Teaching Students to Write from Sources

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Advance organizer

1) What's at stake?
   - possible cultural element … concept of 'cognitive clarity'
   - possible linguistic element … reading/writing connection
   - possible ethical dimension … what is actually dishonest?
2) Policy implications
   - a look at Brock's *Academic Integrity Policy*
3) Discussion

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Possible cultural element

- Hirvela & Du (2013, p. 96): esp. EFL students may see paraphrasing as "principally a linguistically-oriented rearrangement tool that serve[s] no larger purpose they [can] see" … perceive "superficial and functional, not rhetorical and conceptual" purpose, which is "to help students avoid plagiarism, not to make them better writers"
- **BUT** is this really a <u>cultural</u> or a more broadly <u>cognitive</u> issue? - Esling and Downing (1986, p. 58): **cognitive clarity** stage of **all** learning … "One cannot make progress in learning a skill if one does not understand why one must perform it in a specific manner."

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What <u>are</u> 'Western' conventions?

- Minnock (1995, p. 498): French postmodern theorists' stress on **imitation**; "we appropriate the language of others to grow and define ourselves in new ways"
- Donahue (2008, pp. 98, 100), "the concept of 'reprise-modification,' … the simultaneous appropriation and modification that … even direct and credited quoting involves: an always-dynamic taking-up-and-modifying" … thus, "leads both teachers and scholars to focus on the nature of the management and the discursive development of the **new members of a discipline**, rather than the **moralistic, legalistic, or otherwise shame-filled act we like to call plagiarism**."

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Possible linguistic element

- **<u>Pedagogical</u> View:** Council of Writing Program Administrators. (2003, p. 6)
  - anti-plagiarism **<u>instruction</u>** should "focus on reading … [because] successful reading is as important to thoughtful research essays as is successful writing. Develop reading-related heuristics and activities that will help students to read carefully and to think about how or whether to use that reading in their research projects"
- **<u>Testing</u> View:** Paraphrasing can be **a test in itself**:
  - Hirvela & Du (2013, p. 88): "paraphrasing, because of what it asks students to do with the original source material, **provides insight into how well students read** (since comprehension is the first step toward paraphrasing) as well as **write**."

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Possible ethical dimension

- ethical issues certainly do exist, but how to define them? … what kind of <u>subtle</u> ethical judgement do we need? … there are totally respectable but very <u>different</u> frameworks for judging:
  1) <u>universal principles</u> of good and evil: i.e. plagiarism is just stealing (e.g. Kant, 1785)
  2) anything that harms others is evil; if <u>outcome</u> of action is harmful, it is bad: poor undergraduate documentation of source use is trivial, so not evil (Bentham, 1789)
  3) only <u>free actions</u> can be judged morally: any student who simply doesn't know how to use sources correctly is not evil (Aquinas, 1365-74)

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Borrowing, stealing, remixing?

- Stallybrass (2007): Shakespeare "appropriated for his own use what he read or heard"
  - 1573 Ralph Lever: "to be or not to bée"
  - 1584 Dudley Fenner: "to bee or not to be"
  - 1588 Abraham Fraunce: "to bée, or not to bée"
  - 1596 William Perkins: "to be or not to be"
  - 1601 John Deacon: "to be, or not to be" (46)
  - 1603 Robert Rollock: "to be or not to be"
  - 1604 Henoch Clapham: "to be, or not to be"
  - 1604 Shakespeare: "to be, or not to be"

  - 1585 Thomas Bilson: "That is the question"
  - 1604 Shakespeare: "That is the question"   (p. 1581)

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Policy implications

- Brock's *Academic Integrity* Policy
6. "It is essential that all students have an <u>understanding</u> of the importance of academic integrity and be aware of the academically dishonest behaviours that undermine the pursuit of scholarship. (Refer to Appendix 2 for an outline of academically dishonest behaviours)" … which include "<u>knowing</u> and <u>following</u> the appropriate citation method in regards to the use of quotation marks and paraphrasing"
– leading to, "All **students are responsible** for their behaviour and may face academic penalty under this policy should they engage in academically dishonest behaviours."

- Questions
- Does <u>anyone</u> have a clear understanding of this?
- Is there even a clear '<u>Western</u>' convention?
- How do students <u>gain</u> this understanding … by reading a policy?
- If students are responsible for <u>knowing</u> (and <u>knowing how</u>) … is Brock responsible for <u>teaching</u> them?

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Discussion

- <u>Adapted</u> 'Johari Window' aspect of <u>unrecognized</u> elements that won't come into play unless we adjust the dimensions of the 'window panes'

<u>**Open**</u> – aspects of plagiarism known to <u>**everyone**</u> (really?)	<u>**Hidden**</u> – aspects of plagiarism known <u>**yourself**</u> but not realized/accepted by others
<u>**Unknown**</u> - aspects of plagiarism accepted by <u>**others**</u> but not realized/ accepted by yourself	<u>**Closed**</u> – aspects of plagiarism might be real, but about which <u>**nobody**</u> is very clear

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Background resource: Rebecca Moore Howard's WWW page on plagiarism and plagiarism prevention –
- http://www.rebeccamoorehoward.com/bibliographies/plagiarism-pedagogy-and-prevention

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