

# 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\*

\*Source: Daphne Taras, "How Essay-Writing Factories Reel in Vulnerable Students" in *Chronicle of Higher Education*

# 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

# Strategies for Successful Scaffolding

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

<u>Steps of a complex assignment</u>	<u>Smaller assignments</u>
Topic Selection / Defining a Research Question	<ul style="list-style-type: none"> <li>- Free-writing</li> <li>- Brainstorm map</li> <li>- Submitted Proposal</li> <li>- Write a working thesis statement / introductory paragraph</li> </ul>
Research and Evaluation of Sources	<ul style="list-style-type: none"> <li>- Library research worksheets</li> <li>- Annotated Bibliography</li> <li>- Map out connections between sources</li> <li>- Finding key quotes / paraphrasing key ideas</li> </ul>
Drafting	<ul style="list-style-type: none"> <li>- Identifying main points and evaluating own thinking</li> <li>- Outline</li> <li>- Submit first draft</li> </ul>
Revision	<ul style="list-style-type: none"> <li>- Peer review</li> <li>- Reverse outlining</li> <li>- Professor comments and second draft</li> <li>- Reflective meta-statement</li> </ul>

Source: University of Toronto  
 Centre for Teaching and  
 Learning and Hostos WAC 8  
 Week Research Paper

# Gender And Art 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>
- The 8 Week Research Paper: <https://bit.ly/2HfSQWx>
  - 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
- Sandra Jamieson, “One Size Does Not Fit All: Plagiarism Across the Curriculum,” 2008: <https://bit.ly/2Cj8WKW>
  - Jamieson argues for discipline-specific approach to source use
- Beth McMurtie, “Why a Plagiarism-Detection Company is Now a Billion-Dollar Business,” 2019: <https://bit.ly/2F083Zt>
- Carl Straumsheim, “Someone Else’s Words,” 2017: <https://bit.ly/2pvT0NM>
- Daphne Taras, “How Essay-Writing Factories Reel in Vulnerable Students”, 2018: <https://bit.ly/2uRaV4m>