



The Anti-Conference Conference
NOVEMBER 20, 2009

Writing workshop notes

Dealing with Plagiarism and the student's own voice

with Joan McCormack on November 20, 2009

Task 1

Related to Slide 2, quotation of Grabe. What complexities was Grabe talking about?

- 1 Complexity of student voice in their text – sufficient understanding and control of language; the challenge of expressing own ideas in own language
- 2 Bugged down by lack of grammar and language – in terms of expressing what they want to say in the way they want to say it, and in understanding text
- 3 The complexity of identifying main points and subordinate points
- 4 Academic vocabulary
- 5 Organisation of their ideas in a effective way
- 6 Fear of being wrong, in terms of summarizing of paraphrasing.

Task 2

Extended writing materials - page 56 Task 3; reasons for student plagiarism and how to deal with them

Lack of awareness of rules

- a) Remind students of policy "Ignorance is not excuse"; you were told it was wrong
Explain the serious consequences
Consider awareness at the conceptual level – in some cultures respectful to use material without references; have discussion with students to understand cultural differences

Lack of familiarity with how to reference

- b) Referencing already done in class – get ss to go to Writing center
Go back to your notes on plagiarism
Give students a website address about plagiarism/ provide handout

Lack of time

- c) Do work on time management and skimming/scanning
Break down assignment
Use research library and look for shortcuts
Establish priorities
Spend more class time brainstorming ideas

Level of difficulty of reference text

- d) Use or look for other sources that have same information at different level e.g secondary school texts
Gather background information from simpler
Give student research, reading and vocabulary strategies
Practise paraphrasing and summarizing regularly, with references

Inability to express ideas better

- e) Put words in quotations or paraphrase; look at lots of examples
If you do not understand it do not use it
Remind them they are here to improve their language – so own words important
Say it in simple words; do not be over-impressed by the writer
Get them to verbalise their ideas first

Different culture experience

- f) Take examples from outside – eg music ownership
As above - consider awareness at the conceptual level – in some cultures respectful to use material without references; have discussion with students to understand cultural differences

Task 3

Nature Nurture text – activities with text to help student develop their own voice and avoid plagiarism

- 1 Oral jigsaw; students given different parts of text to read and explain; move to other groups
- 2 Different groups work on different parts – other groups ask questions to find out about text
- 3 Make notes – key words – explain verbally then write
- 4 Pre-reading – brainstorm ideas on topic
- 5 Peer editing
- 6 Take away text – put up key words; they recreate orally as a group