Academic Integrity: Useful sources

Susan D. Blum, *My Word: Plagiarism and College Culture* (Cornell UP, 2009). An anthropologist carries out research about students at her university to learn what they think constitutes cheating, plagiarism, copying, fair use, and sharing. Her findings make clear why we should expect students to find academic integrity guidelines confusing.


Tricia Bertram Gallant, *Academic Integrity in the Twenty-First Century* (ASHE Higher Education Report, 2008). A broad historical overview of the subject shows recurrent expressions of concern about widespread cheating on college and university campuses. The author suggests the best way to fight cheating is with a learning-oriented environment that stresses the complexities of intellectual property, ethical research, and institutional culture.

Carol Petersen Haviland and Joan A. Mullin (eds), *Who Owns This Text? Plagiarism, Authorship, and Disciplinary Cultures* (Utah State University, 2009). This collection of essays features work by composition and academic writing experts who brought questions about intellectual property and academic integrity to faculty, researchers, and administrators in a wide range of disciplines. Their findings are surprisingly diverse, complex, and often contradictory.

The International Center for Academic Integrity, housed at Clemson University. Resources on this organization’s website include a guide for assessing the culture of academic integrity on a college or university campus. [http://www.academicintegrity.org/ica/home.php](http://www.academicintegrity.org/ica/home.php).

James M. Lang, *Cheating Lessons: Learning from Academic Integrity* (Harvard UP, 2013). This lively book synthesizes recent research on cheating, plagiarism, and academic integrity and offers practical advice about strategies that can be implemented by individual instructors and institutions.

Rebecca Moore Howard, Tricia Serviss, and Tanya K. Rodigue, “Writing from Sources, Writing from Sentences,” *Writing and Pedagogy* 2.2 (2010). This study of how students engage with sources indicates that much of what we see as plagiarism is an instance of students “doing it wrong.”

Kathryn Valentine, “Plagiarism as Literary Practice: Recognizing and Rethinking Ethical Boundaries,” *CCC* 58.1 (2006). Focusing on the case of a particular student’s unintentional but egregious plagiarism in a graduate course, Valentine shows that we fail to prevent academic integrity violations when we teach citation as a simple practice rather than as a complex rhetorical act.