What is the Relationship Between Emotions and Power

in English Language Teaching?

 Sarah Benesch, Professor Emerita of English, College of Staten Island, CUNY

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1. Defining Emotions
2. Why and How I Examine Emotions in English Language Teaching
3. Feeling Rules – a Tool for Studying Emotions and Power
4. Plagiarism Policy as an Example of Feeling Rules
5. CUNY’s Plagiarism Policy excerpt:

Integrity is fundamental to the academic enterprise. It is **violated** by such acts as borrowing or purchasing term papers, essays, reports, and other written assignments; using concealed notes or crib sheets during examinations; copying the work of others and submitting it as one’s own; and misappropriating the knowledge of others. The source from which one derives one’s ideas, statements, terms, and data must be fully and specifically acknowledged in the appropriate form; failure to do so, **intentionally or unintentionally**, constitutes plagiarism. **Violations** of academic integrity may result in failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the college.

1. How CUNY’s Plagiarism Policy Outlines the Role of Faculty:

A faculty member who **suspects** that a student has **committed a violation** of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the **suspected violation** whenever feasible. Thereafter, a faculty member who concludes that there has been an **incident of academic dishonesty** sufficient to affect the student's final course grade shall **report such incident** on a Faculty Report Form…and shall submit the Form to the college's Academic Integrity Officer...which shall contain, at a minimum, **the name of the instructor, the name of the student, the course name and number and section number, the date of the incident, a description of the incident and the instructor's contact information.**

1. Feeling Rules of CUNY’s Plagiarism Policy – Hypervigiliance, Indignation, and Retribution
2. EL Teacher Interviews - Finding 1: Resistance to plagiarism policy’s legalistic discourse and punitive feeling rules
* R1: You know **plagiarism is not such a big deal for me**...**I’m more focused on are they developing their language** and if I see that it’s...you’re not going to be able to do this in (course #) and pass. You gotta sit down and take the test and other teachers will...you could get suspended for this. I talk about this of course…But I’m not as...**it’s not a trigger for me the way it is for a lot of people.**
* R2: Whereas I’ve met other colleagues who**...it’s like they’re on the hunt for plagiarism and won’t rest till they sniff it out**. Like a trained bomb dog. And I get frustrated with that because like, you know, **it’s not the purpose of teaching**. And that’s why I think when I find it, it’s like, **that’s not why we’re here**, especially with second language students.
* R3: Also, **who is harmed by that**? They’re learning, they’re learning the system, they’re learning documentation. All these things come naturally to me because I write all the time. But the students are coming to this the first time. There’s so much to process and understand.
* R4: I know that **getting mad at students just sets up an uncomfortable or unproductive atmosphere** so I try to make light of it by telling them that it’s a serious issue, but not accusing them in an angry way. Cause it’s just not gonna work. So **you have to work together.**
1. EL Teacher Interviews – Finding 2: Plagiarism was viewed as an opportunity to review citation practices and warn students that other teachers might not be as tolerant.
* R5: And I said, “It doesn’t really sound like someone your age would say this.” And I showed him certain things and I said, “Can you fix it up?” And he did. It was more his voice. *SB: Did you try to track it down?* No. I just knew. And then when he redid it, it was more his voice. So he ended up doing really well. Nice kid.
* R6: I underline it and say...I’m more gentle. I say, “Please be careful to use your own words. I think you may be using the words of the author that you’re reading.” *SB: Does that work?* Usually. They know and they sometimes apologize, “I was so tired. It was midnight and I just couldn’t think of a way to say it.” And I say, “Put it in quotation marks. If you’re so tired and you can’t say it in your own words, put quotation marks around it. You can even put the page number. That way I’ll know you know what you’re doing.” They’re really fuzzy about the whole issue: plagiarizing and when it’s ok to copy something and how to copy something and when it’s not ok.
1. Implications for Teacher Education

1. Analysis of the feeling rules of institutional policies (attendance, literacy testing, etc.) can reveal the roles and affective demeanors teachers are expected to adopt;

2. Resistance to feeling rules can be tools for organizing with students and other teachers for change, such as reforming the plagiarism policy.