

Citation Needed: Plagiarism traps and how to avoid them
GROW Writing Workshop
Feb. 7, 2019

Workshop Introduction

Since we all use information from a wide variety of sources in our writing / publishing, we want to know how to cite these sources of information. Often, well-intentioned academics use material inappropriately. These plagiarism "traps" are important to consider while your researching, even in early stages, so you don't encounter difficulty later using and citing the information you need.

Workshop Agenda

1. Intros & disciplines
 1. What is your name?
 2. What program are you in?
 3. Where are you in your program (what year/stage)?
2. Why cite?
 1. Construct authority
 2. Demonstrate knowledge of field / topic
 3. Credit for own work vs. others'
3. What do you know about plagiarism?
 1. What does "plagiarism" mean to you?
 2. What are University Policies (see links in "Resources" below)?
 3. What are professional implications?
 4. What have you been taught about preventing plagiarism?
4. Truths about plagiarism
 1. Few individuals plagiarize intentionally to "cheat" or "steal"; most plagiarism results from carelessness or misunderstanding of "rules" / expectations.
 2. Carelessness often results of "time" or "stress" or misinterpretation of context (won't matter this time or for this thing).
 3. Plagiarism problems start before you write.
5. How can you prevent plagiarizing?
 1. What is your method of researching and keeping track of your sources?
 2. Research processes: keeping records, accurate, complete. Without accurate records of research, too easy to forget and to be careless.
 3. Use tools such as Refworks (ProQuest), Zotero, Endnote, or homegrown (or even photo / scan via phone).
 4. Ask a librarian! See research guides and "Ask me"
 5. Be consistent in collecting; don't wait until you're writing (or "add citations later").
 6. When using / integrating sources, be sure you know what's appropriate citation and attribution for your discipline. The "signal phrases" used do more than indicate where ideas and/or language are from.
 - a. Summary
 - b. Paraphrase
 - c. Quote
 7. Cite visuals, graphics, data, infographics, etc.
 8. Resources are available at Bell Library and the CASA Writing Center.
 9. Check your references/works cited against the sources used in text.
 10. Don't rely on other scholars' citations, but find the original yourself.

ACRL's Framework for Information Literacy (2016)

Authority Is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

- Credibility is gained by cited/using credible information from authoritative sources. That authority must be cited, or it cannot be recognized. Validity cannot be determined without identifying the source of information.
- The context within which the information is being used needs to be appropriate for that use.

Information Has Value

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

- As information has varying degrees of value and is often available for free, it is important to give credit to ideas, words, and images through attribution and citation.
- Intellectual property is a legal and social construct that varies by culture.
- Scholars need to understand copyright, fair use, open access, and the public domain.

Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

- Scholarly conversations are conducted through published journal articles, books, and conference presentations, but are also occurring through social media, websites, and other forms of communication that may include graphic/visual representations of information and data.

Resources

- The Poynter Institute - journalists/editors flow chart: <https://www.poynter.org/wp-content/uploads/2014/09/IsitPlagiarism.pdf>
- Student Code of Conduct, Article III: Violations - Academic Misconduct <http://judicialaffairs.tamucc.edu/article-iii-violations-18-19.pdf>
- Judicial Affairs/Academic Misconduct website: <http://judicialaffairs.tamucc.edu/academicmisconduct.html>
- TAMUCC CASA Writing Center <http://casa.tamucc.edu/wc.php>
- Purdue OWL source for Documenting Sources – A list of resources by discipline: https://owl.purdue.edu/owl/research_and_citation/using_research/resources_for_documenting_sources_in_the_disciplines/complete_discipline_listing.html
- The Citation Project - <http://www.citationproject.net/studies/writing-from-sources/>
- Academic Phrasebank: <http://www.phrasebank.manchester.ac.uk/>
- Defining and Avoiding Plagiarism: The WPA Statement on Best Practices Position Statement from the Writing Program Administrators <http://www.wpacouncil.org/positions/WPAplagiarism.pdf>