Writing and Citing Workshop Outline

Before workshop begins:

PPT up
log in to Bb coursesite – bring up the text version of the paper we’ll first look at
Handout folders containing (in order) – handouts color coded
   SA Report of essay (yellow)
   Sheet of citation examples (brown)
   WPA document (white)
   Strategies for improving source use (purple)
   Resources for students/recommended reading (buff)
   Integrating SafeAssign into your Course (salmon)
   “Creating and Managing SafeAssignments” (white)
   “How to Submit a SafeAssignment” (white)
   Academic Integrity – statements for your syllabi (blue)
   Writing Center brochures
   Library handout (green)
   Student Conduct information (yellow)

I. Introductions/Overview of goals for the workshop [5 min] - Susan

Introductions of participants – quick “why I am here” prompt

Goals
• Source use in writing
  o Help us to reflect on how that is done well
• Examination of citation practice
  o Provide a framework for talking re: plagiarism and how to prevent it
• Focus on how student preparation and feedback are key components to helping students use sources correctly.
  o Prevention of plagiarism involves implementation of strategies on several fronts. No single strategy is a silver bullet.

II. Source Use in Writing [10 min] - Susan

A. (2-minute freewrite): Why do you, personally, use other peoples’ work in your academic writing?
   Share responses make a list.

B. Open question: What do you need to know in order to use sources successfully in your writing? – generate a list

Prompts to use to generate ideas (as needed):
• what constitutes an appropriate source
• what constitutes appropriate context for that source
• transitions
• ways of using sources
• culture of your discipline/the expectations of the particular journal/audience you’re targeting,
other conventions of writing in your discipline

Take away: there is a lot for students to master to do this well

III. Citation Practice

From Fraud to Misuse of Sources

What other types of citation difficulties do you see in papers? –Examples from group.

PPT of 3 examples that illustrate the continuum

Where do these problems come from? Suggestions/ideas from group.

Challenges/Reasons that students have difficulty
- Ignorance/Inexperience, Culture, Context

IV. Preparation

Prevention is the best medicine; Use strategies that help students know what TO do, not just what NOT to do.

You’ve seen an example of the kind of feedback someone might get from SafeAssignment. Let’s talk about how to prepare students to know what to do to either avoid problems in the first place, or know how to fix them if they came up.

A. Your ideas
   Activity: What tasks/assignments do you use to prepare students?

B. Review General Principles: (purple) Strategies Handout

V. Feedback

All the preparation in the world will not prevent all problems. So students also need feedback to learn to identify and recover from mistakes.

A. Your ideas
   Activity: How do you provide feedback to students in the classroom? (From you? Peer review? At what stage of the process?)

B. Other ideas outside the classroom: (purple) Strategies Handout – Writing Center/Library

C. SafeAssignment

Safe Assignment Report
SA is a tool that we can use to facilitate students getting feedback.

Handout: paper which has been analyzed by SafeAssign to identify possible matches of the student’s writing with text available electronically on the internet.

Walk participants through what they are looking at:
- matching score
- suspected sources
- annotated paper text

Work at your table to identify the types of problems this paper has and what kind of information SafeAssign has provided you. What does it tell you about the student work?

Report out:
- what kind of problems did you identify?
- Were they all the same type of problem?
- Was everything flagged by SA actually a problem?

DEMO of SafeAssign

Ideas for integrating SA into course practice

V. Wrap up [10 min] - Susan
- Resources available
  - Writing Center (Brochure)
  - Student Conduct Office (Handout)
- Identifying plagiarism or misuse of sources provides you with a “teachable moment” and with a variety of options for providing consequences which will serve to move the student to a higher level of competence with source use in their writing