

**Teaching Multilingual and International Students:
Strategies, Resources, and Advice for Faculty
October 6, 2015**

Promoting Academic Honesty

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Some students arrive on campus with limited experience in citing sources, and others come from cultures where imitating models and cooperating on assignments are mainstays of academic life. Thus, it would benefit them greatly—and possibly avoid future plagiarism problems—if you provided support and resources on the ethical use of sources.

Following is a list of resources, but first, some DOs and DON'Ts:

In the beginning of the semester:

DO address plagiarism in your syllabus, giving examples of proper and improper citing practices.

DON'T simply include a boilerplate statement (e.g., “Plagiarism will not be tolerated.”)

DO mention the consequences of plagiarism in personal terms in your syllabus (e.g., “You will receive an F for the assignment, and in some circumstances, you will be dismissed from the University” instead of “Plagiarism may result in a grade of F or even dismissal from the University.”)

DON'T simply direct students to campus websites to read about the consequences. The online info is a valuable supplement to the information you provide, but not a substitute for it.

During the semester:

DO assign some short papers (in-class, if possible), and keep a copy of these in case you need to compare style and usage with that of a later paper.

DON'T rely only on one or two high-stakes papers for the semester.

DO establish a phased submissions process, setting due dates for proposal, working bibliography, early draft, final draft.

DON'T make paper submission a one-shot deal.

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DO limit students' choice of topics, discouraging broad topics and encouraging specific topics that demand analysis rather than information presentation.

DON'T permit last-minute substitutions of topics without discussing the student's reason and assessing his/her preparation to write on the substitute topic.

DO include classroom sessions on the process of doing research. Do ask students to bring their work-in-progress to class, and invite them to discuss their successes or obstacles in their research process. (N.b., the Teaching Library offers R&C-teaching faculty valuable tutorials tailored specifically to individual section themes.

DON'T simply assign a course paper without scheduling discussions of the research process.

Near due dates or end of semester:

DO discuss explicitly the limits of "appropriate help" from tutors, friends, editors, proofreaders. Provide examples of appropriate and inappropriate levels of help.

DON'T assume that students know when they've crossed the line in getting help.

DO explain the shortcomings of translation software and the extensive use of a thesaurus. Provide examples of puzzling or non-idiomatic results of the dependence on such aids.

DON'T accept papers that are largely the result of translation, whether from electronic aids or from a friend.

DO require students to submit their preliminary materials—proposal, drafts, working biblio, etc.—along with the final paper.

DON'T accept just the final paper. Don't feel comfortable if students report losing all their preliminary work or typed over it.

Do devote class time to practicing how to integrate source text, and to differentiate the source's POV from the student's own

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POV.

If you suspect plagiarism:

DO compare the student's earlier, short writings with the final paper in terms of style, fluency, POV, etc.

DO Google questionable turns of phrase to see if you can quickly identify unethical use of source texts.

DON'T spend a lot of time or emotional energy on this. Remember not to take plagiarism personally.

DO ask the student to talk with you about the paper and the process by which he/she developed the ideas, refined the language.

DON'T tell the student that you believe the paper is plagiarized until you've discussed the work with him/her.

DO ask the student to explain key concepts that he/she presents in the paper without allowing access to the paper itself.

DON'T make the meeting confrontational, but rather maintain an attitude of intellectual curiosity about the work the student produced.

Be prepared to fill a copy of the document "Faculty Disposition for Academic Dishonesty"
sa.berkeley.edu/sites/default/files/Signed%20Faculty%20Disposition.pdf

Print Resources to Recommend to Students*

Bedford/St. Martin. MLA or APA Laminated Style Guide (card).

Graff, G., Birkenstein, C., and Durst, R. K. (2009). *They Say I Say: The Moves That Matter in Academic Writing, with Readings*. New York: W.W. Norton & Co.

Lipson, Charles. (2008). "Avoiding Plagiarism and Doing Honest Work." In *Succeeding as an International Student in the United States and Canada*. Chicago: University of Chicago Press.

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Lipson, Charles. (2008). Thinking Creatively and Going Beyond What the Professor Said. In *Succeeding as an International Student in the United States and Canada*. Chicago: University of Chicago Press.

Websites to Share with Students

Formatting Guidelines, Citations and References

Research and Documentation Online: Citing in the Disciplines

<http://www.macmillanhighered.com/catalog/static/bsm/hacker/resdoc/home.htm>

Bibliography/Citation Formatting

<http://www.bibme.org/>

8 Tools that Make Citations a Breeze

<http://www.edudemic.com/howtocitesocialmedia/>

Citing Ethically

UCB Library: Citing Your Sources

<http://www.lib.berkeley.edu/how-to-find/cite-sources>

Purdue OWL: When to Cite

<https://owl.english.purdue.edu/owl/resource/563/02/>

Using Evidence: Summarizing, Quoting, Paraphrasing

UNC "Why We Cite" YouTube Video

<http://www.youtube.com/watch?v=mkn4SyhjyIM>

Purdue OWL: Paraphrasing Quoting Summarizing

<https://owl.english.purdue.edu/owl/resource/563/01/>

UCB GSI Teaching & Resource Center: on Paraphrasing

<http://gsi.berkeley.edu/gsi-guide-contents/academic-misconduct-intro/plagiarism/art-of-paraphrasing/>

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UCB GSI Teaching & Resource Center on Academic Misconduct
<http://gsi.berkeley.edu/gsi-guide-contents/academic-misconduct-intro/>

* All source lists courtesy of Nancy Hunt , Michelle Baptiste, and Margi Wald
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