Please note that this is a working document that has not been fully completed. Please contact me at rayowler@knox.edu if you have any questions, suggestions, or opportunities regarding this work.

Introduction

This work is based on some fairly simple premises. Citations are a matter of justice because they give credit to those who did the work. Academic research, in general, has been historically white and male, so it's important to find and cite scholars who expand the diversity of the "academy" The academic publishing process is inherently patriarchal, so sometimes we have to cite things that aren't "proper/peer-reviewed/academic" to have marginalized voices present in the conversation. And, providing good citations uplifts your readers and gives them access to all the information they need to read your paper with confidence. These premises are foundational to a critical understanding of plagiarism education and citation education. But these premises also challenge us to rethink the way we approach this type of education.

Academic Integrity, Plagiarism, and Citation Behaviors

The prevalence of cheating and plagiarism on college campuses remains undisputed in both the literature and in lived experience. This persistent issue has given rise to honor codes, academic integrity instruction, plagiarism prevention, and even electronic detection and prevention measures.[1] Librarians, faculty, and administrators have all grappled with these issues from various perspectives.[2] Pecarori does a deep--dive into the various definitions of plagiarism

[1] Elander et al., "Evaluation of an Intervention to Help Students Avoid Unintentional Plagiarism by Improving Their Authorial Identity," 158.

[2] For an in depth review of the vast literature on the topic of plagiarism see: Fazilatfar, Elhambakhsh, and Allami, "An Investigation of the Effects of Citation Instruction to Avoid Plagiarism in EFL Academic Writing Assignments."

and possible methods for discussion.[3] Bloch,[4] Fazilatfar et. al.,[5] and Magyar[6] conducted considerable research on the specific issue of plagiarism across cultures and ESL/EFL concerns. Additionally, Sandra Jamieson and Rebecca Moore Howard discuss the overarching concept of academic integrity and its connection to plagiarism.[7]

A legalistic framework undergirds most of the discussions regarding plagiarism. The academic language around plagiarism often relies on legalistic terms and a process that mimics the judicial system.[8] These specific, narrow terms, "leave little room for either the teacher or the student to understand the complexities of permission, attribution, and copyright."[9] Discussing plagiarism in terms of cases, reports, and "crime" statistics further invokes this legalistic understanding.[10] Stefan Senders discusses this legalistic framing of plagiarism in depth and identifies the two major ways in which plagiarism seems to be understood.[11] He states, "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."[12] These two perspectives give rise to two methods of addressing plagiarism- either through education or litigation, or a combination thereof.

The belief persists that students are inherently cheats and dishonest, and that honor codes and policies are a definitive answer.[13] Sutherland-Smith also notes that the legalistic

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[3] Pecorari, "Can Plagiarism Be Defined?"
[4] Bloch, "Plagiarism across Cultures: Is There a Difference?"
[5] Fazilatfar, Elhambakhsh, and Allami, "An Investigation of the Effects of Citation Instruction to Avoid Plagiarism in EFL Academic Writing Assignments."
[6] Magyar, "Plagiarism and Attribution."
[7] Jamieson and Howard, "Rethinking the Relationship between Plagiarism and Academic Integrity."
[8] Mullin and Haviland, "Introduction: Connecting Plagiarism, Intellectual Property, and Disciplinary Habits," 2.
[9] Vicinus and Eisner, "Introduction: Originality, Imitation and Plagiarism: Teaching Writing in the Age of the Internet," 1.
[10] Senders, "Academic Plagiarism and the Limits of Theft," 197.
[11] Senders, "Academic Plagiarism and the Limits of Theft."
[12] Senders, 195.
[13] McCabe, Butterfield, and Treviño, *Cheating in College*.

terms the universities use to discuss plagiarism, “reflect an institutional legislative stance.”[14] Pedagogies based on this stance then, focus on remediation and prevention- so that students don’t become duplicitous cheats.[15] Within this this legalistic, and moralistic, framing then, students come to understand plagiarism as theft[16] and something to be avoided because they can get caught and punished.[17] In framing plagiarism within this paradigm, “we risk becoming the enemies rather than the mentors of our students; we are replacing the student-teacher relationship with the criminal-police relationship.”[18] Faculty lose the opportunity to build a relationship of co-learning and instead reinforce a hierarchy of dominance and subordination.[19] Furthermore, as with most legal systems, detection and prosecution are not done equitably for all students, thus “Students can face different outcomes for the same kind of plagiarism allegation depending on the discipline, faculty, department or school in which they study.”[20] Kevin Seeber notes, “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”[21]

A legal framework gives rise to a pedagogy of punishment which emphasizes discipline, ignores context, and “disproportionately impacts students who have had limited exposure to higher education.”[22] This pedagogy then reinforces the notion that students have to earn their way into the academic conversation, rather than empower them to write with confidence.[23] Tara

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[14] Sutherland-Smith, “Pandora’s Box,” 84.s
[15] Adler-Kassner, Anson, and Howard, “Framing Plagiarism,” 241.
[16] Senders, “Academic Plagiarism and the Limits of Theft,” 196.
[17] Senders, 197.
[18] Howard, “Forget About Policing Plagiarism. Just Teach.”
[19] Jamieson, “Shouldn’t Our Expectations of Students’ and Academics’ Intertextuality Practices Differ?,” 107.
[20] Sutherland-Smith, “Is Plagiarism Still a Serious Problem?,” 49.
[21] Seeber, “The Failed Pedagogy of Punishment: Moving Discussions of Plagiarism beyond Detection and Discipline,” 133.
[22] Seeber, 136.
[23] Seeber, 136.

Brabazon calls plagiarism a “proxy, a strategy to blame the victim, rather than consider what has happened to higher education in the last twenty years.”[24] She observes,

> 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.[25]

Plagiarism policies and punishment pedagogy reinforce blame and shame, and thrive on the assumption that students are lazy, undisciplined, and unreliable.[26] These policies take a narrow view, and fail to consider the larger context of student academic writing. If the legal/moralistic frame is removed, plagiarism becomes a learning and writing problem-[27] one that can be addressed with pedagogy not grounded in punishment, but rather in empowerment.

Student writing skills and issues of intertextuality blur the lines between plagiarism and patchwriting, thus making punishment pedagogy more fraught. The “cross-textual” work involved in learning to write often gets lost in the sea of anti-plagiarism education and mechanics.[28] Students use patchwriting as their first tentative steps into academic writing; it is an entry level skill in which students try to “assimilate the constructs of unfamiliar discourse.”[29] Rebecca Howard coined the term “patchwriting” and defines it the following ways:

> When recapitulating the source material, these writers “borrowed” phrases, patched together into “new” sentences; they “borrowed” whole sentences, deleting what they consider irrelevant words and phrases; and they “borrowed” a

[24] BRABAZON, “TURNITIN?,” 15.
[25] BRABAZON, 14.
[26] Mullin and Haviland, “Conclusion: Rethinking Our Use of ‘Plagiarism,’” 165.
[27] Briggs, “Shameless!”
[28] Jamieson and Howard, “Sentence-Mining: Uncovering the Amount of Reading and Reading Comprehension in College Writers’ Researched Writing,” 113.
[29] Howard, “A Plagiarism Pentimento,” 121.

> hodgepodge of phrases and sentences in which they changed grammar and syntax, and substituted synonyms straight from *Rogets*. [30]

> "Patchwriting is a form of imitatio, of mimeses. It is process of evaluating a source text, selecting passages pertinent to the patchwriters' purposes and transporting those passages into the patchwriter's new context..It is something that all academic writers do."[31]

Borrowed phrases and sentence styles comprise much of academic writing, but most writers are eloquent enough to cover their own trail. As Rebecca Howard puts it, "When the trail is obvious, we call it plagiarism, when it is erased, we call it synthesis or even original writing,."[32] Further, Howard contends that patchwriting shouldn't be considered on the same level as plagiarism, cheating, or paper-purchasing, but rather as a process of imitation and mimicry familiar in the learning tradition.[33] Patchwriting, then, results from students "trying on" academic language and expanding their academic vocabulary.[34] The student "employs the language of the target community" in order to gain entrance to the conversation at hand.[35] Jamison further notes that patchwriting is an attempt at paraphrase and synthesis, and asserts, "we need to be realistic about how easy it is for even the most skilled writers to slip from paraphrase to patchwriting as they engage with the ideas of others."[36]

Paraphrase and patchwriting are intertextual borrowing strategies that help students become proficient writers. Jamieson argues that reducing intertextuality to the realm of plagiarism distracts from the nuance and complexity of students' interactions with the texts.[37] Unfortunately, "academic structures fail to give students and beginning academics the time, skills, or mentoring necessary to complete the complex work of intertextuality,"[38] thus further

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[30] Howard, 235.
[31] Howard, *Standing in the Shadow of Giants*, xviii.
[32] Howard, 9.
[33] Howard, xviii.
[34] Howard, xviii.
[35] Howard, 9.
[36] Jamieson, "Shouldn't Our Expectations of Students' and Academics' Intertextuality Practices Differ?," 119.
[37] Jamieson, 106.
[38] Jamieson, 106.

blurring the line between intertextuality and plagiarism. Further, students worry deeply about presenting their ideas as their own, and often "try to play down the extent to which their essays derive from borrowed material."[39] The notion of intertextuality itself remains complicated, and is explored more deeply in the work of Bakhtin,[40] Kristeva,[41] and Fairclough.[42] Borg discusses the complications of intertextual work:

> Understanding intertextuality means leaving the certainties, the black and white choices, of the typewriter century and accepting and teaching a more complicated relationship between authors and sources. Sources still must be acknowledged (though we may find better forms than our current referencing systems), but students need to understand that their sources are wider and more multifarious than strings of words. Their sources should be the ideas that shape their discipline and their world.[43]

The role of pedagogy becomes one of helping students navigate the complexities of intertextual relationships in a way that both respects the sources, but also respects the student's place within their target disciplinary community.

Intertextual practices such as paraphrase and patchwriting help students acquire the language of their target community.[44] This acquisition is not easy. The greater academic community operates as a largely textual space where texts become currency and authority, new students must learn to operate within this new space.[45] Citation practice helps mediate that process and allow students to become a part of the greater academic conversation.[46] The role of citations then becomes one of contextualization,[47] as it becomes a, " means of integrating new claims into current knowledge while drawing on it as supporting testimony, situating the new work in the scaffolding of already accredited facts."[48] Students learn to integrate other texts

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[39] Briggs, "Shameless!," 21.
[40] Bakhtin, *Problems of Dostoevsky's poetics*; Bakhtin, *Speech Genres and Other Late Essays*.
[41] Kristeva and Moi, *The Kristeva Reader*.
[42] Fairclough, *Discourse and Social Change*.
[43] Borg, "How Does Intertextuality Inform Plagiarism?," 102.
[44] Howard, *Standing in the Shadow of Giants*, 146.
[45] Starfield, "I'm a Second-Language English Speaker," 125.
[46] Hyland, "Academic Attribution," 132.
[47] Berkenkotter, *Genre Knowledge in Disciplinary Communication*, 47.
[48] Hyland, "Academic Attribution," 354.

at varying levels as they develop their own authorial identity. Sometimes, students write successfully and cite well. Often, students struggle because of the complexities of intertextual work. Berkenkotter discusses this in terms of student demoralisation and/or incapacitation:

> The epistemological and semantic dimensions surrounding authorship, textual ownership, and intertextuality are clearly very complex and can easily demoralise (or at times incapacitate) the novice student writer, especially when coping with academic interdisciplinarity. Patchwriting, or more extensive examples of copying, may be symptomatic of this demoralisation or incapacitation, but they may also be symptomatic of the need to use the writing of others to make it one's own.[49]

Students also come to writing with complex interpersonal histories and academic histories that also affect their success with negotiating intertextuality.[50]

The issue of common knowledge further complicates our understanding of intertextuality and citation practices. Students struggle with the concept of "common knowledge" and therefore struggle with choosing what information should be cited.[51] Further, students rely on vague and sometimes contradictory definitions of what makes some knowledge "common."[52] Worse yet, librarians who teach the concept often struggle to define common knowledge amongst themselves and interpretations vary from campus to campus. Add this to an increasingly diverse campus environment where classrooms include students from a variety of cultural and educational backgrounds, and the situation grows even more complex.[53]

Definitions of common knowledge "fail to capture the complexity surrounding common knowledge in relation to student writing. If common knowledge is locally defined and understood, what is considered common knowledge for another student may not be the same for another."[54] The various definitions and understandings of common knowledge "do not take into account the dynamic nature of common knowledge and discourse communities."[55] Mullin

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[49] Chandrasoma, Thompson, and Pennycook, "Beyond Plagiarism," 176.
[50] Starfield, "I'm a Second-Language English Speaker," 138.
[51] England, "The Dynamic Nature of Common Knowledge," 104.
[52] Mullin and Haviland, "Introduction: Connecting Plagiarism, Intellectual Property, and Disciplinary Habits," 14.
[53] Thompson, "'Authority Is Everything.'"
[54] Chandrasoma, Thompson, and Pennycook, "Beyond Plagiarism," 181.
[55] England, "The Dynamic Nature of Common Knowledge," 104.

and Haviland ask this crucial question regarding common knowledge: “If institutions have varying descriptions of common knowledge, and if those definitions further complicate notions of who is expert, in what field, on what day, and in what place, how can students begin to tease out for themselves what constitutes plagiarism in the discipline-specific course and determine who owns that upon they wish to build?”[56]

Moreover, Students consume a large amount of information from a variety of sources and very often these sources “are not readily traceable and remain unacknowledged in student texts because they are obscured by the dissemination of information through different media channels.”[57] Students' consumption of knowledge is inherently intertextual and comes from such varied contexts that they might use these resources in their sources and do so unwittingly and without credit.[58] Because students often lack the skills to distinguish between common knowledge and that which should be cited,[59] they make citation decisions based on their own context and on assumptions about what their professors might think or want to hear.[60]

To be clear, students do cite, but the reasoning and methodology of their citation practices remains complicated. The field of bibliometrics investigates citation behavior and major scholars in the field have identified different reasons students cite- Garfield,[61] Lipetz,[62] Gilbert,[63] Duncan et.al.,[64] Cronin,[65] Hodges,[66] Frost,[67] Swales,[68] and more recently Case and

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56 Mullin and Haviland, “Introduction: Connecting Plagiarism, Intellectual Property, and Disciplinary Habits,” 15.
57 Chandrasoma, Thompson, and Pennycook, “Beyond Plagiarism,” 184.
58 Chandrasoma, Thompson, and Pennycook, 181.
59 Pecorari, *Teaching to Avoid Plagiarism How to Promote Good Source Use*, 36.
60 Mullin and Haviland, “Introduction: Connecting Plagiarism, Intellectual Property, and Disciplinary Habits,” 14.
61 Garfield, “Can Citation Indexing Be Automated?”
62 Lipetz, “Improvement of the Selectivity of Citation Indexes to Science Literature through Inclusion of Citation Relationship Indicators.”
63 Gilbert, “Referencing as Persuasion.”
64 Duncan and And Others, *Qualified Citation Indexing*.
65 Cronin, *The Citation Process*.
66 Hodges, “Citation Indexing.”
67 Carolyn O Frost, “The Use of Citations in Literary Research.”
68 Swales, “Citation Analysis and Discourse Analysis.”

Higgins[69] and then White.[70] Each of these studies revealed a detailed typology of the reasons students cite- from identifying methods to paying homage to previous authors. These reasons are largely focused on the writer and establishing the writer within the host of other scholars on the subject. Brooks,[71] Snyder and Bonzi,[72] and Shadish et al.,[73] interviewed writers to discuss motivations for citations, but again these motivations were author centered.In his 2007 research, Petric[74] draws on the work of Thompson[75] and Swales[76] in identifying and codifying citations within student work. These researchers moved beyond the mechanics of citation and investigated the ways students engage with sources either to attribute, identify, state the origin, reference other works, or illustrate by example. Petric found that "citation use associated with higher grades is characterised by the use of citation for a greater variety of rhetorical functions and by greater use of citation for purposes other than attribution."[77] Shi's study revealed that "the citing behaviors of novice scholarly writers are guided by a complex set of factors including functional uses of cited works, citers' interpretations of source texts, a learning process to accumulate one's own knowledge and textual capital, as well as a choice between quoting and paraphrasing."[78]

In their research with the Citation Project, Jamison and Howard found that "94 percent of the citations were created by students working with their sources at the sentence level and not demonstrating that they had digested what they read...In addition to not summarizing their sources, our data suggest that many of the students whose papers we analyzed may not have

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[69] Case and Higgins, "How Can We Investigate Citation Behavior?"
[70] White, "Citation Analysis and Discourse Analysis Revisited."
[71] Brooks, "Private Acts and Public Objects."
[72] BONZI and SNYDER, "Motivations for Citation."
[73] William R Shadish et al., "Author Judgements about Works They Cite."
[74] Petric, "Rhetorical Functions of Citations in High- and Low-Rated Master's Theses."
[75] Thompson, "Points of Focus and Position"; Thompson, "A Pedagogically-Motivated Corpus-Based Examination of PhD Theses."
[76] Swales, "Citation Analysis and Discourse Analysis."
[77] Petric, "Rhetorical Functions of Citations in High- and Low-Rated Master's Theses," 251.
[78] Shi, "Textual Appropriation and Citing Behaviors of University Undergraduates," 21.

even read beyond the first few pages of the source."[79] Simply, students are looking for texts that support their own arguments,[80] and knowing which names to cite can lend further credibility to a student's argument.[81] Furthermore, students "chose not to cite when the appropriated texts matched their knowledge accumulated as a *result of learning* or was something they believed not worth citing *otherwise they had to cite everything.*"[82] Because students perceive that there are no fixed rules, they are often left to wonder when a citation is appropriate.[83]

Attribution is at the core of the issue of citation. We cite because we want to give credit to the source of ideas and concepts, but also to establish ourselves within the literature and other scholars. Attribution lends support to arguments, centers the argument within the literature, and helps establish academic credibility. However, attribution can also enforce the status quo and leave difference and diversity out of the conversation. Mott and Cockayne note,

> 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.[84]

While students are not concerned with the issue of hiring, tenure, and performance evaluations, they are being taught about citation and attribution within a system built on those matters. Citations, then, become an economy in and of themselves. They have power; they "hold sway in academia. They determine scholarly reputation. They identify whose work matters and has significance. They offer prestige in what is clearly a prestige economy. Citations matter."[85]

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79 Jamieson and Howard, "Sentence-Mining: Uncovering the Amount of Reading and Reading Comprehension in College Writers' Researched Writing," 114.
80 Shi, "Textual Appropriation and Citing Behaviors of University Undergraduates," 9.
81 White, "Academic Subject Specialist Positions in the United States: A Content Analysis of Announcements from 1990-1998," 109.
82 Shi, "Textual Appropriation and Citing Behaviors of University Undergraduates," 15.
83 Shi, 21.
84 Mott and Cockayne, "Citation Matters: Mobilizing the Politics of Citation toward a Practice of 'Conscientious Engagement,'" 955.
85 Baker, "Citation Matters."

Without a doubt, the primary purpose of a citation is to give proper attribution to the original source. But, beyond attribution, citation, "becomes a matter of how to engage with and use someone else's work and when, as well as why, to cite it."[86] Simply citing a quote from an author doesn't mean that the source has been engaged with or interpreted authentically.[87] A credible citation practice goes beyond attribution and moves into meaning making[88] and constructing knowledge.[89] Citation then, is not merely a matter of avoiding the appropriate use of someone else's work; rather it becomes a matter of how to engage with and use someone else's work and when, as well as why, to cite it."[90] Engaging with other scholars allows an author to establish an identity within a knowledge community, and citations provide the evidence that the author has done the work necessary to be considered a voice worth hearing. But engagement must go further than a perfunctory citation.[91]

Meaningful engagement with sources provides a means of entry into a larger conversation. Citations help establish the greater context for the work that allows the writer to be an active contributor to the academic community.[92]Hyland notes, "By acknowledging a debt of precedent, a writer is also able to display an allegiance to a particular community or orientation, creatie a rhetorical gap for his or her own research, and establish a credible writer ethos"[93] Beyond establishing a credible ethos, though, writers use citations as a language which imposes an already codified scaffold of accepted supporting references.[94] Citations support an author's claim, but the validity of that claim often depends upon whom the author cites and how

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[86] Mullin and Haviland, "Introduction: Connecting Plagiarism, Intellectual Property, and Disciplinary Habits," 16.
[87] Jamieson and Howard, "Sentence-Mining: Uncovering the Amount of Reading and Reading Comprehension in College Writers' Researched Writing," 126.
[88] Shi, "Textual Appropriation and Citing Behaviors of University Undergraduates," 21.
[89] Rose, "What's Love Got to Do with It? Scholarly Citation Practices as Courtship Rituals," 45.
[90] Mullin and Haviland, "Introduction: Connecting Plagiarism, Intellectual Property, and Disciplinary Habits," 16.
[91] Mott and Cockayne, "Citation Matters: Mobilizing the Politics of Citation toward a Practice of 'Conscientious Engagement,'" 970.
[92] Rose, "What's Love Got to Do with It? Scholarly Citation Practices as Courtship Rituals," 45.
[93] Ken Hyland, "Academic Attribution: Citation and the Construction of Disciplinary Knowledge," Applied Linguistics 20, no. 3 (1999): 342, https://doi.org/10.1093/applin/20.3.341.
[94] Hyland, "Academic Attribution," 362.

clearly they define their place within their specific disciplinary community. Attribution can create or reinforce a writer's place within a scholarly community, thus citing certain texts helps a writer "negotiate for a place" within said community.[95] Further, each discipline has, has established knowledge frameworks and systems, so entrenched in practice that they become invisible over time. Privileging some over others is not without consequences. Scholars have argued that some pervasive practices shape not only how we *do* research but also how we *think* about and *make* knowledge."[96]

The concept of ownership undergirds the process of attribution. There is an assumed owner of a text- of a piece of knowledge- and that owner must be credited. The provenance of ideas and concepts relies on proper citation. Even so, ownership itself is problematic. Anderson and Christensen discuss these problems as a reflection of a colonial property paradigm that reinforces settler-colonialism.[97] Attribution is a technique of ownership and it is, "encoded with colonial property privilege and racialized subject positions which prevent, or at least make incredibly difficult, those originally excluded from holding that status, any entry back to disrupt or unsettle the conditions inherent in the making of the record or the document."[98]

Citations can reinforce "systems of exclusion and erasure"[99] and contribute to inequality across the academic enterprise. Baker contends, "Who we cite matters because citation reproduces the inequalities in our disciplines of scholarship, as well as the larger world. Our citations can affirm the white supremacist patriarchy of the academy."[100] Mott and Cockyane argue that citations reproduce sameness and exclude difference[101], but also that citations perform a gatekeeping function. Citation is a "form of performativity that uncritically produces

[95] Rose, "What's Love Got to Do with It? Scholarly Citation Practices as Courtship Rituals," 41.
[96] Jungnickel, *Transmissions*, 5.
[97] Anderson and Christen, "Decolonizing Attribution," 116.
[98] Anderson and Christen, 124.
[99] Anderson and Christen, 68.
[100] Baker, "Citation Matters."
[101] Mott and Cockayne, "Citation Matters: Mobilizing the Politics of Citation toward a Practice of 'Conscientious Engagement,'" 960.

sameness" and an author is, "confirmed or denied by their ability to cite, and to cite in a particular way."[102] Furthermore, Mott and Cockyane argue,

> 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.[103]

Requiring the exclusive use of scholarly sources complicates matters considerably, as the scholars who create the works are part of an academic system that privileges white, institutional, and hegemonic epistemologies.[104] These citation practices persist and become repetitive in a way that continues cycles of oppression,[105] as Howard notes, ""It becomes clear how steadfastly the construct of plagiarism operates to validate and protect the traditionally powerful group and to keep outsiders such as students and African Americans firmly excluded."[106] However, citations can also provide a way to push back against these oppressive practices and allow for engagement with historically marginalized voices.[107]

To be clear, marginalized groups are historically under cited in the literature of their various disciplines.[108] This has a direct impact on promotion and tenure status in the academy, but it also serves to further marginalize the voices of people of color, women, LGBTQ folks, and indiginous scholars. White privilege permeates all levels of the academy, [109] and libraries record, store, catalog, teach and sustain these patterns of oppression.[110] Faculty may not be actively

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[102] Mott and Cockayne, 965.
[103] Mott and Cockayne, 955.
[104] Pashia, "Examining Structural Oppression as a Component of Information Literacy," 91.
[105] Tuck, Yang, and Gaztambide-Fernandez, "Citation Practices."
[106] Howard, *Standing in the Shadow of Giants*, 134.
[107] Smith, "Cite Black Women: A Critical Praxis."
[108] Aksnes et al., "Are Female Researchers Less Cited?"; Davenport, "A Protested Appointment?"; Mcelhinny et al., "Gender, Publication and Citation in Sociolinguistics and Linguistic Anthropology"; Dworkin et al., "The Extent and Drivers of Gender Imbalance in Neuroscience Reference Lists"; feministkilljoys, "Making Feminist Points"; Smith, "Cite Black Women: A Critical Praxis"; Te Punga Somerville and Somerville, "He Korero e Pa Ana Kit e Toa Takitini"; Atchison, "Negating the Gender Citation Advantage in Political Science."
[109] Bolles, "Telling the Story Straight," 57.
[110] Pashia, "Examining Structural Oppression as a Component of Information Literacy," 88.

excluding marginalized voices from their courses or from their own research; however, they often replicate the canon they were taught- a canon that excludes voices and further limits the participation of scholars of color.[111] The very acts of authorship and citation confer values on certain texts and exclude others;[112] not every community's texts are valued in the same way.[113] Students are exposed to and expected to reference materials that uphold systems of white supremacy[114] and this in turn affects the way individual students engage their writing and education.[115] Predominantly white institutions of higher education (and by consequence academic libraries) have been complicit in maintaining this system of marginalization and must be accomplices in its dismantling.[116] Faculty, librarians, administrators, and students are embedded in these systems of exploitation and dispossession,[117] and while attribution is the problem, it can also be a solution- albeit a complicated one. Mott and Cockayne discuss this paradox,

> The need for conscientious engagement with other voices falls disproportionately on those who are most widely, actively, and interdisciplinarily cited because those are the people occupying spaces of power within the discipline. Paradoxically, those who embody these authoritative positions are often unaware of, or uncensored by, their privilege, and often do not consider that their citational practices may disproportionately shift the frames of visibility and exclusion.[118]

Thus the very systems that perpetuate inequality must also be used to end it, and the voices with the most power must be the ones doing the work. Marginalized authors cannot be expected to elevate themselves within this climate of systemic oppression.

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[111] Pashia, 91.
[112] Elmborg, "Information Literacy and Writing across the Curriculum: Sharing the Vision," 195.
[113] Mott and Cockayne, "Citation Matters: Mobilizing the Politics of Citation toward a Practice of 'Conscientious Engagement,'" 962.
[114] Rapchak, "That Which Cannot Be Named," 175.
[115] Gustafson, "Critical Pedagogy In Libraries," 11.
[116] Rapchak, "That Which Cannot Be Named," 188.
[117] Todd, "An Indigenous Feminist's Take On The Ontological Turn: 'Ontology' Is Just Another Word For Colonialism," 15.
[118] Mott and Cockayne, "Citation Matters: Mobilizing the Politics of Citation toward a Practice of 'Conscientious Engagement,'" 969–70.

Pedagogical approaches

Standard anti-plagiarism pedagogy focuses on the mechanics of citations and the rules for avoiding plagiarism. The various approaches to anti-plagiarism pedagogy have been discussed at length, particularly by Keck[119], Schuemann[120], Pecorari[121] and others. Essentially, this approach teaches mechanics over the broader concept of attribution as defined by McGowan.[122] These approaches are steeped in the mechanics of citation, admonishing students against plagiarism, and showing students the "Right ways" to gather and use sources. But the emphasis is clearly on not students plagiarizing. There is a focus on teaching students the "rules of the game," but the rules are complex and often unclear to students.[123] There persists a general understanding that plagiarism education is handled in the first-year experience and that further elimination of plagiarism takes place through software and legalistic interventions where students are punished for violating policy.[124] Further, administrators and faculty seem to believe, "If students are informed of the institution's policies and taught the rules of citation, they will have the information they need for avoiding plagiarism"[125] But providing guidelines and rules is insufficient, as Robert Brigss notes, "such a strategy again presupposes that the avoidance of plagiarism can be reduced to the mere application of a rule. This is especially true insofar as these guides often provide advice merely on how to cite references, not on how to use them"[126]

An alternative would be to focus less on the mechanics of handbooks and more on helping students "situate themselves within often unspoken but very real knowledge driven

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[119] Keck, "The Use of Paraphrase in Summary Writing."
[120] Schuemann, C.M., "Teaching Citation Is Someone Else's Job."
[121] Pecorari, *Teaching to Avoid Plagiarism How to Promote Good Source Use*.
[122] McGowan, "Does Educational Integrity Mean Teaching Students NOT to 'Use Their Own Words'?"
[123] Pecorari, *Teaching to Avoid Plagiarism How to Promote Good Source Use*, 35.
[124] Mullin and Haviland, "Introduction: Connecting Plagiarism, Intellectual Property, and Disciplinary Habits," 1.
[125] Adler-Kassner, Anson, and Howard, "Framing Plagiarism," 241.
[126] Briggs, "Shameless!," 21.

practices."[127] Jamison argues that merely listing the rules doesn't prevent plagiarism, and failure to use sources "correctly" isn't a moral failure.[128] Indeed, there is too much focus on the mechanics of citation writing, and not on the reasons behind what we cite.[129] This hyper-focus on mechanics and rules places too much emphasis on not plagiarizing rather than emphasizing how to engage with ideas or the people who create them.[130] And yet, citation style and mechanics remain a "sacred shibboleth"[131] that has "apparently eclipsed perfect grammar and the five paragraph theme as the preoccupation of persnickety professors"[132] Emphasis and concern over citation mechanics thus becomes a "proxy for integrity"[133] and a "stand=in for what academics actually value about ethical and well-sourced argument."[134] However, a deep concern for integrity will push instructors to consider the why of citation and focus less on the how.[135]

We must divorce ourselves from the notion that "not plagiarizing" is the reason for a robust citation practice.[136] Rather, as Pecaori notes, "we must explicitly connect our referencing conventions to this underlying view of the construction of knowledge; and we must treat students as members of the discourse community that holds it."[137] We might invite students to question why we reference other authors and to explore the connections between language and disciplinary knowledge.[138] Furthermore, an approach focusing on authorial identity can empower

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127 Mullin and Haviland, "Introduction: Connecting Plagiarism, Intellectual Property, and Disciplinary Habits," 13.
128 Jamieson, "Shouldn't Our Expectations of Students' and Academics' Intertextuality Practices Differ?," 112.
129 Gallant, "In the News."
130 Fister, "Learning Why, Not How | Inside Higher Ed."
131 Schick, "Citation Obsession? Get Over It!"
132 Schick.
133 Gallant, "In the News," 3.
134 Fister, "Learning Why, Not How | Inside Higher Ed."
135 Gallant, "In the News."
136 Pecorari, *Teaching to Avoid Plagiarism How to Promote Good Source Use*, 149.
137 Chanock, "When Students Reference Plagiarised Material – What Can We Learn (and What Can We Do) about Their Understanding of Attribution?"
138 Magyar, "Plagiarism and Attribution," 12.

students and reduce instances of plagiarism.[139] Jamison and Howard, again, tie this process to one of intertextual practice,

> "Writing from sources is a rhetorical, intertextual experience, not a moral act or series of disconnected acts that can be judged in isolation from each other. The more experience writers have in working from sources, the more likely they are to be able to accomplish this complex work transparently. The *transparent* use of sources is a more accurate and more productive frame for all the intertextual missteps typically labeled plagiarism."[140]

Transparent use of sources allows students to develop a collaboration between themselves and the texts, and create knowledge in a way that borrows and builds upon what they read rather than blindly citing or quoting it.[141] Citation, then, becomes a way for students to borrow knowledge and ethos as they develop their own authorial identity.[142] A successful pedagogical approach would emphasize the development of student writers and minimize emphasis on citation mechanics: the why must come before the how.

An information literacy approach, as proposed by the *Framework for Information Literacy*[143] provides more opportunities for students to learn how to use and interact with information. The framework doesn't directly discuss plagiarism, but there are a few key frames that address the concepts of authorship, credit, authority, and scholarship. Unfortunately, the framework fails to intentionally address issues of social justice, racism, civic engagement, or information privilege. However, some of the frames do provide an entry point for conversations on some of these bigger issues.

The Authority is Constructed and Contextual frame emphasizes the importance of authority in determining the credibility of an information source.[144] But discussions of authority need to move beyond the source itself and should push students to, "examine the structures

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[139] Elander et al., "Evaluation of an Intervention to Help Students Avoid Unintentional Plagiarism by Improving Their Authorial Identity."
[140] Jamieson and Howard, "Rethinking the Relationship between Plagiarism and Academic Integrity," 82.
[141] Mullin and Haviland, "Introduction: Connecting Plagiarism, Intellectual Property, and Disciplinary Habits," 9.
[142] Schick, "Citation Obsession? Get Over It!"
[143] Association of College and Research Libraries, "Framework for Information Literacy for Higher Education."
[144] Association of College and Research Libraries.

and standards by which academic authority is traditionally constructed"[145] and should include discussion of the pseudo authority assumed by inclusion in for-profit publications and library subscriptions. These discussions must also include the issues of systematic oppression perpetuated within academia as a whole and lead to healthy skepticism regarding the processes by which something becomes authoritative.[146] This frame does not explicitly mention race or intersectional identities in its descriptors. This is a notable omission, as "to leave race unnamed among these identities is to ignore both the histories and the systemic processes of oppression that continue to devalue the experiences, ideas, and expertise of people of color." In order to effectively use this frame within information literacy instruction, these issues must be addressed.

The frame Information has Value acknowledges the need for citations and ethical participation within scholarly dialogue and discusses systematic marginalization within the information creation and dissemination process.[147] While this frame does address discussion regarding marginalized groups, it lacks, "an emphasis on considering ways to *combat* marginalization and/or underrepresentation, and to address the systems of power, including white supremacy, that structure our information environment."[148] Using this frame effectively could include a discussion of how to bring marginalized voices into the conversation even if they have been excluded by traditional formats and publication systems.[149]

Scholarship as Conversation frames information literacy within a greater communal conversation where students negotiate meaning and contribute to the greater scholarly discourse.[150] This frame could be expanded to encourage readers to consider the motivations behind publishing or being a participant in the conversation.[151] Furthermore, participation within

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[145] Saunders, "Re-Framing Information Literacy for Social Justice."
[146] Rapchak, "That Which Cannot Be Named," 181.
[147] Association of College and Research Libraries, "Framework for Information Literacy for Higher Education."
[148] Rapchak, "That Which Cannot Be Named," 182.
[149] Saunders, "Re-Framing Information Literacy for Social Justice."
[150] Association of College and Research Libraries, "Framework for Information Literacy for Higher Education."
[151] Saunders, "Re-Framing Information Literacy for Social Justice."

the scholarly conversation is not optional- for many people it is required for tenure or advancement and thus becomes an economic necessity.[152] This frame only brushes the surface of what it means to be in the conversation and it, "does not look at the economic and political incentives and motivations for establishing and maintaining 'establishes power and authority structures' within the scholarly conversation."[153]

Unfortunately, the framework doesn't push quite far enough. The ACRL framework has met with criticism regarding social justice, racism, and privilege. In particular, Beatty calls to question the framework's neoliberal rhetoric.[154] Battista et al also question the lack of social justice within the framework, and acknowledge that "while social justice components exist in the *Framework*, nowhere does it explicitly mention 'social justice' or 'civic engagement."[155] Saunders argues,

> In reality, social justice is not truly integrated throughout the *Framework*, but is somewhat minimally included in a few places. Burying issues like attention to marginalized voices and a critique of traditional constructions of authority deep in the Framework makes it less likely that these concepts will be given attention in the classroom and seems to reinforce the 'othering' and systematic suppression of these issues and voices...The attention to social justice as currently written into the *Framework* seems to be mostly passive or reflective. Students are encouraged to recognize barriers, question traditional construction of authority, and examine their information privilege, but there is no suggestion that they could do anything to challenge or alter the system. Ultimately, the current Framework would seem to promote the status quo. [156]

A critical reframing is necessary- not just a reframing of the issue of plagiarism and citations, but perhaps a reframing of how we teach these concepts within the context of information literacy instruction.

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[152] Battista et al., "Seeking Social Justice in the ACRL Framework," 119.
[153] Battista et al., 119.
[154] Beatty, "Locating Information Literacy within Institutional Oppression – In the Library with the Lead Pipe."
[155] Battista et al., "Seeking Social Justice in the ACRL Framework," 114.
[156] Saunders, "Re-Framing Information Literacy for Social Justice."

Reframing the conversation

A critical approach to citation and information literacyinstruction will help librarians develop pedagogies that value student learning and honor the contributions of a variety of scholars. Librarians are uniquely situated to lead a critical approach to citation because, "While administrators establish academic policies, and teaching faculty are largely bound to enforce them, librarians occupy a separate space. To be clear, it is not a neutral space, but is instead a space where we can focus on developing pedagogies that truly value student learning, rather than push a disciplinary agenda"[157] A more productive framework would be one grounded in pedagogy that values student learning and helps develop an information scaffold that undergirds every subject and every earned degree.[158] Critical theory, decolonization, critical library theory, critical race theory, feminist pedagogy, and critical library instruction all provide a common lens through which to re-vision this conversation. This critical reframining, is a "first step toward decolonizing relationships and practices. Addressing the erasures that attribution facilitates disrupts settler futurity by repositioning Indigenous protocols, responsibilities, obligations, authority, and control over knowledge and the lands where this knowledge emanates and is maintained."[159]

While Critical theories are based primarily on the works of Paulo Friere and bell hooks, Critical Librarianship builds on that work and also draws from James Elmborg as well as Anderson and Christen. Drawing on the work of Friere and hooks, Elmborg discusses the role of critical pedagogy,

> By working from critical theory, connecting larger cultural goals, values, and expectations to education, critical pedagogy rejects the idea of schools and libraries as neutral institutions, focusing instead on the

[157] Seeber, "The Failed Pedagogy of Punishment: Moving Discussions of Plagiarism beyond Detection and Discipline," 136.
[158] BRABAZON, "TURNITIN?"
[159] Anderson and Christen, "Decolonizing Attribution," 119.

> politics of information...Critical pedagogy works to correct perceived injustices in American education (and society). It works to open up spaces for genuine learning and engagement on the student's behalf.[160]

For libraries, critical pedagogy provides opportunities for alignment. Libraries can align themselves more closely with their values- specifically those democratic and anti racist values often invoked in mission statements and strategic plans.[161] Bell and Mendez-Brady challenge librarians to confront "problematic professional norms such as the disciplinary impact of hetoronormative and racist cataloging structures, the role of white supremacy in peer review processes, the discursive nature of citation styles, and a host of other scholarly mechanism of which we possess intimate knowledge."[162] Maria Rapchack notes that this type of critical approach encourages resistance to the concept that paid-for resources are "inherently better," and helps librarians highlight traditionally marginalized scholars.[163] Belin also encourages resistance and recommends that librarians "nurture students' understandings of how information and knowledge are formed by unequal power relations based on class, race, gender, and sexuality."[164]

Traditional framing of information literacy "acts as a hegemonic force in that it subtly reinforces a framework that primarily serves the interests of the middle class and wealthy by presenting extant social institutions as being neutral."[165] A critical approach to information literacy, however, will place information within contexts and will acknowledge relationships to power.[166] Furthermore, critical information literacy provides the opportunities for students to discuss the power inherent within the processes around the creation and dissemination of information and looks for opportunities to expand the conversation into a more diverse

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[160] Elmborg, "Forward," xi.
[161] Elmborg, "Information Literacy and Writing across the Curriculum: Sharing the Vision," 193.
[162] Bell and Méndez-Brady, "The Future of Librarianship," 115.
[163] Rapchak, "That Which Cannot Be Named," 184.
[164] Beilin, "Beyond the Threshold."
[165] Cope, "Information Literacy and Social Power," 17.
[166] Cope, 15.

dialogue.[167] Critical librarianship "resists capitalist conceptions of library work, neoliberalism, and other dominant ideologies and complex structures which serve to oppress"[168] Contemporary scholar, Char Booth simplifies this concept further, stating, "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."[169]

Librarians are uniquely situated to lead a critical approach to citation because, "While administrators establish academic policies, and teaching faculty are largely bound to enforce them, librarians occupy a separate space. To be clear, it is not a neutral space, but is instead a space where we can focus on developing pedagogies that truly value student learning, rather than push a disciplinary agenda"[170] Further, Seeber argues that a better framework would be for "librarians to critically rethink our relationship to the broad concept of plagiarism on campus and ensure that our interactions with students, faculty, and staff are grounded in a pedagogy that values student learning rather than administrative policy."[171] Anderson and Christen see this type of reframing as a first step in a larger decolonization system. They say, " Addressing the erasures that attribution facilitates disrupts settler futurity by repositioning Indigenous protocols, responsibilities, obligations, authority, and control over knowledge and the lands where this knowledge emanates and is maintained."[172] Repositioning and reframing then help to expose the structures of oppression, and critical information literacy provides a catalyst for dismantling such structures and elevating those previously silenced voices.[173]

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[167] Swanson, "Information as a Human Right," 1.
[168] Gregory and Higgins, "In Resistance to a Capitalist Past: Emerging Practices of Critical Librarianship," 35.
[169] Booth, "On Information Privilege."
[170] Seeber, 136.t

[171] Seeber, "The Failed Pedagogy of Punishment: Moving Discussions of Plagiarism beyond Detection and Discipline."
[172] Anderson and Christen, "Decolonizing Attribution," 119.
[173] Rapchak, "That Which Cannot Be Named," 186.

Social Justice Frame and Generation Z

This reframing must also be grounded in an understanding of Generation Z and concerns of social justice and equality. Students in Generation Z are most interested in learning that allows for social change[174] and they are passionate in their advocacy for social change.[175] Gen Z students are motivated by a sense of responsibility and not wanting to let someone down, but also by rewards- either advancement or earning credit (not a gift- but a reward).[176] They are not motivated by public recognition, competition, or any kind of quid pro quo.[177] In regards to learning, Gen Z students prefer an environment that is inclusive and supportive, where students are treated like intellectuals-in-training, who have something worthwhile to say. Such an environment allows students to explore academic concepts without feeling that they don't have the skill or background knowledge to excel."[178]

A social justice approach to information literacy and plagiarism awareness, then would appeal to Generation Z's desire for empowerment. Batista argues that this type of instruction is a social imperative, as "Librarians are responsible in helping students become sustainable learners, citizens who cultivate networks of information that compel them to pursue fairness, equality, and basic human rights." [179] Social justice pedagogy and critical pedagogy are closely related, as both emphasize te connection between information and power structures. Laura Sanders proposed an Information Social Justice Frame in addition to *The Framework for Information Literacy*. The introduction to this frame states,

[174] Seemiller and Grace, *Generation Z Goes to College*, 203.
[175] The Annie E. Casey Foundation, "Social Issues That Matter to Generation Z."
[176] Seemiller and Grace, *Generation Z Goes to College*, 15.
[177] Seemiller and Grace, 16.
[178] Moss, "Teaching Generation Z."
[179] Battista, "From 'A Crusade against Ignorance' to a 'Crisis of Authenticity': Curating Information for a Participatory Democracy," 81.

> 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.[180]

Other social justice frameworks from Teaching Tolerance[181] and Maurianne Adams[182] also discuss the importance of teaching students to stand against injustice and take action.

[180] Saunders, "Re-Framing Information Literacy for Social Justice."
[181] TeachingTolerance.org, "Social Justice Standards," 3.
[182] Adams, "Pedagogical Frameworks for Social Justice Education," 32.

New Pedagogical Opportunities and a New Lesson Plan

The concepts of social justice pedagogy and critical pedagogy, then, inspire new pedagogical opportunities in regard to the issue of information literacy instruction and more specifically plagiarism prevention. These new frames help move the conversation out of the realm of punitive punishments and legalese into a place where students discuss the implications of "credit-giving" in an academic context. There must be a shift from a formulaic approach to one in which students use rhetorical cues and common knowledge as a means to establish solidarity with their readers, but also where students feel empowered to engage in critical discourse.[183]

To this end, in the fall of 2022, we developed a new lesson plan for teaching "Academic Integrity" as part of our First Year Preceptorial courses at Knox College. Knox College is a small private liberal arts institution in Galesburg Illinois. There are approximately 1200 FTE students at the college, and all entering first-year students are required to take a "First Year Preceptorial" course. These courses are affectionately referred to as "FP." In the Spring of 2022, Faculty at Knox college approved new learning goals for FP courses taught at the college. While previous iterations of the learning goals had simply stated that students should, "demonstrate an understanding of the meaning of "academic integrity" as it applies to academic work, including proper citation." The learning goal became, "demonstrate ethical integrity, not only as a producer of academic knowledge but as a member of all their communities."[184] More telling however was the discussion included in the document regarding this goal:

[183] England, "The Dynamic Nature of Common Knowledge," 111.
[184] Curriculum Committee, Knox College, "The Future of FP and Supplementary Materials," 5.

● We would like FP, and the College in general, to lay claim to a more expansive definition of integrity, academic and otherwise. Our Honor Code is distinctive and should be applied more broadly to the culture of the College.
● We have included the example in this learning goal to show how integrity can be assessed in a classroom: 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, which is to say the responsibilities entailed in forming and expressing an argument.
● In other words, 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. The Honor Code is somehow central to this—it includes academic integrity but serves as a larger call to act with honor in all aspects of life. It also relates to the conversations ongoing in the Division of Student Development about a "culture of respect" in relation to sexual citizenship on campus.
● To put it yet another way, 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.[185]

These caveats marked a significant departure from the previous goal. While the previous lesson plan had activities around common knowledge, when to cite, and the mechanics of citation, this new perspective reflected a more critical understanding of knowledge creation as a process and the ethical responsibility of participating in an academic setting. The librarians had already made some changes in the curriculum in previous years, slowly shifting the focus from rules and more rules to discussion and critical thinking. In 2021 we had added discussion around the "Why" of citation practice and we eliminated a "spot the plagiarism" activity. However, the new version of the learning goal and the accompanying explanations gave us the opportunity to shift the conversation.

The primary shift in conversation was a new focus on WHO should be credited or cited in any given situation. While we retained some successful elements from previous lesson plans,

[185] Curriculum Committee, Knox College, 5.

we shifted the focus to an issue of WHO deserves credit and let the more mechanical issues fall by the wayside. This new focus was achieved in the following ways:

1. Discussion of the "Honor Code" video, with emphasis on the sentence "Ismat Katani, Class of 51 who 30 years later would be elected president of the UN general assembly, teamed up with another Knox college student to found the Knox Honor Code"[186]
2. Who Gets the Credit? Activity in which students determined who should get the credit for various inventions, discoveries, or innovations.

While the rest of the lesson plan did include some basic information regarding the honor code, the connection between procrastination and plagiarism, and a discussion regarding the point of having an honor code, the focus of the lesson remained on WHO deserves credit. This lesson plan was taught 19 times in the fall of 2022 (and is attached as an appendix).

Over the course of Fall term 2022, this revised lesson plan proved to get to the heart of the "Who deserves credit?" aspect of our pedagogy and successfully shifted the focus of the conversation. While the lesson itself had a variety of elements, the two aforementioned items provided the most discussion fodder around the issue of who gets/deserves credit for something. This level of discussion helped students interrogate the process of attribution and and brought them to realize that it isn't always straightforward. The resulting discussions allowed students the opportunity to discuss the power structures of citation in a practical context. And the students did understand.

In response to the discussion regarding Ismat Katani, students learned to ask "What about Glen/" and have been heard asking this question in other contexts- particularly when engaging with the displays about Katani on campus. But perhaps more telling were the responses to the "Who gets the credit" activity. Some of their responses were:

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[186] *Knox College Honor Code*, 0:48.

- “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.”
- “It’s really messed up how they did not consider the inventor to be a person because he was a slave. “
- “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”
- “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.”
- “She was a grad student and found it. Her professor took credit and she lost out on the Nobel prize”
- “No, Ada Lovelace has not always gotten credit for her invention. Instead, she has often been forgotten by history.”
- “Oscar Stewart (Ned’s enslaver) attempted to patent Ned’s invention. Stewart went into business making Ned’s cotton scraper without patent protection.”
- “Lise Meitner often is not credited in the discovery of nuclear fission and was left out of receiving the Nobel Prize while her colleagues did.”
- “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 Peace Prize for the work. The supervisor got the prize because she was still a student.”
- “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.”

In the discussion that followed, students grappled with issues of power and privilege. In nearly every session, the common realization was that power and race greatly impacted the way credit was given. Students often became animated and even angry as they read about the discoveries and those who had been denied credit or reward.

From these discussions, the lesson pivoted into a brief discussion of HOW we give credit to someone in an academic context. This is the first time in the lesson the issue of “citations” was broached, and it was a small part of the overall lesson. By this time in the lesson, students were invested in the idea that people deserve credit for their work and they wanted to know the best way to give that credit. Providing citation information at that point, then, was welcomed by the students because they understood the value of giving credit. The lesson closed with an “Exit ticket” where students were required to scan two QR codes- one for the library home page and one for the Purdue Owl.

Discussion and Conclusions

Undertaking a new approach to “Academic Integrity” instruction was, in a word, terrifying. It required that we give up our traditional notions of “we must teach every period and comma of a citation style” and “we have to explain every aspect of common knowledge and citation practice.” It forced us to move past the tendency of overexplaining concepts and move toward discussion. It forced us to be flexible. While we had been working slowly toward revisions of our lesson plan in previous years, the shift in the learning goals for FP inspired us to make deeper changes to our lesson plan. We had intended to have a more critical approach to the topic, but how that would play out was a bit of a surprise. Creating the “Who gets the credit” activity, was the biggest change, but the research on critical approaches moved us in that direction. We just needed to trust that this activity would indeed help students think critically about the process of attribution without being overly heavy-handed.

Ultimately, our trust was not misplaced. Student reactions to 2022’s Academic Integrity sessions were far better than in years past. They were more engaged, more willing to participate in discussions, and seemed genuinely miffed at the history of misattribution both on our campus and in the greater historical context. Students were also deeply invested in the “Who gets the credit” activity during class sessions, and we rarely had to nudge students to participate.

The lesson and our approach still need revisions, however. This was our first year trying something completely new, and we have learned enough from it to move forward with this critical approach. We want to continue to reduce our use of legalistic language and focus less on plagiarism and “honor code violations” and focus more on the conversations regarding credit-giving and the why behind citations. This will be a continuing shift as we move forward with this lesson plan.

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