

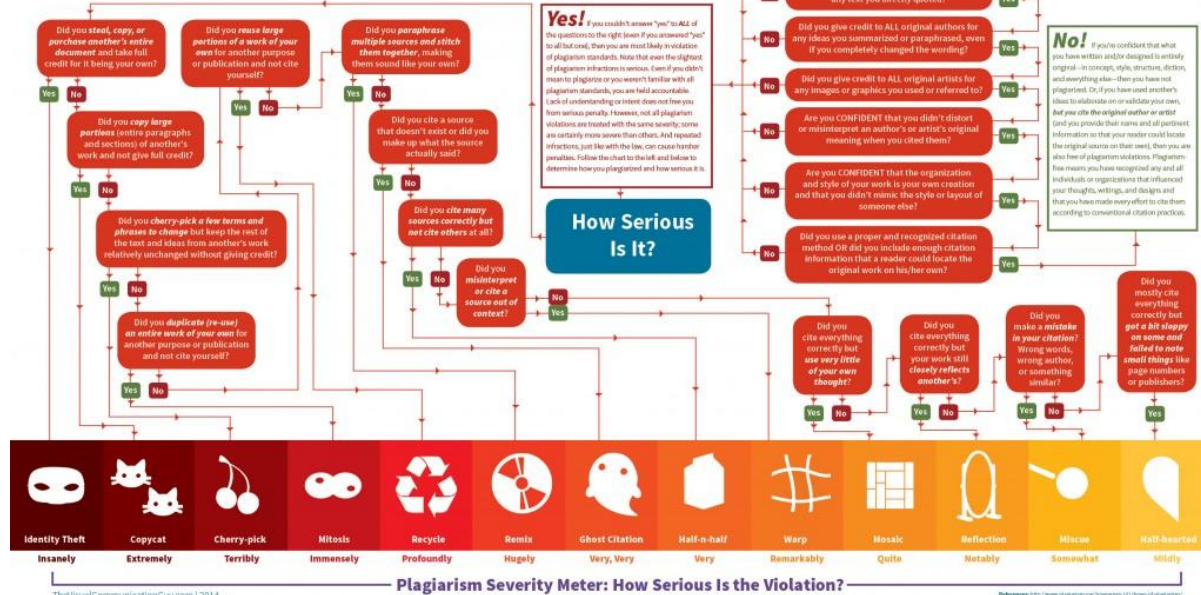
WHO KNEW
TEACHING CITATION
COULD BE SO
COMPLICATED?

Rebecca Disrud and Kelvin Keown, TLC

How did you learn NOT to plagiarize?

Did I Plagiarize?

The Types and Severity of Plagiarism Violations



Teaching citation

- More than teaching what not to do
- More than teaching the mechanics
- Teaching the role of research evidence in your discipline
- Teaching how academics engage sources

Motivating Students

Students prioritize material that is

- Taught in class
- Practiced in course context
- Evaluated with explicit guidelines

Authorship Paradigms

Modernist Authorship	Postmodernist Authorship
individual	Social or collective
original	Mimetic, bricolage
autonomous	ideological
stable	Unstable (non-expressive)
Object-oriented: product and property	Subject-oriented: based in subjectivity

Citation is complex

Effective Synthesis & Appropriate Attribution Requires:

- ❑ knowledge of citation conventions
- ❑ high level of English proficiency (e.g. vocabulary and grammar for paraphrasing)
- ❑ understanding of rhetorical purposes of synthesis and citation
- ❑ experiential knowledge of the research and writing process (i.e. good research habits, getting started on time)

The crime/punishment approach

- Emphasizing the crime/punishment paradigm succeeds at instilling **fear**, but not necessarily **understanding**
- How to “avoid plagiarism” will be most successful embedded in larger discussions of disciplinary conventions and expertise.

Student Perspectives

- Many students perceive citations as just “performance” (i.e. they don’t see the connection between the task and the values that undergird it) (Blum, 2009)
- Students more likely to plagiarize out of fear (e.g. imperfect grammar) rather than desire to succeed (Bennett, 2005; Buranen, 1999)
 - **All as cited in Bloch (2012)*
- “Certain students may feel that using someone else’s words [without attribution] is a demonstration of having done their research” (Friedrich, 2006, pp. 29-30).

Put yourself in their shoes

- text bound writers “obscure intertextuality” because they think it will help them, i.e. my voice is insufficient/problematic, so I’ll use this one (Ivanic, 1998 as cited in Bloch, 2012)
 - Implications for corrective (grammar) feedback
- lack of schema/background knowledge may prompt students to plagiarize (Bloch, 2012)
- Without lexical and grammatical proficiency, students may feel that their “own words” are not as effective at expressing a scholar’s idea. They’re probably right (Folse, 2008).

Why it's hard to teach

- No one taught you
- Academic assumptions and ways of knowing are invisible to students
- Attribution demands a level of familiarity with both disciplinary concepts and rhetoric
- “If you use a direct quote, you need to cite it.”
 - Mechanical explanation substituted for conceptual explanation

Teaching ideas

- Use your own research as a model
- Teach content rhetorically
- Create writing assignments with disciplinary RAFTs and TIPs
- Align evaluation criteria with your priorities
- Use TLC to support what you're already doing

Discussion

- Think about a source you used recently in your own research.
- What was your process for interacting with that source?

Make Attribution Visible

- What would an in-class demonstration of that process look like?
- How is this process integrated in your discipline's ways of creating knowledge?

Teach Content Rhetorically

- Explicitly point to modes of paraphrase, summary, quotation, literature review in articles and textbooks
- Discuss how and why authors engage sources
- Use “They Say / I Say” labeling

Karen Greenfield, “The ‘Standard English’ Fairy Tale”

I argue that the “new racism” described in this chapter by Victor Villanueva (26)--a racism that still exists, even if its form has changed--is deeply entrenched in our discourses about language. As I will show in this chapter, the unresolved racism in the U.S. educational system has given way to a particular rhetoric about language diversity and education that has drastically skewed our understandings of linguistic phenomena. While linguists agree upon a basic set of premises about the nature of language, the general public and even the most well-meaning educators hold beliefs in stark contrast to this knowledge.
(34)

Sample Activity

HOW TO MAKE “YOUR OWN WORDS”

- ▶ The secret is to read the source, think/talk about it...then put it AWAY. Do NOT write “from the source.”
- ▶ Seriously, don’t go near it. Then write about it. These are now your “own words.”
- ▶ But not your own original ideas, so cite these ideas and concepts.
- ▶ We hope you have original things to say about the scholar’s ideas, and we want you to write about them in an original way. But you still need to cite the concepts that come from the original source.
- ▶ Questions?

PRACTICE: 15 MIN

- ▶ You’ve read chapter 1 of “Generation Z Goes to College.”
- ▶ Find/turn to a partner. Tell that person about a fact, detail, or insight from the chapter that was interesting to you.
- ▶ Then write down what you said, just like you said it.
- ▶ THEN add why you agree/disagree or identify/don’t identify with this detail.

Embed assignments in contexts

- Writing assignments should reinforce disciplinary habits of mind
 - Be explicit about the role of sources in the assignment
 - Attribution is not something “added on” at the end
 - Show that research is a way to answer questions

RAFTs and TIPs

John Bean, *Engaging Ideas*

Role

Audience

Format

Task

Task as

Intriguing

Problem

Evaluating citation

- How much do you care about commas?
- Students will fixate on the “quantifiable” parts of citation
- Explain and weight criteria in ways that reflect your priorities.

Examples

- Correct APA citation. 10 pts.
- All sources fully and correctly cited in MLA. 5 pts.
- The writer has clearly distinguished between their own voice and the research on therapeutic touch with attributive tags, context for the reader, and appropriate summary, paraphrase, and quotation.
- Sources in the lit review are synthesized at the beginning of each section, details from individual studies are cited to support the syntheses, and claims are followed by citations in APA style.
(Always, usually, sometimes, rarely, never)

Activity

- Explain citations without using “plagiarism”