PLAGIARISM: ISSUES IN FWS
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BLUM: WHAT IS PLAGIARISM?

- Includes a range of behaviors that can be envisioned as a triangle—three points.
  
  + “At the cheating corner, a student knowingly, willfully, unambiguously engages in forbidden behavior... buying a term paper...criminality or fraud.”
  
  + “At a second, inadvertent corner, plagiarism results from a failure to master conventions.” (proper citations)
  
  + “At the third corner are professionals who steal another writer’s work without permission and for their own benefit.” (copyright infringement)
“Writers in different disciplines expect and accept varying amount of quotation and citation, with some embracing it and others shunning it.”

“Furthermore, professionals and academics disagree with editors.”

“...even professors lack a clear-cut judgment about what constitutes plagiarism...”

Students are even less certain about what constitutes plagiarism. They get different information from different professors.
“Academics are punished even less frequently than students are.” (And students are punished more severely.)

Includes:
- Copying form one’s own work (repackaging articles in a second or third journal).
- Copying others published work.
- Copying work from graduate students.
BLUM: PATCHWRITING*

- Rebecca Moore Howard proposed this term in 1999 as a form of plagiarism that involves “copying from a source text and then deleting some words, altering grammatical structures, or plugging in one synonym for another…”

- Used by students to understand difficult material; it is a developmental step in learning to write.

“But undergraduates are expected to master the conventions of citation and attribution in each field they encounter, often with no explicit introduction to the field's practices.... And despite all the self-contradictory foibles present even in a single field.”

“...most students do not actually achieve this mastery.”

“When they fail....they are accused of committing plagiarism.”
Provide practice writing summaries of assigned readings: one weekly for first five weeks.

Develop progressive (or stepped) assignments that focus on “entering the conversation/discussion of important ideas.”
STRATEGIES -CONTINUED-

- Require multiple drafts for each essay.
  - I have first hand knowledge of their approach and effort
- Use and discuss *They Say I Say*

Supports focus on “entering the conversation”. Provides templates with language for integrating the views of others.
Approach it as developmental/learning issue, rather than ethical problem.

Offer empathy/recognition of complexity and difficulty of doing it right: develop relationship/partnership

Pretend to have supernatural powers of detection.