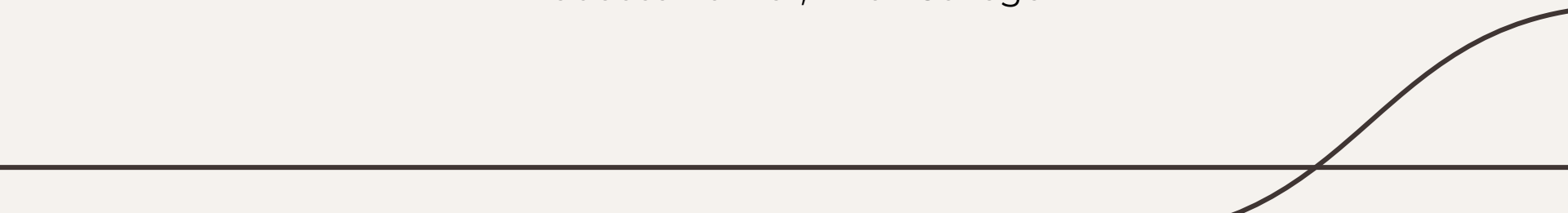




Citations as Justice

A Critical Approach to Plagiarism Education
Rebecca Yowler, Knox College



“It’s really messed up how they did not consider the inventor to be a person because he was a slave.”

-First year student, 2022

*note, students were asked to use other language: enslaver/enslaved

Land Acknowledgement

Land Acknowledgement

“Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are standing on the ancestral lands of the Peoria, Sauk and Meskawaki, Miami, and Oceti Sakowin (Sioux) People. We pay respects to their elders past and present. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together here today. And please join us in uncovering such truths at any and all public events.”

Wording from the US Department of Arts and Culture

Goals

01

Frameworks

Discuss various frameworks and approaches that have and have not worked

03

Reframing

Reframe the discussion via a critical lens

02

Pedagogical Approaches

Look at the range of pedagogical approaches to plagiarism education

04

Our Lesson Plan

What this might look like in practice



01
Let's talk
Frameworks



Legalistic Framework

**This framework undergirds most discussions
no matter how well intentioned**

- Legalese that often mimics the criminal justice system
 - Cases, reports, violations, hearings
 - “Educators, it seems, make sense of student plagiarism in two ways. Some argue that students don't know how to cite sources or make “proper” use of texts; others assume students know full well what is expected of them, and that when they plagiarize they cheat.” Senders, “Academic Plagiarism and the Limits of Theft,” 195.
-

Legalism's methods



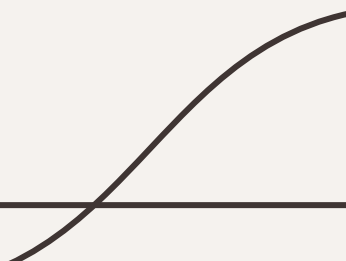
Education

Teach the rules. Teach how to follow the rules.



Litigation

Punish when the rules aren't followed.

A decorative black curve that starts from the bottom right and curves upwards and to the left, crossing the bottom horizontal line.

“Emphasizing punishment, without explaining the reasoning behind the rules, systematically alienates those students who have not been privileged with past exposure to academic conventions...The balance of power surrounding plagiarism ensures that the students who have had the least access to higher education now have the most to fear in the system”

Seeber, “The Failed Pedagogy of Punishment: Moving Discussions of Plagiarism beyond Detection and Discipline,” 133

What do we do to them on their first day? Within one hour of their arrival-- instead of speaking of hopes and dreams and congratulating them on their achievements and wishing them well we push sanctions against plagiarism so aggressively they almost suffocate. As I sit in the auditorium, I see how we lose our students. I see the shining joy leave their faces. A culture of blame, shame, judgement, and ridicule is created. We never think that we as teachers are creating the problem that we most fear, by replacing teaching and learning with blaming and shaming.

Brabazon, "TURNITIN?," 15.

Intertextuality and Patchwriting

- Learning to write is “cross textual” work
 - “When the trail is obvious, we call it plagiarism, when it is erased, we call it synthesis or even original writing.”
Rebecca Howard, *Standing in the Shadow of Giants*, 9.
 - Students try on academic language via patchwriting
 - Intertextual practices such as paraphrase and patchwriting help students acquire the language of their target community.
-



Common Knowledge



Common Knowledge

- Students struggle with the concept
- Nebulous and locally defined
- Institutions have varying descriptions, even between disciplines

Attribution is key, but problematic

- Attribution can enforce the status quo rather than challenge it.
 - Citation is taken as an assumed proxy for measuring impact, relevance, and importance, with implications not only for hiring promotion, tenure, and other aspects of performance evaluation, but also for how certain voices are represented and included over others in intellectual conversation. Careful and conscientious citation is important because the choices we make about whom to cite- and who is then left out of the conversations directly impact the cultivation of a rich and diverse discipline. - Mott and Cockayne, "Citation Matters: Mobilizing the Politics of Citation toward a Practice of 'Conscientious Engagement,'" 955.
 - Attribution can create or reinforce a writer's place within a scholarly community,
 - Attribution relies on the concept of OWNERSHIP
-



02
Pedagogical
Approaches



Standard Plagiarism Education



Mechanics



Warnings!



“Right” way



**The WHY must
come before the
HOW**



03

Reframing the conversation

Why a critical approach?

- Nurture students' understandings of information and knowledge formation.
 - Provides the opportunities for students to discuss the power inherent within the processes around the creation and dissemination of information
 - Looks for opportunities to expand the conversation into a more diverse dialogue
 - Resists capitalism, neoliberalism and other dominant ideologies
-

“We are critical educators when we compel ourselves and others to think about power and privilege and we are feminist educators when we dig beneath the status quo of our content and indemnify justice-focused approaches to engaging learners in a process of safe/radical self-and-system-examination.”

**Char Booth, “On
Information Privilege.”**

Gen Z Considerations

Learning for
social change

Motivated by
responsibility
and rewards

Want inclusive
and supportive
environments

Intellectuals in
training

No competition
or public
recognition

Want to be
EMPOWERED

Information is created within existing power structures, and those power structures can impact the production and dissemination of information as well as distort, suppress, or misrepresent information. To understand and use information most effectively, users must be able to examine and interrogate the power structures that impact that information and analyze the ways that information can be used to both inform and misinform.

**Laura Saunders, “Re-Framing
Information Literacy for Social Justice.”**

Break-out

- How have you already reframed the conversation at your institution?
 - What ideas do you have for an activity or lesson that would take into consideration these approaches?
-

04

Our Lesson Plan

Knox College and Seymour Library

- Small, private Liberal Arts College
- Part of ACM and Oberlin Group
- 1200 FTE
- All undergraduate students.
- All entering first-year students are required to take a “First Year Preceptorial” course. These courses are affectionately referred to as “FP.”
- All sections of FP are required to come to the library for “Academic Integrity” instruction



Photo Credit:
Becca Yowler
2018

Learning Goal:

“Students will demonstrate ethical integrity, not only as a producer of academic knowledge but as a member of all their communities.”

Key points regarding the updated goal

- The faculty wanted FP to “lay claim to a more expansive definition of integrity, academic and otherwise.”
- “Students should show that they can ethically and responsibly produce knowledge—not solely or even primarily by avoiding plagiarism, but instead by taking on the ethical responsibilities of academic study”
- “We believe that students are part of a community of learners and citizens. Academic integrity is part of this. Understanding how to enter into conversations within a community of scholars is also part of this”
- “Students’ arrival at Knox should begin their process of transforming from the all-too-common stereotype of high-school education (receivers of knowledge) into students who understand how knowledge is created and are empowered to do so themselves while remaining cognizant of their responsibilities toward their communities

Our Revised Lesson Plan

- Shift more away from “rules”
 - Shift TOWARD discussion
 - Added discussion around “Why” we cite
 - Shifted focus on WHO should be credited
 - Relied on 2 key activities
-

Discussion of the Honor Code video



Who Gets the Credit?

- Monopoly
 - Paper Bag
 - The Cotton Gin
 - Telephone
 - Corn Husker Sheller
 - Bluetooth
 - Cotton Scraper
 - Steamboat Propeller
 - Boyd Bedstead
 - The Pulsar
 - Computer Programming
 - Opiate Receptor
 - Bloodmobile
 - Kayak
 - Syringe
 - Nuclear Fission
-

Some of the student responses:

- “Otto didn’t give Lise credit for the invention because she was a Jewish woman and it would have been a career killer for him in Germany to list one in a paper of his.”
 - “He was an enslaved Black person, who built his way to freedom and later helped other enslaved people who were on Underground Railroad, couldn’t patent due to racism”
 - “She was a grad student and found it. Her professor took credit and she lost out on the Nobel prize”
 - “Antonio Meucci was the first to apply for a caveat/patent, but that didn’t work out. After that, Graham Bell and another inventor, Elisha Gray, both submitted an application for a patent for the telephone on the same day. Allegedly, Graham Bell’s lawyer got there first, which blocked Elisha from getting her patent (but there was definitely some shady business going on). There’s also a whole list of other people credited with HELPING to invent the telephone? It’s very confusing... there’s a lot of controversy going on.”
 - “Her male supervisor, Anthony Hewish took the credit for the invention. In the submission of the thesis, her supervisor listed his name first and won a Nobel Prize for the work. Her supervisor got the prize because she was still a student.”
 - “Hedy Lamarr created the foundational technology and a Swedish company credited Jaap Haartsen and Sven Mattisson with the idea for what we know call Bluetooth.”
-

**WHO not
HOW**

A few final thoughts

- This was scary, and we had to move past our natural tendencies to over explain
 - We had to be flexible
 - We had to trust that the activities would work in helping students think critically.
 - We still need to do more work
-

Thanks

Do you have any questions?

rayowler@knox.edu

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**

Links and Resources

- [Presentation Works Cited](#)
 - [Lesson Plan](#)
 - [2022 Lesson Slide Deck](#)
 - [Who Gets the Credit Activity Sheets](#)
 - [Paper](#)
 - [Link to this presentation](#)
-