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Takeaways from Kelvin's presentation on (teaching about) plagiarism

Writing free of plagiarism takes time to develop

- The skills and knowledge required for effective synthesis & attribution of texts take time and practice to acquire; as these skills are not required for admission to UWT, many students begin their studies without them.

- Mastery of textual synthesis requires facility with paraphrasing, which itself is facilitated by a large academic vocabulary, ability to vary sentence structures, and reading/research practices that preserve attribution and promote reflection.

- Due to unfamiliarity with rhetorical, lexical, grammatical, and discursive features of academic English, non-native speakers of English (international and domestic) and "basic writers" often struggle to put sources "in their own words."

Academia is a foreign country

- The cultural values that animate source attribution in academic discourse are neither universal nor obvious to people encountering them for the first time.

- Cultural differences in rhetorical practices and variation in attitudes toward source attribution across cultures are well-documented, and the existence of these differences is not controversial among scholars in the fields of composition/rhetoric, language acquisition, and language teaching.

Student perspectives

- Students plagiarize unintentionally for a variety of reasons. They may cite incompletely or not at all if they do not understand the function of citations.

- Writers may plagiarize because they have little confidence in their language skills, or because they don't view themselves as qualified to add to a discourse they see as populated only by experts.

- Lack of background knowledge can also prompt a writer's overreliance on a text.

Pedagogy before punishment

- Merely explaining plagiarism and indicating a preferred style of citations does not afford students who are new to academic discourse the practice and understanding they need in order to become functional members of a discourse community.

- Relying on a moral framing of plagiarism (e.g. *plagiarism is stealing*) or presenting plagiarism-free writing as an attribute of personal character (i.e. *academic integrity*) is pedagogically insufficient because this approach overlooks the skills, knowledge, and values encoded in academic discourse.

- Many instances of plagiarism are not intended as cheating, but cheating does occur.

- When a writer's *intent* is to deceive, punitive responses are appropriate. But many instances of plagiarism demonstrate a writer's progress toward proficiency in academic discourse and/or English. For these cases, pedagogical responses (i.e. *teachable moments*) are appropriate.

What faculty can do
- Help students avoid plagiarism by decoding with them the ethos (e.g. reasons for citation, writer/reader expectations, style conventions) of the discourse in their discipline.
- Promote the use of discipline-specific vocabulary in both in writing and in classroom discussions.
- Reflect on your own process of textual synthesis & attribution and demonstrate it to students.
- Offer plagiarism detection services as a self-monitoring resource.
- Require revision of plagiarized passages as part of an iterative writing process.