

How do you currently discuss/teach about plagiarism or citations?

Talk about sociocultural context for why citations are so important --i.e. Western academic culture

Think of your sources as *useful* to *your* thinking (for students feeling cowed by published academic sources)

I do a lot with citations, but mostly just why we do citations in the first place (giving credit to authors, being able to find sources, and avoiding plagiarism) and formatting.

That the full-text of an article should be read and not the abstract alone.

Acknowledge how much work goes into paraphrasing well!

I explain the purpose of the citation is to give credit to the creator of the content and also provide a trail for someone else to find it

Discuss why it is important to cite through the lens of the power citations carry for scholars, especially their importance in things like tenure and promo

I like to use case studies of plagiarism in "real life"

In a few sessions, I've talked about undercitation of marginalized scholars (using things like #CiteBlackWomen)

I talk about citations in relation to the Cite Black Women movement and the idea of citing BIPOC and other scholars from marginalized perspectives.

More passively with resources and guides, but with passing mention and development of APA/MLA citations built from auto-generated citations.

as an architecture librarian I talk about visual plagiarism

Discuss the people who are able to be cited because they were the people who have historically been allowed to participate in the research practice

I briefly mention it in my instruction. We do have a libguide but it's more like a "reference" which means, students probably won't look at it...

I try to advocate for positive reasons to cite. Not just "avoid getting in trouble" but show the student is an ethical learner and understands their own knowledge gaps.

we have an academic integrity tutorial that I'd love to overhaul

How to actually paraphrase

I teach that plagiarism is often unintentional -- students just aren't sure when/where to cite

I don't teach this now, but when I did, I usually talked about trying to enter the conversation. I was influenced by the Citation Project and Rebecca Moore Howard's work

Discuss citing diverse authors

I use the hip hop method from Craig Arthur and talk about music sampling

I stress that even though the discipline (mathematics) does not cite older results a huge amount, that does not mean that citations are not important, nor is it an excuse for not citing

Create your own citation style: Ask students to reference something in their own formatting that allows someone else to find that info artifact

Depending on the context, but with WGS classes I like to talk about Sara Ahmed's citation practice discussion in *Living a Feminist Life*

I also teach that most plagiarism is unintentional!

As part of it, I talk about citation as a conversation and how students are part of that conversation.

That plagiarism is often unintentional; there are more reasons to cite other than just "avoiding plagiarism"; that the most important thing is for someone to be able to find the source

Also advocate for the use of a citation manager

Give credit

My library has REDOLit which has helpful tutorials on academic integrity and I love Zotero so, I have a comprehensive search guide on it and do workshops

following the chain of citation forward and backward in time

Ability to be apart of scholarly conversation

How important it is to give credit for work when marginalized groups esp have had their work stolen and diluted. Utilize #citeblackwomen & health equity tourism to see this in action

1. include enough information to find the item you're citing.

2. if a faculty member wants a specific type, then do that type.

How do you address "common knowledge" with your students?

I talk about it as information the average person knows (George Washington was first president).

Discourse communities/communities of practice - think of your audience and what might be common for them

"When in doubt, cite it"

depends on how you define "the average person!"

We all come from different places of knowing...

I tell them that even though the discipline (math) has a wide idea as to what ck is, if they have a citation for it they should cite it so that people can go back and learn more about the topic

I absolutely HATE trying to define common knowledge! I usually say, "If it's something you knew without taking this class, that's common knowledge" but that's not always true!

Context is key!
Would this audience know this?

This is really hard! One thing I say is that if the info was new to the student, it's not common knowledge.

It varies based on audience/context! Different cultures, different fields of study, different time periods -- all have different "common" knowledge

This is tough! Usually as something that might be found in an encyclopedia. (but i don't feel great about it)

It's so hard without resorting to example after example.

tl;dr - it's deeply contextual. And that's all I often have time for....

I set the stage with alike a "disclaimer" about common knowledge, that common knowledge isn't so common and it depends on the context, culture, society, etc

Cheesy examples

I mostly give super obvious examples like "the sky is blue," but I'm working with STEM students where quite a lot they write about is obviously not their original thought

I acknowledge that "common knowledge" is not straightforward and it can be tricky to figure out what that is.

I tell them it's both not real and highly contextual - you have to figure out what "common knowledge" is in your field, but it isn't constant across fields

Just a passing mention with an example like, "The U.S. has 50 states," followed by, "when in doubt, cite."

Currently, how do you discuss the "Why" of citations with your students?

Talk about sociocultural context for why citations are so important --i.e. Western academic culture

Gratitude for all the time they saved you!

Establishing which community you're talking to- I've tried various metaphors (cocktail party! sports!) but not sure they work

imagine a reader who's excited about the idea and wants to read more, give them enough info to find it

Citations give credit to other authors and can also be used as a research tool to find more sources and to help verify credibility of sources.

a lot of what was already stated on slide 1 - find the work, give credit, recognize knowledge gaps, ethics

"scholarship as a conversation" - you're showing your place in the convo

I talk a lot of attribution, proving you have something to say and have read others to back up your own credibility

Share what was useful to your own thinking

To honor previous creators of knowledge.

I discuss how it places them in the scholarly conversation and allows for people to trace back the path of their ideas and to learn from the people learned from

To give credit to those whose ideas we are borrowing/building upon.

I discuss the power citations have in the academic world and the importance of giving credit where credit is due

because all knowledge is created in community and conversation; no one is a lone genius

Connecting it with social media practices of citing content and asking them why content creators do this

To leave a trail of what influenced your thinking

Briefly and it's posed as an initial question "why do you think you have to cite your sources?" then we start a discussion based on what students say. It varies based on their answer

I talk about citation as a way of entering a conversation already in progress and giving other people credit for their work

way to acknowledge work of other researchers

Citation as an act of gratitude and care - showing appreciation for those who you learned from. (Credit to Dr. Hannah McGregor for introducing me to this concept.)

I ask them to share their thoughts first - why do we cite? Track down more information on the topic, establishing their own credibility, "showing their work" often come up

to acknowledge fellow scholars and so that readers can trace your work to relevant sources

I say "your work will be stronger if you're building on previously accepted work"

Giving credit for ideas that aren't your own; allowing readers to find your sources; engage in ~scholarly conversation~ with others; give the reader a reason to trust you

To give credit to the people who you're citing, so that other people can find the works you're referencing. I mention that others may cite them in the future.

^ When I ask this, I get a lot of terrified doomsday responses. "You'll fail out of college!" "You'll be arrested!"

I do this too!

How have you already reframed the conversation at your institution?

Why We Cite

Discuss the power of citations in both directions.

Challenge the general power of "common knowledge" and its power to exclude

faculty/instructor development - webinar on reframing "anti-plagiarism" instruction

We focus a lot on life long learning and skills after college, so students think about where they get information from in every day life too.

Difference between disciplines- discussing those in regards to common knowledge

Consider whether faculty themselves are comfortable with citation.

Emphasize scholarship as conversation

Group 5: some have re-done punitive trainings - these aren't a great way for students to have first interactions with the library

Group 5: Many of us have not reframed; some have done so in liaison work; frustration with lack of critical lens

Group 5: have reframed to show power of citation - whose voices are we amplifying?; modeling citation practice

What ideas do you have for an activity or lesson that would take into consideration these approaches?

Have students create their own citation style. What do they want to include?

It's really hard!

Find scholars from marginalized groups to follow and cite-brainstorming strategies for how to do that.

Talk to faculty about assignment requirements- "Peer Review" isn't always the answer!

