

WIC Lunch panel
Friday, April 22 from 12-1pm.
"Can We Make WIC Students Plagiarism-Proof?"

WIC's goals for this panel are to:

1. Give the WIC faculty a better understanding of how students are taught about plagiarism, citation, and use of sources in their early stages of writing instruction at OSU.
2. Discuss effective strategies for teaching citation and/or addressing plagiarism in WIC courses.

Respective areas:

- Writing I, Tim Jensen;
- Writing II, Sara Jameson;
- WR 121 INTO, Sarah McGreevy;
- INTO, Celeste King

WR II: Focus today on WR II comp courses (even though poetry, fiction, and creative non-fiction have issues of documentation)

WR II courses = many sections, on campus and online, many different instructors, many different approaches

- WR 201 - Writing for Media
- WR 214 - Writing in Business (i.e. workplace writing)
- WR 222 - English Composition II: Argumentation
- WR 303 - Writing for the Web
- WR 323 - English Composition III: Writing with Style
- WR 327 - Technical Writing
- WR 330 - Understanding Grammar
- WR 362 - Science Writing (for the general public, like National Geographic, etc.)
- HC 199 - Honors Writing
- PHL 121 - Reasoning and Writing

WR II Assumptions

- WR II instructors assume some prior knowledge of documentation and academic integrity for incoming students, but we know it varies depending on how students met their WR I - whether with WR 121 at OSU or elsewhere, or an AP English somewhere, or a transfer course.

WR II Standardization

- WR 214 and WR 222 are quite standardized in terms of assignments and same textbook.
- WR 327 is somewhat standardized in terms of a shared curriculum, though big variety in assignments and textbooks / handbooks.

WR II Research Assignments

- WR II courses (WR prefix) have formal and/or informal assignments involving primary and/or secondary research
- WR II Instructors work with finding, selecting, and effectively and ethically using source materials.
- I assign Annotated Bibliographies in WR 214, 222, 327, 362 - to guide documentation

WR II Documentation

- WR II documentation styles and expectations vary.
- Some use MLA, some use APA, some might use another
 - Textbook/handbook and/or links to sources such as Purdue OWL or OSU Library pages

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- Courses with a more journalistic/less academic focus may not use in-text citation and may not provide Works Cited / References, though they may require a separate sources list

"Can WR II Make WIC Students Plagiarism-Proof?" - **No, we cannot**, because:

- Those few who are going to cheat intentionally will continue to cheat
- Those more who are going to cut corners or get too much help will continue to cut corners
- Those many who are overwhelmed may know they are not doing the best but don't-won't ask for help
- **Documentation is rhetorically situated** - different classes / assignments / disciplines
- Documentation has many tiny parts. **Don't expect perfection every time every place.**
 - Key aspects are: (1) quote marks + (2) good effort at citing even if not perfect
- **⇒ Transfer of knowledge and skills from earlier classes is incomplete and impermanent**

However, what DO WR II instructors do regarding plagiarism? **Refresh, remind, review, report**

1. Help students **know what** needs to be cited:
 - i. Facts, quotes, paraphrases, images, etc.
2. Help students **know why** to cite:
 - i. For integrity, of course but also,
 - ii. For credibility - to show that the paper has quality up-to-date sources to support it
 - iii. For intellectual property
3. Help students **know how** to cite:
 - i. Introduction/signal phrase (According to...)
 - ii. Quote marks when needed
 - iii. Parenthetical in-text citation / Fig # and caption for images
 - iv. Listing on References
4. **How do we do this?**
 - Listing on syllabus
 - Lecturing and explaining (often)
 - Demonstrating (often)
 - Assigning readings (often)
 - Giving quizzes and activities (often)
 - Commenting on first drafts - pointing out where citations are insufficient
 - Meeting with students - **teachable moments**
 - Consulting with Assistant Director of Writing, the SWLF plagiarism lead person
 - Reporting students

How do we notice insufficient / inadequate citation? Do we catch all? NO.

- Plagiarism checkers:
 - With Blackboard CMS, many of us used SafeAssign for prevention and catching
 - Now with Canvas, fewer are using Turnitin
- Close reading
 - Through multiple drafts and assignments, we know what our students do and don't know
 - Check their sources in Annot. Bib & essays ourselves; search via a browser (labor intensive)
- Talk to students directly
 - Ask them where they got certain information
 - Ask them what help they got