



Summer Assessment Institute Activity: Communication

1. What do you do to minimize incorrect documentation of source information in your classes?

- Model correct documentation; show examples of correct and incorrect documentation
- Model bad documentation and have students fix it
- Look at Facebook and blogs
- Annotated bibliography
- Provide good and bad examples and apply to rubric; exemplary work; provide students examples of writing that has not been properly cited
- Provide students information from this “make and take”
- Scaffolding
- Quiz questions
- Walk students through the citation process
- Complete the APA Canvas training
- Show them how to use citation resources
- Use of a third-party content review program
- Embed APA module in CANVAS
- Supplement with writing examples, formatting and grading criteria
- Class discussions, discuss face to face
- Take advantage of our awesome library staff/faculty; invite Lindsay Keevy to present on citations in class; have students visit tutors and librarians in the Learning Commons; have someone from the library come to class
- Provide outside resources/tutorials on proper citation/avoiding plagiarism
- Teach students to cite properly from the beginning
- Group activities to create documentation
- Prompts and I include documentation criterion in my essay scoring rubric
- Have students consult writing handbook
- Upload a criterion workbook into my classes
- Plagiarism module in Canvas Commons (Melinda Weatherford)
- Link to citation resource on library page - <https://lowercolumbia.edu/library/services/citation.php>
- Set expectations of margins, font, etc.
- Plagiarism statement on syllabus
- Provide detailed description of assignment
- Use a rubric
- Peer review
- Conduct paraphrasing exercises
- Provide links to writing websites
- Provide links to LCC Library writing tutors
- Recommend working with tutor
- Use resource page on Canvas

- Explain what incorrect documentation is, explain what plagiarism is. Include in syllabus. Give examples of good and bad documentation.
 - Write legibly
 - I ask the English department to find out what I can expect from students
 - Give students clear specifications
 - Coordinate with faculty in other areas to emphasize style that is expected
2. What actions do you take to follow-up on incorrect documentation of source information in your classes when you encounter it?
- Assume unintentional and revisit expectations
 - Teachable moment for whole class discussion on errors; discuss it
 - Lose points – can fix – get credit; allow student to correct; discuss with students and give them an opportunity to correct it; tell students to resubmit assignments with appropriate citations
 - Refuse to grade until they fix it; mandatory revisions in order to earn a grade
 - Mark the assignment and ask for corrected information
 - Strict review of content and citations
 - Use of third-party content
 - Will implement first draft page early
 - Schedule appointments with students; meet with students individually
 - Correct on paper
 - Feedback tool on Canvas
 - In the future, I'm now thinking of collecting rough drafts and offering feedback before assignment is due
 - Show examples of improper documentation and correct documentation
 - Highlight it in papers
 - Depending on the severity, I work with students one-on-one or have follow-up activities with the whole class
 - Progressively deduct more points as quarter goes on; deduct less points initially and more with final draft
 - Refer to writing tutor; recommend tutoring
 - Clinical paper submission process (student must review with instructor and resubmit within 72 hours)
 - I-BEST support
 - Library guest speakers
 - Explain that plagiarism isn't just copying and pasting – paraphrasing is also plagiarism
 - Tell students to read article and put it away and then summarize their thoughts
 - Doc points on paper
 - Speak to entire class citing the issue but not saying which student
 - Be careful of student opinion
 - Make a notation and point it out to the student or team
 - Practice fixing errors in class
 - Notations in grading, also addressing common mistakes/issues with class as a whole, offer question and answer session as follow-up

3. What resources do you currently use—or are you aware of—to help students cite source information correctly?

- Purdue OWL (4) - <https://owl.english.purdue.edu/owl/>
- Use resources on the website - <https://lowercolumbia.edu/library/services/citation.php>
- Canvas APA Citation Module from LCC Library - <https://lowercolumbia.edu/library/tutorials.php>
- Library Tutorials - <https://lowercolumbia.edu/library/tutorials.php>
- APA citation style guides online - <https://lowercolumbia.edu/library/services/citation.php>
- Chrome Tool – “Cite This for Me” - <http://www.citethisforme.com/>
- Citation Machine - <http://www.citationmachine.net/>
- KnightCite - <https://www.calvin.edu/library/knightcite/>
- EasyBib - <http://www.easybib.com/>
- VeriCite Plagiarism Checker - <https://vericite.com/>
- Zotero - <https://www.zotero.org/>
- “They Say I Say” text - <https://www.iss.k12.nc.us/cms/lib/NC01000579/Centricity/Domain/2741/They%20Say%20I%20Say%20Full%20Text.pdf>
- Indiana University Writing Guides - <https://wts.indiana.edu/writing-guides/index.html>
- Librarians, library, Lindsay, Reference Librarian, librarian can visit class and present
- Sample published articles
- Writing handbooks
- Tutors in Learning Commons, Tutoring Center
- Handouts in Library
- I-BEST support
- APA brown bag sessions with Lindsay
- Canvas modules
- Templates, guides that instructors have made
- S.I.P. – Amber’s creation
- Plagiarism module for Canvas (on Canvas Commons)
- Internet, manufacturers’ recommendation (instructional manual), text book, tutors
- Professional journals
- Bookstore cheat sheet (MLA & APA)
- MS Word
- Make them aware of online examples that reinforce the writing style expectations of the college

4. What resources do you need to help your students cite source information correctly?

- Turnitin - <http://turnitin.com/> - would be a wonderful resource for faculty and students; students could then see the “outcomes” of their work and how citing is useful and important
- Vericite – <https://vericite.com/>
- Unicheck - https://education.unicheck.com/?keyword=Effective%20Plagiarism%20Checker&gclid=EAIaIQobChMIvt7Z_9Gn1glViop-Ch0HpAfoEAAYASAAEgl8ovD_BwE
- Have library visit (present or check in)
- Plagiarism module in Canvas
- Self-review using third-party websites
- Examples
- Citation tools

- Tutors
- Lindsay Keevy
- New MLA handout
- More sharing of innovative techniques across campus/faculty
- Tutoring in the library
- Asking librarian to visit classroom and present
- I-BEST support
- Plagiarism software
- A computer in the lab (Welding)
- Rubrics that are inclusive of global skills and business writing requirements