

Building Trust

Meredith Kurz, LAVC STARS Workshop (3/1/05)

We, faculty, can build trust between students and ourselves if we do just a little bit of extra work to "lead [them] not into temptation" and thus "deliver [them] from [the] evil" of plagiarism. Here's how:

- 1) We can realize why students are driven to plagiarize and let them know that we understand that they are tempted to plagiarize because
 - a) They are fearful;
 - b) They feel inadequate to the task whether they are or not;
 - c) They are inadequately prepared for college work; and
 - d) Sometimes~ simply because they can.
- 2) We can offer students the help they need.
 - a) Use our office hours to work with these students one-on-one rather than leaving them at the mercy of their perceived inadequacies whether real or unfounded.
 - b) Extend the helping hand very clearly because these same students often are embarrassed to ask for help.
- 3) We can scaffold the research writing assignment to break it down into reasonable goals that students can handle-one step at a time by
 - a) Providing a clear, step-by-step writing assignment (handout).
 - b) Giving the students a choice of timely assignments, a choice that we can control.
 - c) Requiring students to provide the most current research except when historical background is required.
- 4) We can provide as plagiarism proof writing assignments as possible to remove temptation by
 - a) Always linking the work to one or more essays covered in class and requiring them to be included in the student essay as source material (handout).
- 5) Provide the training and support that students need.
 - a) Besides providing our own input, we can make a Library lecture appointment and refer students to the Writing Center for workshops and one-on-one tutoring.

These measures, contrary to what one might think, will actually take very little extra time, and in fact will end up saving time in the long run.