

Inspiration and/or content obtained from: Conner-Gaten, Aisha. "Politics of Citation Discussion Activity." *CORA (Community of Online Research Assignments)*, 2020. <https://www.projectcora.org/assignment/politics-citation-discussion-activity>.

Article to pull excerpts from:

<https://www.statnews.com/2021/09/23/health-equity-tourists-white-scholars-colonizing-health-disparities-research/>

Objectives for this Lesson

1. Students will understand the impact of plagiarism and why citing is important
2. Students will reflect on oppression as perpetrated through traditional, textual citation and review practice
3. Students will identify definitions of erasure and punitive and opportunistic plagiarism
4. Students will develop a strategy for citing

Break Out

1. Why understanding plagiarism is important and therefore citing is necessary
2. How to avoid plagiarism and cite with intentionality

What We're Discussing in this Lesson

1. Being a part of the scholarly discourse
2. Why citing is important
3. How plagiarism happens
4. When and how to cite
5. You don't have to memorize everything
6. Getting help

Framework Mapping

- Authority is Constructed / Contextual (Frame 1)
- Information Has Value (Frame 3)
- Scholarship as Conversation (Frame 5)

Lesson

1. Introduction, Land Acknowledgement, and Objectives (8 minutes)
2. Discussion of Scholarly Community & Activity (50 minutes)
 - a. 10 minutes discussing scholarly community, introducing the activity, getting into groups
 - b. 25 minutes for group activity

- i. To better understand how important issues surrounding plagiarism are, we are going to break out into groups and do an activity. Break out into groups of 6 people (or if they are already in groups then they can use those divisions for the activity) to review excerpts from an article, discuss the reading with your group while answering questions, and we will all discuss the questions together. Each group will have to report out on their questions so be sure to have someone taking notes. You will have 25 minutes to read, discuss, and fill out the questions.
 - c. 15 minutes for class discussion
 - i. What is the impact of not doing due diligence to cite within the health professions?
 - ii. Did anything surprise your group about the review and citation process?
 - iii. What is meant by erasure here? How do these impact the field of health sciences? How does it affect the scholarly conversation overall?
 - iv. According to the excerpt, what does the current review process implicitly tell marginalized scholars to do to have their work published via peer review?
 - v. How does the act of plagiarism reinforce oppression (e.g. classism, whiteness, sexism, racism, ageism, etc.) in our society?
 - vi. Follow up question not on the worksheet but for us to discuss during this time, Do you feel you have ever accidentally perpetuated this behavior by not citing or by simply grabbing the first article that discussed a topic without looking deeper into who had done that work? Of course we understand that sometimes you are just looking to complete an assignment, but if we aren't thinking about this in our learning and training then we are bound to perpetuate this behavior once out of this environment.
3. Break (10 minutes)
4. What Plagiarism Is & How to Cite/Keep Track to Cite (10 minutes)
5. Zotero Demo (10 minutes)
6. Citing Intentionally & Activity 2 (15 minutes)
 - a. Citing Intentionally
 - b. Activity 2
 - i. We're going to do a quick activity where your group gets to trace a scholar and utilize our guide to help you cite one of their works.
 - ii. Go to the full article that we used excerpts from earlier, <https://www.statnews.com/2021/09/23/health-equity-tourists-white-scholars-colonizing-health-disparities-research/>
7. Reflection (2 minutes)
8. Getting help (5 minutes)