

## Strategies for Discussing Citation

*With small changes to your teaching, you can take advantage of the benefits that multilingual students bring to your class. Nearly half of Mason students are multilingual, and they have different levels of fluency. However, the strategies below are designed to help you support both multilingual and other students.*

### **Faculty FAQ: How can I help ML/Int'l students understand how to work with sources?<sup>1</sup>**

For all students, it takes time to understand how/why to appropriately refer to a source and effectively integrate its ideas into one's own writing (Vardi, 2012).<sup>2</sup> This process requires continuous practice, an appreciation for the *reasons why* citation is important in academic discourse, and an understanding of the discipline-specific rules of citation. As experienced writers in academic writing, instructors play an important role in helping their students understand these issues.

#### **1. Explain why citation benefits the reader and writer.**

Appropriately citing a source does not just prevent plagiarism. It does so much more! Readers will recognize the larger conversation regarding a given topic. Writers will demonstrate their knowledge about that conversation and thus increase their credibility.

#### **2. Help students notice appropriate citation in expert writing.**

Do not assume that students can recognize effective and appropriate citation. Open an academic article in your field and ask them to notice *how* the authors' names and ideas are included in the paragraphs. Through noticing how expert writers in their fields cite, students can start understanding what appropriate citation looks like in their field.

#### **3. Ask students about their source choices.**

In your feedback or during class discussions, ask your students to explain why they chose to include a certain source's ideas. By doing this, you are helping students to actively reflect on why they chose certain sources and how those decisions affect their ideas and writing. Asking your students about their sources also helps them subconsciously think about their citation moves.

#### **4. Provide opportunities for revision and practice.**

If you point out improper citations in your students' writing and allow them to revise in a second draft, you are more likely to see them begin paying attention to their citation skills. Students will be more likely to seek resources about citation and ask your help. In future assignments, they might be more conscious about these issues.

“Several recent studies on student perceptions of plagiarism have revealed that both domestic and international students alike often don't have a clear understanding of what plagiarism is and don't remember ever being taught about it, despite having received instruction in the past. Students also frequently report confusion and frustration at inconsistent definitions of plagiarism used by different professors across different disciplines.” -Skipper, *Helping Multilingual/International Students Succeed: Frequently Asked Questions*

<sup>1</sup> This question is part of a collection of questions shared by Mason faculty and compiled by K. Skipper. For more information, visit [stearns.gmu.edu](http://stearns.gmu.edu) and read the “Helping Multilingual Students Succeed” handout.

<sup>2</sup> Vardi, I. (2012). Developing students' referencing skills: a matter of plagiarism, punishment and morality, or of learning to write critically? *Higher Education Research & Development*. 31 (6), 921-930.

## Class Activities to Explain Citation

**Instructional Note:** The following activities were designed for an existing course, *English for Academic Purpose 507/8*. In *EAP 507/508*, these activities are conducted over the course of a week as opposed to one class session. Specific terms such as “integrated, non-integrated” are unique to *EAP 507/508*.<sup>3</sup>

**Read the instructions for each activity and then work by yourself or with a peer to complete each activity.**

### Activity 1: Benefits for citing<sup>4</sup>

Read Habib’s summary of Robillard (2006) ‘Functions of citations’. Based on the information in that reading, how do the following people benefit when you cite? In the table below, write as many points as possible for each group.

The reader of your paper	The writer (you)	The cited author

### Activity 2: Choices during citing

1. As a writer, you have to make choices about how you want to add sources and their ideas to your writing. Besides directly quoting, you could paraphrase the ideas of the source. You could choose to use an *integrated source* which means placing the source’s name inside your sentence. Or you could use a *non-integrated source* and this means putting the source’s name at the end of the sentence. See the examples below. Then, pair-up and answer these questions:
  - a. Which choice do you normally make: using a direct quote or a paraphrase? Why?
  - b. Which choice do you normally make: using an integrated citation or non-integrated source? Why?

Example of integrated & non-integrated AND paraphrasing & direct-quotes using APA style<sup>5</sup>:

<b>Integrated Citation</b>
<b>Strayhorn (2012)</b> suggested ... /According to <b>Strayhorn (2012)</b> , ...
<b>Non-integrated Citation</b>
This yada is yada yada <b>(Strayhorn, 2012)</b> .

<sup>3</sup> Justin Voigt and Anna Habib (English and INTO Mason) developed these activities for EAP 507/508.

<sup>4</sup> Adapted from Robillard, A. (2006). Young scholars affecting composition: A challenge to disciplinary citation practices. *College English*. 68(3), 253-271.

<sup>5</sup> The images in this handout are developed by Anna Habib (English Department) and Justin Voigt.

Direct Quote

Strayhorn (2012) suggested “blah blah blah” (p. 99)

Paraphrase

According to Strayhorn (2012), yada is yada and yada.

### Activity 3: Ways of citing in our field

#### 1. Paraphrasing vs Direct Quotes:

- a. Open an academic article you are reading from your major. Which one is more common in this article: paraphrasing or direct quotes?
- b. Open another academic article you are reading from your major and again notice which one is more common.
- c. Based on the observations you have made, what seems more common: paraphrasing or direct quotes?

#### 2. Integrate vs Non-integrate:

- a. Open an academic article you are reading from your major. Which one is more common in this article: integrated or non-integrated sources?
- b. Open another academic article you are reading from your major and again notice which one is more common: integrated or non-integrated sources?
- c. Based on the observations you have made, what seems more common: integrated or non-integrated?

### Suggested Class Readings

Harris, J. (2006) Forwarding. *Rewriting: How to do things with texts* (pp.34-53). Logan: Utah State University Press.

Robillard, A. (2006). Young scholars affecting composition: A challenge to disciplinary citation practices. *College English*. 68(3), 253-271.