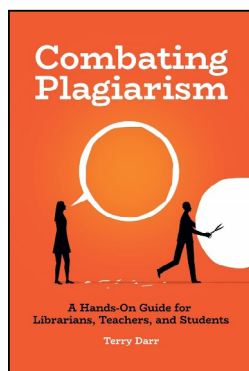


Book Reviews



Terry Darr. *Combating Plagiarism: A Hands-On Guide for Librarians, Teachers, and Students.* Santa Barbara, CA: Libraries Unlimited, 2019. 307p. Paperback, \$45.00 (ISBN 978-1-4408-6546-6).



With the topic of plagiarism blanketing both teaching and librarianship in K–12 and higher education, I was excited to see this one-volume book with an impressive table of contents and breadth of coverage. *Combating Plagiarism* is a practical guide for those teachers and librarians responsible for delivering how-to's and competency exercises for students on how to avoid plagiarism. The book is structured with eight chapters and includes a host of appendices, the latter making up almost half the book's total pages. The content is heavy on citations and style formats (APA, MLA, Chicago), with discussions also touching on micro-paraphrasing, the state of plagiarism, digital images, and identifying common knowledge. On page 4, I appreciated the blunt message that set the stage for the rest of the book:

"As educators, we tell students not to plagiarize, but we do not explain how to stop. Instruction works." Citations for a literature review follow, pointing to studies with the evidence to support that assertion.

For many academic librarians like me, we get the opportunity for one-shots, but usually we don't get much more time than that with students. Thus, creating a curriculum or even a lesson plan for plagiarism isn't an option—we just don't get the face time. For other academic librarians who teach for-credit courses or otherwise have more time with undergraduates, this book would lay out a great path for conversation and a checklist of what to be sure to include in a comprehensive overview of understanding and avoiding plagiarism. However, I suspect the high school librarian will be the target reader.

Much of the discussion in the first half of the book includes "advice to librarians," "advice to teachers," and "advice to students." The reader will find these sections short, broad, and fairly general in coverage, and for any teacher or librarian other than an absolute beginner, they may lack substantive information. The descriptions of some of the theories involved—state of plagiarism, writing and plagiarism, librarians as plagiarism education teachers—offer a literature review as part of each very short section. There is also considerable time spent on the aspects of the digital landscape's effect on information gathering and use. Much of the discussion around the digital landscape, even including born-digital resources, may not be new, as most educators are up to speed on what we face in the digitally affected classroom these days: the distractions, the benefits, the management of screentime, and similar factors. Yet, the acknowledgment of where we stand as educators serves as a foundation to move forward into the more practical lessons and exercises that follow.

The exercises, and there are many—they take up almost half the book—are a handy way to approach a lesson plan for the classroom, although they may require some modification before deployment. In the chapter "Paraphrasing and Micro-paraphrasing," excerpts of original text used to demonstrate how to paraphrase are sometimes hard to figure out as compared to

the paraphrased text, and then again to the explanation for that exercise as a whole. It's not made clear what an acceptable and unacceptable paraphrase might be; even though there is a citation at the end of the paraphrase, it is one without pagination so the initial look at the citation is confusing (see the "Mother Theresa" example on pages 24, 25, and 28). It would be preferable if the reader could easily identify what the original text is, what the correct paraphrase might be, or even a clear example of an incorrect paraphrase. How best might a teacher present these exercises to students—simply cut and paste? Incorporate into a larger lesson with one's own words and amendments? The lessons are not quite plug-and-play.

The citation exercises are helpful though, and plentiful. Chapter 4 is dedicated to citations, and there are also major chunks of chapters 5, 6, 7, and 8 dedicated to citations and style formats; even further, many of the appendices include exercises for proofreading and reviewing style formats. There are a couple of missed opportunities, however. After combing through these many chapters involving style manuals (APA, MLA, Chicago), I could not find a reference to which editions were being used. This is problematic because APA 7th edition was released since Darr's publishing, and one of the major changes from 6th to 7th edition is the elimination of place of publication. Thus, the examples in the book are inaccurate by 7th edition standards, and there is no statement advising the reader on checking for updates and changes; one or two sentences explaining the potential changes we see year-to-year would have alleviated this confusion.

Also missing, for the most part, is any discussion of DOI (digital object identifier), a valuable part of (relatively) recent scholarship. There are a couple of mentions of what a DOI is, and it appears in the glossary, although it certainly would warrant more time in explaining a citation of a digital source—especially in an overview of born-digital publishing. There was no listing for DOI in the index, so I had to scan the entire text to find out if it was introduced. One of the citation examples in Chicago format, on page 63, includes both a DOI and URL, which is not recommended (DOI is the one preferred option when available). The URL is an odd inclusion unless the teacher has specifically asked the student to document where s/he accessed the content.

All in all, there is a common thread throughout the book of broad, if somewhat shallow, coverage of the elements of plagiarism. For any seasoned teacher of paraphrasing and citation, the information, both practical and theoretical, is marginally helpful for strengthening a curriculum of good writing, research, and citation techniques. This volume is best for the beginning teacher or librarian who needs a checklist of elements required to cover the topic thoroughly. Recommended for high school librarians. — *Alicia Hansen, College of the Holy Cross*

The Grounded Instruction Librarian: Participating in the Scholarship of Teaching and Learning. Melissa Mallon, Lauren Hays, Cara Bradley, Rhonda Huisman, and Jackie Belanger, eds. Chicago, IL: Association of College and Research Libraries, 2019. 378p. \$76.00 (ISBN 0-8389-4621-3). LC 2019943314.

Although there is not one official definition for the scholarship of teaching and learning, a basic definition is that it is the multidisciplinary study of teaching and student learning in specific contexts within higher education. *The Grounded Instruction Librarian: Participating in the Scholarship of Teaching and Learning*, edited by Melissa Mallon, Lauren Hays, Cara Bradley,

