Technology(SafeAssign)-assisted Teaching of Source Incorporation in First-year Writing

Yuan Zhang, Department of English, UMass Dartmouth (2019 Spring)

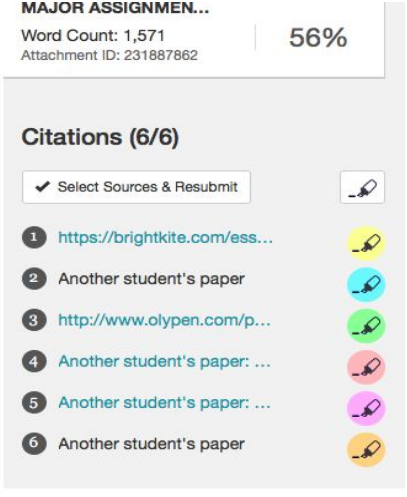
An overview of SafeAssign

- compare student’s text against databases to detect matches
- produce “originality report”:
  - the percentage of matching text compared to the student’s whole writing
  - the located and highlighted matching blocks of text

A “High” matching score: deserve a “plagiarism” penalty?

her experiences with her mother trying to communicate with native English speakers in her English, and her experiences in her young life, especially when she was in school.

Tan’s first supporting move pertains to her mother and how she used a certain “English” with her daughter that became an English of intimacy in Tan’s eyes. 1 Tan explains in the third paragraph of Mother Tongue: 2 “I was giving a talk to a large group of people, the same talk I had already given to half a dozen other groups. The nature of the talk was about my writing, my life, and my book, The Joy Luck Club. The talk was going along well enough, until I remembered one major difference that made the whole talk sound wrong. My mother was in the room. 3 And it was perhaps the first time she had heard me give a lengthy speech, using. 4 forms of English I did not use at home with my mother.” (1). While using a more sophisticated form of English with her mother present, Tan realized that she was using a totally different English than the English she used with her mother. In this instance, Tan found that she wasn’t bound by one English, and that because she had a background with both Englishes, she was not at the disadvantage that those who only spoke native, fully embodied English were when talking to her mother. Tan then goes on to discuss another instance where she noticed this change in English occur while she was out with her mother and husband in the following paragraph: 3 “We were talking about the price of new and used furniture and I heard myself saying this: "Not waste money that way." My husband was with us as well, and he didn't notice any switch in my English. And then I realized why. It's because over the twenty years we've been together I've often used that same kind of English with him, and sometimes he even uses it with me. It has become our language of intimacy, a different sort of English that relates to family talk, the language I grew up with.” (1). Tan notices again the difference between the two Englishes she uses, and how



Utilize SafeAssign Report

- Numerical/percentage score
  - High matching score≠Plagiarism
  - Low matching score≠No Issue
- Matching text
  - a further review

Why a further review of matching text?

- false warning
- increase students' learning and success
- re-examine *plagiarism*
  - factors other than immorality: ***language proficiency*** (e.g. Campbell 1990; Shi 2004), ***cultures*** (e.g. Howard 1995; Pennycook 1996) , ***disciplines*** (e.g. Hyland 1999)
  - learning issues vs. unethical activities
    - Howard (2000): ***fraud, insufficient citation, and excessive repetition/patch writing***

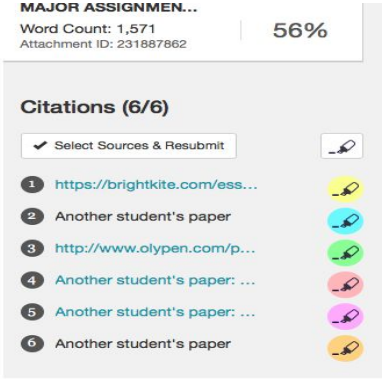
Interpret matching from SafeAssign

Patterns of matching	Possible pedagogical strategies
a. **Chunk quote**: constant paragraph-long quote	· Guide them through what quote to pick
b. **Insufficient citation**: failure to mark quotations, *failure to acknowledge sources, no parenthetical citation, incorrect spelling of author's name, etc.	· Remind them to improve study habits, e.g. add parenthetical citation, spell author's name correctly, etc. · Equip students with language devices needed for source idea attribution
c. **Excessive repetition**: appropriating some of the source's sentences, words, phrases and patching them, exactly or slightly modified, into one's own writing	· Allow students to grow academically if these appropriated words are difficult concepts or special terminologies · Reinforce the difference between quote & paraphrase as well as how to paraphrase
d. **Fraud**: copying other students' work	· Help students to enhance reading comprehension skills, critical reading skills, language proficiency such as in vocabularies/syntactic structures · Increase their awareness of importance of academic honesty and of western academic citation conventions
e. **No draft revision:** barely any revisions made from a prior draft	· Require one-on-one conference · Clarify draft feedback

A. Chunk quote:

her experiences with her mother trying to communicate with native English speakers in her English, and her experiences in her young life, especially when she was in school.

Tan's first supporting move pertains to her mother and how she used a certain "English" with her daughter that became an English of intimacy in Tan's eyes. (1) Tan explains in the third paragraph of Mother Tongue: (2) "I was giving a talk to a large group of people, the same talk I had already given to half a dozen other groups. The nature of the talk was about my writing, my life, and my book, The Joy Luck Club. The talk was going along well enough, until I remembered one major difference that made the whole talk sound wrong. My mother was in the room. (3) And it was perhaps the first time she had heard me give a lengthy speech, using. (4) forms of English I did not use at home with my mother." (1). While using a more sophisticated form of English with her mother present, Tan realized that she was using a totally different English than the English she used with her mother. In this instance, Tan found that she wasn't bound by one English, and that because she had a background with both Englishes, she was not at the disadvantage that those who only spoke native, fully embodied English were when talking to her mother. Tan then goes on to discuss another instance where she noticed this change in English occur while she was out with her mother and husband in the following paragraph: (3) "We were talking about the price of new and used furniture and I heard myself saying this: "Not waste money that way." My husband was with us as well, and he didn't notice any switch in my English. And then I realized why. It's because over the twenty years we've been together I've often used that same kind of English with him, and sometimes he even uses it with me. It has become our language of intimacy, a different sort of English that relates to family talk, the language I grew up with." (1). Tan notices again the difference between the two Englishes she uses, and how



B. Insufficient citation

Adichie talks about such as her experience about single story, one of the example is her own writing story. She start with her own writing experience in order to show that the single stories limit her writing. Adichis talks about she read books from an early age, and she trusted those content of books. 1 She states that "Because all I had read were books in which characters were foreign, I had become convinced that books by their very nature had to have foreigners in them and had to be about things with which I could not personally identify" (Audichis 2).

Suspected Entry: 93% match ×

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She states that "Because all I had read were books in which characters were foreign, I had become convinced that books by their very nature had to have foreigners in them and had to be about things with which I could not personally identify" (Audichis 2)

Source - Another student's paper: Author: Nat...

Because all I had read were books in which characters were foreign, I had become convinced that books by their very nature had to have foreigners in them and had to be about things with which I could not personally identify

Word Count: 901
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23%

Citations (7/7)

✔ Select Sources & Resubmit

1. Another student's paper: ...
2. Another student's paper
3. Another student's paper
4. Another student's paper
5. Another student's paper
6. http://www.volkskrant.nl/...
7. Another student's paper

claim by providing an explanation for how endangered languages are being saved today through the use of technology. The author explains that a team of scholars, headed by Aleksey Shklyaev translated the movie Apocalypto and added subtitles in Udmurt. 3 Roughly 350,000 in the world people speak Udmurt, as it is specific to eastern Russia.

Suspected Entry: 62% match ×

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Roughly 350,000 in the world people speak Udmurt, as it is specific to eastern Russia

Source - https://www.theatlantic.com/internati...

Korean television with Basque subtitlesViki About 350,000 people in the world speak Udmurt, a language native to eastern Russia

Shklyaev and his team work religiously to try and keep the language of Udmurt alive; not only do they translate movies and TV shows, but they create new words in Udmurt to keep the language up to date. The author of this article then goes on to explain how

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11%

Citations (3/3)

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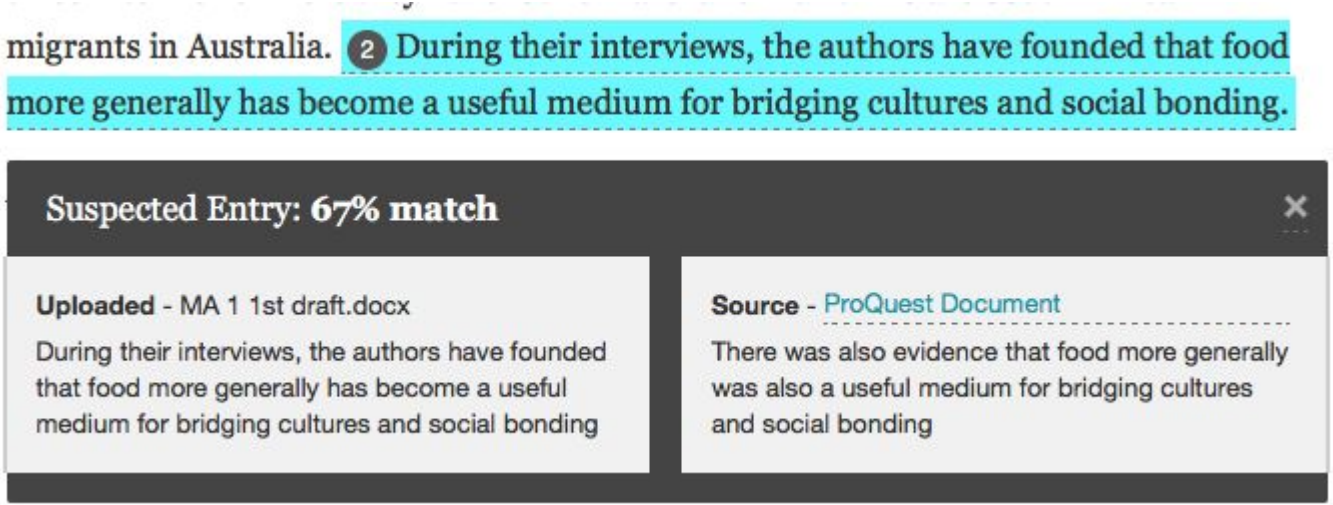
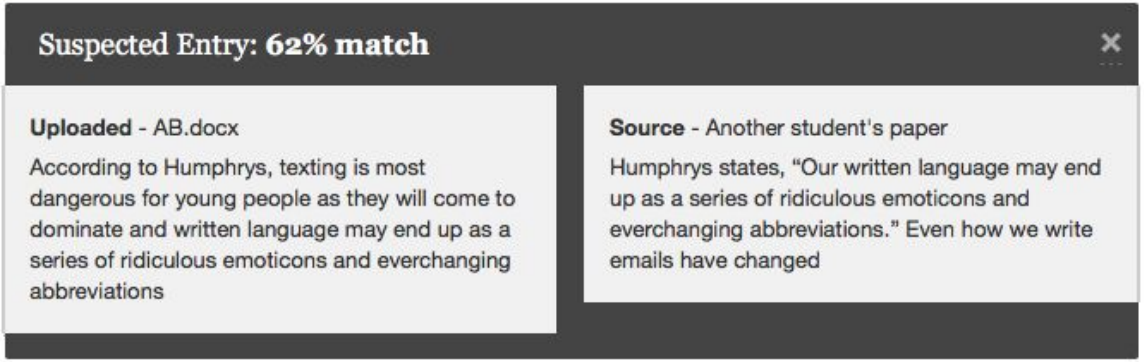
2. Another student's paper
3. https://www.theatlantic.c...

C. Excessive Repetition/Patchwriting



Humphrys article fits into “technology destroys language communication” perspective, because the author ultimately believes that texting is wrecking language communication.

Humphrys illustrates how abbreviations, ambiguity of text messages are changing the way of language communication. The author argues that “they are destroying our punctuation; 2 savaging our sentences; 1 raping our vocabulary” (Humphrys 3). 3 According to Humphrys, texting is most dangerous for young people as they will come to dominate and written language may end up as a series of ridiculous emoticons and everchanging abbreviations.



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28%

Citations (4/4)

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1. https://ejournals.bc.edu/o...
2. Another student's paper
3. Another student's paper
4. Another student's paper

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Howard, R.M. (2000). Sexuality, textuality: the cultural work of plagiarism. *College English*, 63(4), 473-491.

Hyland, K. (1999). Academic attribution: Citation and the construction of disciplinary knowledge. *Applied Linguistics*, 20, 267–341.

Pennycook, A. (1996). Borrowing other's words: Text, ownership, memory, and plagiarism. *TESOL Quarterly*, 30, 201–230.

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The Revise & Resubmit Model for Teaching College Writing

Alexis Teagarden
Director of First-Year Writing
New Approaches to Teaching & Learning, 16 Jan. 2019

The problem

Students turn in incomplete or cursory homework, especially in my 100 and 200-level writing courses.

Solution: R&R Policy

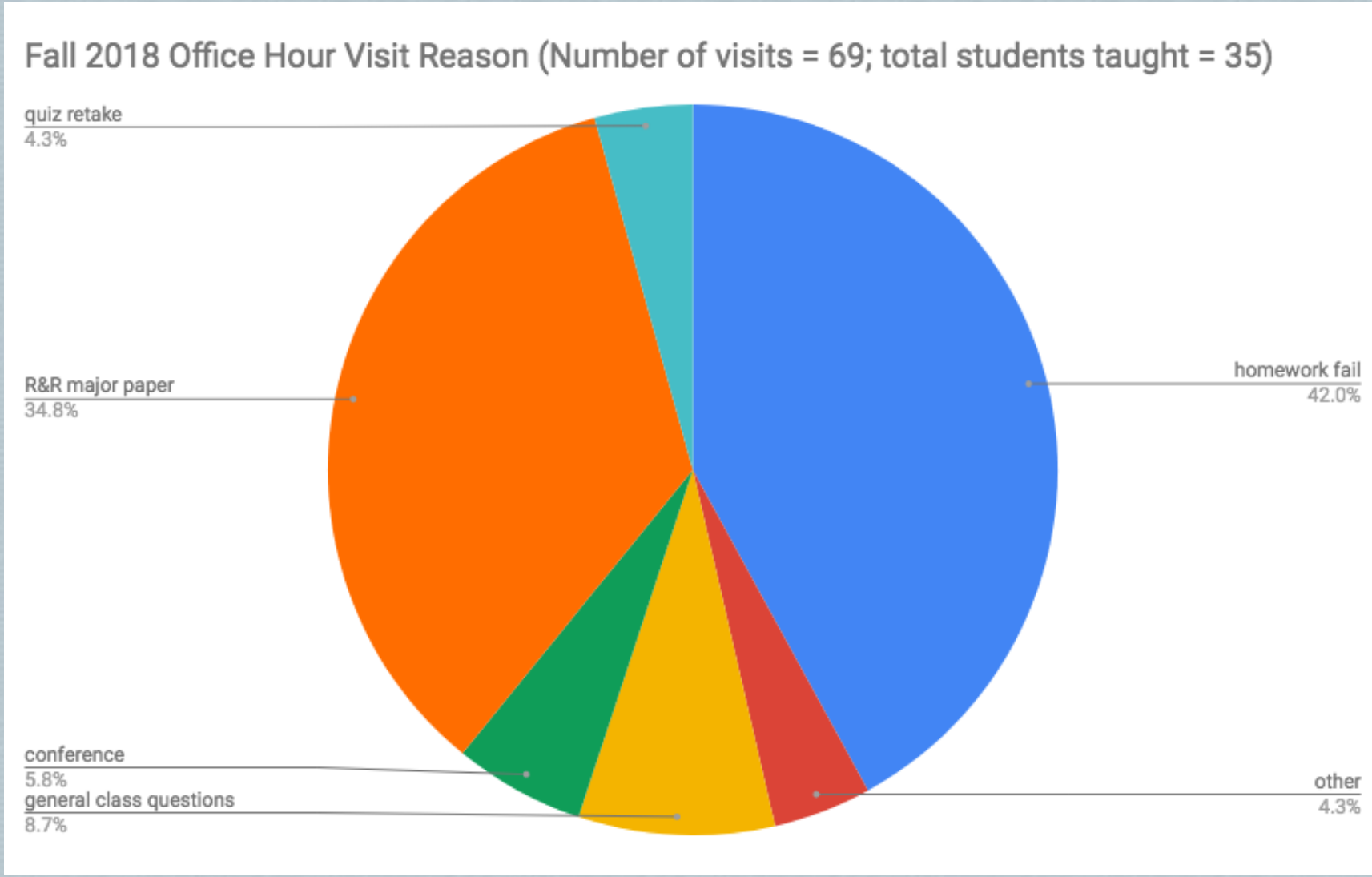
- I grade homework assignments as pass/fail.
- Work turned in on time & meeting the assignment criteria earns full credit.
- Work turned in late earns no credit.
- **Work that is turned in on time but failing to meet the reqs earns no credit. However, if a student sees me in office hours or by appointment within a week of receiving the grade, we will discuss what is missing from the assignment and how to revise. Students that then revise the work by deadline have the chance to earn full credit.**

Nancy Sommers

"a key finding is that constructive criticism, more than encouraging praise, often pushes students forward with their writing; constructive criticism more than praise reveals instructors' investments in their students' untapped potential…. The surprise was watching so many students make great leaps in their writing development after receiving what they identified as tough and honest assessment of their work."

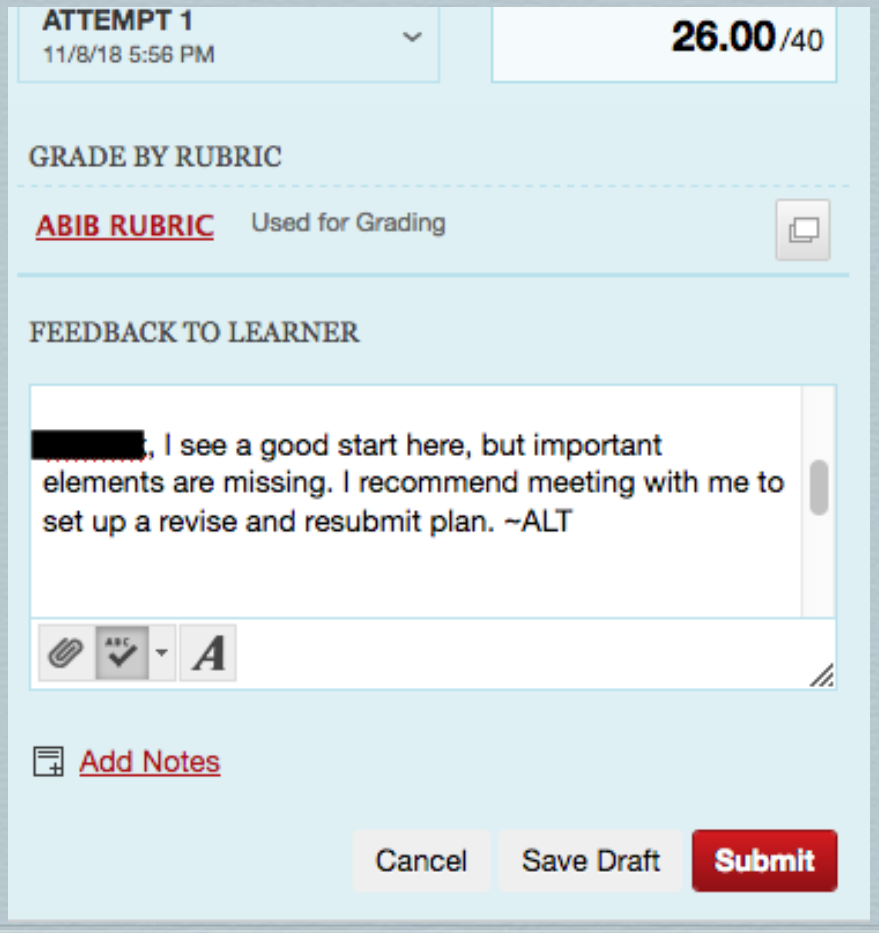
"Across the Drafts"

If you fail them, will they come (to office hours)?



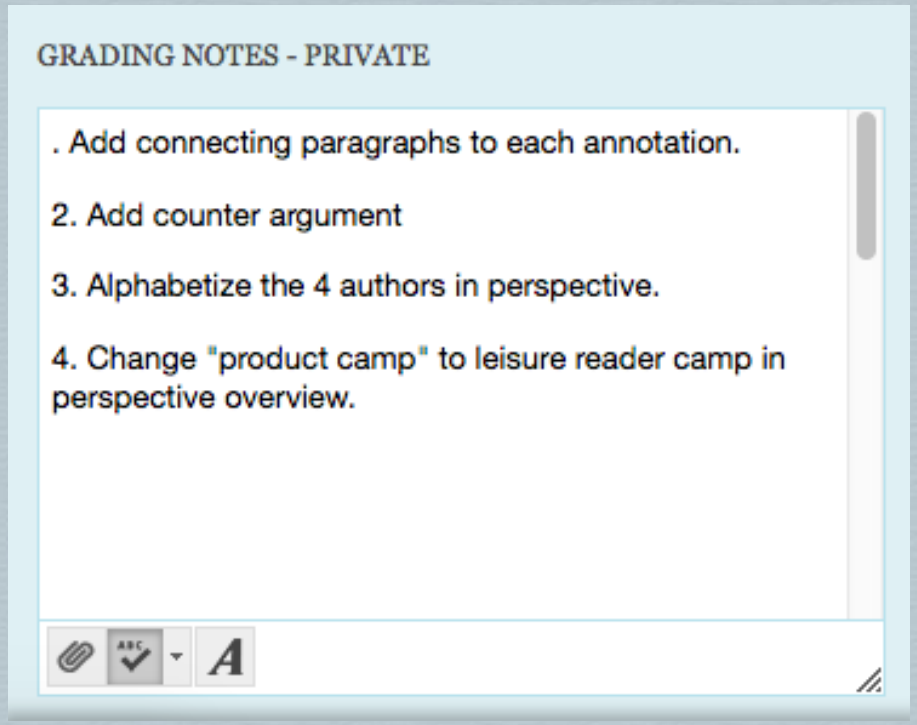
Managing R&R logistics

1. Write global feedback in the comment box and share the rubric.



Managing R&R logisticals

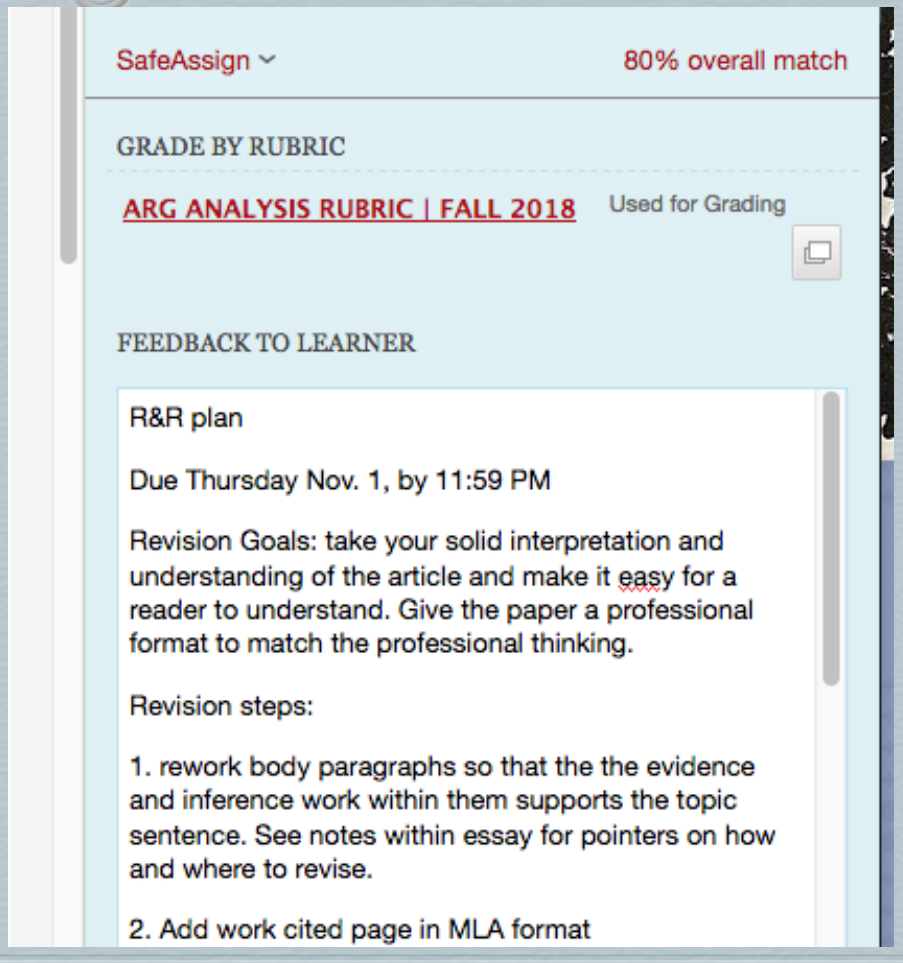
2. Add my notes on major revision needs in the grade notes section.



Managing R&R logistics

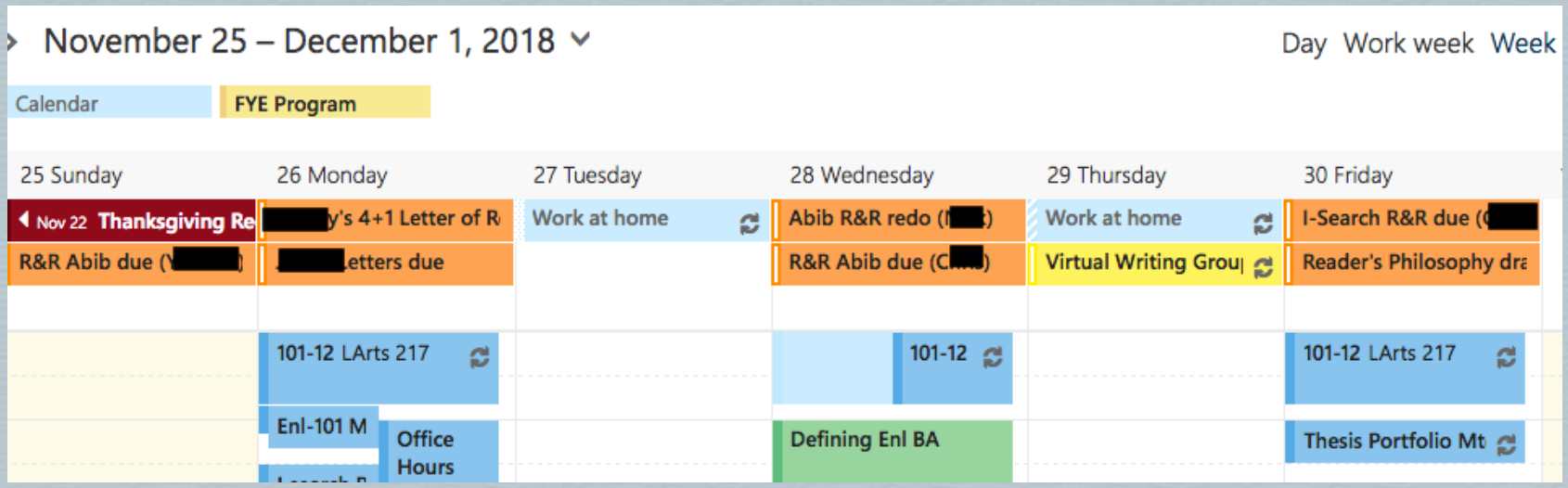
3. In the student R&R meeting:

- Review notes with student
- Hear student's concerns, questions, and plans
- Together write R&R plan
- I add to the feedback box along with the revision due date.



Managing R&R logistics

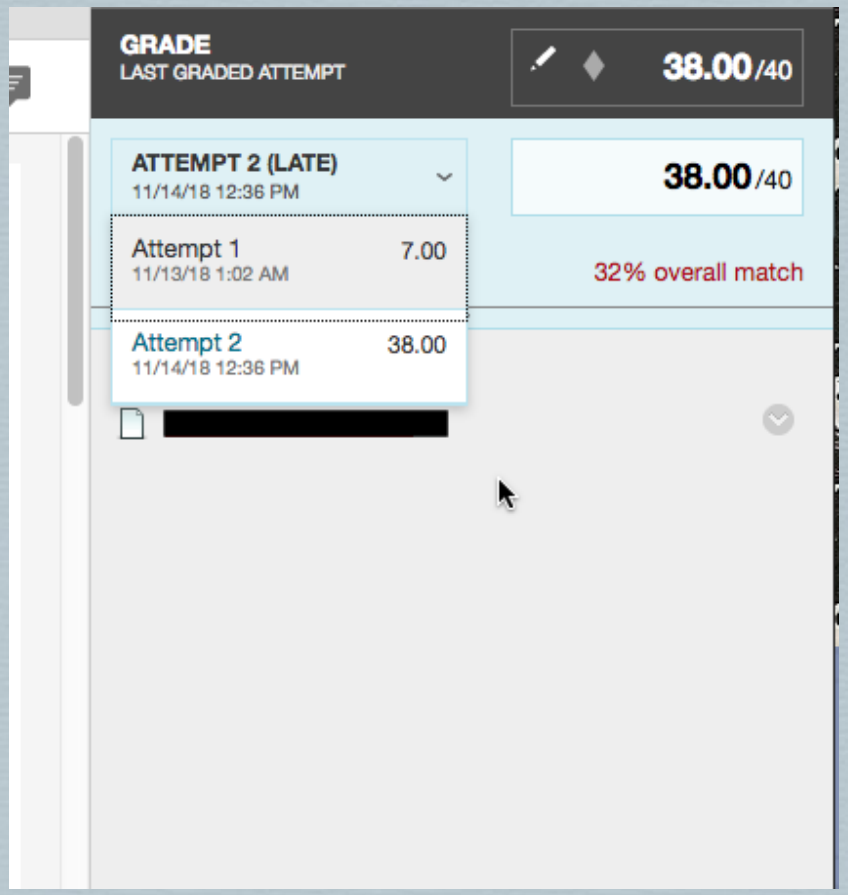
Tracked deadlines with a 365 shared calendar event, programmed with multiple email reminders to the student and me.



Managing R&R logistics

Students uploaded the revised paper to the same assignment link.

To revise, I called up the original submission, cut and pasted the revision note into the new paper's grading note section, and re-graded based on what we discussed.



Thank you

And Questions? Comments?

Alexis Teagarden
Director of First-Year English
Department of English
New Approaches to Teaching and Learning Conference
UMass Dartmouth
18 January 2019

Panel Talk Outline

The Revise & Resubmit Model for Teaching College Writing

Panel: Teaching Writing as a Process

My talk today describes how the arcane academic publishing model improved active learning and expanded access in my First-Year English class, and also made grading student papers a delight. If this suggests I'm dabbling in alchemy, fear not. It's more like hacking. That is, I managed the logistics of the R&R model by twisting some features of myCourses and our Office 365 calendar, especially as these details began to snowball.

But I'm getting ahead of myself, and foreshadowing that the story I'm telling is as much about plans for the future as it is glories of the past. Let me start with the problem—students turning incomplete or cursory homework, especially in my 100 and 200-level writing courses. I regularly assign low-stakes writing work in these classes, to scaffold students toward the major class essays. But the work turned in often varied in thoroughness, which led to spend lot of time trying to comment my way out of poorly done work or hand out completion credit just to catch up. Neither solution served students well.

So I decided to implement a pass/fail approach to low-stakes writing, with the addition of a revise & resubmit option for failed work. My syllabus described the policy as

> *I grade homework assignments as pass/fail.*
>
> - *Work turned in on time and meeting the assignment criteria earns full credit.*
> - *Work turned in late earns no credit.*
> - *Work that is turned in on time but does not meet the requirements earns no credit. However, if a student sees me in office hours or by appointment within a full week of receiving the grade, we will discuss what is*

> *missing from the assignment and how to revise. Students that then revise the work by deadline have the chance to earn full credit.*

By requiring a meeting, I eliminated the need to make comments on low-stake work and instead shifted that time and attention to a one-on-one meeting, where I could speak directly with the student, learn what caused the homework issue, and then immediately guide its resolution.

I was a little worried. Strict is not always a good look for student evaluations. But Nancy Sommers's (2006) extensive study of student response to feedback found

> *a key finding is that constructive criticism, more than encouraging praise, often pushes students forward with their writing; constructive criticism more than praise reveals instructors' investments in their students' untapped potential…. The surprise was watching so many students make great leaps in their writing development after receiving what they identified as tough and honest assessment of their work.*

My 100 and 200-level classes fell inline with Sommers's findings. When students turned in poor or incomplete work, I scored it an F on myCourses and noted the student should set up a meeting with me. By and large the student did so and following the meeting, turned in better work. Occasionally I went through several rounds, with work getting better each iteration.

Also important was how simple this made grading student homework. For successful work, I pointed out areas of particular strength and said carry on. For incomplete work, I cut-and-pasted my meeting request. I focused on what was good rather than what was poor. Homework grading took far less time and far less energy. Meeting with students about revising their work was also pleasant—they were motivated to improve their grade and so focused on what went wrong and what to do next.

By the time the first major paper deadline showed up in 101 class, the R&R model was so ingrained, students asked how it would apply to major papers. And so I extended it to the larger essays. This further improved my grading: I no longer had to agonize over whether a thesis statement deserved 0 or 2 points because maybe it sort of gestured to an argument. I scored the zero and recommended the student meet with me for an R&R. And then I set the week deadline; students could follow up or not.

If you have struggled with grading student writing in the past, I suggest considering this R&R approach. It hold students accountable, making it easy to quickly return grades, and creates space to work one-on-one with students who need the help and are motivated to seek it out. It also increases motivation; an F in the grade has a way of getting attention, especially when there's a means to fix it.

It eased grading, but as more and more students took me up on R&R work, managing the meetings and rolling revision deadlines became an issue. To solve this I turned to our campus tech tools, myCourses and the calendar.

For major essays, I found an imperfect way of tracking R&R work using the comments and grading notes features, as well as the assignment setting "unlimited submissions". My process was this

1. Write global feedback in the comment box and share the rubric.
2. Add my notes on major revision needs in the grade notes section.
3. In the student R&R meeting, I reviewed those notes with the student, and together we wrote up a full R&R plan, which I added to the feedback box along with the revision due date.
4. To increase the deadline tracking, I also set up a 365 shared calendar note and programmed in multiple email reminders to the student and me. This was necessary to track the scattered deadlines.
5. Students then uploaded the revised paper to the same assignment link. To revise, I called up the original submission, cut and pasted the revision note into the new paper's grading note section, and regraded based on what we discussed. This is an inelegant hack—I'm looking for a better way to thread feedback across assignments.

Scheduling the R&R meetings also grew more time-consuming as more and more students wanted them. I'm testing out the Calendly ap this semester, which syncs to my 365 calendar and allows people to click a link and make an appointment based on time I am available. Then the meeting appears on both our calendars.

Overall, the R&R process led to better student work, since students were more likely to turn in successful minor assignments and to revise their major essays. This minimized grading agony and dramatically improved my feedback turn-around time. But eventually the logistics of running 15 or so R&R processes required a logistical system. MyCourses and the Office Calendar provide some clunky solutions, new apps might be out there to streamline the process.

So I encourage anyone who agonizes over grading to consider implementing an R&R policy, either for low or high stakes assignments. Doing so can make grading much more efficient and enjoyable, allowing you to spend time working with students motivated to improve their work. But I also suggest putting in place a tracking system for both review comments and rolling deadlines. MyCourses and our campus calendar system can work, but my initial solutions were clunky.