TEACHING TIPS: *PROMOTE ACADEMIC INTEGRITY*

PEDAGOGIC REFLECTION

- Where/when did you learn about the importance of attribution of sources?
- What do typical English-speaking domestic students come into the university already having an awareness of?
- *How is the use of sources/citation of sources managed in your disciplinary context?*

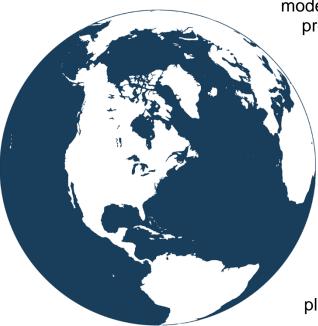
When you suspect a student of an academic integrity violation, such as plagiarism, what is your first assumption? How do you typically manage a perceived violation of academic integrity?

TOP TEN TEACHING TIPS

- 1. Recognize differences in students' cultural and educational backgrounds:
 - a. Exam-driven education systems; writing papers not as common
 - b. Knowledge transfer: memorization and reproducing existing knowledge; criticality and individual voice may not be encouraged
 - c. Intellectual ownership and textual borrowing as unfamiliar concepts
- 2. Acknowledge that expectations for source use are bound by culture and discipline; clarify your expectations and "guide" your students in meeting them
- Reorient from negative/punitive approach (plagiarism) to a positive one (academic integrity)

TOP TEN TEACHING TIPS: CONTINUED

- 4. Frame source use and citation as "literacy practice" and not merely ethical or ideological issue: Incorporating and citing sources responsibility is an *acquired* academic literacy skill (most students are new to this discourse community and just beginning to develop these skills)
- 5. Focus on mutually reinforcing dimensions of academic integrity because students need to understand the *how* and the *why* of source use:
 - a. Principles (understanding why this is a value in U.S.-based educational contexts)
 - b. Policies (GW Student Code of Conduct; syllabus policies)
 - c. Contextual expectations (discipline, assignment, etc.)
 - d. Skills (summarizing, quoting, paraphrasing, generalizing, citing, recognizing common knowledge)



- 6. Teach students to "notice" use in context and model citation practices before asking students to produce their own texts
 - 7. Assign structured short assignments to **scaffold skills**; create original assignment prompts for research-based papers

8. **Provide feedback** (on drafts and in final paper evaluation) that assesses the extent to which writing meets academic integrity expectations

9. Recognize that most plagiarism is inadvertent; be judicious in your use of plagiarism software

10. Use initial instances of perceived plagiarism as **teaching moments**, with consequences for repeated or egregious instances of plagiarism.



English for Academic Purposes (EAP) Columbian College of Arts & Sciences The George Washington University eap.columbian.gwu.edu