Plagiarism Proof?
Designing Assignments to Promote Academic Integrity

Hostos Writing Across the Curriculum Program
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Plagiarism Proof?

- Introductory activity
- What is “scaffolding” and how can it help me?
- Sample assignments
- Independent activity: work on your own assignment
- Concluding discussion
Spend some time thinking through and writing about your experiences with plagiarism in your classes. Think about:

- Why do you think students plagiarize?

- Is there something specific you’d like to improve on in the way you give assignments?
Types of Plagiarism

- Direct copy/paste from website, journal article, etc
- Downloading paper from internet, whole cloth
- Word spinners
- Buying tailor-made papers online*

How do we address plagiarism?

- Plagiarism Software (Turnitin)
  - Ethical concerns*
  - Only effective against line for line copy-paste

- Reverse-searching quotes on Google
  - Only effective against line for line copy-paste, downloaded papers

- Conferences with suspected students
  - Possibly effective against word spinners, downloaded papers, if suspicious
  - Ineffective against tailor-made purchased papers

So what do we do??

*Source: Beth McMurtrie, “Why a Plagiarism-Detection Company is Now a Billion-Dollar Business” in Chronicle of Higher Education
What is “Scaffolding” and How Can It Help Me?

- Scaffolding = systematically breaking assignment down into planned steps
  - Aims to support learning objectives; make goals/processes transparent
  - Opportunities for feedback and support
- Students work on a complex assignment in manageable sections, mastering each step before proceeding
  - Encourages students to start working/thinking early, and helps keep them on track throughout
  - Demystifies hidden assumptions within complex academic projects

Source: University of Toronto Centre for Teaching and Learning
Strategies for Successful Scaffolding

- Clear sense of your learning objectives
- Systematic thinking
- Time and organization
- Transparency

Source: University of Toronto Centre for Teaching and Learning
<table>
<thead>
<tr>
<th>Steps of a complex assignment</th>
<th>Smaller assignments</th>
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<tr>
<td>Topic Selection / Defining a Research Question</td>
<td>- Free-writing&lt;br&gt;- Brainstorm map&lt;br&gt;- Submitted Proposal&lt;br&gt;- Write a working thesis statement / introductory paragraph</td>
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<td>Research and Evaluation of Sources</td>
<td>- Library research worksheets&lt;br&gt;- Annotated Bibliography&lt;br&gt;- Map out connections between sources&lt;br&gt;- Finding key quotes / paraphrasing key ideas</td>
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<td>Drafting</td>
<td>- Identifying main points and evaluating own thinking&lt;br&gt;- Outline&lt;br&gt;- Submit first draft</td>
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<td>Revision</td>
<td>- Peer review&lt;br&gt;- Reverse outlining&lt;br&gt;- Professor comments and second draft&lt;br&gt;- Reflective meta-statement</td>
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Source: University of Toronto Centre for Teaching and Learning and Hostos WAC 8 Week Research Paper
As a group, let’s take a look at this research paper prompt and see how it can be made more manageable for students:

http://tinyurl.com/y52b6q3s
Scaffolding Your Assignment

Take some time to look over your own assignment. Use the worksheet to think about where you can break down your assignment into more manageable steps.
Spend some time reflecting on the workshop. Think about:

What are some of your takeaways from today's session? Is there something you can use in your class?
Further Resources

- Hostos WAC Website: https://commons.hostos.cuny.edu/wac
  - Hostos WAC-developed scaffold for research paper, over course of 8 weeks
- Assignment Scaffolding info: https://bit.ly/2u2iSUw
  - Good overview of scaffolding with practical suggestions, developed by University of Toronto Centre for Teaching and Learning
  - Jamieson argues for discipline-specific approach to source use