

Best Practices for Ethics in Academic Writing

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Content, Assessment and Pedagogy

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Graduate students need assistance to learn the elements of ethical writing, most particularly plagiarism avoidance. Below, the author outlines the development of a workshop designed for this purpose. Repeated requests from faculty in the College of Technology to address plagiarism and other issues included as part of ethical writing, such as self-plagiarism, authorship protocols, and publication guidelines, led to the desire to create the workshop. Disciplinary faculty member requests for librarians to assist in addressing this topic shows a recognition of expertise in citation practices combined with knowledge of disciplinary writing practices (Buranen, 2009). The Association for College and Research Libraries (ACRL) Information Literacy standards (2000) have the ethical use of information as one of the goals that includes accurate citation practices. Further, librarians can offer a cross-disciplinary view of academic writing, and provide a safe reviewer of student writing without fear of reporting to university officials (Buranen, 2009). A challenge encountered when teaching about plagiarism is that students identify themselves as honest in completing coursework and not plagiarizing (Ashworth & Bannister, 1997; Owunwanne, Rustagi, & Dada, 2010; Valentine, 2006). When issues of identity are combined with studies that report students do not consider plagiarism a form of cheating and see citation practices as nothing more than academic exercises (Ashworth & Bannister, 1997; Owunwanne, et al., 2010), there is little wonder students fall into poor practices. While a guest lecture can help raise awareness, one 50 minute presentation does not provide much opportunity to work with students interactively in a detailed and active learning environment that will increase the long-term retention and ability to apply the material in situations beyond a current assignment or exercise. Presentation of the rules and practices that make up definitions of plagiarism are not sufficient for student learning (Barry, 2006).

In the role of instructor, the author has observed student confusion regarding citations practices necessary to avoid plagiarism, and a lack of understanding about what constitutes appropriate paraphrasing and summarizing of source material in student writing, which is supported by the findings of Ashworth and Bannister (1997). While it can be easier to identify copied or insufficiently paraphrased work in the writing of students for whom English is not the first language, native English speaking students have similar problems, only their facility with the language allows native speakers to mask the text borrowing more thoroughly (Abasi & Graves, 2008; McGowan, 2005; Valentine, 2006).

The workshop's goal is to develop understanding and appropriate application of ethical writing practices among graduate students through instruction and guidance, and to avoid a punitive atmosphere, which frequently surrounds the subject of plagiarism in the academic environment (Devlin, 2006). The workshop format is well suited to the topic and will be used to include active learning pedagogies and provision of time for students to practice, discuss and receive feedback on work done during the activities (Steinert, 1992).

Setting for the Workshop

The workshop is intended to be offered at Purdue University, initially under the auspices of the Libraries. The goal is for the workshop to be included as part of the Responsible Conduct of Research series offered by the Graduate School that all graduate students are required to attend. The ethical writing component of this series of sessions has never had a consistent instructor and previously has been offered by librarians within the Purdue Libraries. The workshop series began in Spring 2007, based on review of the Purdue Responsible Conduct of Research website of archived presentations (Purdue University Graduate School, 2010) and has

included ethical writing and plagiarism content 9 times, 5 titled “Plagiarism” or “Plagiarism and Ethical Writing” and 4 titled “Authorship and Publication” for specific disciplines. Only one of these past sessions was taught by librarians and the more recent sessions on authorship touch on ethical writing with regard to plagiarism only briefly. In addition to participating in the development of graduate students as members of a community of practice in their chosen discipline, the workshop will support the explicit requirement within the College of Technology (2010), and the implicit expectation within other graduate programs on campus, for students to publish an academic, peer-reviewed article or conference paper prior to degree completion.

Graduate students were chosen as the target audience for the development and first offering of this workshop for a number of reasons; the expectation of publication noted above, providing support for individuals working toward a professional identity in a discipline, and helping students find and use the individual voice she brings to professional writing while still learning the field (Abasi & Graves, 2008; Buranen, 2009).

The time is right on campus, the author received a single request last year, and 3 requests this year to address the topic of plagiarism with classes of graduate students. While presenting the workshop development process discussed in this paper, the author learned of 3 other Purdue librarians who have received requests from faculty to address this topic and are interested in using the framework developed by the author. The requests may arise from the explicit publication requirements of some colleges, or a wide-held belief that identifies the ease of access to information online as an exacerbating factor, or sole cause, in the apparent rise in plagiarism among students (Buranen, 2009; Owunwanne, et al., 2010; Smith, 2006).

Finally, developing this workshop has increased the knowledge base of the author and future workshop instructor and has provided an opportunity to investigate best practices for teaching all aspects of ethical writing and thus avoid lecturing about a long list of practices for students to avoid.

Content

The workshop content will focus on the issues, including what constitutes sufficient paraphrasing and why other work needs to be cited, and practices, like proper citation mechanics, surrounding plagiarism, including case studies highlighting potential career effects, and will introduce students to the other aspects of ethical writing practices, including authorship conventions, document peer-reviewing expectations, author rights (publishing and copyright), and data use practices. A content map showing the topics and how they are related to each other can be found in Appendix A.

The workshop and the process of ethical writing in general does not revolve around avoiding disciplinary action, rather it centers on students learning to be a contributing member of a professional discourse. This means the students are learning how to express their ideas and base their research in the context of previous study and common language used by a discipline. In this process, delineating “my words” (those of the student writer) from “your words” (the published source) is challenging (Buranen, 2009). Thorough knowledge of the practices of paraphrasing, summarizing and patch-writing, typically used by students to scaffold themselves into the appropriate language for a field, can assist in identifying when inappropriate textual borrowing has occurred (Buranen, 2009).

Curricular Priorities

Becoming an ethical writer is a process that is inherent in becoming a contributing member of a professional discourse (Abasi & Graves, 2008; Buranen, 2009). Frequently, students are introduced to the process of ethical writing through the narrow lens of plagiarism and avoiding a situation most academic environments vilify, as evidenced through the harsh language and punishments outlined in academic honesty statements. The need to focus on the larger framework of why authors use citations and how citations can support the creative ideas of student authors through building on the past scholarship is beneficial to the motivation for students to learn (Perkins, 2009).

In the language of Wiggins & McTighe (1998), the curricular priorities of a class or workshop can be defined as having three components, enduring understanding (that knowledge the instructor wants students to retain and apply well beyond the confines of the actual course), items that are important to know (material that students know and can access if given appropriate prompts), and material that is good for the student to be familiar with (items that students should be aware of and be able to find if needed).

Enduring Understanding

In the context of a workshop on ethical writing practices for graduate students, attendees need to finish the session with the knowledge of ethical writing practices as part of a professional discourse in which they are working toward membership. While studying student perceptions of plagiarism, Ashworth and Bannister (1997) found that students experience confusion understanding what constitutes potential plagiarism. The elements of the content map (Appendix A) that represent enduring understanding are identified in pink.

Knowledge of best practices includes the mechanics of how to recognize potential plagiarism, the ability to avoid questionable writing practices in their own professional writing, facility with citation practices for text and images, recognizing the differences between summaries and paraphrases of original text, determining when each one best serves their needs, and being able to use these skills when required. Identification of this content derives from the experience of the author reading student papers, examples of online resources defining and discussing plagiarism (Hexham, 1999), the development of online tutorials to address the topic (Harvard Graduate School of Education, 2011), and research that identifies problems students have encountered in academic writing (Ashworth & Bannister, 1997).

Important to Know

Information that is important for student to know moves into more of the professional responsibilities of authorship and paper reviewing, shown in blue on the content map (Appendix A). Including a discussion about how individuals are included as authors on articles, attendees will begin to understand what is appropriate recognition for the work they contribute as graduate students, and how and when to raise the question of authorship. Another role of professionally active members of a community is reviewing the writing of colleagues, which includes an ability to identify questionable writing practices and an ethical responsibility to not borrow text or data from papers reviewed. Reviewers also need to acknowledge conflicts of interest with individual research, or withdraw from a research path when an article shows another researcher has completed the research before the reviewer. Other topics which fall into the important to know category include an understanding of self-plagiarism, how it is defined and how to avoid it, and how the workshop content applies to writing that is infrequently or never formally published, such as grant applications.

Good to be Familiar With

The categories of information that are good to be familiar with (represented in green on the content map in Appendix A), includes many pieces, such as highlighting how wide-ranging the impact of discovered plagiarism can be through case studies of researchers or politicians losing jobs and credibility as a result of past infractions that are discovered (Pidd, 2011). In addition, attendees need to be aware of resources available at Purdue University to help them avoid potentially embarrassing or career damaging mistakes by checking their writing before submission, either for publication or a dissertation, specifically the availability of the CheckYourself program and the individuals who can assist students in the use of the program. Another resource for students to be aware of are the guidelines published by many professional organizations in response to encountering increasing numbers of potential plagiarism cases that tarnish both the author and the publisher (Smith, 2006).

Workshop Structure

The workshop and its content need to address several points, as outlined in the curricular priorities. One potential hurdle for enrollment and engagement of attendees is overcoming the mindset of students who are attending only because it is required and/or believe the content has already been learned and the session is a waste of time. In a goal to break away from those attitudes, the workshop will begin with a couple of hooks designed to grab the attention of the students. Highlighting case studies that illustrate how plagiarism and ethical writing concerns reach well beyond the world of academia, and administering a pre-test, which is intended to raise questions about the current knowledge students have and allow for learning, discussion and practice followed by a post-test. Learning situations which entail repeated testing of content,

forcing practice at retrieval of information, has been shown to create more complete long-term retention (Karpicke & Roediger, 2008).

A few studies have shown that students most effectively learn the rules of ethical writing and in particular plagiarism and its avoidance through direct instruction and practice with feedback (Barry, 2006). There is an increasing cry from faculty about how plagiarism is on the rise and that the Internet is to blame, since it makes locating information quick and easy, and provides the ability to cut and paste information into papers, opening the door for poor, or absent, documentation practices (Abasi & Graves, 2008; McGowan, 2005; Owunwanne, et al., 2010; Smith, 2006). Faculty in post-graduate institutions rely on students having received grounding in the concepts of plagiarism and how to avoid them during the K-12 education and as a result take a punitive approach when breaches in ethical writing are discovered, assuming an intent to deceive (McGowan, 2005). The experience of the author is that students can respond to questions of “what is plagiarism”, “what information is contained in a citation”, and “why do you use citations” with correct answers, and yet do not seem to apply the knowledge in their writing. Barry (2006) states that just providing information on what constitutes plagiarism to students is not sufficient for understanding and application. Research by Soto, Anand and McGee (2004) finds that without explicit instruction, students are more likely to plagiarize.

While the guidelines are taught at all levels of school, and enforced to varying degrees, the piece that is lacking is an opportunity for students to practice, discuss and develop an understanding of the nuances inherent in academic writing. Plagiarism is not a clear-cut infraction with easy identification (Owunwanne, et al., 2010; Smith, 2006). Many students find the concept of sufficient paraphrasing quite difficult and need time to understand and “own” a subject before writing on it “in their own words” (Buranen, 2009).

Assessment

The learning goals presented (Table 1) span from the simple acts of defining what constitutes plagiarism and recognizing poor citation practices to an ability to create an original work which is built upon preceding research in a field and adequately use and document the original sources.

Table 1: Learning Goals

Upon completion of the workshop, students will be able to:

- 1) Define quoting, paraphrasing, and summarizing [G]
- 2) *Identify examples of quoting, paraphrasing and summarizing when given an original text and a derivative work [E]
- 3) *Distinguish a derivative work containing plagiarism when provided an original source [E]
- 4) *Create sufficiently paraphrased and summarized versions of texts [E]
- 5) Apply appropriate citation practices to give credit for ideas / images to originators [I]
- 6) Define self-plagiarism and articulate appropriate levels of material re-use [I]
- 7) Remember the University provides a service to check documents for possible plagiarism before submission for publication / dissertations / etc. [G]

* Primary learning goals

Note: Goals are numbered for future reference; the numbers do not indicate order of importance.

[E] = Enduring Understanding; [I] = Important to Know; [G] = Good to be familiar with

The breadth of goals incorporates students learning at all levels of Bloom's taxonomy of learning, which addresses the cognitive process used by students for a particular task from direct definition (remember) through synthesis and application. Anderson and Krathwohl (2001) present a modification of Bloom's taxonomy by adding a second dimension, which address the type of knowledge the student need to learn. The learning objectives from Table 1 are mapped into the two-dimensional taxonomy from Anderson and Krathwohl to visualize where students need focused attention and active participation to achieve mastery. The placement of Learning

Objective 4 (LO-4) in the create column and the procedural row shows why much of the workshop time is focused on this objective. The activity of creating a paraphrase reinforces both the creation of new information and the practice necessary to learn a procedure.

Table 2: Learning Objectives mapped to Anderson and Krathwohl's Taxonomy of Learning

(Anderson & Krathwohl, 2001)

	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	LO-1 LO-6 (a) LO-7	LO-6 (b)				
Conceptual		LO-2		LO-3		
Procedural			LO-5			LO-4
Megacognitive						

While the workshop setting is not long enough to provide the time for students to create research papers that incorporate ethical writing, several pieces of the process can be taught, practiced and assessed, such as writing paraphrases and summaries of given texts, to scaffold students to the knowledge necessary for creation of a complete document.

The workshop will include a short pre-test (Appendix D) that will be self-scored during the first section of the workshop. The correct answers and introduction to the workshop content will form an initial mini-lecture. The intent of the pre-test is to create awareness in students about areas of insufficient understanding and application in their own scholarly writing. Pre-test scores will be gathered by the instructor anonymously through a tear-off response sheet to aid in framing sections of the workshop and ensuring proper emphasis is placed on the content with the most frequent problems, as identified by the pre-test. The workshop developer hopes that

anonymously gathering the scores will increase the likelihood of honesty in self-reporting from the attendees. The workshop format is well suited to interactive information gathering.

Determining the actual needs of the attendees, and building flexibility into the outline of the session, are keys to an effective workshop (Bellam & Kelly, 2000; Steinert, 1992). The pre-test will not be graded in the traditional sense with a particular “passing” score, as its purpose is to gauge the current knowledge of workshop attendees.

Similarly, the post-test will be used to get an overall sense of learning gains that occurred during the workshop. All pre-test and post-test results will be collected anonymously; as such it will not be possible to compare individual gains through a Pearson Correlation or similar test. All of the content included on the post-test will be addressed during the workshop, so it is expected all attendees will score at least 4 out of 5 on the 5 question quiz. Since the concept of a passing grade is not applicable for this workshop, attendees who do not achieve this level will not be penalized.

The use of academic prompts and instructor interaction with students during the paraphrasing activity is appropriate, as the activity emphasizes the learning of procedural knowledge that needs to be tried, questioned and corrected for optimum learning. It is not possible for the instructor to gather all the paraphrased passages and write feedback for each one during the workshop due to time constraints. Immediate oral feedback is used as a way to expedite the process and still provide the formative assessment learners need.

Tasks and evidence for each learning goal can be seen in Appendix B.

Pedagogy

Sessions advertised as workshops are expected to have certain characteristics, in

particular active learning exercises and direct and immediate applicability to working situations of the students (Bellam & Kelly, 2000; Steinert, 1992). A single day workshop has been selected for this content for several reasons, primarily the time constraints of the graduate student schedule. One day is sufficient to introduce the topics, have time for conversation, practice methods for proper paraphrasing, summarizing and citation, and develop student's ability to identify passages in text that could be considered plagiarism.

My teaching philosophy matches well with the one outlined by Perkins through what he calls "play the whole game" (2009). The section below highlights how each of the seven concepts that make up the "whole game" theory will be woven into the workshop.

Play the Whole Game

The whole game of ethical writing is a lifelong learning process with nuances that may not present themselves until an individual has been writing and publishing for many years. The whole game will regularly be referred to, and the complete context of the process part of the learning environment, but the focus will be on smaller sections of the process, in Perkins' language, a junior version of the game.

Make the Game Worth Playing

The "hooks" that show real world consequences of plagiarism are presented early in the workshop and provide context and reasons for the session that reach well beyond the simple expectation of academic honesty. The context is expected to help make the game worth playing.

Work on the Hard Parts

Much of what is identified in written work that gets labeled plagiarism is actually

unintentional and is a result of insufficient paraphrasing or lack of understanding on the part of the author. The confusion surrounding definitions and detection of plagiarism are related to difficulties in paraphrasing and determining what is sufficiently paraphrased to avoid punitive action (Barry, 2006; Hexham, 1999; Owunwanne, et al., 2010). The workshop will specifically incorporate an exercise that gives attendees the opportunity to practice writing paraphrases and receive feedback about what is or could be considered plagiarism.

Play Out of Town

The source material provided for the attendees to use when participating in a paraphrasing exercise will come from the discipline where the instructor is an expert, Library Science, and is therefore likely to be outside the realm of comfort for most of the students. Examples and topics of conversation during the workshop will be drawn from various disciplines, with the hope of providing all attendees the ability to work with a comfortable subject for part of the time while having an opportunity to stretch as well.

Uncover the Hidden Game

The mechanics and potential penalties of plagiarism tend to dominate conversations around ethical writing, and avoid discussions about the development of the future researcher, the responsibility of an author to her discipline, and responsible research conduct.

Reviewing papers is part of the professional responsibility to a discipline. In an attempt to make the role of the reviewer clearer, and to uncover the hidden game, the author will discuss experiences of finding passages of potential plagiarism in the work of peers, the reaction of the author, and the actions taken to address the concern.

Learn from the Team... and the Other Teams

After a paraphrase has been written during the session from one or a compilation of source materials, the new passages will be swapped between attendees for peer critiquing. Attendees will have the opportunity to discuss questions or concerns with their peers and then with the entire group.

Learn the Game of Learning

Making sure the students are aware of resources available to them for checking their own work is one mechanism to support their continued learning and identify times when they have strayed into questionable territory.

All together the workshop should help attendees gain an understanding of themselves as developing members of a community of discourse in a discipline, and provide an opportunity and safe environment to practice some skills around the process of ethical writing, all of which helps provide the “academic apprenticeship” McGowan (2005) calls for as a necessary part of the development of students into the new language of academic and professional writing.

Overall Integration

The overall alignment of the parts of a course or workshop is as important as the individual decisions about what to teach, what will be assessed, and how to teach. Both Wiggins and McTighe (1998) and Anderson and Krathwohl (2001) approach course design from a holistic view of all the pieces being coordinated. The image below (Figure 1) presents the progression of backward design as identified by Wiggins and McTighe (1998), with several pieces added to fully represent the process used for development of this workshop. The returning arrows to the

left of the boxes show the need for a complete cycle and alignment between all of the pieces of a course in order to present the best learning environment for the students (Anderson & Krathwohl, 2001). The cloud of context surrounds the whole process because all courses are situated in a context that is composed of the students and their background, the expectations present at the school, and the nature of the course.

Sample content from the workshop will be presented for each box in Figure 1 to enhance the understanding of the image. Enduring understanding from the workshop is for attendees to: “differentiate between quoting, paraphrasing, and summarizing, know when to use each method, and create all three methods when writing”. The enduring understanding is quite broad, and so a particular piece of it will be demonstrated for the image, in this case the portion directly related to paraphrasing.

The desired results (content) portion of the enduring understanding related to paraphrasing is articulated as part of Learning Objective 4 (LO-4) and can be stated as: “Create a sufficiently paraphrased version of texts”. The assessment task that is aligned with LO-4 is “Write a paraphrase, trade with a partner, critique, and share questions during the discussion”. The activity and assessment are combined in one activity that allows students to receive feedback from each other and the instructor in an informal and non-punitive environment. The final piece of the alignment is to determine how to best teach the content students need. In this instances, a process will be presented through lecture, using the method presented in the Harvard Graduate School of Education online tutorial for paraphrasing (2011). In this instance a lecture is used to present a process that the students will then be applying during the activity. The lecture alone is not expected to be sufficient for student learning.

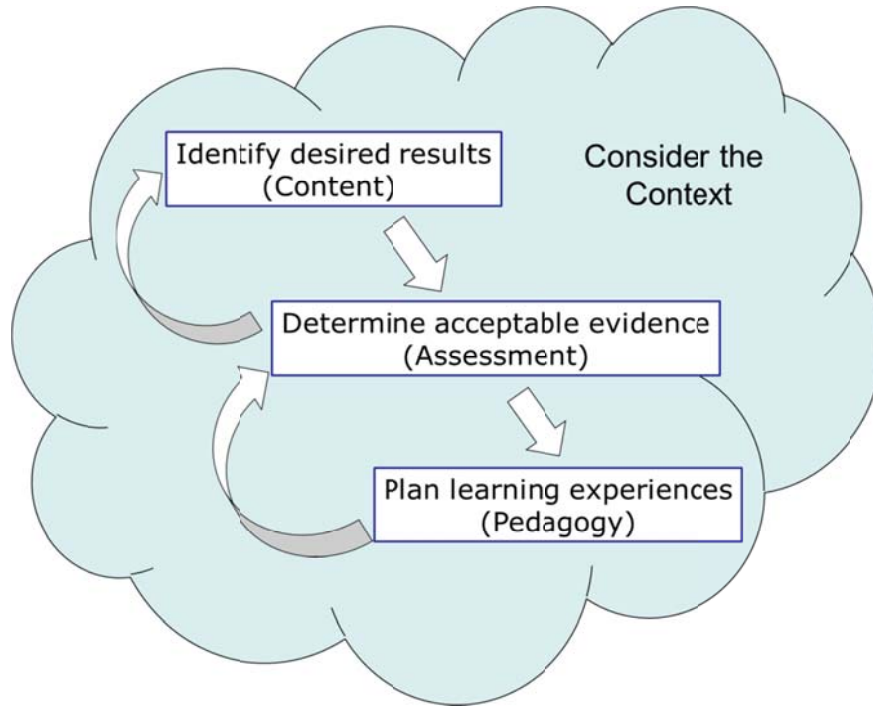
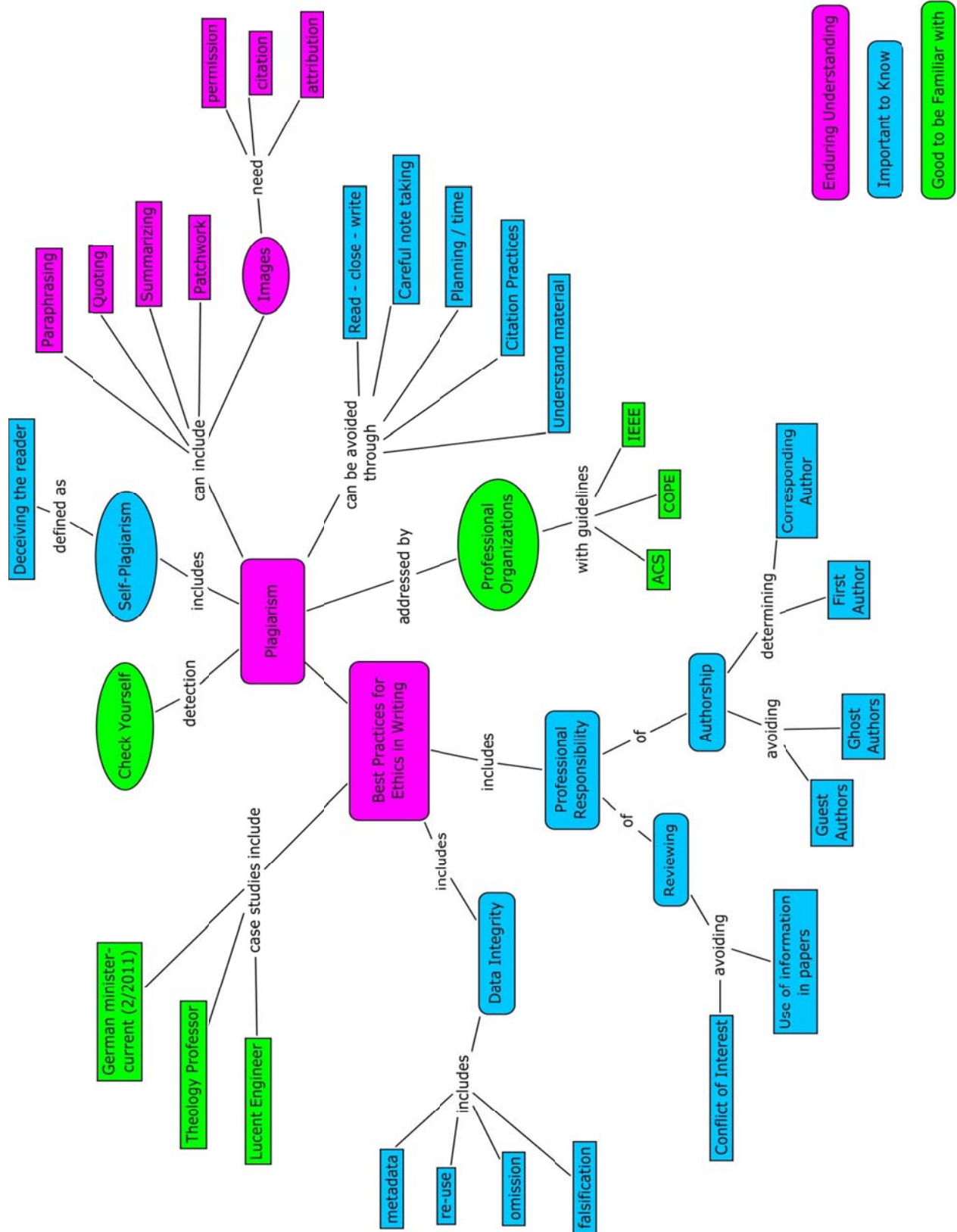


Figure 1: Alignment of Workshop Content, Assessment and Pedagogy

Appendix A



Appendix B

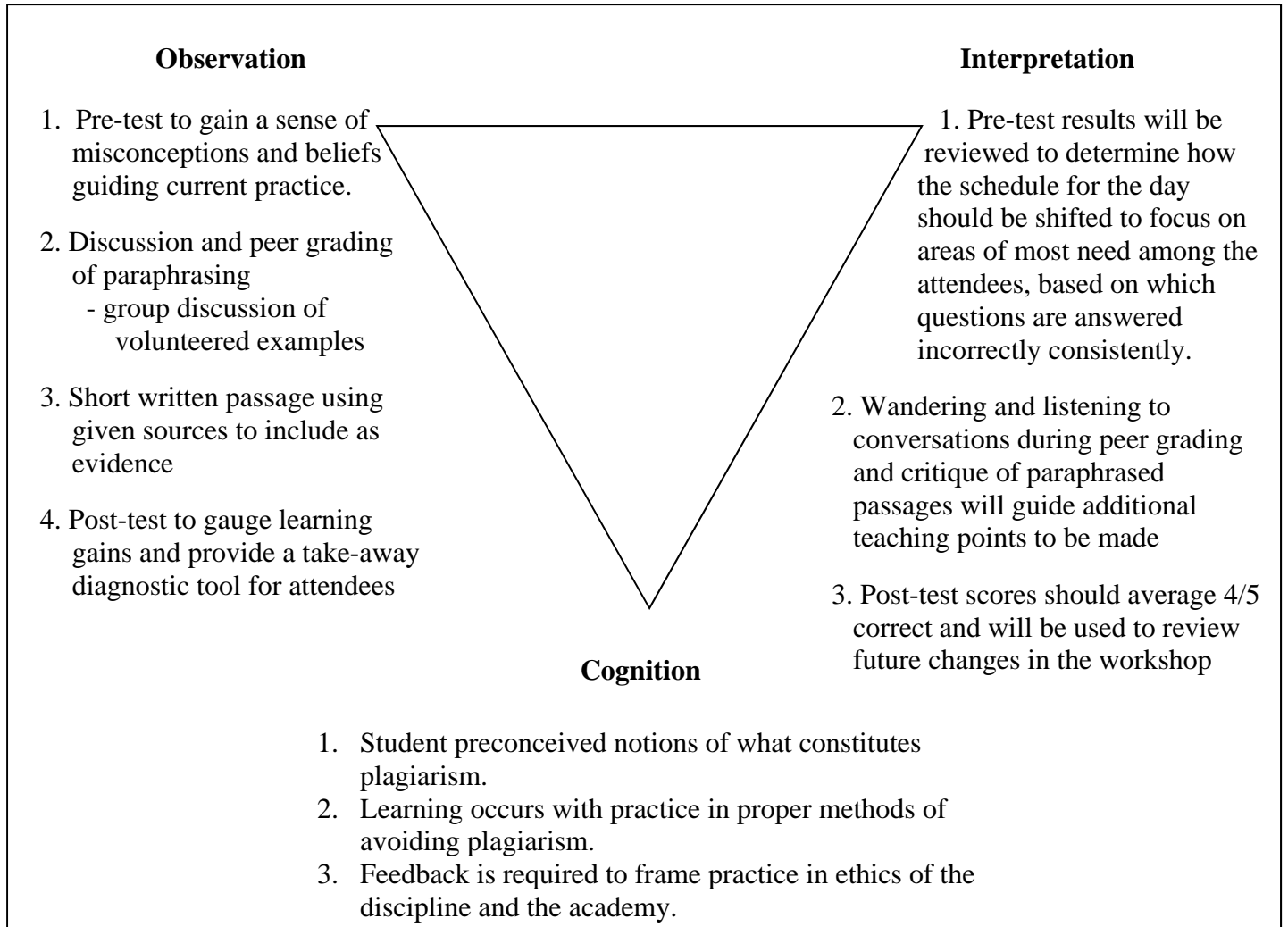


Figure 1: Pelligrino's Assessment Traingle

Assessment Matrices

Learning Goal	Assessment		
<p>Students will be able to identify examples of quoting, paraphrasing and summarizing when given an original text and a derivative work.</p>	<p>General: Quiz</p> <p>Claim: The student will be able to identify passages that represent quotes, paraphrases and summarized information when given an original text and derivative work.</p> <table border="1" data-bbox="656 541 1419 940"> <tr> <td data-bbox="656 541 1036 940"> <p>Task: Given an original text and derivative text passages which include quotes, paraphrases and summarizing, students will be able identify which type of restatement was used.</p> </td> <td data-bbox="1036 541 1419 940"> <p>Evidence: For each example provided, students will accurately identify if it contains a quote, a paraphrase or a summary of the original text and explain the reason for the identification.</p> </td> </tr> </table>	<p>Task: Given an original text and derivative text passages which include quotes, paraphrases and summarizing, students will be able identify which type of restatement was used.</p>	<p>Evidence: For each example provided, students will accurately identify if it contains a quote, a paraphrase or a summary of the original text and explain the reason for the identification.</p>
<p>Task: Given an original text and derivative text passages which include quotes, paraphrases and summarizing, students will be able identify which type of restatement was used.</p>	<p>Evidence: For each example provided, students will accurately identify if it contains a quote, a paraphrase or a summary of the original text and explain the reason for the identification.</p>		
<p>Students will be able to distinguish a derivative work containing plagiarism when provided an original source.</p>	<p>General: Oral academic prompts</p> <p>Claim: The students will be able to distinguish plagiarism in a derivative work when provided the original text.</p> <table border="1" data-bbox="656 1419 1419 1852"> <tr> <td data-bbox="656 1419 1036 1852"> <p>Task: When presented with an original text and several derivative passages, students will identify instances of plagiarism and be able to explain what is wrong with the textual borrowing practice exhibited.</p> </td> <td data-bbox="1036 1419 1419 1852"> <p>Evidence: Students will accurately identify passages containing plagiarism due to insufficient paraphrasing, improper citation practices or incorrect quoting and explain their reasoning during a class conversation.</p> </td> </tr> </table>	<p>Task: When presented with an original text and several derivative passages, students will identify instances of plagiarism and be able to explain what is wrong with the textual borrowing practice exhibited.</p>	<p>Evidence: Students will accurately identify passages containing plagiarism due to insufficient paraphrasing, improper citation practices or incorrect quoting and explain their reasoning during a class conversation.</p>
<p>Task: When presented with an original text and several derivative passages, students will identify instances of plagiarism and be able to explain what is wrong with the textual borrowing practice exhibited.</p>	<p>Evidence: Students will accurately identify passages containing plagiarism due to insufficient paraphrasing, improper citation practices or incorrect quoting and explain their reasoning during a class conversation.</p>		

Learning Goal	Assessment		
<p>Students will be able to create sufficiently paraphrased and summarized versions of texts</p>	<p>General: Written formative assessment</p> <p>Claim: Students will be able to write paraphrases that maintain the meaning of the given texts while changing enough text to avoid concerns of plagiarism.</p> <table border="1" data-bbox="651 510 1421 1117"> <tr> <td data-bbox="651 510 1029 1117"> <p>Task: When presented with several original texts, students will be able to write a paraphrase of the text to include in a writing assignment.</p> <p>The original content will be outside their subject expertise and will better mimic last minute writing through lack of comfort with the material.</p> </td> <td data-bbox="1029 510 1421 1117"> <p>Evidence: Students will sufficiently paraphrase the original text and include proper attribution to demonstrate an ability to avoid plagiarism in academic writing. The paraphrase will highlight the important information in the original and convey the meaning while changing more than a few words to synonyms.</p> </td> </tr> </table>	<p>Task: When presented with several original texts, students will be able to write a paraphrase of the text to include in a writing assignment.</p> <p>The original content will be outside their subject expertise and will better mimic last minute writing through lack of comfort with the material.</p>	<p>Evidence: Students will sufficiently paraphrase the original text and include proper attribution to demonstrate an ability to avoid plagiarism in academic writing. The paraphrase will highlight the important information in the original and convey the meaning while changing more than a few words to synonyms.</p>
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Appendix C – Workshop Syllabus

Best Practices for Ethics in Academic Writing Workshop

Workshop Goals: This workshop is designed to raise awareness of the wide reaching impact actual and perceived plagiarism can have on a professional career, not just educational endeavors and in the process help graduate students progress in their development as contributing members of the professional discourse in their discipline. In addition, attendees will practice writing techniques to avoid insufficient paraphrasing and inadvertent plagiarism.

Objectives:

Upon completion of the workshop, students will be able to:

- Define quoting, paraphrasing, and summarizing
- Identify example of quoting, paraphrasing, and summarizing when given an original text and a derivative work
- Distinguish a derivative work containing plagiarism when provided an original source
- Create sufficiently paraphrased and summarized version of texts
- Apply appropriate citation practices to give credit for ideas / images to originators
- Define self-plagiarism and articulate appropriate levels of materials re-use
- Remember the University provides a service to check documents for possible plagiarism before submission for publication / dissertations / etc.

Expectations: All attendees are expected to participate in workshop activities and focus on learning new skills.

Assessments: Several quizzes will be used to gain current understanding of the students and assess learning gains achieved during the workshop. The post-test answers, with discussion of why selections were either correct or incorrect, will be provided to the students upon completion of the quiz. Exercises and activities completed during the workshop will not receive formal grades.

Description of workshop: This is a workshop, an instructional format designed to include activity and input from the attendees. Ethical writing habits take practice to develop and so attending will be asking to write short passages and share with a neighbor and perhaps the class.

The instructor will do some short presentations and it is expected that most of the learning will occur during the activities.

During activities the instructor will walk around and be available to answer specific questions and offer guidance where necessary.

Expectations of attendees:

Stay for the duration of the workshop
Engage in all activities
Ask questions and engage in discussion

How to approach the material:

Ethical writing and the practices required of any author to avoid the stain of plagiarism are not skills that can just be talked about, practice is required to learn why some passages are problematic and others are acceptable. Active involvement in creating new passages and evaluating the work of fellow attendees will enhance the learning of attendees.

How to prepare for assessments:

The assessments are designed to gauge the level of understanding the students have on the concepts and mechanics of ethical writing. Many of the activities will provide formative assessment, or feedback meant to further understanding and learning of the student, as part of the workshop. The post-test at the conclusion of the workshop is directly related to the material covered and will measure the progress attendees have gained during the workshop.

Schedule for the day

- 9:00-9:30** Registration and arrival
- 9:30-9:40** Welcome and Overview of the Day
- 9:40-10:10** Pre-test
- 10:10-10:30** Citation Practices
- reasons for using citations
 - importance of citing material
 - mechanics (placement of citation information)
- 10:30-11:00** Direct Quotes, including images
- 11:00-11:30** Summarizing and Paraphrasing
- note taking benefits and other good practices
 - Harvard Graduate School of Education online tutorial
- 11:30-12:00** Writing a paraphrase - Activity
- 12:00-1:00** Lunch
- 1:00-1:30** Paraphrasing Activity - continued
- complete paraphrase and share with a neighbor
 - critique the work of your peer and discuss different methods
- 1:30-2:00** Sharing and discussion of writing activity
- Lessons Learned
- 2:00-2:30** Self-Plagiarism
- Grant writing
- 2:30-3:00** Ethics in writing - beyond authorship
- reviewing
 - co-authors: who gets listed
 - data and funding agency expectations
- 3:30-4:00** Post-test

Appendix D – Sample Pre-test

- 1) Given the original text below, identify which option contains sufficient attribution to avoid possible accusations of plagiarism.

In fact, online gaming is now the number-one activity on the Internet across all age groups, generating more money in recent years than another big entertainment sector: the movie industry. According to online gaming market research company DFC Intelligence, online gaming revenue for 2009 was expected to reach \$8.8 billion world-wide, while marketing firm Strategy Analytics projects annual revenue to reach almost \$12 billion by 2011.

For game developers of all sizes, there's a definite push to jump into the action. But doing so successfully requires following a few rules. First, your game has to be playable by the widest possible audience. Second, keep barriers to playing low so people can enter your game friction-free. Third, have the ability to rapidly iterate, update, and enhance your game. And, finally, make sure your game works across multiple platforms and is available through several applications stores.

- a. The gaming industry continues to grow and is expected to reach annual revenues of \$12 billion by 2011. To take advantage of this growth, game developers need to follow some basic rules on accessibility, easy of play and ability to update rapidly (Taylor, p.8).
- b. While discussing the popularity and use of online games by all age groups, Taylor (2011) outlines a few rules developers should follow for their games to be successful. These include "...playable by the widest audience....keep barriers to playing low so people can enter friction free....ability to rapidly iterate, update and enhance... And, finally, make sure your game works across multiple platforms" (p.8).
- c. Taylor lists four rules to ensure online games are successful, including playable by a wide audience, low barriers to entry, ability to update and iterate rapidly and cross platform functionality (p.8).
- d. Taylor (2011) discusses the growth of the online game market and that it is the most prevalent use of the Internet by all age groups. Due to this huge market potential, many game developers want to get a piece of the potential revenue. Some rules for successful games are outlined and include making the game playable by the widest possible audience, keeping barriers to playing low so people can enter the game easily, having the ability to rapidly iterate, update and enhance the game and finally, making sure the game works across multiple platforms (p.8).

- 2) Which example contains a correct direct quote?
- a. While discussing the future market for middleware in the electronic entertainment market, Arrington reports an expected “increase in the growth rate of about 9.3 percent per year”, and being worth just over \$2 billion by the end of 2014 (2010, p. 36).
 - b. Spending on middleware for electronic entertainment is expected to increase at a compound annual growth rate of 9.3 percent, “from approximately \$1.3 billion at the end of 2009 to just over \$2 billion at the end of 2014” (Arrington, 2010, p.36).
 - c. As reported by Arrington (2010), “...spending on middleware for electronic entertainment will increase at a compound annual growth rate of 9.3 percent, from approximately \$1.3 billion at the end of 2009 to just over \$2 billion at the end of 2014” (p. 36).
 - d. In a recent article, Arrington states that “spending on middleware for electronic entertainment will increase at a compound annual growth rate of 9.3 percent.. to just over \$2 billion at the end of 2014”.
- 3) Read the passage below and identify (circle) places where a reader may expect a citation to ensure proper attribution has occurred.

As Scollon suggests, writing practices are changing, and it is now common to find multiple layering effects in academic texts, where the supposed origin of a quote becomes ever murkier. To give one instance of this, while researching the ideas for this article, I came across the following example of layered quotation: In an unpublished manuscript, Morgan (1995) says this about an article by Ann Raimés (1991): "Giroux is then quoted as saying that academic discourse communities are 'often more concerned with excluding new members than with ways of admitting them'". So Morgan claims Raimés is quoting Giroux. I was interested to see what Giroux had actually said, so I had a look at Raimés, where the relevant passage reads thus: "Another thorny problem is whether we view the academic discourse community as benign, open, and beneficial to our students or whether we see discourse communities as powerful and controlling, and, as Giroux (cited in Faigley, 1986) puts it, "often more concerned with ways of excluding new members than with ways of admitting them" (p. 537). So Raimés is claiming that Faigley is quoting Giroux. Still in search of the Giroux quote, I went in search of Faigley, which reads: "Giroux finds discourse communities are often more concerned with ways of excluding new members than with ways of admitting them. He

attacks non-Marxist ethnographies for sacrificing 'theoretical depth for methodological refinement' (p. 98)" (Faigley, 1986, p. 537).

- 4) Given the original passage below, identify the item which includes an appropriate summary.

With regard to the comparative analysis presented in this article, our "Gaming 2.0" examples might seem quite limited to fulfill all the needs outlined in the introduction. The design process of "Serious Games" consists in combining a "game" structure with "serious objectives" (Alvarez, 2008). In order to achieve such a result, the designer must be able to create or modify all the four "parts" of the ISICO model. For example, if a teacher wants to modify a retail racing game to teach the Highway Code, the teacher must be able to modify the "compute part." If the only way to modify this part is through a predefined list of choices, the teacher may not be able to include the preferred rules. Thus, to design such a simple example of "Serious Game," non-professional game designers must be provided with tools that allow them to create the "compute" part of a game in a simple way. Among the fifteen examples studied, only four applications presented such a feature.

- a. In his study of game design systems created to assist an educator who is not a skilled programmer develop "serious games", Djaouti (2010) found only a few of the reviewed programs provided the appropriate level of control for any real modification to create a new application that meets the educators' needs.
- b. "Serious Games" combine the structure of a computer game with "serious objectives". For a user to modify an existing game to teach a new idea or process, the teacher needs access to the "compute part" of the game. A list of predefined rules may not be sufficient to the task at hand. Of the fifteen options studied, only 4 provided the necessary ability (Djaouti, 2010).
- c. In this 2010 study, Djaouti identifies the need for a non-programmer game designer to create or modify all four "parts" of the ISICO model included in a game. Additionally, only four applications reviewed presented this ability.
- d. The ISICO model contains four 'parts' of game development. To modify a game for new learning or content application, an educator needs to be able to modify the 'compute part' of the game. If the educator is restricted to a predefined list of choices, it could be impossible to achieve the intended instructional goals (Djaouti, 2010).

- 5) Based on the original passage provided below, select the example which exhibits sufficient paraphrasing.

Previous studies have shown that the addition of haptic feedback to VEs can provide benefits over visual and auditory displays for performance enhancement, reducing learning times, increasing dexterity, and increasing the sensation of realism and presence (O'Malley & Gupta, 2003; Sallnäs, Rasmus-Gröhn, & Sjöström, 2000; Griffiths & Gillespie, 2004; Jay, Stevens, Hubbard, & Glencross, 2008; and Emken & Reinkensmeyer, 2005). To exploit the capabilities of virtual environments with haptic feedback, various virtual training schemes have been proposed. One scheme is to first present the performance of an expert (human or robotic) to a trainee via visual and haptic feedback, then allow the trainee to practice the task unassisted (Henmi & Yoshikawa, 1998). A second approach requires the trainee to perform the task with enforced restrictions or reductions of the degrees of freedom of the task as proposed by Bernstein (1967) and more recently implemented as *virtual fixtures* (Rosenberg, 1993; and Abbott & Okamura, 2006). A third approach, termed *shared control* in the literature, serves to modify the dynamics of the system by imposing a control effort that elicits the desired behavior of the participant (O'Malley, Gupta, Gen, & Li, 2006; Griffiths & Gillespie, 2004; Emken & Reinkensmeyer). A comparative study of these last two approaches performed by Srimathveeravalli, Gourishankar, and Kesavadas (2007) showed slightly better performance from the shared control approach over the virtual fixture approach.

- a. Prior research has shown benefits of enhanced performance, faster learning, improved dexterity and increased realism when haptic feedback is added to VEs over visual and auditory displays. Huegel, Celik, Israr and O'Malley (2009) mention different training schemes that has been suggested to make the most of haptic feedback. These include; presenting an expert completing the task through the VE and then having the trainee practice the process on their own; having the trainee practice a task with their motions restricted through the interface; or sharing control where the individual receives guiding effort imposed through the haptic feedback system while performing the task (p.450). These schemes include a shared control process, where the trainee receives an imposed control effect that guides them to the proper response; the trainee experiences the task through the haptic interface while watching an expert perform the task and then practices unassisted; and a system of virtual fixtures, where the motions of the trainee are constrained to fit within the desired motions to learn the activity.
- b. Huegel, Celik, Israr and O'Malley (2009) present prior research and proposed models for taking advantage of haptic feedback as part of a virtual environment used for training. Claims have been made of improved performance, faster learning and more realistic enjoiments (p. 450).

- c. Huegel et al (2009) discuss several virtual training schemes that have been proposed to make the most of the capabilities of haptic feedback brings to virtual environments. The capabilities have been shown to provide benefits over visual and auditory displays for enhanced performance, reduced learning times, better dexterity and more sensation of realism. A comparative study shows the shared control approach, where the trainee receives a control effect imposed by the environment to elicit a desired response, has slightly better performance in training applications than the virtual fixtures approach, where the trainee practices the task in the VE with their motions restricted. The other approach discussed is one where a trainee watches and experiences an event through the VE and haptic interface and then practices the task unassisted (p. 450).

- d. Huegel, Celik, Israr and O'Malley (2009) discuss previous research, where benefits are shown when using VEs with haptic feedback compared to visual and auditory displays. Different training models have been proposed to make the most of haptic feedback in VEs for training. The three models range from experiencing an expert complete the task and then the trainee practicing on their own, accomplishing the task while the machine limits the movement to an acceptable range of motion, and guiding the trainee to acceptable motions through system imposed controls. The benefits of VE training with haptic feedback include a more lifelike environment, improved task performance and faster skill acquisition (p. 450).

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