



## Addressing Plagiarism Series

### PART 2: Strategies for Addressing Plagiarism in the Classroom

Specifically addressing plagiarism in the classroom can be one of the most effective strategies for helping students avoid it (Thomas & Sassi, 2011). Teachers often assume that students have already been taught ethical citation practices and what constitutes plagiarism; in reality, some students may have little to no experience with this topic at all (Pearson, 2011). The Council of Writing Program Administrators [CWPA] (2003) outlines a few strategies for effectively addressing plagiarism with your students:

Strategies	Teaching Suggestions
Develop clear policies	Develop clear policies and expectations for the use and misuse of sources in your classroom, and discuss these policies and the underlying implications of plagiarism with your students. Make sure your policies are also clearly articulated in your syllabus and that your syllabus refers students to the <a href="#">Academic Code of Conduct</a> as per Academic Senate Regulation 537. Transparency can be especially important for first-generation students who may feel less confident about approaching instructors for clarification (Engle & Tinto, 2008), and has been shown to lead to better retention and increased academic confidence in students (Winkelmes et al., 2016).
Discourage plagiarism through assignment design	Design and sequence your writing assignments in ways that discourage or avoid opportunities for plagiarism (see PART 3 for more specific strategies on how to do this).
Develop students' reading skills	Help your students develop strong reading skills, and ask them to cite a variety of different sources from varying points of view. Consider discussing how to evaluate the credibility of sources with your students as well.
Consider intentionality	Consider the intentionality behind a suspected instance of plagiarism; has the student deliberately plagiarized, or have they misused a source? Ask the student to provide process drafts and to walk you through their research process. If they cannot do this, then refer to your syllabus policy for what to do next.
Follow UC Davis guidelines	When taking disciplinary action, be sure to follow institutional guidelines outlined in the <a href="#">UC Davis Code of Academic Conduct</a> . Consider what you want the student to learn from the experience as well; while failure of the assignment or course can be an effective learning experience for the student, so can recreating the research process and rewriting the paper.

#### How can I help my students learn how to use sources more ethically?

Jamieson (2008) argues that because accepted standards for the use of sources can differ significantly from discipline to discipline, “we need to focus on *use* of sources rather than *misuse* of sources” [emphasis original] (pp. 183-184). If a student has tried to cite sources but failed to do so properly, this can provide an opportunity for discipline-specific learning. Here are a few suggestions for how to help your students develop ethical practices for using sources:

Strategies	Explanations	Teaching Suggestions
Teach students the citation norms of your discipline in class...	Glenn & Goldthwaite (2014) argue that while students may have some knowledge of citation, they may have a limited understanding of the ethical and	Take a few minutes of class time to talk about how writers in your discipline cite and integrate sources, or ask your TAs to do so if you have a lab or a discussion



	<p>retorical function citation plays in academic writing, especially when disciplinary differences are factored in.</p>	<p>section for your course. By discussing this issue with your students, “you’ll provide a forum for discussing the ethical and cultural dimensions” of citation in a way that shows its importance beyond the classroom (Glenn &amp; Goldthwaite, 2014, p. 92).</p>
<p>...or through a homework project out-of-class</p>	<p>Having students complete a low-stakes homework assignment about plagiarism can demonstrate the importance you place on ethical source use, and give your students a sense of your expectations regarding plagiarism.</p>	<p>If you don’t have time to take during class to discuss citation practices, have students complete an out-of-class assignment on the topic. For example, Indiana University has developed a <a href="#">series of tutorials and tests</a> meant to help students understand what counts as plagiarism.</p>
<p>Help develop your students reading comprehension skills</p>	<p>In their study, Jamieson &amp; Howard (2013) found that most of the time, students only cite single sentences from a source, and that those sentences generally come from the first 1-2 pages. They conclude that there is “scant evidence that the students can comprehend and make use of complex written texts” (p. 129), and suggest that this might in part explain students’ common misuses of sources.</p>	<p>Help your students develop stronger reading comprehension skills by practicing reading and interpreting complex scholarly works in class or through out-of-class homework activities. For example, consider assigning <a href="#">Karen Rosenberg’s “Reading Games”</a> at the beginning of the term. This article, written for college students, provides strategies for tackling complex texts quickly.</p>
<p>Provide resources for citation through Canvas</p>	<p>Providing students with additional resources on citing and integrating sources can help to reinforce your conversations on these concepts in class, and can be useful for them in future classes as well.</p>	<p>Link to resources on Canvas for citing and integrating sources (such as the ones cited in Additional Resources in PART 1), so that students can access citation support if needed.</p>

**Additional Resources**

- See [PART 1](#) of this resource for a list of additional resources related to plagiarism.

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**References**

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