

Academic Judiciary  
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New Parking Lot  
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VOLUME XLIV, NUMBER 42

MONDAY, MARCH 26, 2001

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# Taking Notes

*Pondering  
the Pros and  
Cons of  
CliffsNotes  
in a  
University  
Setting*



# Academic Judiciary Report

The Academic Judiciary of the College of Arts & Sciences reports on selected cases in which students have been charged with academic dishonesty. The report is prepared by the Executive Officer of the Arts & Sciences Academic Judiciary in the Office of Undergraduate Academic Affairs.

In accordance with federal and state laws governing the protection of student privacy, these reports exclude identifying information such as name, gender, course, and department. In some cases, details that could be used to identify people have been altered to protect their privacy.

Two students in two separate courses were referred to the Academic Judiciary when their instructors found matches to their term papers on the internet. Neither student appealed the accusations, and both were found guilty of plagiarism. They both received a Q\* for their respective courses and a notation of academic dishonesty on their transcripts.

Two students were reported to the Academic Judiciary for having collaboratively falsified data for a course. Their course assignment required them to personally observe real-world phenomena and to independently write up the report of their observations. Neither appealed the accusation, and both were found guilty of collaboratively cheating. They received Qs for the course and notations on their transcripts.

Three students were reported to the Academic Judiciary because they submitted identical short papers for a

course they were taking together. At a hearing, the members of the hearing board found that two of the students had taken the other's work without permission and submitted it as their own. It came to light during the hearing that the three students were suite-mates and that they had access to each other's computer files. The two who were found to have stolen the other student's work received Qs and notations on their transcripts. The third student was found not guilty.

\*The Q grade denotes a failure in a course by reason of academic dishonesty and is accompanied by a notation on the transcript indicating academic dishonesty. The Q is calculated into a student's grade point average as an F.

The Academic Judiciary is located in the Office of Undergraduate Academic Affairs in E3310 Main Library. Policy information and forms can be found at <http://naples.cc.sunysb.edu/CAS/ajc.nsf>.

## Take Back the Night

The Center for Womyn's Concerns is sponsoring the annual Take Back the Night March and Candlelight Vigil on Wednesday, April 4. Students and supporters will rally under the bridge in front of the Union at 8 pm. The march will proceed through each quad and end at the Uniti Cultural Center for the vigil.

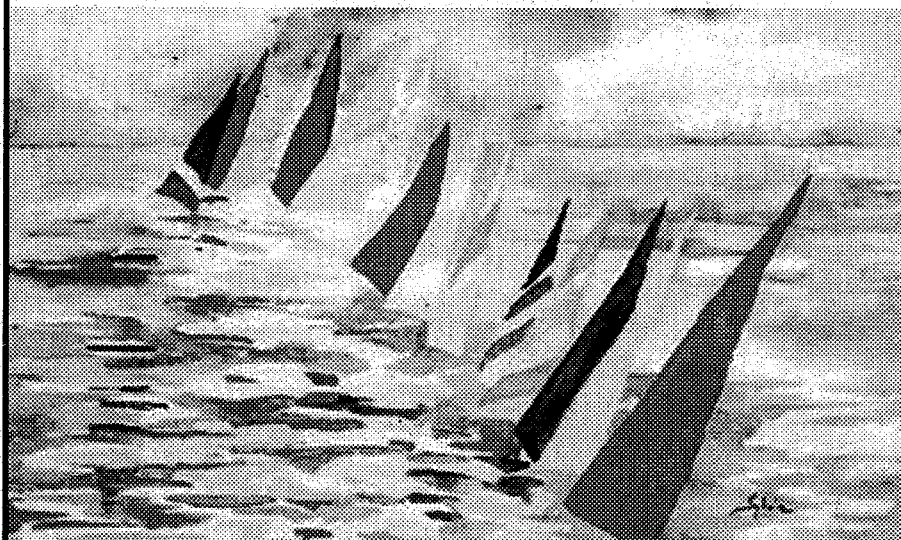
Take Back the Night seeks to foster awareness of the violence perpetuated against women in both the campus community and Suffolk county, as well as to educate the public about the attitudes and behaviors that perpetuate the problem. The march is an empowering experience for women who

do not feel safe walking alone at night and who wish to reclaim the campus and their independence. The candlelight vigil is a safe space for victims of abuse to share their stories in a supportive atmosphere. Sharing is voluntary, and both victims and supporters are encouraged to attend.

Counselors will be present during the vigil and information regarding domestic violence, date rape and campus safety will be available. Coffee and desserts will be served after the march.

This event is open to both men and women and everyone is encouraged to participate in this call for the end of violence against women.

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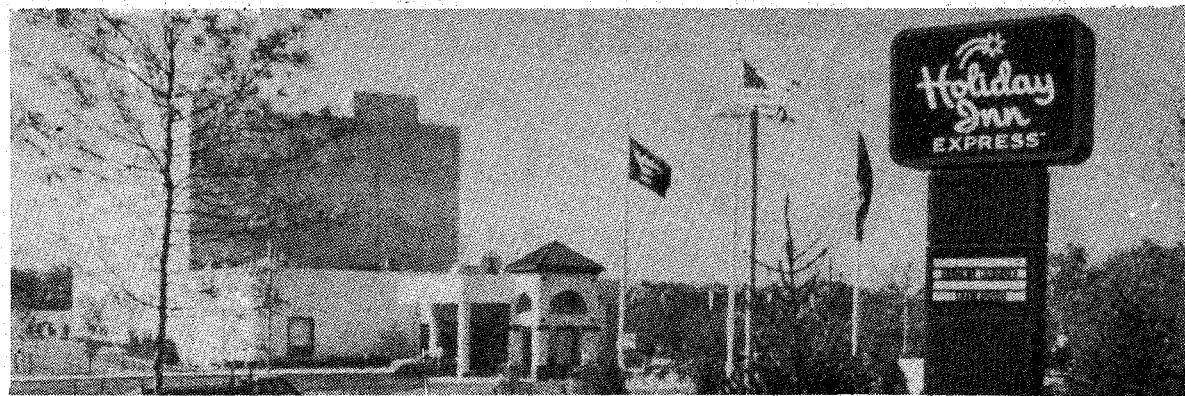
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**A Thought From Rabbi Adam**



Most everyone knows that the way Jews celebrate the week of Passover (4/7-15) is to abstain from bread and, instead to eat *matzah*. For bread dough rises, and *matzah* doesn't. However, to be more exact, the Mitzvah (Jewish ritual practice) is really to refrain from not just bread, but all leavened products. Leavening is "a (process) used to produce fermentation in dough" - thereby making it rise. This rising-fermentation process begins after 18 minutes of any unattended grain flour-cold water mixture (warmer water means faster fermentation). Thus it is not only bread that we do not eat during Passover, but all food and drink that contains grain (wheat, barley, oats, etc.). For even though that all crackers, cereals, or beer does not rise like bread nevertheless, all foods containing grain have been allowed to ferment. Such grain-containing foods are called *chometz*, and on Passover it is a mitzvah not to eat any *chometz*. However, not only are we to refrain from eating any *chometz*, but we are also not to have any *chometz* in our possession. So we eat all our *chometz* products before Passover and either destroy/throw out the rest or give/sell any leftovers to a non-Jewish friend. For *chometz* is dough that rises and bloats. On the other hand, after 210 years of oppression, when all of Egypt was humbled by the miracles of G-d, the children of Israel made a break for freedom in such a rush that they didn't have time to let the dough rise and baked *matzah* instead. Where *chometz* represents the self grandeur of Egypt, *matzah* represents the humility of being saved by miracles at the hand of G-d. And since on Passover we want to relive the miracles of the exodus, we eat *matzah* - the non-rising humble food of affliction - and want nothing to do with a world that rises and gloats as if there are no more miracles - a world of *chometz*. For more info, see [www.passover.net](http://www.passover.net)

# To Use or Not to Use

## Debating the Use of CliffsNotes in College

By ERIN DUEÑAS  
Statesman Editor

Whether viewed as a helpful study guide or nothing more than a cheat sheet, the familiar black and yellow striped cover would make a copy of CliffsNotes recognizable in the backpack of any high school student. The pamphlet sized series have been saving high schoolers for years, offering easy to read plot summaries and character descriptions for the basics of the high school curriculum. While knowing an overview of Hamlet, Moby Dick or To Kill a Mockingbird may be enough to pass the eleventh grade regents, would CliffsNotes be as helpful in a college setting?

Yes, according to Greg Tubach, senior acquisitions editor for CliffsNotes. They have recently come out with the CliffsComplete Shakespeare series, touted as a "definitive guide" according to its editors, which seeks to offer a "total understanding" of ten of Shakespeare's plays including Hamlet, The Tempest, Macbeth and Othello. Unlike standard CliffsNotes, the Shakespeare collection includes the original unabridged text of each play along with the commentary and explanation found in the standard sets.

"CliffsComplete is certainly helpful for the in-depth study of a college curriculum," said Tubach. In addition to commentary written by teachers and other experts, Tubach said that an introduction to Shakespeare's time is included which offers an analysis of the social, historical and political issues that shaped the bard's writing. "There is also a visual character map that graphically displays characters' relationships with each other," Tubach said.



Statesman Archives

Although some scholars agree that CliffsNotes can be helpful to students in some cases, the Melville library does not carry the series.

While students of Shakespeare may find the CliffsComplete set helpful, certainly not all college level literature classes revolve around the Elizabethan writer. The summary and refresher that standard CliffsNotes offers of other texts may not be good enough. However, Peter Manning, chair of the English department admitted that any student can benefit from the general orientation Cliffs can provide, although they are not carried in the Melville library.

"But you can't really know whether the particular CliffsNotes is reliable if you haven't read the book already," Manning said. Manning said that it is not so much a question of the reliability of the work than the use to which it is put. "If you substitute a summary, any summary, whether CliffsNotes, an encyclopedia, an editorial introduction or a movie version, for the experience of the text, then you miss the experience of reading," Manning said. "You cheat yourself."

Tubach agrees that Cliffs in general may be better suited as a supplement more than a replacement. Tubach, who has his master's in English, said that there are a number of ways students can use the collection. "When I was in school, I furthered my understanding and appreciation of literary works by not only following classroom discussion of it but by reading the CliffsNotes as I read the novel," he said.

Tubach said that Cliffs was particularly helpful when he read Faulkner's *The Sound and the Fury*. "Reading the Cliffs helped me better understand not only what themes Faulkner delves into but the chronological narrative of the novel itself," he said. "I also recall that the characters were difficult to remember in terms of who is related to whom and why so the Note's list of characters was of great help to me in keeping the characters straight."

But not all students are as dedicated as Tubach. One junior, who wished to remain anonymous, said that he never used CliffsNotes in that manner. "It defeats the whole purpose," said the undeclared major. "If I wanted to read the book, why would I buy the CliffsNotes?"

Another problem the collection might create is what Manning called the "canned responses" on papers and other assignments the commentaries within might produce. However, he did admit that the professor plays a role in avoiding them. "As a teacher you ought to be asking questions in class and setting paper topics for which passages lifted from Cliffs will not be

CliffsNotes tend to be associated with high school and younger curriculums but they may also be helpful for college students as well in offering plot summaries and characters analyses.

adequate responses," Manning said.

Tubach acknowledged the stigma the use of Cliffs has attached to them. "But I find that their use is becoming more and more accepted as a credible tool to better understanding," he said. The editor pointed out that almost every year, he attends the annual National Council of teachers of English convention where his series continues to be complimented.

"Teachers come up to me and comment how the Notes get better and better and that they even encourage their students to read the Note along with the novel if they are having difficulty understanding it," Tubach said. Tubach has also noted that some teachers have even developed assignments to have their students create their own CliffsNotes. "From talking to teachers who have used this method," Tubach said, "it's been quite successful."

In spite of the benefits CliffsNotes offers, Tubach maintains that it should not replace reading a novel itself. "If a student just reads the CliffsNotes, she is depriving herself of a meaningful education," Tubach said. "CliffsNotes should spur literary discussion, not replace it."

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# Additional Parking in the Rear

By ERIN DUEÑAS  
Statesman Editor

Adding to the workers in hard hats and construction vehicles that continuously dot the campus, the wooded area located in between the Student Union stadium lot and the Infirmary has been torn down to make way for a new parking lot.

According to Michael Klein, director of Parking Services and Transportation, the new lot will create 690 new parking spaces, 325 of which will be for student parking.

Klein said that the project came about after numerous meetings and with support from student leaders and campus administrators including Gary Matthews, assistant vice president for facilities and services, Richard Mann, vice president of Administration, and President Shirley Kenney. "They were all concerned with answering student concerns involving parking on campus," Klein said.

As part of what Klein called a "master transportation plan," existing parking will also be improved not only behind the Union but across campus, including continued renovations in South P lot and eventually in Tabler and Kelly quads. "We are planning for the broader growth of the University," Klein said. He also pointed out that as the football stadium comes closer to completion, it will be important to accommodate the increase in drivers the games will bring to campus.

"The stadium is really moving along

now, and with a 7500 seating capacity, it is what we call a 'demand generator,'" Klein said. "We are increasing spaces for parking during the week and also for Saturday football games."

The clearing of the woods behind the Union began last week as most students went home for Spring Break. "We wanted to begin construction while the campus was relatively empty," Klein said. He also said that the clearing of the trees and bushes was done now to avoid destroying the homes of the wildlife. "We decided to clear the area before the birds start nesting there," Klein said. "This is the better time of year to do it."

In response to concerns voiced by some students that the creation of more parking would take away much of the campus' natural landscape, Klein said that concept designs for the new lot and for the renovation of the old ones will be sensitive to preserving some green. Although he pointed out that at this stage, concepts for the lots only involve planning and surveying and not any detail, some lots will feature an area of landscaping every 120 feet. "With the parking reconfiguring, they will be laid out better, they will be well lit and they will have more aesthetic touches," Klein said. Although construction for the new lot, called Stadium East, was underway early last week, Klein said that the majority of the heavy work will not take place until after commencement in



Statesman/Erin Dueñas

The new lot behind the Union will be finished before the start of the fall semester.

May, with a completion slated for before the start of classes in the fall. "We want to have an increase in the availability of student parking before the start of the fall semester," Klein said.

Like the stadium lots that already exist behind the Union, directly behind the building and on what used to be the tennis courts behind the Infirmary, the spots in Stadium East will cost students \$125 for passes that will allow parking access during both the fall and spring semester. "Funding for parking does not come from Albany," Klein said, "and it costs close to \$2000 to create and maintain

just one parking space."

Parking Services maintains that the new lot will be a valuable addition, but students expressed mixed reactions over the plan. "It's a stupid idea. It seems like another moneymaking scheme," said one student. "I park in South P anyway. I don't mind taking the bus."

Other students, like David Juan, a senior, were more supportive. "Without the woods there that area will be a little safer," Juan said. "Trees will be lost, but that little area won't make much impact. It's an acceptable loss."

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The Stamp Book Statesman Monday, March 26, 2001



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# Editorials

## Making Room for CliffsNotes

Remember back in high school when you just never had time to read that book that you were assigned in English class? Almost without fail, the test on the book would creep up and you were only into chapter two of the novel. It was time to start praying that the book came in a movie version that would be available at Blockbuster.

Almost akin to watching the movie instead of reading the book was, to many a high school mind, reading the CliffsNotes version of it. How guilty the Cliffs reader felt, how worried they were that their teacher would notice the bold yellow and black stripes on the cover, hard to miss mixed in with other text books. The Cliffs reader lived in fear that they would be accused of being a cheater.

Now that we are in college we can put things into a bit more perspective. Could we be blamed for needing an explanation of what exactly Shakespeare meant when he made Hamlet say, "To be, or not to be?" Should we consider ourselves stupid for not knowing the significance of

Boo Radley in *To Kill a Mockingbird*? What did we know back then? Thank god for CliffsNotes!

If we felt so ashamed to use the study guides back in high school, the guilt we feel about using them in college may be unbearable. We are taught to believe that we should be free from study guides here and that any answers we get should be the result of hard research and late nights studying. But we have got to get rid of the stigma attached to CliffsNotes.

Even the chair of the English department admitted that Cliffs could probably benefit the student who is looking for a basic plot summary or a refresher on a story they are already familiar with. While it cannot replace reading the piece on its own, there are a number of benefits to using CliffsNotes that are too often overshadowed by the shame their use invokes in some people.

Let's face it, life is hectic and a college campus does not always offer a new way to find time to study. When midterms start to loom and papers pile up, getting the basics from

CliffsNotes may be just what a student needs to ease some of the stress school work can produce. No one would suggest reading the Cliffs instead of the novel but maybe skipping a chapter or two and catching up after reading Cliffs is just what is needed.

Most of us have probably used the collection in the past and it has probably saved many a grade on papers and exams. Reading one chapter in the novel and then the corresponding section in the Cliffs can do wonders for making the unclear as simple as a Dr. Seuss book.

But we should remember that we are in college after all and maybe we do need to challenge ourselves to read that book cover to cover, and really devote the necessary time and effort to find out on our own what it is really all about. But as long as students have biology tests, English papers and history presentations all due during the same week, CliffsNotes can fit in just perfect among the textbooks in a dorm room. Don't leave them at home with other high school memorabilia.

### Commentary:

## Wake Up, America Time to End Violence in School

By ADAM ZIMMERMAN  
Statesman Staff

Somewhere, they are smiling. Those two boys are really smiling. Because they have won.

They won when 15-year old Charles Andrew Williams, known as Andy to his peers and a sadistic killer to the rest of the nation, decided he was going to put an end to the teasing and name-calling he endured everyday. So he put an end to lives of 17-year old Randy Gordon and 14-year old Bryan Zuckor in the bathroom. Turns out answering nature's call was a fatal decision for those two boys, whose lives have ended before they had even begun.

They won when it was discovered that Andy Williams told three friends

AND AN ADULT over the weekend that he was planning on blowing people's brains out at school. The comments were serious enough such that friends of Williams SEARCHED HIM at school on Monday, yet NOT ONE OF THEM reported it to the authorities. When the doors to Santana High School reopened yesterday, those three friends with whom Andy "joked" about his killings plans weren't there. Authorities told them not to come, as the school district is contemplating taking action against them for not reporting Williams' statements.

How dare they keep their mouths closed?

Finally, they won when law enforcement officials determined that the .22-

caliber revolver used by Williams for the shootings was kept in his house. Supposedly, it was kept under lock by his father, but the key must not have been very far away. After a search of Williams' home, seven additional long-barrel guns were found. Sure is fortunate for Williams that his house was a veritable shrine to the NRA. How fortunate, he must have thought, that we're allowed to keep and bear arms. After all, people might get hurt if we take the guns off the streets.

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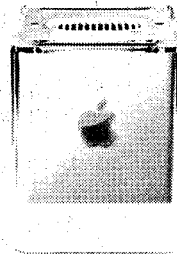
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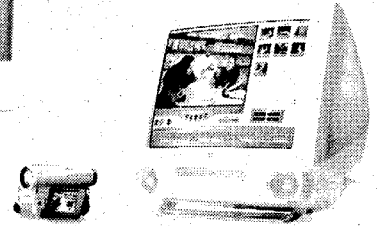
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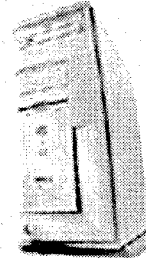
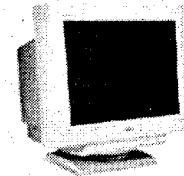
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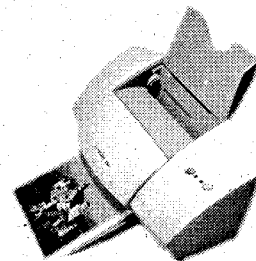
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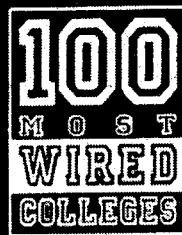


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Contact: Sapna (VP)@6-3069 for info or questions



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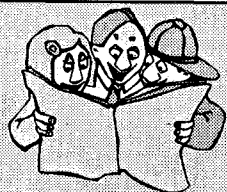
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# When Will School Shootings Stop?

Continued from page 6

one-two, school-shooting punch we've ever encountered. Remember Columbine? Save for the families who lost their children, I'm not so sure we do. Sure, most of us could accurately tell the story of what went down in Littleton, Colorado almost two years ago. Apparently, though, it's not enough for us to merely RETELL the story. It seems we must RELIVE it as well, over and over and over again.

What's it going to take, America? How many more kids will have to die before we start doing something about it? How many deaths will it take for kids to understand that sometimes you're a life-saver when you're a tattle-tale? How many more victims' shrines will we have to see before every school in America installs metal detectors and offers anger-management classes? How many more tears will Moms and Dads and brothers

and sisters and millions of strangers have to shed before we understand that GUNS REALLY DO KILL PEOPLE? How many more memorial services will we have to attend before we bury the Second Amendment so we don't have to bury kids?

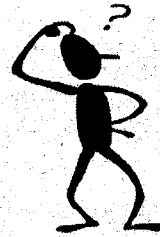
"When one person dies, it's a tragedy. When a million people die, it's a statistic." How right Josef Stalin was. It's a pathetic sign when numbness and indifference are directly proportional to the amount of kids who are being gunned down in school shootings, but that is the

situation with which we are now confronted. When should we start reversing the trend? Two years ago.

Randy Gordon was a star on Santana High school's track team. He was a politics aficionado

and dreamed of serving his country proudly in the U.S. Navy. Bryan Zuckor was a skateboarder fan and basketball player who was helping his mother raise his two younger siblings. Say a prayer for them and their families tonight. Tomorrow, start doing something about all the other Randy Gordons and Bryan Zuckors in the world.

And let Klebold and Harris rot in Hell where they belong.



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# Sports

## Men's B-Ball Winning Over Critics

### Marcarchuk Wins Coach of the Year, Brisport Gets All-Conference Honors

JEFFREY JAVIDFAR  
Statesman Editor

Like his counterpart on the women's team, head coach Nick Macarchuk has a very good reputation in the collegiate basketball community, especially in the New York and New England area. With this season's performance, he has garnered a great deal of attention, not only regionally, but nationally as well.

Although the jury remains out concerning any national awards for the coach, the Independent Conference has returned with a most positive verdict. For the "fantastic coaching job", Macarchuk has done en route to resurrecting a virtually nonexistent basketball program, he was selected as the Independent Conference Coach of the Year.

The coaches and sports information directors of the six Independent schools acknowledged Stony Brook's first place finish in the conference and a 17-11 overall record. This final mark is especially highlighted after the abysmal 6-23 campaign put together by the Seawolves in their inaugural season at the Division I level.

"When it came down to it, we just couldn't afford another 6 win season, but we never expected this either," admitted Macarchuk.

Though a 17-win season wasn't exactly what he expected at the outset, the Stony Brook head coach knows a thing or two about turning programs around. He has already built two once-fledgling basketball programs at Fordham and Canisius to prominence. His exploits on the court have earned Macarchuk numerous coaching honors. Among his awards are eight league or district "Coach of the Year" awards, three at Canisius, four at Fordham, and now one at Stony Brook.

One of the fundamental reasons for Stony Brook's success this year was their superb play at the Sports Complex where they went 13-1 including wins over highly-regarded Navy and SUNY foe Albany. To put things into perspective, USB's home form was the best that it has been in nearly 25 years. In fact, their only loss came in a tightly fought contest at the hands of America East champs, Hofstra.

Macarchuk has his own opinion as to why his team was so successful. "Anytime you hear [the phrase] 'Coach of the Year' it is because of everyone's hard work. It takes a lot of people to make a program run smoothly," said Macarchuk. "The assistant coaches do a lot of the coaching in practice, the trainers who always make sure our players are ready to go, our sports information director Rob Emmerich who gets our name out, Dr. Laskowski

and Sandy Weeden for always being behind us and supporting us, and most importantly the players. We couldn't have done this without them doing something they didn't even think they ever could."

Another key to the Seawolves success was one Leon Brisport. In his first year on the team, he earned First Team, All-Independent honors. The six foot eight inch, 220 pound Brooklyn native played his entire senior season out of position and was Stony Brook's sole low post threat. Brisport was the focal point of the Seawolves' offense during the 2000-2001 season. He averaged 16.6 points per game to go along with 8.8 boards per outing—both team highs.

"It moved a lot faster because a lot of people stepped up and did more than we thought they could do. Getting a Leon Brisport makes the [turn around] process speed up a lot quicker than it normally would," said Macarchuk.

Brisport notched 13 double-doubles on the season and became the first player to score 30 or more points in a game twice since Emeka Smith did it in 1991-92. In spite of playing against tough Big East and ACC opponents, he held his own in the low post while managing to shoot 57 percent from the field.

Following a 9-9 start, Macarchuk guided the Seawolves to seven straight wins and victories in eight of the team's final 10 games. The team's 17-11 mark was the best since the 1991-92 Seawolves posted a 17-10 record 10 years ago.

Nevertheless, the program does face some immediate hurdles. The most glaring of which is the rather poor turnout at the Sports Complex for the Seawolves home games. Although Stony Brook had a .928 winning percentage at home, often there were times this year when the opposition's bench would cheer louder than those that were in attendance.

An average attendance of 1,192 in a 5,226 seat arena is quite embarrassing for the University and its administration, and very disheartening for the 14 student-athletes who want nothing more than to make their fellow students proud. "I'm just here to entertain the fans," remarked Jairus McCollum earlier this year.

It is certainly an understatement to say that the Indoor Sports Center lacks the type of environment and crowds that make arenas, such as Cameron Indoor, Cole Field House, and Maples Pavilion, impenetrable fortresses—sites of sheer anguish for visiting teams. Albeit that Stony Brook isn't in the same league as Duke, Maryland or Stanford, yet Macarchuk did put on a good show, which the 13-1 record can attest to.

"I understand why no one came last year, we just didn't put a good product out there," said Macarchuk, rather candidly. "But this year the product was good, the games were very exciting and entertaining. My players played



courtesy of [www.goseawolves.org](http://www.goseawolves.org)

Coach Marcarchuk led the men's basketball team to their best season in nearly a decade.

their hearts out at home. Unfortunately, we weren't able to draw more fans. Hopefully that will change next year."

Though lack of student participation is not the only consideration, it is a major aspect. With free tickets to one of the most entertaining sports teams on Long Island, it is at times bewildering why the student section at home games are anything less than packed.

The Dean of Physical Education and Athletics, Dr. Richard Laskowski tried to shed some light on several other factors that play into the low turnout during this turnaround season. "There are a lot of events and activities that are vying for the average Stony Brook student's attention," stated Dr. Laskowski, at a press conference earlier this year. "We play all of our games on weeknights and Saturdays, and a lot of the students work or attend classes in the evenings and Stony Brook is still somewhat of a suitcase school... We will continue to do our best to break out of that mold and increase student interest."

Laskowski assured that the Seawolves will take some aggressive measures to combat low attendance figures, as they prepare to join the America East conference next season.