

Academic honesty workshop outline

Introduce selves: Brooke, Kevin, Jinna say names, from MWRG, pilot for Schreyer Workshop – shortened version

(5 min) Discussion questions – led by presenters (Kevin)

(5 min) Presentation of factors that might cause plagiarism (Kevin)

(20 min) Spectrum of academic honesty activity w handouts (Jinna leads; Brooke transcribes; Kevin passes out handouts)

- Elicit from instructors what the characteristics of a well-used source in student writing are (e.g. well-integrated with student's own ideas, attributed to the original source, etc.) Write these ideas on one end of the wall under the heading "Effective source use." Elicit what constitutes the worst possible offense when it comes to using sources (unattributed copying and pasting). Write that on the other side of the board under the heading "ineffective use of sources."
- Tell instructors that they will now work in groups to examine the variety of textual borrowing strategies on the continuum between completely ineffective and desirable/effective source use.
- Each group gets an excerpt from a student paper (Hiroki's in this case) and an original source upon which the excerpt draws (See Appendix 1)
- Attendees compare the student text against the source text and discuss with group members the textual borrowing strategies that the student is using. They place their excerpt on a spectrum on the board (One side should say "unattributed copying" and the other side "effective source use.")
- Once all the groups have placed their excerpts on the board, lead a brief discussion on which of the strategies may be acceptable to the teachers and which are not.
- Allow participants to ask questions and/or make comments, share observations etc.

(10 min) teaching strategies discussion (Brooke)

Preventative versus reactive; focusing on preventative. Two broad categories:

- Course/assignment design: specific/contextualized assignments; approval of topic; multiple drafts
- Teaching source use: connect source practices to disciplinary value; don't teach rules, teach how to use references & resources; modeling attention to citations in readings

Elicit ideas from teachers.

(5 min) Conclusion (Brooke leads; Kevin passes out handouts)

-hand out survey, mention that MWRG does this kind of thing and if you're interested talk to one of us about joining