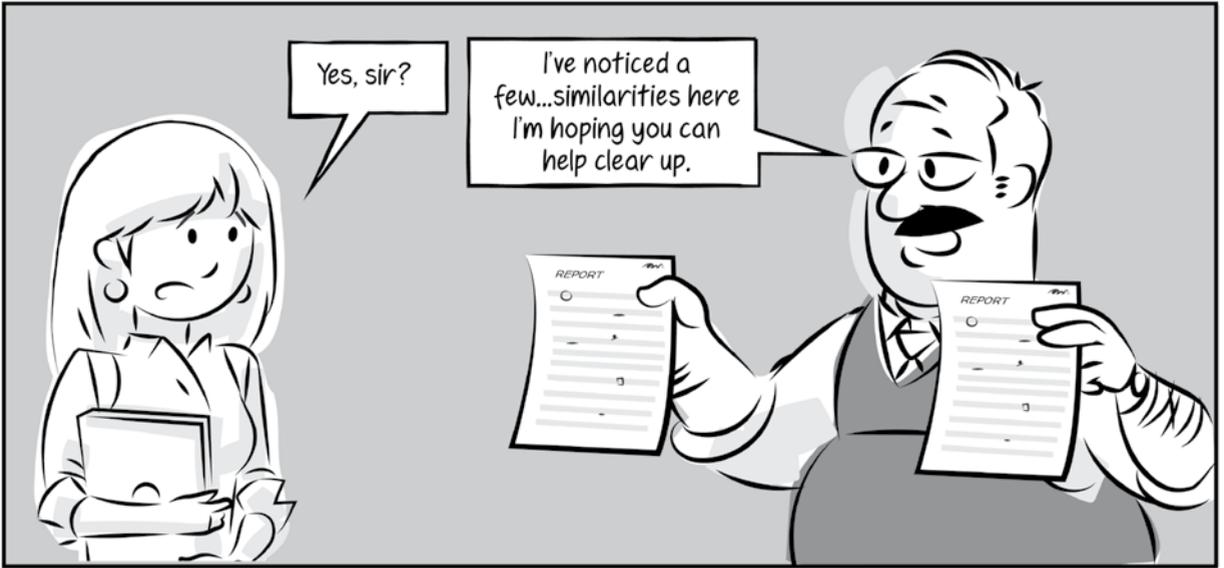
RIIIIIIIINNNNNNNGGGGG!

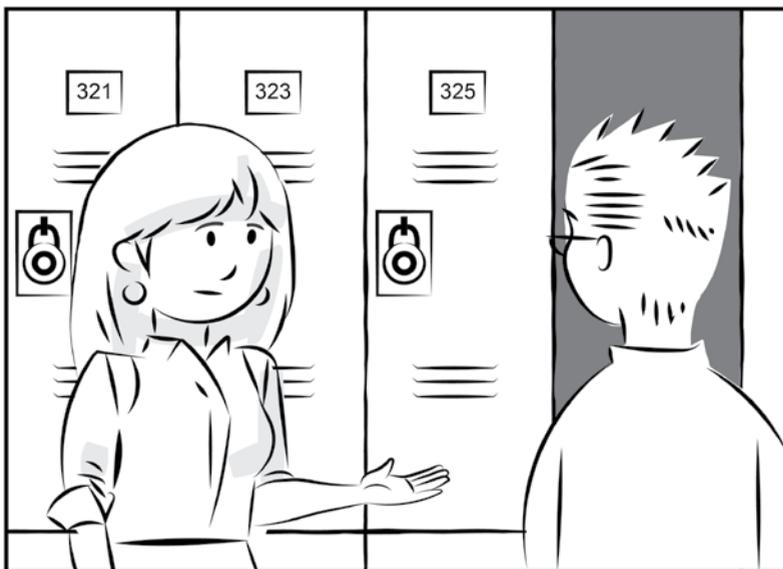
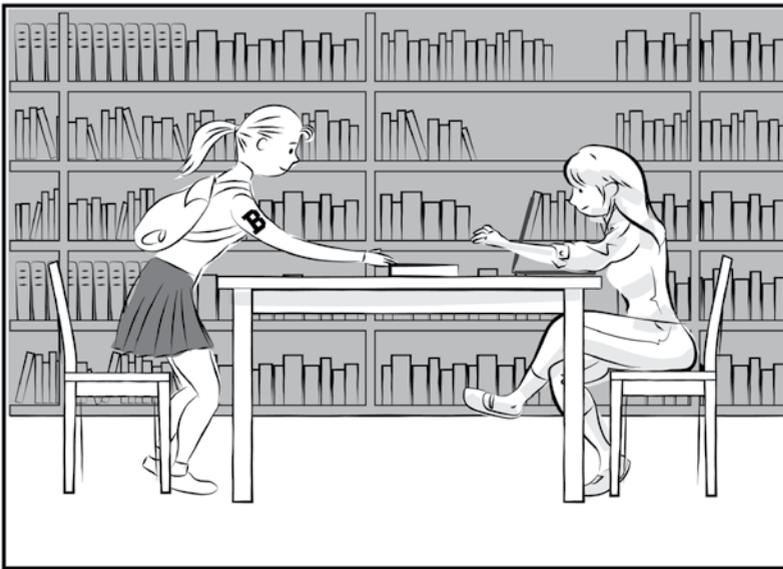
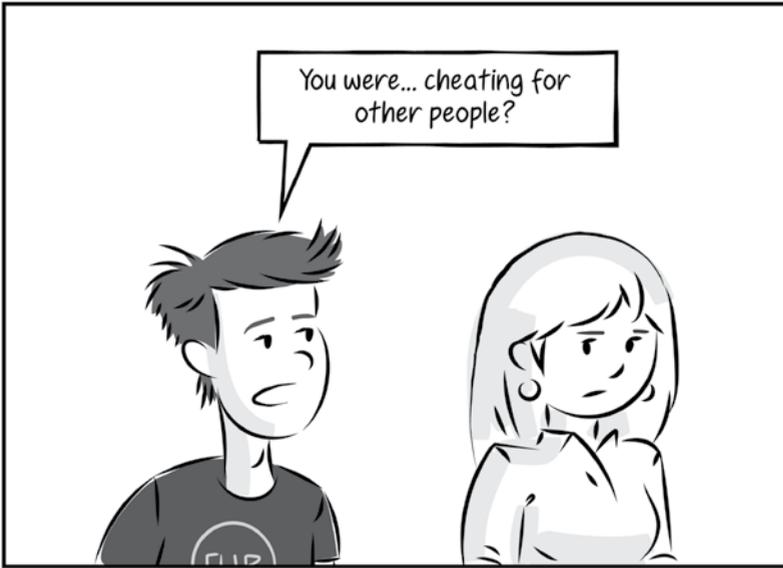


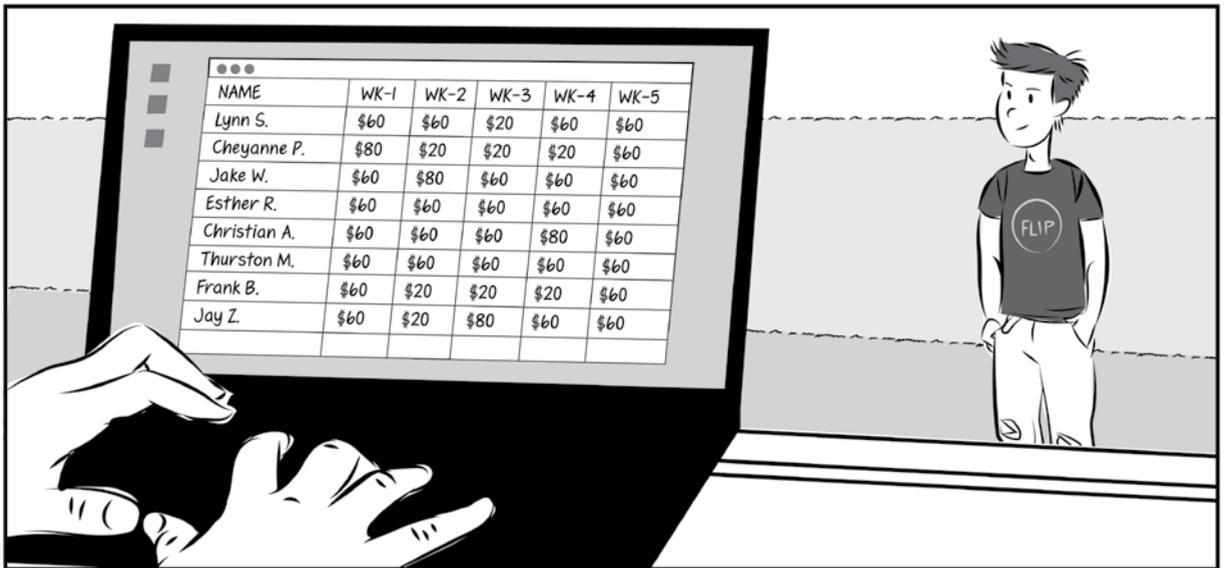
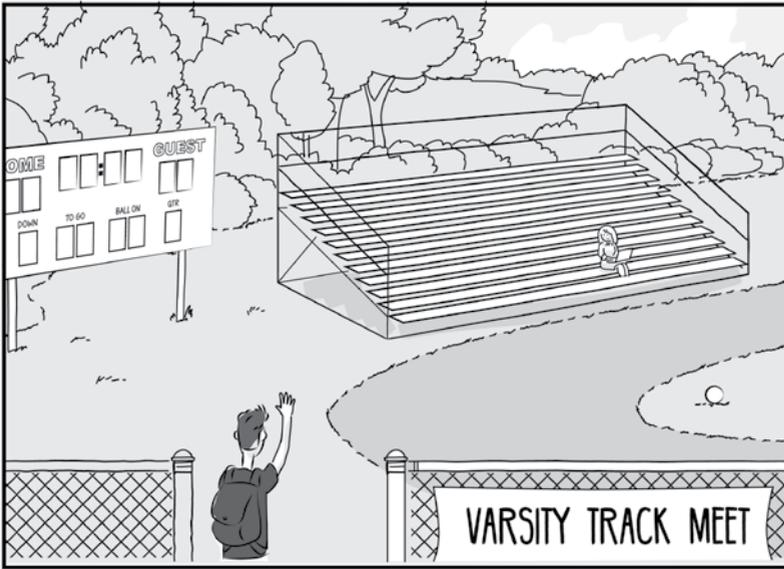








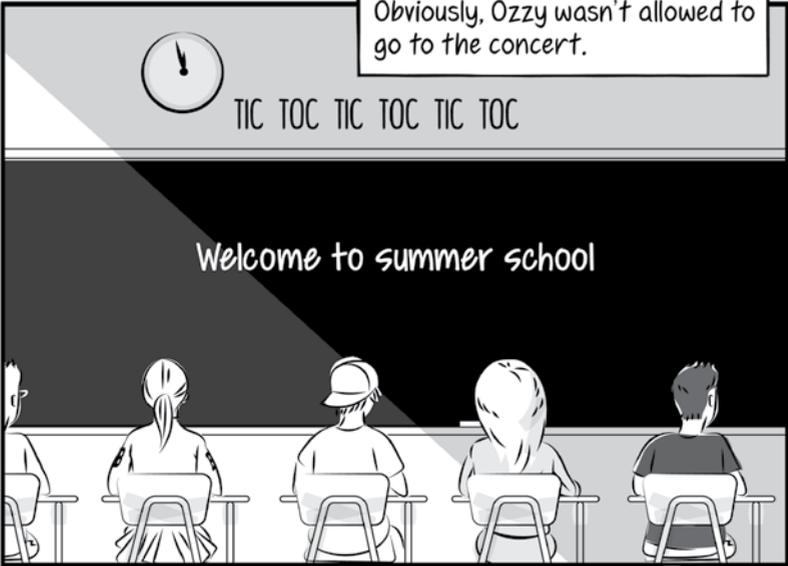






MARTIN FEIN
COMPUTER LAB





After getting caught, both he and Daisy were forced to take Summer School to make up for cheating. Ozzy felt he got off easy.

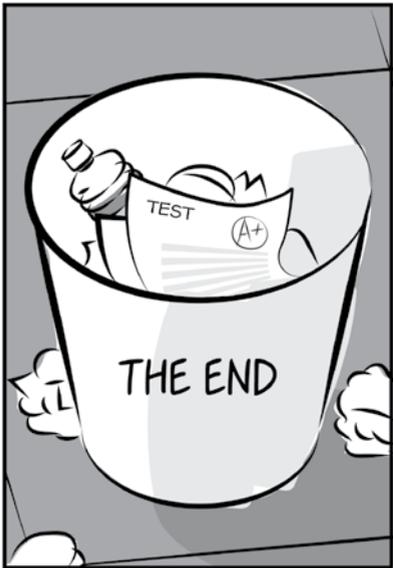


Daisy, on the other hand, got kicked out of all of the programs and organizations she was in, and wasn't allowed to go on the trip.

They also made her give back all the money. She didn't take that too well.



On top of that, everyone else Daisy "tutored" was also forced to take Summer School, so she's not the most popular kid in the classroom, to say the least.



CONSIDER THE ETHICS



REFLECT

What led to Ozzy and Daisy getting caught? How does each react to the situation?

What does “accountability” mean? Is Ozzy fully accountable for his actions? Is Daisy fully accountable for hers?



DISCUSS

Why do we let ourselves get away with unethical behavior that we would condemn in others?

In any organization, both formal structures (e.g., reporting unethical behavior) and informal cultures (e.g., acceptable/not acceptable norms formed and enforced by groups) shape conduct. How can both be important to reducing academic dishonesty?

Do you think Ozzy and Daisy were punished fairly? Explain.



WRITE

A fundamental ethical principle is “Do No Harm.” Discuss how academic dishonesty harms:

- a. Other students
- b. The instructor
- c. Friends and family
- d. The public/community at large

Ozzy and Daisy, the characters in *Making the Grade*, are confronted with the issue of academic integrity, and the ethics involved in their decision-making. What will they each decide when cheating for better grades is proposed?

The educational setting will hold many challenges for students - some academic, some economic, and quite often, those that confront the ethical systems students were raised on.

This inevitably puts into question, “Do students understand the deep impact their choices will have upon them and others?”

Our goal is to help students explore their own ethics, choose right over wrong, and be responsible for the consequences of their choices. To do so, students need to develop a value system that enables them to recognize how they affect others, to consider the consequences of their acts, and to adopt a mature set of goals. This can be achieved with consistent reinforcement in education--at all levels of schooling.



Making the Grade is a collaboration between the Texas Holocaust and Genocide Commission and Creative Studios at The University of Texas at El Paso.