

### ***Developing a “Proactive Pedagogy” for Mentoring Authorship***

<b>*4 Steps in Ethical Authorship</b>	<b>Teaching/Mentoring Activity</b>
<p><b>I) Sensitivity</b></p> <p><b>Objective:</b> <i>Students begin to co-construct their scholarship ethics by playing different roles in the article publishing process, analyzing a real-life case study, identifying important interests, and prioritizing them.</i></p> <p><small>*Adapted from the Four Component Model for ethical action by James Rest and Darcia Narváez and professional ethics curriculum by Muriel J. Bebeau.</small></p>	<p><b>Freewrite &amp; Discussion:</b> What are your perceptions of/concerns about plagiarism, working from sources, citing, and referencing on scholarly writing projects?</p> <p><b>Activity: Co-Constructing Scholarship—Role Play.</b> Select a stimulus case from a high-profile journal, such as <i>Science</i>, <i>Nature</i>, or an academic newspaper, such as <i>The Chronicle of Higher Education</i> or <i>Inside Higher Ed</i>. Have students read the case in advance and come prepared to discuss it. Using the handout, invite them to get in groups of 5 and role play the key actors in the writing and publishing process—readers, journal editors, sources, authors, and co-authors. List and rank the assumptions that are important to them, support those values, and discuss how they might conflict.</p> <p><b>Writing Reflection:</b> I believe that academic authors need to be sensitive to other scholars in the specific areas of (describe three issues that impress you the most from the discussion). ..</p> <p>This article is an excellent stimulus case: “Responding to Possible Plagiarism”, (Long et al., 2009)  <a href="http://www.sciencemag.org/content/323/5919/1293.full.pdf">http://www.sciencemag.org/content/323/5919/1293.full.pdf</a></p>
<p><b>II) Problem-Solving</b></p> <p><b>Objective:</b> <i>Students analyze and evaluate a case study for consequences, reciprocity, and fairness; in the process, they develop practical strategies to resolve a problem of plagiarism in a group project.</i></p>	<p><b>Activity: Peer-Mentoring Authorship—Case Study.</b> Ask students to read the Peer Mentoring Case Study. Walk through the unfolding of the problem and the series of questions about whether and how to react, plus the choice of options for resolving the problem. Explore the complexities of different kinds of plagiarism (i.e., cut-and-paste and accidental, and how that changes responses). Analyze your university’s plagiarism policy to see if it offers any answers.</p> <p><b>Writing Reflection:</b> If I were a university’s academic integrity officer, I would make sure that our plagiarism policy included . . .</p>
<p><b>III) Motivation</b></p> <p><b>Objective:</b> <i>Students analyze and evaluate different schemas for citing sources, and identify with those that reflect their own scholarship ethic. They also justify the use of more than one schema.</i></p>	<p><b>Activity: Why We Cite—More than CYA: Analysis &amp; Reflection.</b> Handout the list of quotes representing scholarly rationales for citing sources. Invite student to break into small groups (4-5), discuss and rank the rationales in order of importance to them in their writing and their fields. Record the top vote getters on the board and debate the merits of each rationale. Do they all have merit?</p> <p><b>Writing Reflection:</b> New ideas from scholars that I want to implement in my own sourcing, citing, and referencing are . . .</p>
<p><b>IV) Action</b></p> <p><b>Objective:</b> <i>Students analyze academic writing habits, evaluate bad habits, and reflect on effective writing and research practices for staying motivated and practicing good habits.</i></p>	<p><b>Freewrite &amp; Discussion:</b> Describe how you write long research papers. Be creative, honest, and humorous about your processes. What works, what doesn’t?</p> <p><b>Activity: Cryptomnesia &amp; Binge Writing—Discuss &amp; Debate.</b> Assign students to read the <i>Newsweek</i> article on cryptomnesia, then participate in small group discussion, analyze the science, and debate on the topic of accidental plagiarism. Discuss “binge writing” as a follow-up, capitalizing the humor and the tension.</p> <p><b>Activity: Ethical Summary Protocol (ESP): Practice.</b> Ask students to suspend judgment on their current summarizing process and participate in a new protocol designed to ensure more effective, efficient, and ethical writing. The individual</p>

writing practice is followed by inviting 3-4 students to read their summaries aloud for comparison and evaluation.

**Writing Reflection:** Three things that I would like to change about my overall writing habits to be more effective are. . .

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