

Why Students May Misrepresent Their Work

“Responding to Students’ Writing”

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Research and Inquiry Skills. Not knowing:

- How to use online search tools
- How to evaluate Internet sources
- About the multiple print resources in the library
- How to take notes properly from texts

Not knowing how to document sources properly; not understanding the differences and similarities among:

- Direct quoting
- Paraphrasing
- Summarizing
- Different citation styles (MLA, APA, Chicago, etc.)

Not knowing writing expectations:

- Genre conventions of proposals, “research papers,” opinion pieces
- Modes and strategies of argument
- Claims/theses/main points/controlling ideas
- The need to “be an expert”
- Contrasting definitions of collaboration, often based in disciplinary differences

Misunderstanding key concepts, like:

- Plagiarism
- Intellectual property, copyright, public domain
- “Common knowledge”

External factors:

- Pressure from jobs, family, scholarships
- Disaffection, apathy about University values
- The “commodification” of higher education
- Cultural attitudes toward intellectual property

Time management, organizational skills, planning:

- “Running out of time”
- Collapsing various stages of inquiry into one all-night session

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