

“Messy Molly” Workshop for Students: Detailed Plan

Materials:

- Hand-outs included in the file PlagiarismPrevention.doc and available from the Writing Program main office. The file contains:
 - Molly’s of “Rudolph W. Giuliani and ‘Zero Tolerance’”
 - “What Is Plagiarism?” (a guide for students) and “Plagiarism Resources” (for faculty), both on “the Writing at Queens web site:
 - <http://writingatqueens.org/for-students/what-is-plagiarism/>
 - <http://writingatqueens.org/for-faculty/plagiarism-resources/>
- A citation style manual (e.g., Diana Hacker’s *A Pocket Style Manual* or Purdue University’s Online Writing Lab pages on “Research and Citation”)

Introduction to the Workshop (5 minutes):

Plagiarism is always an ethical issue, and that doesn't go away simply by learning some rules of citation. But in many cases, plagiarism can be avoided if you learn some basic principles and use your good judgment. This workshop provides some hands-on ways to make sure you don't inadvertently plagiarize.

Originality may seem to be in conflict with using the ideas of others (integrating sources into your argument), but that is the essence of scholarship. There's a high standard for acknowledging your sources in academic writing. Clarify that “own work” or “original work” doesn’t mean “groundbreaking” but rather “yours, and not someone else’s.” You indicate what’s not originally yours via source citation—whose source & where it came from.

Read Molly’s essay & Offer Overview of Citation Style and Form (15 minutes)

Distribute hand-out and explain color coding: Black indicates Molly’s own writing; color indicates material from a source.

Invite student to read out loud, then ask, What do you notice immediately about Molly's introduction? (Answer: There’s not a lot of Molly in here. He's relying heavily on sources, and not really contributing his own ideas.)

Introduce “Self to Source Ratio.” It’s 1:3, but should be 3:1.

Are there seeds of Molly’s own ideas here? What's interesting in this draft? (Note that Molly may think a report is required here, and may have learned report rather than argument in high school. She may not understand how to have an original idea or even know that originality is valued by the university community.)

Briefly: Has Molly cited his sources properly (i.e. attributed others' ideas to where they came from)? Once you establish that there are probably problems with Molly's citation, take the opportunity for a short overview of the variation in citation style according to discipline, different ways of citing sources (quotation, paraphrase, or summary), and how to use a style manual (learning to identify what type of source you're using, e.g. article, book, online source, etc.)

(1) Mention the major citation styles and remind students that style guides are on the Purdue OWL page or to buy from Amazon.

- MLA (literary studies)
- APA (soc sci)
- CMS (his & other hum)
- CBE (science)

(2) Review the form sources may take in a paper:

- Quotation—accurately, quotation marks (NB: none or very few in sci/soc sci)

- Paraphrase—same length as original text, but good idea if original is technical, abstruse, archaic, or information is essential but stylistically neutral.

(NB: paraphrase should NOT follow structure of original; be careful of not properly attributing examples; paraphrase & source citation are where people get in trouble)

- Summary—shorter version of original; condensed; boiling down. (NB: Again, be careful of following structure or not attributing examples or specific evidence found in sources)

Compare Molly's Draft to Original Sources (20 minutes)

Ask students, in pairs, to read Molly's use of sources against the original sources and to decide on a case-by-case basis whether there's a problem and, if so, what it is.

Lead a discussion about the problems students found and field any questions students have.

Issue of common knowledge may come up. Note "common knowledge" is a fluid concept that changes over time and depends on audience. It's wise to err on side of caution: cite unless a high-school educated person would know.

Discuss Molly's Version 2 (15 minutes)

Read Version 2 aloud. What are some of the differences between Take 1 and Take 2? Self-to-Source ratio is now appropriate. Joe hasn't simply fixed the citation problems, but has figured out his own angle on the topic.

Note that Version 2 uses MLA style, simply to illustrate two more types of citation style. All styles used in the hand-out are legitimate.

What are the scenarios that may have led Molly to produce Take 1? How could he have avoided these scenarios?

- Start early. Discuss what to do if you get a late start and can't get an extension.
- Build in feedback (opportunity to publicize the Writing Center here!)
- Practice active, clean note-taking strategies (i.e. not passive, like cutting & pasting).
- Suggest note-taking software, like RefWords, Soho Notes, Endnote, etc. Handle each source as if it were raw chicken! Avoid cross-contamination!

Conclusion (5 minutes)

Reiterate that using sources appropriately is not just mechanical or ethical: it's conceptual, and linked to developing your own original argument on a topic. The task is to cultivate good judgment, and part of this is remembering to use the resources available to you—to ask when you're not sure, and to also cite when in doubt.

Rudolph W. Giuliani and “Zero Tolerance”

Rudolph W. Giuliani, who served two terms as Mayor of New York City, brought crime rates down in the city during the 1990s. Giuliani grew up in Brooklyn and went to college in the Bronx, and he has been both a Democrat and a Republican. After deciding against the priesthood, he studied at NYU Law School. As mayor, he attacked the city’s crime problem, and he later became a contender for the presidency of the United States. Giuliani was a visionary whose policies on crime have been promoted as examples around the globe. One of Giuliani’s most popular and successful approaches to crime “zero tolerance,” which means “an unambiguous faith in a criminal justice response to the problem of drugs, diversion of resources to enforcement from other responses (such as treatment), harsher punishments and a weakening of ‘due process’ considerations in favor of those of ‘crime control’.” Or as President George H.W. Bush put it after taking office in 1989: “The rules have changed: if you sell drugs, you will be caught; and when you’re caught, you will be prosecuted; and once you’re convicted, you will do time.”¹

Some scholars have challenged the mayor’s legacy by calling into question the idea of zero tolerance, arguing that better policing was not the issue.² According to Beckett and Godoy, “our purpose is to challenge what has become conventional wisdom: the notion that a ‘zero tolerance’ approach to disorder and minor crime is the only viable way to impact serious crime.”³

¹ Quoted in Bertram et al., *Drug War Politics: The Price of Denial* (Berkeley: UC Press, 1996), 114.

² James E. McCabe, “The Narcotics Initiative: An Examination of the NYPD Approach to Drug Enforcement, 1995-2001,” *Criminal Justice Policy Review*, Vol. 20, No.2, June 2009, 173.

³ Katherine Beckett and Angelina Godoy, “A Tale of Two Cities: A Comparative Analysis of Quality of Life Initiatives in New York and Bogotá,” *Urban Studies* 2010 Vol. 47, no. 2, 278.

Sources Used in “Rudolph W. Giuliani and ‘Zero Tolerance’”

1. “Rudy Giuliani.” *Wikipedia*. 10 November 2011.
<http://en.wikipedia.org/wiki/Rudy_Giuliani>

“Giuliani served two terms as Mayor of New York City, having run on the Republican and Liberal lines. He was credited with initiating improvements and with a reduction in crime...”

2. Katherine Beckett and Angelina Godoy, “A Tale of Two Cities: A Comparative Analysis of Quality of Life Initiatives in New York and Bogotá,” *Urban Studies* Vol. 47, no. 2, February 2010.

From p. 278: “Moreover, the policies and practices implemented in Bogotá and, to a far greater extent, in New York City have been promoted as examples for other cities around the globe.”

From p. 278: “Rather, our purpose is to challenge what has become conventional wisdom: the notion that a ‘zero tolerance’ approach to disorder and minor crime is the only viable way to impact serious crime, and therefore that its negative effects are a sort of ‘collateral damage’ that must be accepted as an inevitable by-product of the implementation of effective anti-crime policies.”

3. Tim Newburn and Trevor Jones, “Symbolizing Crime Control: Reflections on Zero Tolerance,” *Theoretical Criminology*, Vol. 11, no. 2, May 2007.

From p. 222-223: “It is difficult to specify a particular set of policy interventions that characterize Zero Tolerance anti-drug policies. The term has been used primarily as a rhetorical device, used to signal uncompromising and authoritative action by the State and its agencies, against an external and internal enemy. It has denoted an unambiguous faith in a criminal justice response to the problem of drugs, diversion of resources to enforcement from other responses (such as treatment), harsher punishments and a weakening of ‘due process’ considerations in favor of those of ‘crime control’.”

From p. 224: ²⁸Bertram et al., *Drug War Politics: The Price of Denial* (Berkeley: UC Press, 1996), 114.

4. James E. McCabe, “The Narcotics Initiative: An Examination of the NYPD Approach to Drug Enforcement, 1995-2001,” *Criminal Justice Policy Review*, Vol. 20, No.2, June 2009.

From p. 173: “Although the decrease in violence in New York was substantial, attributing this decrease to better policing is an issue that is not resolved.”

Molly—Version 2 (MLA citation)

The “Zero Tolerance” Debate: New York City and the Legacy of Mayor Giuliani

Rudolph W. Giuliani, the Mayor of New York City from 1994 through 2001, made his name as an aggressive prosecutor in the Ford and Regan administrations before moving back to New York, where he focused on drugs and organized crime as US Attorney. Mayor Giuliani’s law-and-order reputation has been widely associated with the dramatic drop in crime rates that occurred during the 1990s, earning him a place in municipal policy discussions around the world (Beckett 278). Giuliani’s success has been attributed to his tough approach to law enforcement, known as “zero tolerance,” which featured aggressive policing techniques, among other things. But scholars have begun to cast doubt on the success of “zero tolerance” in numerous ways. Some now doubt that policing alone could be responsible for such a steep drop in crime (McCabe 173); others have highlighted the societal costs, or “collateral damage,” that “zero tolerance” has entailed (Beckett 278); and they have even asked whether the politically-charged term “zero tolerance” itself has much grounding in actual policy (Newburn 222). How have scholars come to use the term “zero tolerance,” and how do their individual definitions of it affect their assessments of its success? Because Mayor Giuliani’s name is so attached to the set of law enforcement practices suggested by the term “zero tolerance,” his legacy, along with that of late-twentieth-century New York City, are still to be determined.

Works Cited

Katherine Beckett and Angelina Godoy, “A Tale of Two Cities: A Comparative Analysis of Quality of Life Initiatives in New York and Bogotá,” *Urban Studies* Vol. 47, no. 2, February 2010.

James E. McCabe, "The Narcotics Initiative: An Examination of the NYPD Approach to Drug Enforcement, 1995-2001," *Criminal Justice Policy Review*, Vol. 20, No.2, June 2009.

Tim Newburn and Trevor Jones, "Symbolizing Crime Control: Reflections on Zero Tolerance," *Theoretical Criminology*, Vol. 11, no. 2, May 2007.