The state of citation and plagiarism instruction
Undergraduate students need more basic instruction on citation and plagiarism (Lee, 2013, p. 55).
Citation management systems such as EndNote Web, Zotero, and Mendeley are becoming increasingly robust and sophisticated, with libraries responding by integrating these software applications into their service offerings (Childress, 2011, p. 143).
Together, these two trends suggest an opportunity for libraries to shift the emphasis of their citation instruction. Rather than focusing on the specific service offerings (Childress, 2011, p. 143).

Why do students need additional instruction?
Students, particularly undergraduates, are unfamiliar with the conventions of academic writing (Thonny, 2011, p. 347).
As a result, students are unprepared to produce academic writing for their coursework. One of the primary conventions of scholarly communication is that “academic writers respond to what others have written about their topic” (Thonny, 2011, p. 349).
Because many students do not view their academic writing as a form of participation in a discourse, they do not necessarily view traditional citation instruction as relevant or meaningful.

Why use Twitter?
Twitter and other social media tools are “platform[s] for social discourse” (Brook, 2012, p. 120). Twitter facilitates the sharing of content and ideas, as well as interaction between different users. Framing social media as platforms for discourse could enable libraries to leverage these tools in a variety of ways (Brook, 2012, p. 120).

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The Bottom Line
In both academia and Twitter, the original producers of content gain significant value from their work being properly attributed to them. This expression of why plagiarism is wrong can be conveyed to students at many academic levels. When creating citation and plagiarism instruction, educators should focus more of their teaching on how plagiarism affects others. When students, Twitter users, or scholars use the work of others without properly attributing the content to its original source, they are doing a grave disservice to the original content creator. Because of its similar features to academic discourse, Twitter is a promising model for conveying these concepts to students.