

# Intro to Arts One Day 2

Friday, September 8

Dr. Brianne Orr-Alvarez



# Plan of the Day

- I. Warm-up (What do you know/remember?):  
Kahoot
- II. Academic Integrity: What is it? How do *we* define it? How can we *avoid* academic dishonesty?
- III. Introduction to Antigone
- IV. Survey on tutorials/Discussion Leader  
Sign-up
- V. What to do before lecture.

# Warm-up: Kahoot

- Get out a mobile device or computer.
- Go to [kahoot.it](https://kahoot.it)
- Enter the PIN you see on top of the page.
- Play along!

# Introduction to Academic Integrity

- Discuss the following questions in your small groups:
- What is academic integrity?
- What is academic misconduct?
- Do the two concepts have anything in common? What makes them different?
- It seems like you all know what academic integrity is, but you have found more grey areas when defining academic misconduct or plagiarism.
- Let's take a look at some more famous cases of misuse of others' words/works.

# Defining Academic Integrity

- Each group has a supposed case of plagiarism. Watch the video/read the passages/statements and determine – as a small group – whether or not you observe an example of plagiarism or not. **Explain your answers!**

# Groups 1-6

- Group 1) Marvin Gaye vs. Robin Thicke:
- <https://www.youtube.com/watch?v=K6XuRaFvsyk>
- Group 2) Melaina Trump vs. Michelle Obama:
- <https://www.youtube.com/watch?v=RcbiGsDMmCM>
- Group 3) Drake and other rappers:
- <https://www.youtube.com/watch?v=hDnN9TeN65E> (focus on minute 3:18-5:10)
- Group 4) Isabel Allende and Gabriel García Márquez:
- <http://discovery.ucl.ac.uk/1480777/>
- Group 5) Jorge Luis Borges, Pierre Menard, Autor del Quijote (see next slide of class outline).
- <http://hispanlit.qwriting.qc.cuny.edu/files/2011/06/Borges-Pierre-Menard.pdf>

## Questions to consider for all:

- 1) Are these cases examples of plagiarism?
- 2) What is the take-away? What should we learn from them?
- 3) Is plagiarism always purposeful in these examples or is copying others' ideas and/or blending them with your own something we can do unknowingly?

# Borges

- **Context:** Argentine author, Jorge Luis Borges often wrote about the importance of authorship and the difficulty of deciding where one idea ends and another begins.
- In the following passage from “Pierre Menard, Author of the Quixote,” Borges describes one man’s intention (Pierre Menard) of re-writing word for word, and line by line, Spanish author Miguel de Cervantes’s seminal work *El Quijote* (1615).
- **Quote:** “Those who have insinuated that Menard devoted his life to writing a contemporary *Quixote* besmirch his illustrious memory. Pierre Menard did not want to compose *another* Quixote. Nor, surely, need one be obliged to note that his goal was never a mechanical transcription of the original; he had no intention of *copying* it. His admirable ambition was to produce a number of pages which coincided – word for word and line for line – with those of Miguel de Cervantes” (Borges 91). (<http://hispanlit.qwriting.qc.cuny.edu/files/2011/06/Borges-Pierre-Menard.pdf>)
- **What do you think about this idea? Would this be considered plagiarism today? What is Borges saying to us here?**

# What does UBC have to say about Academic Integrity?

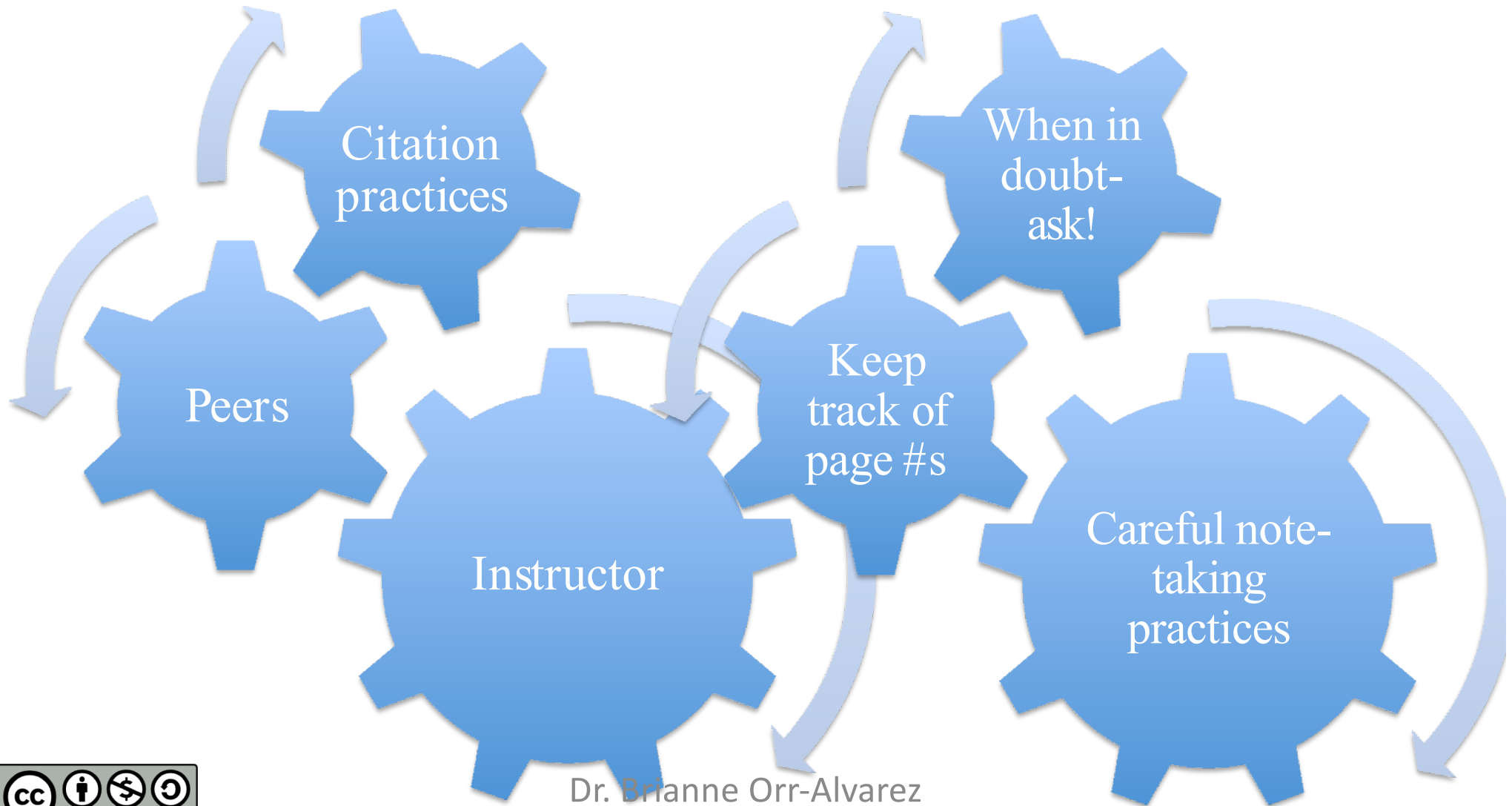
- Let's check this out together:
- <http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>



# Some questions to consider

- **Discuss the # associated with your group!**
- **Then, write your answers on the white board.**
- 1) What does “academic integrity” mean to you *now*, after our careful examination of it? (has your definition changed/ broadened after this discussion?)
- 2) What does it mean at UBC, after reading the UBC documents? Do you share UBC’s view?
- 3) Why might academic integrity be important in places like UBC? Do you think the importance of something like academic integrity extends beyond the university?
- 4) Is there any grey area where academic integrity is concerned? What are they and how can we prevent ourselves from going there?
- 5) What strategies do you use to ensure that you stay on the right path toward academic integrity?

# How to prevent Academic Misconduct: Some pointers



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# Citation Resource: use it frequently!

- Citation
- <http://learningcommons.ubc.ca/resource-guides/cite-sources/>

# Introduction to *Antigone*

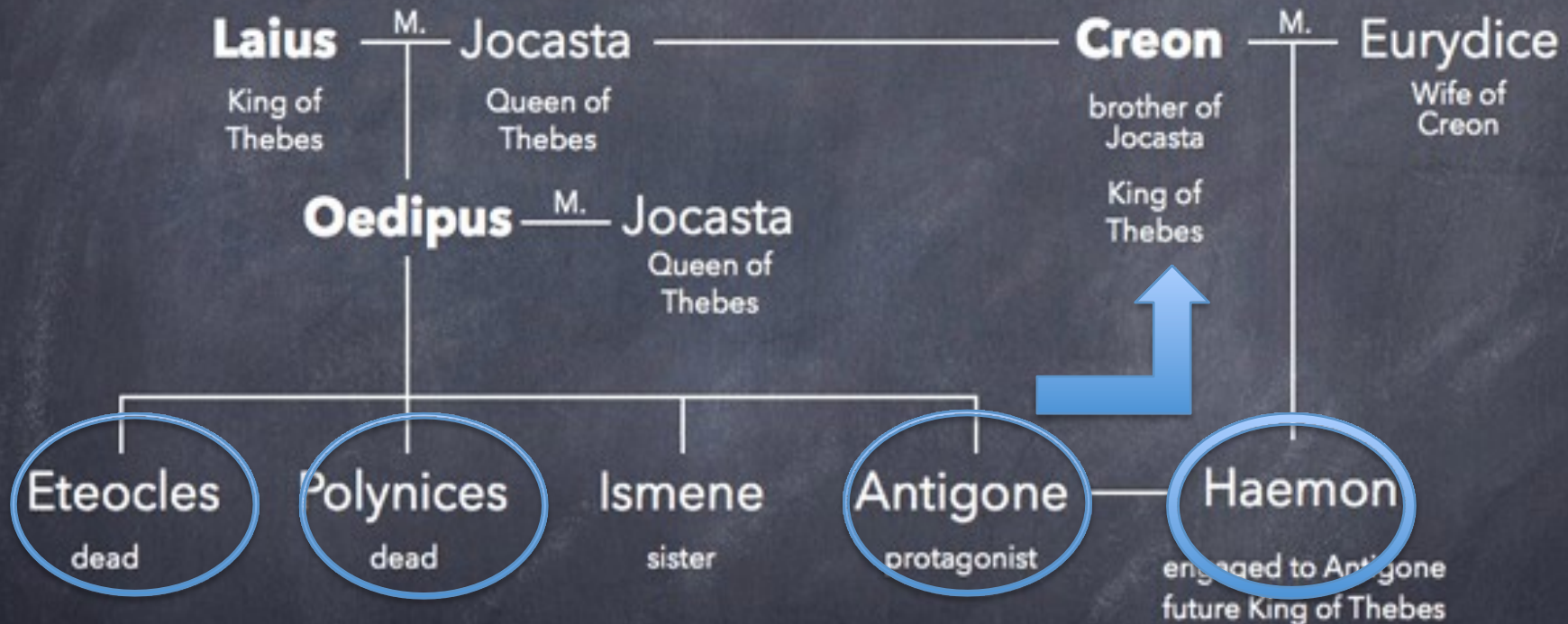
- I am sure you have all felt the urge to rebel against some sort of “authority” at one point in your life.
- Consider the situation(s) in which you have felt this way. What did you do? Did you act on your desire to rebel, or did you suppress your desire to rebel? Why?
- Looking back, how do you feel about your decision and its consequences now?
- This is exactly the situation that the two sisters - Ismene and Antigone - find themselves in in Sophocles’s play *Antigone*, and each one acts differently.

# Brief synopsis of *Antigone*, according to characters

Some concepts to look out for:

- morality/justice
- power/authority
- family
- rebellion
- tradition

## THE FAMILY TREE



Antigone's brothers die in attack on Thebes.  
One is buried honorably, the other left to rot without a grave.

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# For Monday

- **All students**
- 1) Read *Antigone* (or as much of it as possible)
- 2) prepare these questions for our tutorials next week:
  - What are your strengths as a writer?
  - Is there anything you know that you would like to start working on in relation to your writing through tutorials or this course in general?
- **Stream 1** (will be announced by Saturday afternoon/evening)
- For the tutorials this week, I realize you may not have a complete draft of your papers. Instead, focus on creating a brief summary of your ideas for comments/suggestions and submit whatever you have prepared – ideas/outline/introduction through Canvas (instructions to come this weekend!).
- Essay submission guidelines will be posted by Canvas over the weekend as well – so watch out for that!