

Semiotics of Cheating in Exams

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Abstract

It has been unanimously agreed that cheating, academic dishonesty or misconduct (often used interchangeably) most likely continues to be one of the biggest epidemic problems in education at all levels; particularly, it poses a serious problem across college campuses. Needless to say, the honor system seems to have been thrown out the window. It has also been come up with the idea that academic dishonesty painfully has its own psychological and social roots correlated to cheating. Obviously, there are countless ways for students to cheat. No much attention has been paid, linguistically or whatsoever, to these ways. What is impressing is that cheating constitutes a semiotic system; a "science of signs" - borrowed from the discipline of linguistics. This paper postulates that cheating has applied a semiotic system in order to understand the communicative qualities of the various "creative" tactics students use to cheat on in-class examinations. It seeks to enhance our understanding of the meaning and experience communicated by cheating, i.e. by a further application of the semiotic method. This paper starts with presenting an overview of semiotics, and then clarifying the ways semiotics may be of relevance to the study of cheating and cheating analysis. The present study, however, offers a terminological part of the definition and typologies of cheating. In order to crystallize and further our understanding of the semiotic meaning of cheating, we work out an analysis in which the psychological and social variables are laid out to be wrapped up with some findings and conclusions arrived at. In this

paper, the focus here is on cheating, being a discourse of power, as committed by the university students at the Department of English / College of Arts.

Key words: *semiotics, semiosis and semiology, cheating, crib-notes (Barasheem, as is called in Iraqi Colloquial), communication, sign and symbol, interpretant, discourse of power, object, representmen, signifier and signified, technological gizmos, and banal objects.*

1. Introduction

Broadly speaking, semiotics is the **science of signs**, through which meaning, experience, and knowledge are communicated. In addition, it studies all types of communications and information exchanges among all kinds of beings and objects. Semiotics, then, sees things as communicative systems, or 'languages', so to speak. Accordingly, everything, be it a sign, a symbol or otherwise, can convey information and may have its semiotic dimensions and interpretations.

What marks human communication is the use of signs and symbols, which are widely used to create shared experiences in many different realms of existence: art, music, architecture, gestures, clothing, space arrangements and material possession.

Language does not exist in vacuum, and it is seemingly of no value if we study it as a separate system. Spoken and written languages are two different elastic forms of communication. In so doing, semiotics has been applied to linguistics and has been extensively used within psychology, biology, and anthropology and so on (Winnerlind 2002:1; Chandler 2002:2-3).

The Swiss linguist Ferdinand De Saussure put the foundation stone for semiotics. Other important contributors put an extensive knowledge in studying semiotics like the American logician and philosopher Charles Peirce (1839-1914) who is considered the founder of modern semiotics. The others who helped develop modern semiotics are the American Semanticist Charles Morrison, the German

Linguist Louis Hjelmslev, the German Hermeneutician Huns-George Gasdfamer and the Italian Umberto Echo. (Winnerlind: Ibid).

The semiotic theories are introduced differently by different philosophers, pragmaticists, linguists and writers. However, they still share certain unifying distinctive features. Following Winnerlind (ibid: 1), they can be briefed below:

1. Semiotics, as has been shown earlier, studies all types of communications in which meaning, experience and knowledge are studied via symbols and signs. Semiotics analyzes things and identifies the signs involved in acts of communication.
2. A sign is not self-contained; it is only understood as being constituted by its meaningful relations with other signs.
3. Signs are of multiple meanings: denotative, definitional, and literal. What about the implied meaning? This crystallizes the notion that it has led semiotics to further study connotation and the socio-cultural association. Quite importantly, metaphors have become the primary concern of semiotics to concentrate on phenomena that are unfamiliar pattern of meaning. In other words, signs can either be *conventional* or *figurative*. Conventional signs are those that are agreed upon, whose meaning one must learn in order to understand. Whereas figurative signs convey their meaning because they resemble the objects they refer to.

Echo, (as cited in Chandler 2002: 2), states that semiotics can be applied to anything which can be seen as signifying something. In other words, it refers to everything which has meaning within a culture. It is concerned with how signs mean. The signaling system takes different forms: words, sounds, gestures, images and objects. These signs, according to semioticians, cannot be studied in isolation; rather they are a part of a larger medium or genre called 'sign-systems'. Meaning and reality is closely interrelated (ibid.).

What has been importantly pointed out is that meaning-making is the core of semiotics and is represented in the form of 'texts' and 'media'. A text is "in itself a complex sign containing other signs"

and it has been defined as " a message which has been recorded in some way (e.g. writing, audio-video recording." One has to identify the signs within the text and the codes (textual or social) within which these signs have meaning (Ibid: 2-5).

Generally, semiotic methodologies seek ways to establish a spider's web of relationships that which represent multiple meanings: *connotative* and *denotative* condensed in symbols (coded-meaning). Those symbols or signs represent many ideas, relationships between objects, subjects, actions,... etc. The main task of semiotics is to unmask the connotative meaning, experience, and knowledge that are not part of the official or commonsensical interpretive discourse. Thus, this would give legitimacy, universality and normality for the sign systems. (ibid).

2. Sign and Interpretant

As said earlier, 'semiotics' indicates the general science of signs. According to this meaning, semiotics is the study of signs conceived as a discipline or science (for Peirce and Saussure) or theory (for Morris) or doctrine (for Sebeok).

There are, of course, different conceptions of sign. It is a factor in a process conceived either dyadically (signifier/ signified), following Saussure, or triadically (representamen/ object/ interpretant), following Charles S. Peirce. The triadic conception of sign is more adequate than the dyadic. The sign has its meaning in another sign. In Peirce's view, the minimal relation allowing for something to act as a sign is triadic and involves:

1. Something objective (not necessarily a physical object), preexistent, autonomous, in this sense "material" with respect to interpretation ('Object' in Peirce's terminology)
2. The interpreted, that is, the object insofar as it 'has meaning' ('sign' in Peirce's terminology);
3. The interpretant by virtue of which the object receives a given meaning ('Interpretant' in Peirce's terminology). Reduced to its minimal terms, the sign presents these three faces. Speaking

of the 'interpreted-interpretant' relation, reference is, to a (minimal and abstract) triadic relation, given that the interpreted implies the object of interpretation, so that with this expression is understood in any case 'object-interpreted-interpretant'. Put differently, from a Peircean perspective, semiosis is a triadic processes whose components include sign (or representamen), object and interpretant. 'A Sign, or representamen, is a first which stands in such a genuine triadic relation to a second, called its object, as to be capable of determining a third, called its interpretant, to assume the same triadic relation to its object in which it stands itself to the same Object'. Therefore, the sign stands for something, its object, by which it is 'determined', 'not in all respects, but in reference to a sort of idea'. However, a sign can only do this if it determines the interpretant that is 'determined by that object'. 'A sign mediates between the interpretant sign and its object' insofar as the first is determined by its object under a certain respect, idea, or ground, and determines the interpretant 'in such a way as to bring the interpretant into a relation to the object, corresponding to its own relation to the object'. See Chandler (2002:17-37), and (1994:1-5).

The interpretant of a sign is another sign, which the previous sign creates in the interpreter. This is 'an equivalent sign or perhaps a more developed sign'. Therefore the interpretant sign cannot be identical to the interpreted sign, it cannot be a repetition, precisely because it is mediated, interpretive and as such always new. With respect to the previous sign, the interpretant is a response and as such it inaugurates a new sign process, a new semiosis. In this sense it is more developed. As a sign, the interpretant determines another sign that acts, in turn, as an interpretant; therefore, the interpretant opens to new semioses, it develops the sign process, it is a new sign occurrence. Indeed, each time there is a sign occurrence, including the 'First Sign', there is a 'Third', something mediated, a response, an interpretive novelty, an interpretant. Consequently, a sign is an interpretant by constitution. The fact that the interpretant (Third) is in turn a sign (First), and that the sign (First) is in turn an interpretant (is already a Third) places the sign in an open network of interpretants: this is the Peircean principle of infinite semiosis or of the endless series of interpretants. (Ibid 2002: 55-58)

Therefore, the meaning of a sign is a response, an interpretant that calls for another response, another interpretant. This implies the dialogic nature of sign and semiosis. A sign has its meaning in another sign that responds to it and is in turn a sign if there is another sign to respond and interpret it.

In this sense, the object of semiotics is any type of semiosis, verbal or nonverbal. Paradoxically, however, though the expression 'semiotics' indicates the general science of signs, it has been improperly described as being restricted to human semiosis, verbal and nonverbal. Viewed in such terms, semiotics has been indicated with the term 'semiology'.

So, all interpretation and signs in general belong to semiosis which can be distinguished into three types: semiosis of signification, semiosis of symptomatization, and semiosis of communication.

3. Semiotics and Cheating

Semiotics is used widely here to delve into and understand the communicative qualities of the verbal (crib notes) and non-verbal (different academic smuggling devices) languages of cheating and their psychological and social variables. If we examine this issue, we can easily recognize the similarity between linguistic discourse and well-known common smuggling devices used amongst cheaters. Both are signaling systems that serve as means of communication that bridge up the social and academic knowledge between cheaters. Whereas a word, any word, conveys ideas and meanings in speech or writing within the linguistic system, the cheaters use a medium to communicate via verbal and non-verbal means.

The linguistic and extra linguistic knowledge is of aid in which meaning and experience of a sign must be interpreted. This is done by making references to the system within which the sign operates. Understanding these signs require extra linguistic knowledge. In addition, just a word may have different meanings depending on the context it is used in. Cheating, as such, communicates experience between its users depending on the mediated relationship. In sum, the cheating signaling system is not cheating in itself but cheating has the capacity to communicate a multiplicity of meanings depending on how the sign is structured in reality.

4. History of Cheating: Definitions and Typologies

The concept of cheating is ubiquitous in our moral lives: It occurs in contexts as varied as business, sports, taxpaying, education, marriage, politics, and the practice of law.

Anderman and Murdock (2007: 34) define cheating as to "act dishonestly or unfairly in order to win some profit or advantage". Cheating involves an act of deception, fraud or betrayal that often unfairly advantages the cheater over others. However, a cursory review of the literature suggests that there is no universally embraced definition of academic cheating. For example, some researchers have defined cheating indirectly and vaguely, such as "a violation of an institution's policy on honesty," while others seem to have left the meaning of cheating up to students' interpretation by asking them directly how often they "cheat" on their work or use "cheat sheets" when they take tests. More typically, researchers have avoided such ambiguity or subjectivity, respectively, by asking students how often they have engaged in a specific set of behaviors, such as copying from a neighbour during an examination or using an authorized set of crib-notes smuggled into the examination site. This latter approach is sometimes combined with a corresponding set of questions that ask students if they consider the behavior "cheating" or to rate how "serious" they think it is. Not surprisingly, the more likely students are to define a behaviour as "cheating" the less likely they are to report engaging in that behaviour.

Students utilize a wide variety of creative smuggling to "import unauthorized notes to the examination site" Shon (2006:10). These innovative and illicit means are classified, according to Shon (ibid:10-13) into four thematic categories:

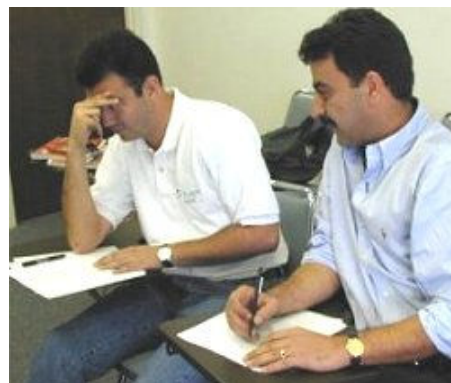
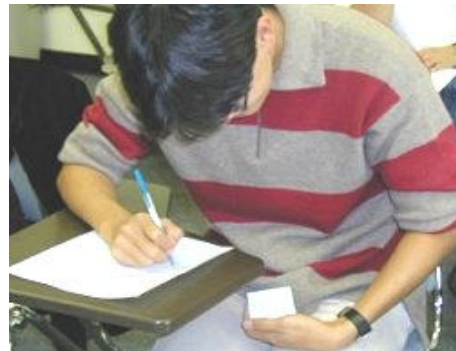
1. Body Parts
2. Articles of Clothing
3. Technical Gizmos
4. Ordinary Objects

(For more about techniques of cheating, visit www.newfoundation.com/prevplagweb/cheating and Muthu(2006:2-5).

Cheating goes so fast with hi-techs like using technological gizmos (cellular phones, pagers, text messaging and snapping

photographs. The use of ordinary objects are necessary smuggling devices such as (the corner of the frame of the eye glasses, rubber band ... etc.(Shon 2006:12-13). Look at the following photographs taken while students were cheating:

Students Demonstrate Cheating Techniques



For more amazing photos, visit:

http://images.search.yahoo.com/search/images?adv_prop=image&fr=yfp-t-501&va=students+cheat+exams&sz=all

5. Psychology of Cheating

Individual behavior does not occur in a vacuum; social and situational circumstances exert a powerful influence on personal choices and actions. Students' perceptions of classroom and school goal structure affect not only their cheating behavior but also their judgments about the acceptability of cheating. Students' perception of teachers' pedagogical competence affects cheating behavior and so, too, do their perceptions of teacher fairness and caring. Students are more likely to cheat when they perceive their teachers are incompetent, unfair, or uncaring.

In addition to these subjective perceptions of teacher qualities, the subject matter also comes to the fore. Students report cheating most often in Math. and sciences courses and least often in social science and humanities courses.

While all of the foregoing situational factors (real or perceived) have been significantly associated with cheating, peer norms (attitudinal and behavioral) tend to be the most powerful predictors of cheating behaviour. For example, it has been widely proved that individual and contextual factors are associated with cheating in college, for example, found disapproval of cheating, peer cheating behaviour and fraternity/sorority membership to be the three most influential factors associated with cheating. Specifically, students who perceived that their peers disapproved of academic dishonesty were less likely to cheat, while those who perceived higher levels of cheating among their peers and those who belonged to a fraternity or sorority were more likely to report cheating. Moreover, peers are very reluctant to report the cheating to others, even at institutions with so called "rat clauses" that require students to do so. Put another way, cheating has become normative behaviour among secondary and postsecondary students – it is widely seen and acceptable. Reporting others for cheating, in contrast, would be socially deviant behaviour – rarely seen and greatly shunned. Finally, students who cheat rarely get caught. If caught, they are seldom punished severely. See Anderman and Murdock (2007: xi-4).

6. The Semiotic Analysis of Cheating

The semiotic analysis of cheating has been the subject for psychologists and sociologists and academics as well. This section aims at setting up forth the corner stone for this profound relationship. Cheating is entirely a semiotic system by itself in which different verbal and non-verbal signs are used to communicate amongst cheaters (words written on crib notes, touch, glance, eye contact, dress, posture, paralanguage, ... etc. (www.andrews.edu/~tidwell/lead689/NonVerbal.html:1)). All means and tactics used in cheating are communicative starting from the crib notes (written) along with the different smuggling devices that are going to be shown in the following pages.

This section more profoundly examines the variety of creative tactics used by students to cheat during in-class examinations. They manipulate different variables such as the psychological and behavioral profiles of their professors and test-takers; i.e. they tend to use amazing ways and tactics that are proved to be semiotically revealing. Henceforth, cheating comes out to be a semiotic process.

We mentioned, in passing, that semiotics is the "science of all sciences" and even the single 'thought' is a sign, (Chandler, 2002:2). The sign, according to Pierce, is a "representation" and stands for something to somebody (ibid). From the start and due to the demography of the dishonest, the first semiotic message that can be detected is that almost all cheaters indicate they are 'bad' people since they are addicted to cheating, while the rest are 'good' who would never do so. (<http://www.tne.uconn.edu/Announcements/Cheating:2>).

The second semiotic signification is the **Teachers-Cheaters** long conflict process. Structurally, the word 'cheater' is structured from 'teacher' by moving some letters and are pronounced differently; we get /ti:tʃə/ and /tʃi:tə/. This indicates that the former represents an order, an authority, an institution and is highly organized, while the latter represents chaos and disorder, and is highly disorganized and anti- authority. Also, they play the roles of the (predator-prey) where the teacher is the predator and the cheater is the prey, though on some occasions the vice versa is unfortunately true.

Cheating can take different forms, types and techniques. This paper inclusively matters only those that are semiotic in nature; verbal and non-verbal communication methods. The cheaters use a variety of signaling systems so as to make cheating possible:

- a. They communicate in codes.
- b. The use of silent communication (Sign Language).
- c. Written crib-notes (cheat-sheets) and variations, as called in Iraqi Colloquial. (barasheem pl., barshuma sing.).
- d. Coded meanings.

The students have devised dozens of codes to signal answers to one another like: hand position or foot tapping, test position, noises like clicking of pens, clothing positions, coded coughs and sneezes, rubbing and scratching one's nose, chin, ear, head and the seating arrangement. The semiotic cheating is facilitated by such means simply because they are used to "stand for" something "corresponding answers" (Shon 2006:7-8; Muthu 2006:8). They communicate in codes by tapping and eating some colored candies. On multiple-choice tests, I tap out a number like - -- (the cheater is trying to make 1 tap, then 3 taps, thus 1-3 which becomes 13). Then the person answering gives the answer by eating some candies, where let's say red=A, blue=B, yellow=C, etc. For further reading see:

<http://exam-cheat.uv.ro/cheat.html>;

http://www.wikipedia.org/wiki/Academic_dishonesty

- a. Non-verbal codes

Some students rely on non-verbal communication methods of cheating by using banal objects (objects that do not have inherent meaning-to assign a letter a certain value) so as not to be easily suspected and caught. Let's have two narratives extracted from Shon (2006:7).

Another method of cheating that was successful on multiple choice tests for a while was using signs. This would work in the classes that had students facing each other. For example, I would watch a student and he or she would signal me the answer by touch the nose for A, touch the chin for B, the ear for C, and finally touch the top of the head for an answer D. This method was harder so we had to pay attention and stay on the same question.

This shows that it is clearly manifested in multiple choice tests

I had a huge exam in physics coming up and had no time to study. So I devised a plan with a friend in that class. The plan was to cheat on the exam through silent communication. The way we decided to do this was to give each object on our desk a certain letter meaning. A would be a pencil, B would be a pen, C would be a calculator, and D would be the actual test. When either one of us didn't know the answer to one of the questions we would knock the number of the question out lightly on the desk and wait for the other to pick up the object with the letter of the right answer assigned to it. It worked beautifully and the teacher never knew what happened. We both passed the test and were never caught.

This narrative is another manifestation of a semiotic method whereby students use silent communication where to give each object on the desk a certain letter meaning. It is beautifully worked out amongst cheaters and proves to be a powerful way of discourse.

The coded meaning can be clearly established in different ways:

Sometimes, the coded coughs proved useless for a good proctor since the repeated coughs will be audible and it is likely to engender a suspicion. The students do not stop at this rather they begun applying minimally intrusive communication systems; namely sign language systems and is proved immune (ibid). Another coded meaning can be established by using already available "academic accoutrements". Students rely much on legal tools used in general like pens, pencils, calculators, erasers, and the actual exam. Either ways is in vain since the only shortcoming of these techniques is that the questions must be communicated to the accomplices and henceforth the audibility and repetition potentially raise the proctor's suspicion (ibid:8). Using a "self projected image" is revealing and carries a coded meaning. It is defined as "a mechanism that makes students feign normalcy and let students pretend illness" and in turn it makes proctors think that they

are dazed and confused. The reality is that they are sneaking a peek at his/her crib notes (Shon 2006:11). The body part itself can be used as a cheat sheet. Gender is also a valuable source employed as an innovative tactic for the female students. Henceforth, female students utilize sexually suggestive places for cheating. This brings about an accusation on the part of the proctor if he tries to sneak a peek at her thighs for answers; an accusation that emanates the pungency of sexual harassment. Sexual harassment is, in this sense, strongly coded (ibid). The female student, more skillfully, uses her hat, and if asked to remove it, she feels embarrassed to expose her head for a 'bad hair' and it signals answers to the ones sitting behind.

b. Verbal codes

The cheaters do not stop at this rather they start devising new set of codes that facilitates the semiotic analyses so clearly via using crib-notes and variations. They used a good variety of techniques such as: Long-sleeved shirt method, desk notes, buddy system, traditional crib-notes, snapping, skin writing, crib-notes on cap bills, crib-notes on classroom furniture, crib-notes in a pen, crib-notes on an electronic organizer, tape-recorded crib-notes, crib-notes on programmable calculators, crib-notes in the lavatory, clandestine signaling, exam smuggling, exam files, lost exams, feigned illness or injury, misunderstandings, ...etc. Besides these methods, students do not stop here rather they utilize many and tens of cheating processes (Muthu 2006:2-5).

For further information see (http://www.cs.iit.edu/~cs560/fall_2006/research_paper_on_cheating/R_Panchabakesan_Cheating.pdf).

Here are below some different explanatory forms for the crib-notes used in cheating, particularly Japanese make use of brilliant tactics.



See <http://www.aloathan.com/vb/showthread.php?t=3955>

By any means, the use of crib notes and their multiple forms during examinations is typically viewed as cheating. One of the most signaling mechanisms is writing words on one's hand and arms or on the side of one's fingers. It would be easier for the cheater to act in a staged performance by placing his/her hands across his/her face, or putting ones' arm down trying to hide the crib-note.

What we have met in passing is a manifestation of signs; each object is a sign by itself. It constitutes a sign system and is inter alia communicative. The relationship, according to Peircian triadic model, between the representamen (hence the cheat sheet), the interpretant (the idea of cheating and signaling answers, and the object (student's initiation) is arbitrary. In the same sense, Saussure refers to this relationship between the signifier (e.g., word, object) and the signified (e.g., meaning). This relationship is 'established through usage and convention, sometimes by collusion' Shon (2006:7). See also Hawkes (1977:127-29). One of the anonymous Japanese internet users who runs [Strong Bluebook Project](#) aims to teach students the best methods for cheating on exams. You can go back to internet and check out the epidemic of academic dishonesty. Let's stop cheating and pay attention to our studies.

<http://www.japanprobe.com/?p=1613>

Functionality of the Barasheem

Barasheem are functional in that they pass codes which are communicative. They include notes and information that meet the cheater's needs; they are expected and carefully selected. To function well they should have special features:

- a. They should be small (this depends). Later we will find out
- b. They should be concealed from the proctor's eyes
- c. They should be clear and readable.

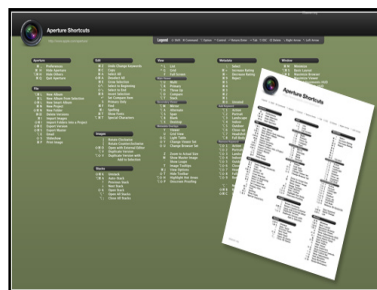
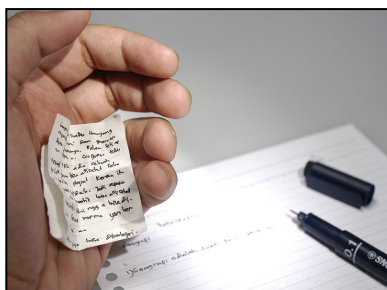
Often, students after the exam either throw their crib-notes or show their colleagues as a sign of triumph. Barasheem are concealed during exam and are exposed after it. This has social and psychological implications. In so doing, they carry a social significance to undermine the educational institutions and to let them reconsider the normative distinctions (good, bad). Students are trying to undermine this principal and the validity of the written exams as a criterion of evaluation has been put into question.

In order to have a closer shot at the "*Semiotics of Cheating*" in examinations, it is opportune to address most of the related kinds of semiotics manifested before, during, and after

cheating. The following pages more profoundly show the schematized-format used in semiotic analyses. Some of the outstanding semiotic features are, as called conceptually, as follows:

1. Semiotics of Lay-out and Font Size
2. Semiotics of Coding (Writing)
 - a. Hand-written Materials
 - b. Printed Materials
3. Semiotics of Medium
 - a. Verbal Codes
 - b. Non-verbal Codes
4. Semiotics of Setting
 - a. Time
 - b. Space
5. Semiotics of Reading Questions

By such schema, the paper will cover a wide variety of cheating techniques, though we treated some in earlier, in this place, the focus will be in particular on the semiotics of the *crib-notes (cheat-sheets, or Barasheem)*. Here is the simplest form of the cheat-sheet.



A cheat sheet that is used contrary to the rules of an exam may need to be small enough to conceal in the palm of the hand and many different places

The students use the crib-notes in multi-forms and they take different shapes due to the use of new technologies and techniques that spread rapidly.

1.The semiotics of the Lay-out and Font Size

A cheat sheet or crib sheet "is a concise set of notes used for quick reference". "Cheat sheet" may also be rendered "cheatsheet" or "cheat-sheet", crib-notes or in Iraqi colloquial barasheem.

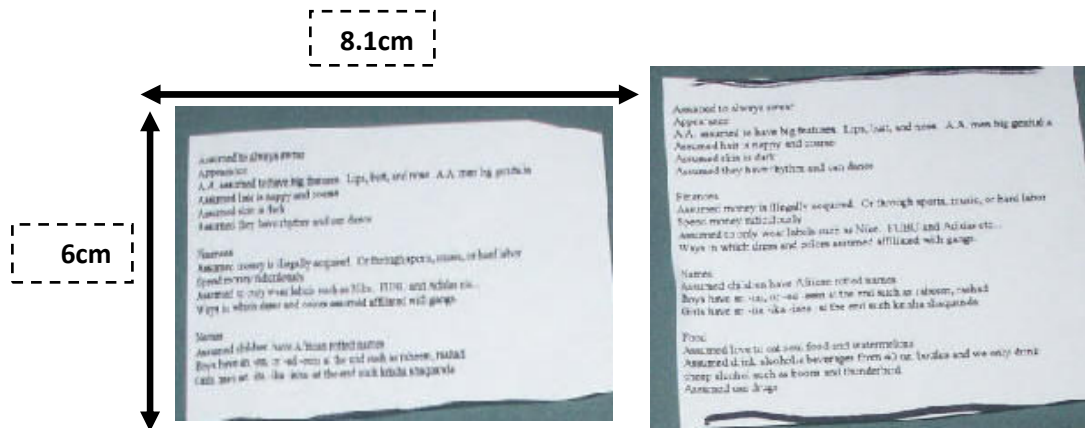
http://en.wikipedia.org/wiki/Cheat_sheet.

The term used throughout these pages will be barasheem (pl. form) and barshuma (sing. form). The barshuma is a physical piece of paper, often filled with equations and/or facts in compressed writing commonly used by cheaters. Here, it is time to apply a diagnostic test to this academic virus barshuma and to examine its physical dimensions:

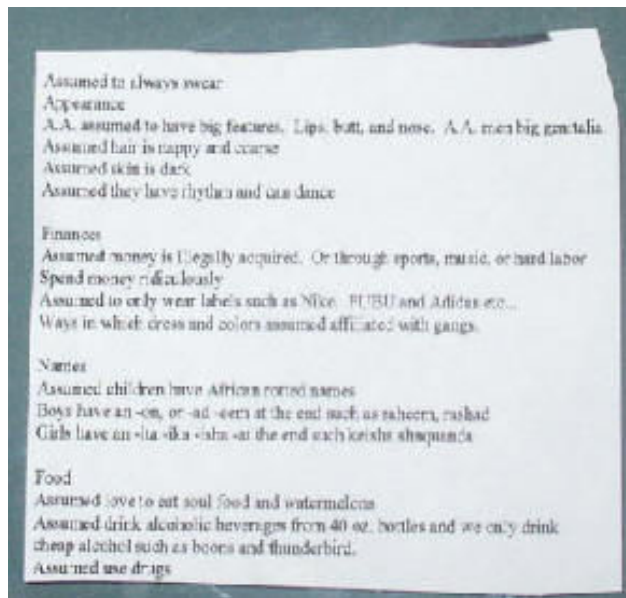
Often, people write notes on their hands/arms, or on little slips of paper. Nowadays, with the drastic technological changes, they computerize their barasheem. The computer will always be able to write smaller, and more legible. Examining the samples collected, one can notice the following:

- The font face is mostly Times New Roman
- Font size from 4-7
- Font color is black
- Cheat-sheet is white and small

Times New Roman font is useful because it is small, compact, and readable at tiny font sizes. The size of barshuma is relative 6cm width and 8.1-5cm long to a minimum, so it is more easily concealed from the teacher's view. Double-sided barasheem are widely used for the huge amount of notes.



Here we have the same set of notes, all in Times New Roman font, but of different sizes. Top left: size 6, top right: size 7, bottom: size 8. Clearly, you can see how much of a difference size makes.



These are the common features. Some cheaters, however, use full-scope pages especially in final exams where they bring ready-made exam sheet with ready expected answers. They kept this sheet from the previous year pretending they do not receive one though they do, and they usefully utilize it for the next year. Those big or full

scope barasheem are used for the long essay writing or for questions that require much more information. Also, they use big ones to avoid having multiple barasheem. The small ones are used for multiple choice answers. The choice of barshuma relatively depends on the cheater's intention and the subject being tested.

2.Semiotics of Coding (Writing)

Cheaters write barasheem differently. They either write or print them out. Let us examine the characteristic features of each and then shed light on the semiotic significance.

1. Mostly, those who follow the hand writing process are said to be:

a. Main group

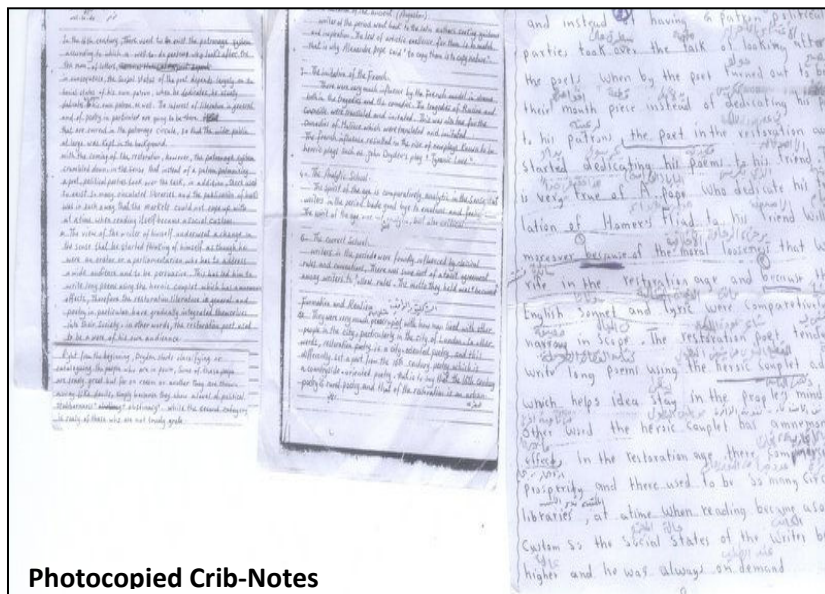
1. careless students
2. at the lowest scale level of cheaters
3. aimless and random at the selection of the material though some are lucky.
4. The barshuma is not as legible, readable and dimensionally standardized as that of the printed out.
5. The words come as one a whole; there is no spacing. They can hardly read them.
6. pens with blue ink and pencils are most likely used in writing
7. paper with lines is used most often. If not, they will separate the notes by drawing lines
8. these hand-written barasheem are of social and personal value. The cheater will, after the exam, tell his colleagues that he did his best the night before and he is better than anybody else.
9. Most importantly, even in writing barasheem, the cheaters think that writing much information is time-consuming and effort-exerting. They want to get high grade with less effort, hand-written barasheem include little information and sometimes words initials.
10. Those who do not computerize their barasheem are either unable to use computer or do not want to spend time, or to use their writing skills!!!

Within this main group, another sub-group has been splitted and is called a split-group.

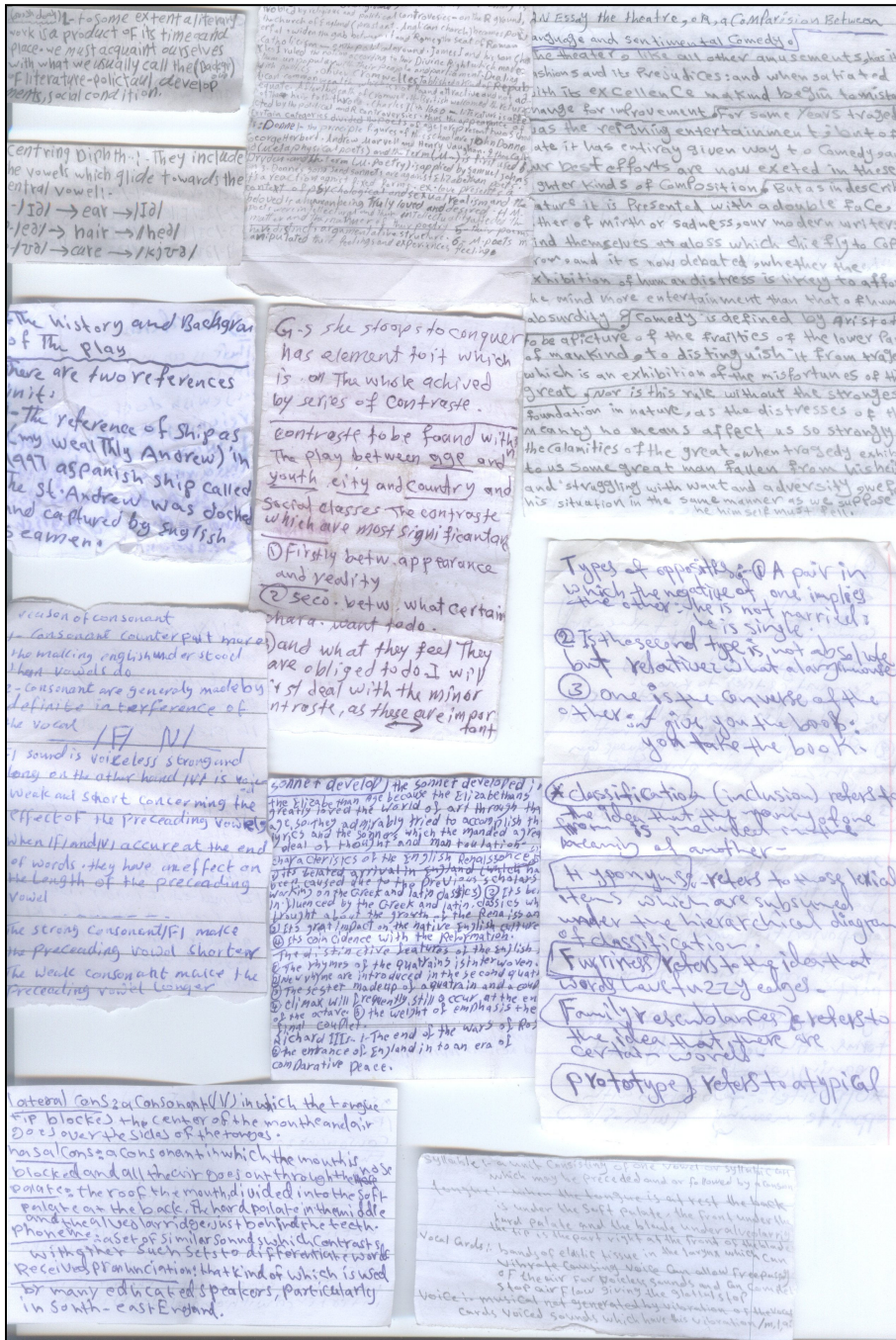
b. Split-group

This group utilizes directly from the main group by photocopying their barasheem and they are the worst since it indicates that they are dependants on other's minds and how shallow their minds are!!

The following set of hand-written barasheem is so expressive. Having a precise view, one can easily recognize that the semiotic significance of these barasheem gives a valuable sign to its users; namely cheaters. The big ones refer to the open-mindedness of the accomplice and the small pieces signify the narrow-minded students. Also, one can say that the small ones indicates the inattentiveness, carelessness and a sign of downgrade, while the big ones measures the big academic crime and the mistake committed. There are many other features that are of semiotic value.



Photocopied Crib-Notes



...to some extent a new work (a product of its time and place) we most acquaint ourselves with what we usually call the body of literature - political, development, social condition.

The History and Background of the Play
There are two references in it:
- The reference of Shakespeare's wealthy Andrew in 1497 as a Spanish ship called the St. Andrew was docked and captured by English seamen.

Reason of consonant
- Consonant later part make the making English word more light vowel do.
- Consonant are generally made by definite in interference of the vowel.

Lateral Consonant (V) in which the tongue tip blocks the center of the mouth and air goes over the sides of the tongue.
Nasal Consonant in which the mouth is blocked and all the air goes out through the nose.

...of English (classical, Anglican, French, Italian, Latin, Spanish, Portuguese, etc.) and by the time of Shakespeare (1564-1616) the English language had become a mixture of these languages.

G1 - she stoops to conquer has element of it which is on the whole achieved by series of contrasts.
Contrasts to be found within the play between age and youth, city and country and social classes - the contrasts which are most significant are:
1) Firstly betw. appearance and reality.
2) Seco. betw. what certain chara. want to do and what they feel they are obliged to do. I will deal with the minor contrasts, as these are important.

...the latter part are because the Elizabethans were so fond of the idea of a happy ending, so they admirably tried to accomplish the happy ending in the play.
...the English Renaissance...
...the end of the wars of the Roses...
...the end of the wars of the Roses...
...the end of the wars of the Roses...

An Essay the Theatre, or a Comparison Between Tragedy and Sentimental Comedy
The theatre is like all other amusements, a pleasure and its pleasures; and when satiated with its excellence mankind begins to desire change for improvement for some years to travel as the refining entertainment, but at last it has entirely given way to a Comedy and our best efforts are now exerted in these other kinds of Composition. But as in description it is presented with a double face, either of mirth or sadness, nor modern writers find themselves at a loss which die to be preferred, and it is now debated whether the exhibition of human distress is likely to afford the mind more entertainment than that of a humorous absurdity. Comedy is defined by Aristotle to be a picture of the frailties of the lower part of mankind, to distinguish it from tragedy which is an exhibition of the misfortunes of the great. Now is this rule without the strongest foundation in nature, as the distresses of the meaner he means affect us so strongly, the calamities of the great when tragically exhibited to us some great men fallen from his height and struggling with want and adversity give his situation in the same manner as we suppose he himself must feel.

Types of apposition
1) A pair in which the negative of one implies the other - she is not married - she is single.
2) If the second type is not absolute but relative - what a large number.
3) One is the converse of the other - give you the book - you take the book.
Classification (inclusion) refers to the idea that the meaning of one word is included within the meaning of another.
Hyponymy refers to those lexical items which are subsumed under the hierarchical diagram of classification.
Family resemblance refers to the idea that there are certain words.
Prototype refers to atypical

Vocal Cords - band of elastic tissue in the larynx which can vibrate causing voice. One called the vocal folds of the air flow giving rise to the sound of the voice. Another called the vocal cords. Voiceless sounds which have no vibration in the vocal cords.

2. Printed Materials

Nowadays, with the rapid hi-tech changes, cheating around the world has become so feasible. The critical thinkers indulged in cheating have shifted their attention to computerize their barasheem so neatly and extremely decipherable. Those accomplices who print out their materials are really hard-working cheaters. They are all the best of those mentioned so far since this new technique is of multi-functions and has many progresses in cheating. Let us examine the features of this type.

1. As it has been shown in page (26), the physical components of the barshuma (length, width, font size, font face and the quantity of the information encapsulated) are highly standardized.
2. All are written with black ink and cut into A4 white paper tapes.
3. The size of barshuma is relative 6cm width and 8.1-5cm long to a minimum.
4. Much material in little space.
5. High storage of material signs high percentage of passing the exam
6. It promotes the cheater and gives him a social and personal status amongst his fellows(cheaters)
7. All typing techniques (bolding, italicizing, underlining, text direction and others) help create amazing practical barasheem. See below some samples:

Approaches to literary study

A-The literary work in relation to its Back grounds
In this approach we can study the literary work with political development, social conditions and philosophic concepts all of these can show us the work and its historical and intellectual context and it's depends on two elements, time and place.

B-The literary work in relation to the author
In this approach we can study the life of the author and we can call it Biography and we can get from the biography several aims and it is:
1-One may study the author's life for itself.
2-One may read the author's works as documents in the biography.
3-One may study author's life for the light it sheds on his writings.

C-The literary work in relation to its readers
When we study the literary work we must find what we are looking for interesting and entertaining and how it is effect in us. The author must explore the relation between the literary work and the reader and how the reader thought about it.

D-The literary work in relations to other literatures
In this approach we can use many ways to study the literary work first we can study literary work and relation to another literary work written in the same time or the same period and this we can call it the historical works and we must know this is not literature the second way we can study literary work to another is considering the period such as the early eighteenth century and the romantic period the third way to study works in relation to one another is to bring into comparison works of a similar genre.

E-the literary work as an entity in itself
In this approach we should claim most of the attention of the elementary student with that we can study all approaches in literary work such as background, biography and literary history and another matters and it also goes deep in to the literary works and find the meanings beyond what the author had written.

Consonant: one of a set of sounds in which air from the lungs is seriously obstructed in the mouth, and which occur in similar positions in words.

Larynx: structure at the top of the wind-pipe from the lungs, which contains the vocal cords.

glottis: the space between the vocal cords.

Lateral consonant: a consonant (/l/) in which the tongue-tip blocks the centre of the mouth and air goes over the sides of the tongue.

nasal consonant: a consonant in which the mouth is blocked and all the air goes out through the nose.

Alveolar ridge: see palate.
palate: the roof of the mouth, divided into the soft palate at the back, the hard palate in the middle, and the alveolar ridge, just behind teeth.

Phoneme: a set of similar sounds which contrasts with other such sets to differentiate words.

Received pronunciation (R.P.): that kind of Pronunciation which is used by many educated Speakers, particularly in south-east England. Sometimes called B.B.C. English.

Rhythm unit: one stressed syllable which may have unstressed syllables before and/or after it.

so Metonymy and Synecdoche are varieties of metaphor.

Metonymy

Metonymy is a figure in which we refer the thing by an attribute (trait) or quality or other associated idea of a thing instead of the thing itself.

so the ((crown)) stands for the monarchy (shakespeare) for his work in (I have read all Shakespeare).

(Washington reports) means government officials in Washington .

Synecdoche

Synecdoche is a figure of speech which names the whole by it's parts .

Example : The crowned head or it may names the part by the part by the whole .

Example : (Washington reports means government officials in Washington)

EFFECTIVENESS OF FIGURE

The figure of speech can be effective if it is :

- 1- Apt (suitable) : the comparison between the (tenor) and the (vehicle) should not be just any kind of comparison but it should be useful .
The vehicle should explain or sheds light on the tenor . It should be illuminating when analysed . It should bare pressure of analysis .
- 2- Fresh : The comparison between the tenor and the vehicle should be new and surprising .

This is achieved by drawing the vehicle from realm (field) seemingly

Plot summary

The narrative is non-linear, involving several flashbacks, and involves two narrators - Mr. Lockwood and Ellen "Nelly" Dean. The novel opens in 1801, with Lockwood arriving at Thrushcross Grange, a grand house on the Yorkshire moors he is renting from the surly Heathcliff, who lives at nearby Wuthering Heights. Lockwood spends the night at Wuthering Heights and has a terrifying dream: the ghost of Catherine Earnshaw, pleading to be admitted to the house from outside. Intimidated, Lockwood asks the housekeeper Nelly Dean to tell the story of Heathcliff and Wuthering Heights while he is staying at the Grange recovering from a cold.

Nelly takes over the narration and begins her story thirty years earlier, when Heathcliff, a scuffling living on the streets of Liverpool, is brought to Wuthering Heights by the then-owner, Mr. Earnshaw, and raised as his own. Ellen comments casually that Heathcliff might have been descended from Indian or Chinese origins¹³. He is often described as "dark" or "gypsy". Earnshaw's daughter Catherine becomes Heathcliff's inseparable friend. Her brother Hindley, however, resents Heathcliff, seeing him as an interloper and rival. Mr. Earnshaw dies three years later, and Hindley (who has married a woman named Frances) takes over the estate. He brutalises Heathcliff, forcing him to work as a hired hand. Catherine becomes friends with a neighbour family, the Lintons of Thrushcross Grange, who mellow her initially wild personality. She is especially attached to the refined and mild young Edgar Linton, whom Heathcliff intensely dislikes.

A year later, Hindley's wife dies, apparently of consumption, shortly after giving birth to a son, Hareton. Hindley takes to drink. Some two years after that, Catherine agrees to marry Edgar. Nelly knows that this will crush Heathcliff, and Heathcliff overhears Catherine's explanation that it would be "degrading" to marry him. Heathcliff storms out and leaves Wuthering Heights, not hearing Catherine's continuing declarations that Heathcliff is as much a part of her as the rocks are to the earth beneath. Catherine marries Edgar, and is initially very happy. Some time later, Heathcliff returns, intent on destroying those who prevent him from being with Catherine. He has, mysteriously, become very wealthy. Through loans he has made to the drunken and dissipated Hindley that Hindley cannot repay, he takes ownership of Wuthering Heights upon Hindley's death. Intent on ruining Edgar, Heathcliff elopes with Edgar's sister Isabella, which places him in a position to inherit Thrushcross Grange upon Edgar's death.

Catherine becomes very ill after Heathcliff's return and dies a few hours after giving birth to a daughter also named Catherine, or Cathy. Heathcliff becomes only more bitter and vengeful. Isabella flees her abusive marriage a month later, and subsequently gives birth to a boy, Linton. At around the same time, Hindley dies. Heathcliff takes ownership of Wuthering Heights, and vows to raise Hindley's son Hareton with as much neglect as he had suffered at Hindley's hands years earlier.

Language UNIVERSITY OF BASRAH /College of Arts 3 hrs
3rd Class Dept. of English 2007-2008 (2nd Attempt)

Note : Answer any FOUR questions of the following . 12½ marks for each answer .

1/ Define THREE of the following (with examples when necessary)

1. Linguistics
2. Sociolinguistics
3. Synonymy
4. Antonymy

2/ Discuss in details ONE of the following :

1. Semantic Field theory .
2. Inclusion .

3/ Show the difference in ONE of the following :

1. Language and Dialect .
2. Descriptive and Prescriptive grammar .

4/ Draw a diagram of a wheel shape to show the ranges of linguistics .

5/ Creativity is one of the design features of human language . Discuss .

GOOD LUCK

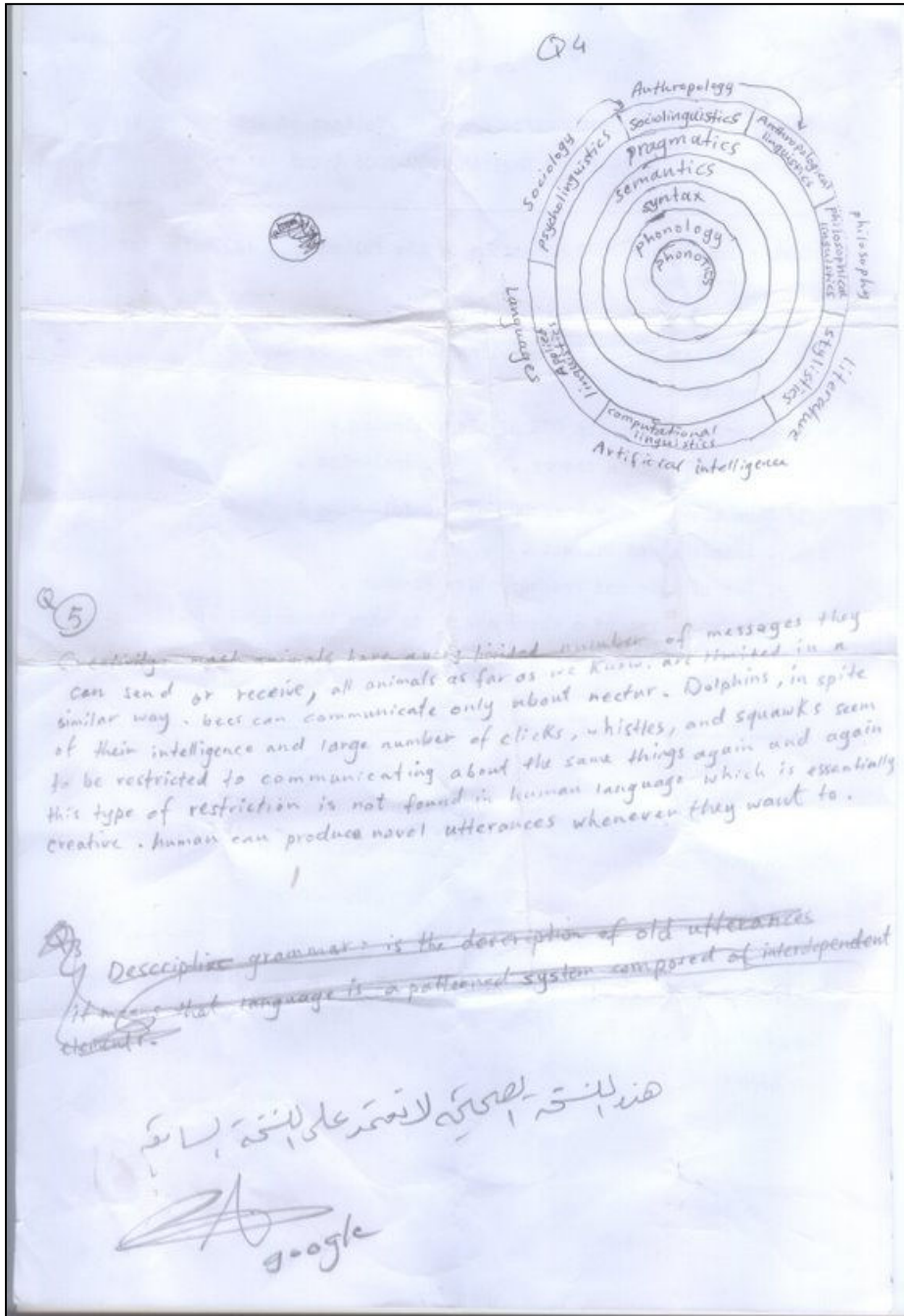
Examiners
Head of the Dept.
Dr. Adil Malik

Q1

③ Synonymy : is a characteristic of ^{lexical items} ~~words~~ that can be interchanged without altering the meaning of an utterance

① Linguistics : it is the study of language and how does language work

② Sociolinguistics : it ~~the~~ is the study of the relation between language and society.

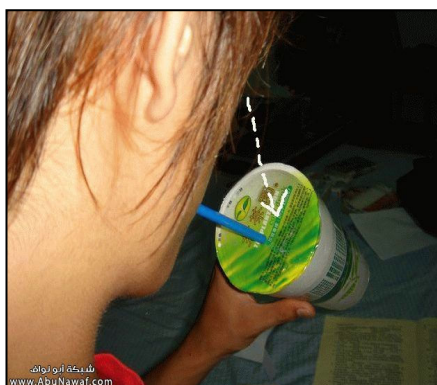


Technical progresses help cheaters use transparent thermo adhesive cover called OHP. For further information, see the video clip of those Japanese cheaters using this technique. They can stick it marvelously in various places on pens, on juice, under the coat, on their arms, on the erasers, inside shirts, and print it out on their T-shirts ... etc. Briefly, The anonymous Japanese internet user who runs [Strong Bluebook Project](http://www.japanprobe.com/?p=1613) aims to teach students the best methods for cheating on exams. Here's one of the instructional videos he uploaded. The narrator's voice is digitally altered to protect his identity (Who knows what misfortune could befall him if people found out he was the guy telling kids to print cheat-sheets on their shirts). The underlying phrases are a sign for the social context and personal value that might get scarified and also refers to the bad deeds of the guy's words and actions.

<http://www.japanprobe.com/?p=1613>



Barshuma stuck on pen
juice as the arrow show



it is stuck on

3. Semiotics of Medium (verbal and non-verbal codes) see pages (19-23)

4. Semiotics of Setting

- a. Space
- b. Time

This point encapsulates the idea that semiotics of cheating finds its way via space and time. Setting is of semiotic significance to study cheating and the cheater's psychology. Let us examine the ways cheaters semiotically conceal the barasheem. Students have devised a variety of methods to hide their barasheem (desk/hair, food/drink); body parts (hands, arms, ankles, legs, and fingernails); clothing (shoes, shirt, hat, tie, belt, watch, eyeglass frames, mirrored sunglasses lenses, band-aids, and IDs); pencil and pen (engraved pencil and pen, empty pen, white-out, invisible INK pen (fluorescent pen), eraser, masking tape, tissue, stick film, the room, and note card+ rubber band), technologies (calculator, watch, pager, ipods, imate, palm pilot, walkman, super smart watch, kindle, Mp3-player, micro-reader, wireless Monitor and camera, and micro-earphone)

Below some photographs of these hi-techs

http://teachopolis.org/justice/cheating/cheating_how_to.htm



Kindle



Wireless monitor and camera



Micro-Recorder



Micro earphone

See the following websites

<http://exam-cheat.uv.ro/index.html>

<http://www.5min.com/Video/How-to-cheat-on-an-exam-11163>

<http://www.youtube.com/watch?v=sIL9WkjZt-g>

Briefly, other ways cheaters hide their crib-notes are:

1. **Putting them under their test papers.**
2. **The water bottle method:** the cheater uses a razor to slice the outside wrapping, and insert your notes (faced in) under the wrapping, which you then cleverly glue/tape back to the plastic bottle
3. **Pocket notes.** It is one of the ingenious methods of cheating. Barasheem are cut into 2,3,4,5 or however many columns there are, then put a piece of tape on the back of it connecting all the pieces.

This makes it so because they are in divisions so you can angle them best for you. Then use a shirt with a breast pocket, a looser shirt works better because this way if the pocket sticks out a little cause of the paper, it is not obvious there is something in the pocket. You can also put money or things in there so if a teacher sees you glancing you can just pull out the money and say that you were just making sure the money was there. It works very well because if you are looking down at the test, you just look in your pocket not very far from the test to see the cheat sheet. If the teacher walks by, just hit the cheat sheet and it folds down. This method works best with short things like vocabulary tests or formulas. Look at the explanatory photos:

See also "Ten Methods to cheat" available at

https://www.mnsu.edu/psych/ten_ways_to_cheat.htm





Now, it is time to examine the semiotics of time here pointing out the ideas that cover this part of study. Time is important for cheaters since they want to reach their targets within time limits. Cheaters, most often, seize the opportunity to show up their barasheem in the following cases. All of which have semiotic significance.

Almost all students talk about some points of the important hints during the distribution of the exam sheets this indicates that the proctor, at this time, is indulged in distributing these sheets as quickly as possible and in this case is inattentive. They have got little chance to cheat because the proctors or test-takers feel the danger and may warn the accomplices.

Those reckless cheaters make use of time during exam when everything is ok and settled down. Different tricky ways are well-managed in this sense.

1. The proctors, especially the old ones males or females, sit down in front of the students and never move. This certainly gives a good chance for cheaters to apply whatever methods available.
2. The female proctors are usually weak. In this case, cheating will be so feasible and cheaters have control.
3. Quite obviously, when the instructor reads or explains the questions, the students in general and cheaters in particular,

instead of listening, exercise different ways and techniques either signaling or showing up their barasheem or any other method that distracts the proctor's view.

4. If a question is raised by a puzzled student, the proctor may offer a help, some cheaters seize the chance and try to signal answers.
5. One of the possible ways for cheaters to cheat is that some test-takers like talking with their fellows who are in the next-door especially facing each other.
6. What quite happens is the proctors-switch from one class to another at the same time. This creates some sort of chaos and disgust.
7. In some occasions, if there is a difficult question(s), or topics students did not have during the course, they start showing disgrace as a sign of refusal. This facilitates cheating they ask one another.

There are countless ways in which the importance of time management and spatial aspect are two faces of one coin. In this sense, semioticians spell out the idea that every aspect of time and space has a semiotic signification and is highly communicative. Cheating resembles the idea of a brink of an eye or hide and seek played by children.

4. *Semiotics of (Re)-reading Questions*

The sign that we might get is that the teacher himself not the test-takers indirectly remarks some answers either by reading, explaining or playing up with words. At other times, the proctor gives hints or key words (answers) to the students, or more often the student himself asks his teacher suggestive questions in such a way that he might get approval or nodding a head or a smile. This signals that the teacher agrees with what the student suggested and creates a high set of codes via which communication is achieved and cheating is guaranteed. Henceforth, cheating is a coding system and meets the cheater's needs in every single aspect starting with the teacher-

cheater relationship and ending up with his relation with the eternal objects (colleagues, barasheem, desks, pens, eraser, time... etc), in which everything is a sign, understandable, communicative, and highly thematic.

Conclusion

A dominant reason why students cheat by using different tactics be they verbal (crib notes) or non-verbal means or both may be that an issue focused almost exclusively on its academic functions and neglected to study its extra-academic meanings (psychological and social factors). This paper points out that the meaning of cheating in on-examinations changes depending on the psychological and social relationship it mediates and consequently has the capacity to signal a wide array of different meanings and connotations. Therefore, semiotics is particularly well suited for the study of one of the precarious academic dishonesty; in that it has the methodological capacity to capture its sliding signification and the importance of the context to its meaning.

The paper comes out with an outcome that every technique used in cheating is of semiotic significance since it proves to be a means of communication between the accomplices and is highly interpreted according to the theory presented. The paper also makes use of the time, space, and coding and decoding and comes out with the idea that the (barasheem) crib-notes proved to be functional henceforth communicative.

Applying a semiotic analysis on the different forms and format of barasheem opens up new horizons in semiotic studies. Semiotics has not left any particular detail in this study and proves to be signal system.

Not only social psychology and personal factors affect cheating rather new contextual, social and academic factors have vital roles and contribution in bridging up the linguistic and extra-linguistic considerations.

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Related Links**Websites**

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http://images.search.yahoo.com/search/images?adv_prop=image&fr=yfp-t-501&va=students+cheat+exams&sz=all

www.andrews.edu/~tidwell/lead689/NonVerbal.html

<http://www.tne.uconn.edu/Announcements/Cheating>

<http://exam-cheat.uv.ro/cheat.html>

http://www.wikipedia.org/wiki/Academic_dishonesty

http://www.cs.iit.edu/~cs560/fall_2006/research_paper_on_cheating/R_Panchabakesan_Cheating.pdf).

<http://www.aloathan.com/vb/showthread.php?t=3955>

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http://en.wikipedia.org/wiki/Cheat_sheet.

<http://www.japanprobe.com/?p=1613>http://teachopolis.org/justice/heating/cheating_how_to.htm

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<http://www.youtube.com/watch?v=sIL9WkjZt-g>

https://www.mnsu.edu/psych/ten_ways_to_cheat.htm

<http://www.aber.ac.uk/media/Documents/S4B/semiotic.html>

Other (Incited) Related Links

<http://www.gulfnews.com/nation/Education/10272851.html>

<http://exam-cheat.uv.ro/hi-tech.html>

<http://www.itnews.com.au/News/51069,schools-ban-ipods-from-exams.aspx>

<http://exam-cheat.uv.ro/index.html>

الخلاصة

تم الاتفاق عموماً على أن من أخطر الأوبئة الأكاديمية هو الغش بكافة أنواعه وأشكاله أو ما يدعى بعدم النزاهة أو سوء السلوك الأكاديمي وخاصة في أوساط الكليات حيث ما يكون الغش متفشي غالباً. لا يوجد ما يسمى بنظام النزاهة والأخلاص الأكاديمي لدى الأكاديمي. ومن المضحكات المبكيات بان لظاهرة الغش في الامتحان جنورها الاجتماعي والنفسانيه. ومن الواضح بان طرق الغش لا تعد ولا تحصى متخذة اشكالا وصيغا متعددة (شيفرات لفظيه وغيرها). ولم يرعوي مختصو علم اللغه وغيرهم بدراسة هذه الطرق.

ومن المثير جدا بأن البراشيم (او البرشومه كما تسمى في العاميه العراقيه) هي اروع مثال لظاهرة الغش ناهيك عن عشرات السبل الاخرى منها الاشارات وتعابير الوجه وما شاكل من شيفرات. تشكل هذه الظاهره نظاما سيميائيا (او علم الاشارات) متكامل. ينطوي الغش على صفات توأصليه بين "المتورطين". يعنى هذا البحث بدراسه تشريحيه للبرشومه مسلطا الاضواء على شكلها ومضمونها وهي بحد ذاتها وما تحويه من شيفرات ورموز نظاما توأصليا. عند تطبيقنا النظرية السيميائية يمكننا فهم ظاهرة الغش على مستوى راق من التوأصليه بين الغاشين.

ينقسم البحث الى جانبين: نظري وعملي؛ حيث يقدم الجانب النظري المفهوم العام لعلم السيمياء وخصائصه ومكوناته مبينا مدى ارتباطه بهذه الظاهره وتحليلها تحليلا سيميائيا رفيع المستوى من التوأصليه والايحائيه بين مرتكبي الغش. ان دراسة الغش سيميائيا تبلور فهمنا العميق للمعنى السيميائي لظاهرة الغش. ومن الواضح بان للمتغيرات الاجتماعيه والنفسانيه دورا فاعلا في استثارة هذه الظاهره والتي تمثل ذات قوة خطاب هائله في الاوساط الاكاديميه وخصوصا من جانب الطلبة الجامعيين في كلية الاداب قسم اللغه الانكليزيه.