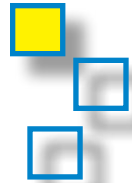


Volume 2  
Issue 11  
November  
2010

Lander University's

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# White Board



Become An Effective Teacher & Save Your Valuable Teaching Time and Energy

Center for Effective Undergraduate Teaching (864) 388-8426

## Are You Committing Plagiarism? Top Five Overlooked Citations to Add to Your Course Materials

ALTHOUGH WE STRIVE to uphold academic integrity, we may unknowingly be committing plagiarism. As we know (and tell our students) plagiarism is copying from a source verbatim, but it is even more than that. According to Reference.com, "plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."

When we hear of faculty plagiarism, it mostly involves a publication. However, do you create PowerPoint® presentations from text content? Do you use ideas or handouts from colleagues? Do you copy a chapter from a book as supplemental reading without providing the source information? Do you use pictures or trademarks from the Internet? If so, you may be guilty of plagiarism. As faculty we should be aware of content that we distribute and whether we need to provide proper citations.

While searching Google with the keywords, faculty plagiarism, there were over 7,000,000 results. While narrowing the search using the keywords "faculty committing plagiarism," the sites that I viewed have: 1. information about student plagiarism or 2. information about a professor who has committed plagiarism. Information to remind faculty

how they may be committing unintentional plagiarism is needed.

Students are now using the same tool that faculty often use to identify faculty plagiarism—the Internet. By typing in a line or two from an assignment or other teaching materials, students are able to find online sources and possibly expose faculty plagiarism.

Here are some considerations for faculty when creating course materials:

1. Place a citation at the bottom of your PowerPoint slides (or better yet, on the master slide) to reference your textbook. If you use a direct quote/definition from the text, include the page number afterward.
2. Provide credit where credit is due when using ideas, organization of content, or quotes from colleagues.
3. Provide references on any copied materials that you use as supplements and consider the Fair Use Law.
4. Write or type Web links or references on any articles that you send to students or upload on a course content site such as Blackboard. After recording the citation

on the article, it can be copied as a pdf. Merely citing these on Blackboard may not be enough.

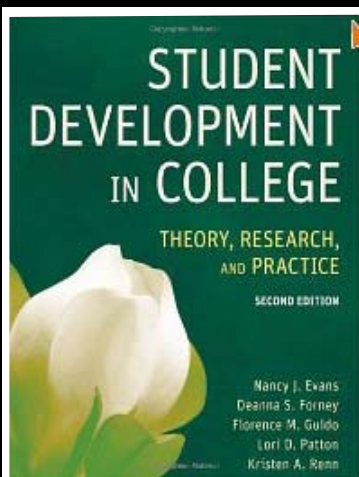
5. Do those pictures from the Internet that you wish to use have a copyright sign or is the website copyrighted? If so, request permission before you copy. There are plenty of open source pictures and graphics on the web that are for anyone's use. However, trademarked images should not be used without permission.

Academic integrity is a vital component of our professional responsibility. We set an example for students and, make no mistake, they are watching!

*Dr. Miki Crawford is the faculty coordinator and an associate professor in communication at Ohio University Southern Campus.*

*Dr. Miki Crawford, Are You Committing Plagiarism? Faculty Focus, September 29, 2010, [http://www.facultyfocus.com/articles/instructional-design/are-you-committing-plagiarism-top-five-overlooked-citations-to-add-to-your-course-materials/], September 29, 2010.*

## BOOK



## STUDENT DEVELOPMENT IN COLLEGE

The second edition of Student Development in College offers higher education professionals a clear understanding of the developmental challenges facing today's college students. Thoroughly revised and updated, this edition includes new integrative theories of student development, expanded coverage of social identity theories, a targeted focus on higher education-related research, a current review of student development research and application, and reconceptualization of typology theories as a way to understand individual differences.

- Product Review - Amazon.com

Hardcover: 480 pages

Publisher: Jossey-Bass;

2 edition (December 21, 2009)

ISBN-10: 0787978094

ISBN-13: 978-0787978099

Fall Mini-Term Begins: November 1  
Open House: November 20  
Thanksgiving Break: November 24-26  
Faculty Meeting: December 1

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First Monday of the Month

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## GOOD TEACHING: THE TOP TEN REQUIREMENTS

By Richard Leblanc, York University, Ontario  
This article appeared in *The Teaching Professor* after Professor Leblanc won a *Seymour Schulich Award for Teaching Excellence* including a \$10,000 cash award. Reprinted here with permission of Professor Leblanc, October 8, 1998.

**One.** Good teaching is as much about passion as it is about reason. It's about not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful, and memorable. It's about caring for your craft, having a passion for it, and conveying that passion to everyone, most importantly to your students.

**Two.** Good teaching is about substance and treating students as consumers of knowledge. It's about doing your best to keep on top of your field, reading sources, inside and outside of your areas of expertise, and being at the leading edge as often as possible. But knowledge is not confined to scholarly journals. Good teaching is also about bridging the gap between theory and practice. It's about leaving the ivory tower and immersing oneself in the field, talking to, consulting with, and assisting practitioners, and liaising with their communities.

**Three.** Good teaching is about listening, questioning, being responsive, and remembering that each student and class is different. It's about eliciting responses and developing the oral communication skills of the quiet students. It's about pushing students to excel; at the same time, it's about being human, respecting others, and being professional at all times.

**Four.** Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting only 10 percent of what you wanted to do in a class done and still feeling good. It's about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other.

**Five.** Good teaching is also about style. Should good teaching be entertaining? You bet! Does this mean that it lacks in substance? Not a chance! Effective teaching is not about being locked with both hands glued

to a podium or having your eyes fixated on a slide projector while you drone on. Good teachers work the room and every student in it. They realize that they are the conductors and the class is the orchestra. All students play different instruments and at varying proficiencies.

**Six.** This is very important -- good teaching is about humor. It's about being self-deprecating and not taking yourself too seriously. It's often about making innocuous jokes, mostly at your own expense, so that the ice breaks and students learn in a more relaxed atmosphere where you, like them, are human with your own share of faults and shortcomings.

**Seven.** Good teaching is about caring, nurturing, and developing minds and talents. It's about devoting time, often invisible, to every student. It's also about the thankless hours of grading, designing or redesigning courses, and preparing materials to still further enhance instruction.

**Eight.** Good teaching is supported by strong and visionary leadership, and very tangible institutional support -- resources, personnel, and funds. Good teaching is continually reinforced by an overarching vision that transcends the entire organization -- from full professors to part-time instructors -- and is reflected in what is said, but more importantly by what is done.

**Nine.** Good teaching is about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one's peers. Effective teaching should also be rewarded, and poor teaching needs to be remediated through training and development programs.

**Ten.** At the end of the day, good teaching is about having fun, experiencing pleasure and intrinsic rewards ... like locking eyes with a student in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of a sudden happens. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers couldn't imagine doing anything else.

*Richard Leblanc, Good Teaching: The Top Ten Requirements, Faculty Development Teaching Tips, [http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/topten.htm], October 26, 2011*

## THE NAME GAME

By Bonnie Kendall  
*Anthropology Department, University of Indiana at Bloomington*

The Name Game is a collaborative learning exercise which accomplishes a variety of important things:

It makes you learn your students' names quickly and it makes your students learn each other's names quickly.

It creates a sense of fun and involvement in the early weeks of the semester.

It demonstrates that collaboration has advantages over working in isolation.

Lots of professors play a variant of the Name Game, but my version is based on what I call "the group mind" technique. I tell the students that we have three weeks (or three classes or whatever) to learn each other's names and that we are all responsible for insuring that everyone does it. I explain that cultures all over the world have developed strategies for insuring the social distribution of knowledge, such that if one person is lost, the knowledge is retained somewhere else in the group (you can skip this step if you teach, say, engineering and don't want to talk about fuzzy stuff like culture). I encourage them to help each other in the learning process.

Start by having seven to ten students introduce themselves and then ask an individual in the group to name other individual: "Luke, which one of these people is Rick?" "Rick, point to Susan." "Susan, what is the name of the person sitting next to Attila?"

If Susan doesn't know the name of the person next to Attila, I'll say, "Ask Attila" or "Ask Luke!" In doing it this way, I can keep everyone on his or her tiptoes, because anyone might be made responsible for an answer at any time -- and everyone knows that someone nearby can be counted on for help. No one is made to feel stupid, because the entire group helps out.

At the beginning (and sometimes at the end) of each class in the designated period, we play The Name Game: "Susan, is Attila here today?" "Bob, what is the name of that woman coming in the door?" "Kathy, point to two people named Mike."

This is also a nice technique to interject into the middle of a long class, just to shake up people's minds and get their attention revved up.

*Bonnie Kendall, Faculty Development Teaching Tips, [http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/namegame.htm], October 26, 2011*