

# Designing Your Course with Academic Integrity in Mind: Lunch and Learn

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# At what level of education would we expect these learning outcomes?

- Adjust communication modes according to audience and purpose.
- Conduct authentic research applying the skills question, information gathering, data analysis and synthesis.
- Understand the connections across written and oral communication, reading and research.
- Demonstrate independent thinking and risk taking.
- Support opinions and ideas with evidence found in various sources.
- Think with flexibility and look at many sides of a problem.



# 3<sup>rd</sup> Grade in Fairfax County

## TEACHER COMMENTS

Hudson adjusts communication modes according to purpose and audience. Hudson is learning to conduct authentic research applying the skills of questioning, information gathering, data analysis, and synthesis. Hudson understands the connections across written and oral communication, reading, and research. Hudson is learning to demonstrate independent thinking and risk taking. Hudson is learning to support opinions and ideas with evidence found in various sources. Hudson is learning to think with flexibility and look at many sides of a problem.



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# The way you **learn** → The way you **teach**

How did you learn to integrate sourced material in your writing?

- What caused you to learn?
- What was the effect of having learned?



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**Engaged Writers  
Dynamic Disciplines**

Research on the Academic Writing Life

Chris Thaiss  
Terry Myers Zawacki

Faculty goals for student writers “to a remarkable extent follow from their own values as writers.”





**Engaged Writers  
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Research on the Academic Writing Life

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Academic writing:  
“student writing in  
response to an  
academic assignment  
or professional  
writing trained  
“academics,” teachers  
and researchers do for  
publications.”



**Engaged Writers  
Dynamic Disciplines**

Research on the Academic Writing Life

Chris Thaiss  
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“The common terminology about writing that faculty use hides basic disciplinary differences in argumentation, epistemology, style, form, and tradition—differences that are revealed when faculty discuss their assignments and values.”

# Think of your major writing assignments.

Do students need to include sourced material in order to successfully complete this assignment? Why? How?

What do students need to know how to do with sources in order to effectively address the assignment?



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# Academic Integrity → Academic Integration

- **Honor code violations:** copying/pasting without in-text/end-of-text citation; having a friend write sections; inappropriate source integration; recycling a paper from another class; buying a paper; hiring a ghost writer;



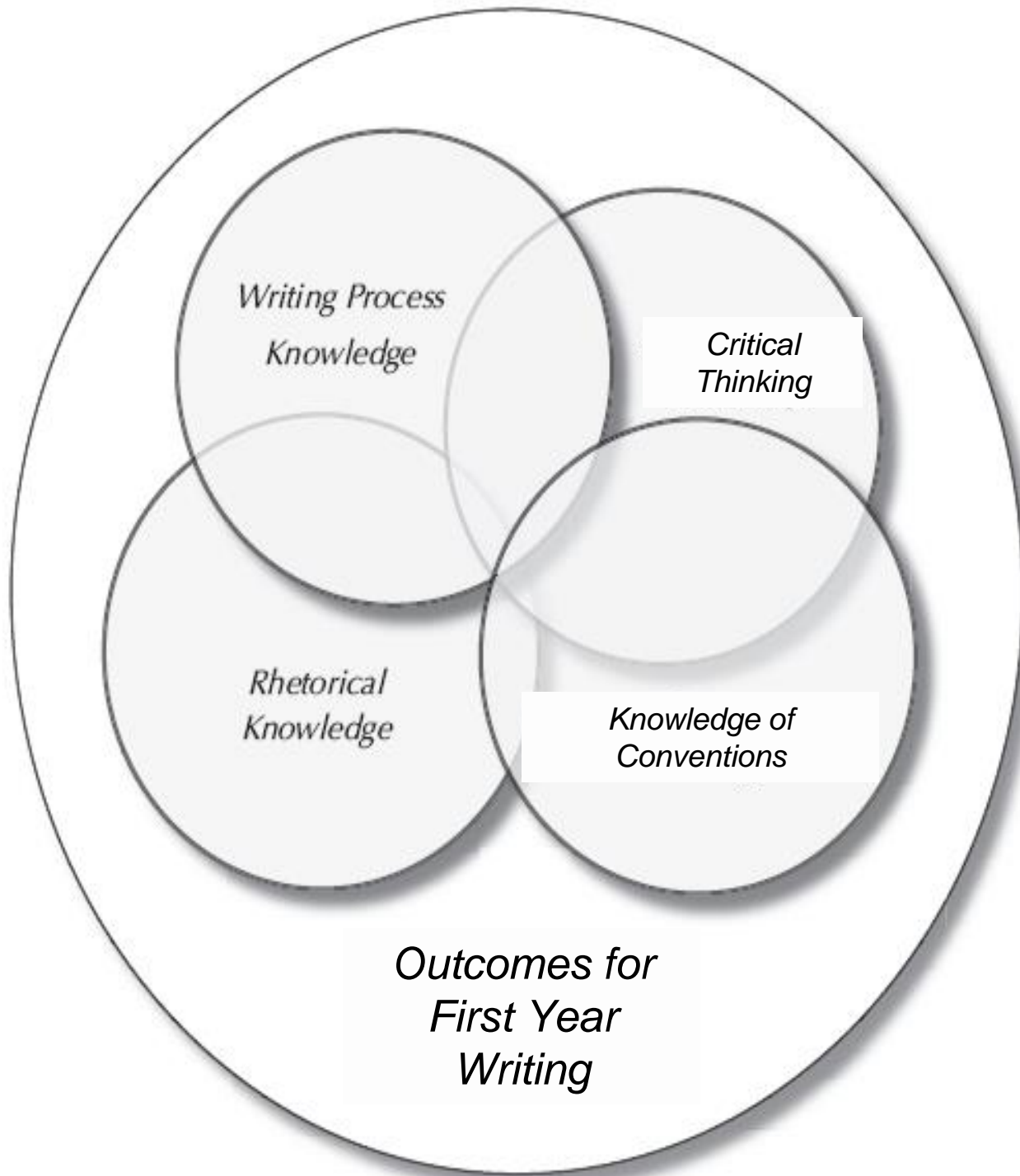
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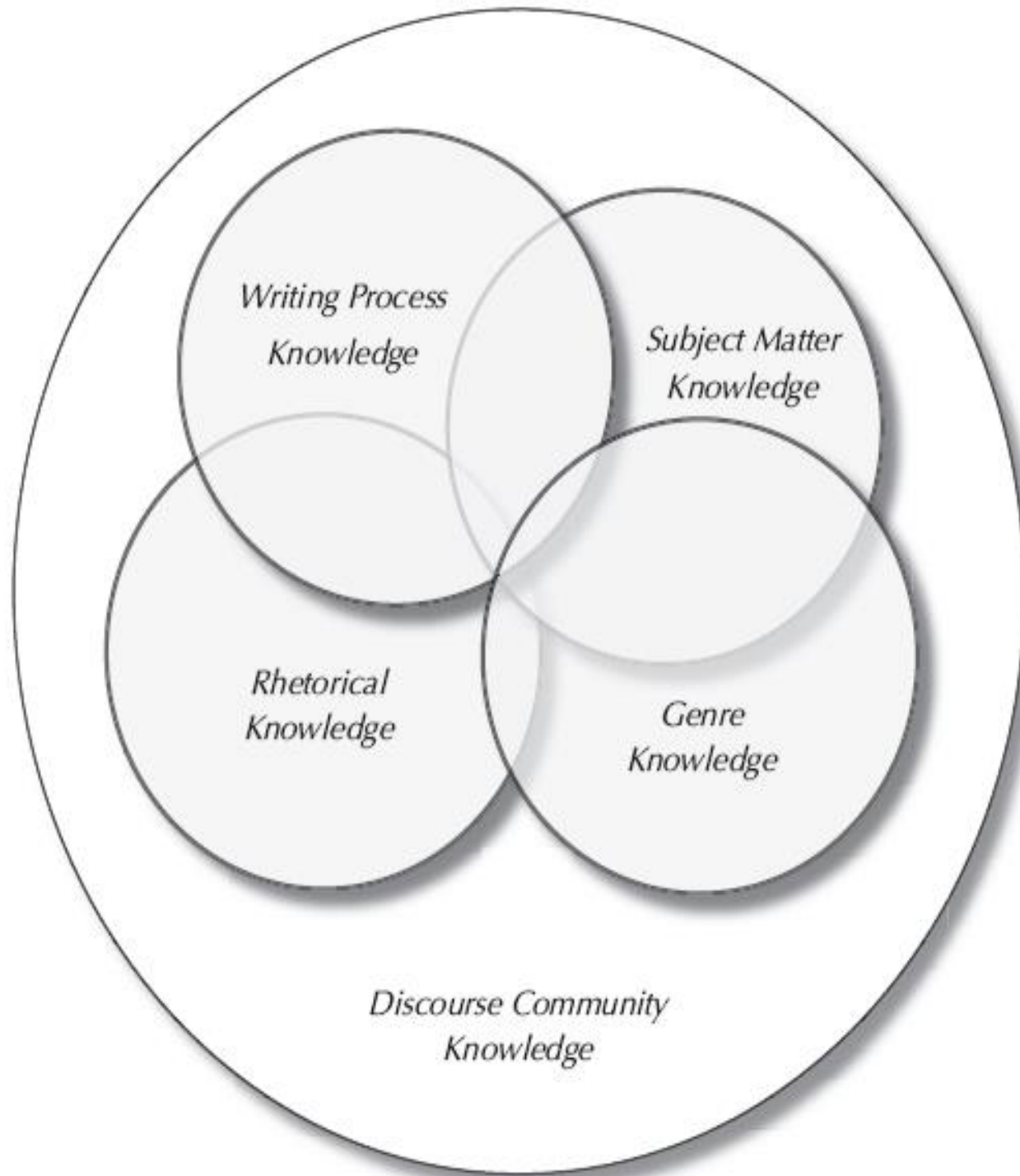
Writing develops in multidimensional and nonlinear ways...

## Approach 1: Beaufort

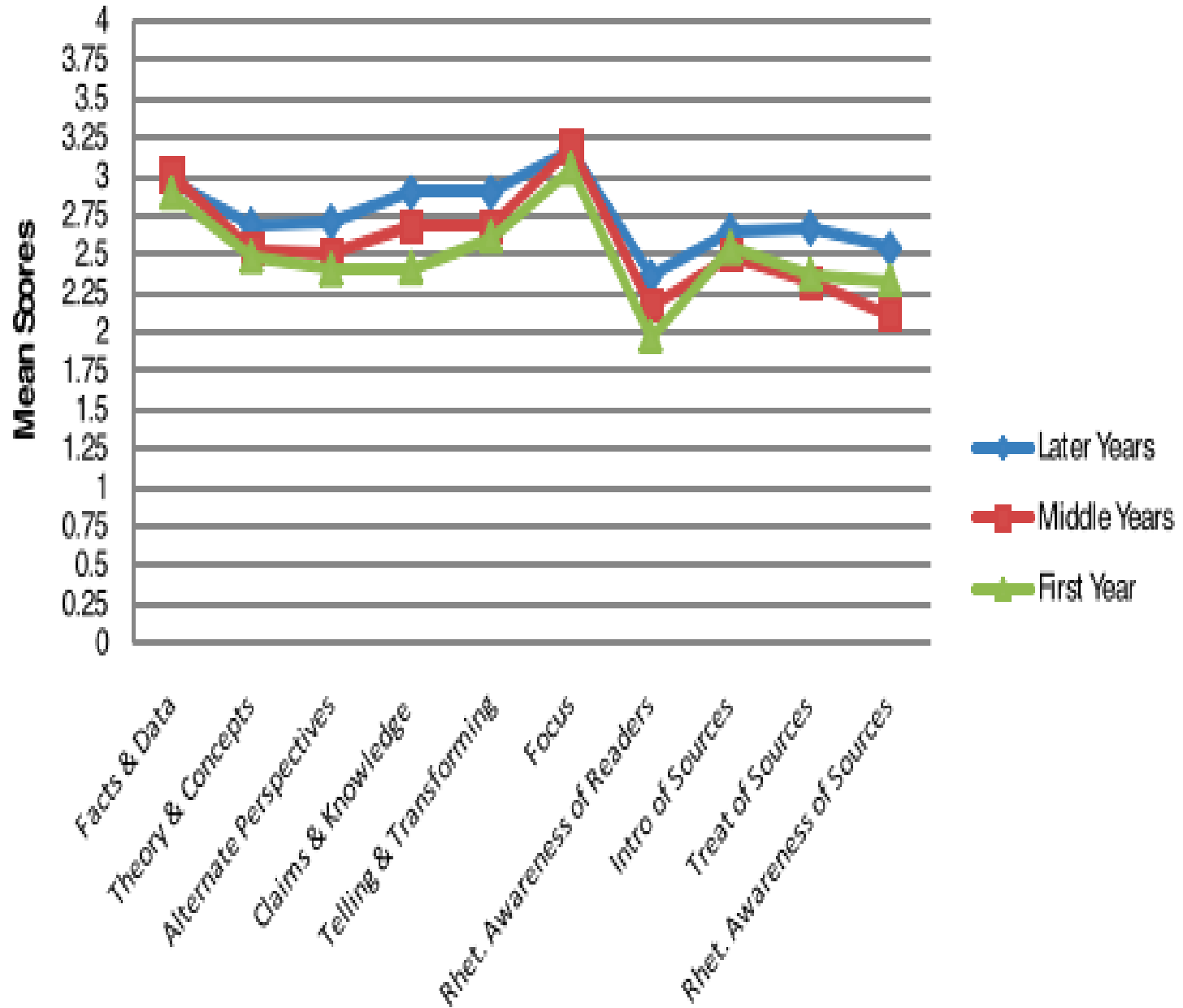


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# Stanford Longitudinal Study of Writing





Set reasonable expectations

# Practice 1: Rubric as Teaching and Feedback Tool

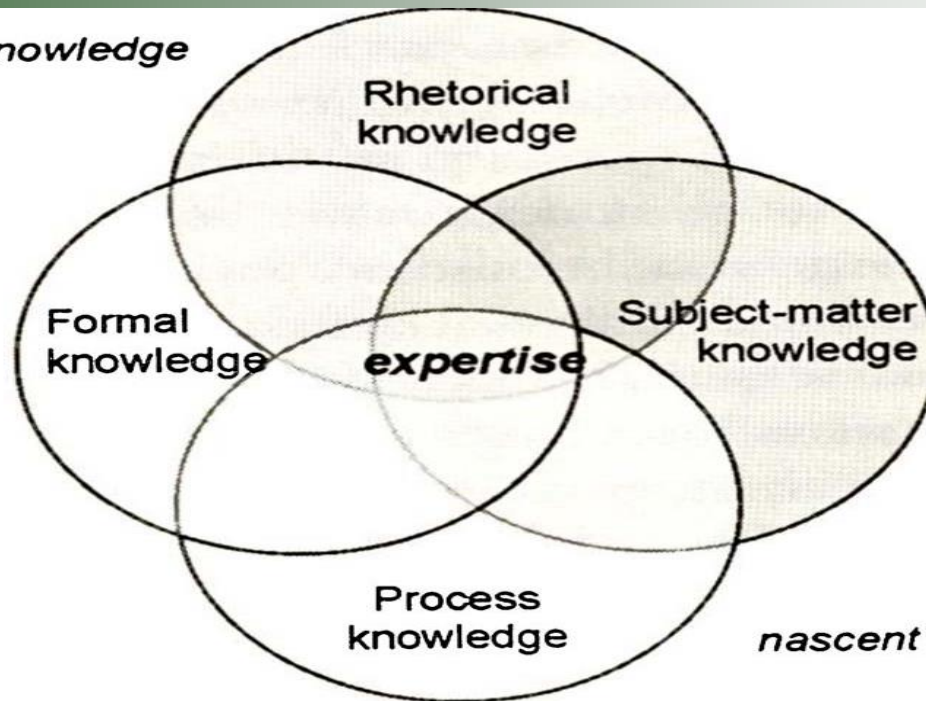


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# Use Developmental Rubrics

8	Intertextuality <Introduction of Sources>	Fails to introduce source material	Simply and/or occasionally introduces some source material	Introduces most source material; at times, with some degree of complexity	Effectively introduces and deeply situates all source material
9	Intertextuality <Treatment of Sources>	Occasionally comments on some source material	Usually comments on and adds to most source material	Consistently comments on, adds to, and qualifies most source material	Consistently and effectively comments on, adds to, qualifies, and critiques all source material
10	Intertextuality <Rhetorical Awareness of Sources>	Never refers to sources or cited authors as actors with motives	Refers in one or two instances to sources and cited authors as actors with motives	Occasionally refers to sources and cited authors as social actors with motives	Consistently refers to cited authors and sources as social actors with motives

*nascent knowledge*



Intersectional Nature of Disciplinary Expertise

## Approach 2: Tardy (2009)

# Developing Disciplinary Expertise is Complicated Work!

- Students deepen and widen subject matter knowledge over time.

Content Knowledge

- Students become more familiar with the landscape of the field (including key research and researchers, journals, professional genres).  
Students become more effective at targeting their work for specific audiences and purposes.

Rhetorical Knowledge

- Students become more effective at manipulating the language and conventions of their disciplines (jargon, sentence structure, stance, voice, mechanics of citations, etc.)?

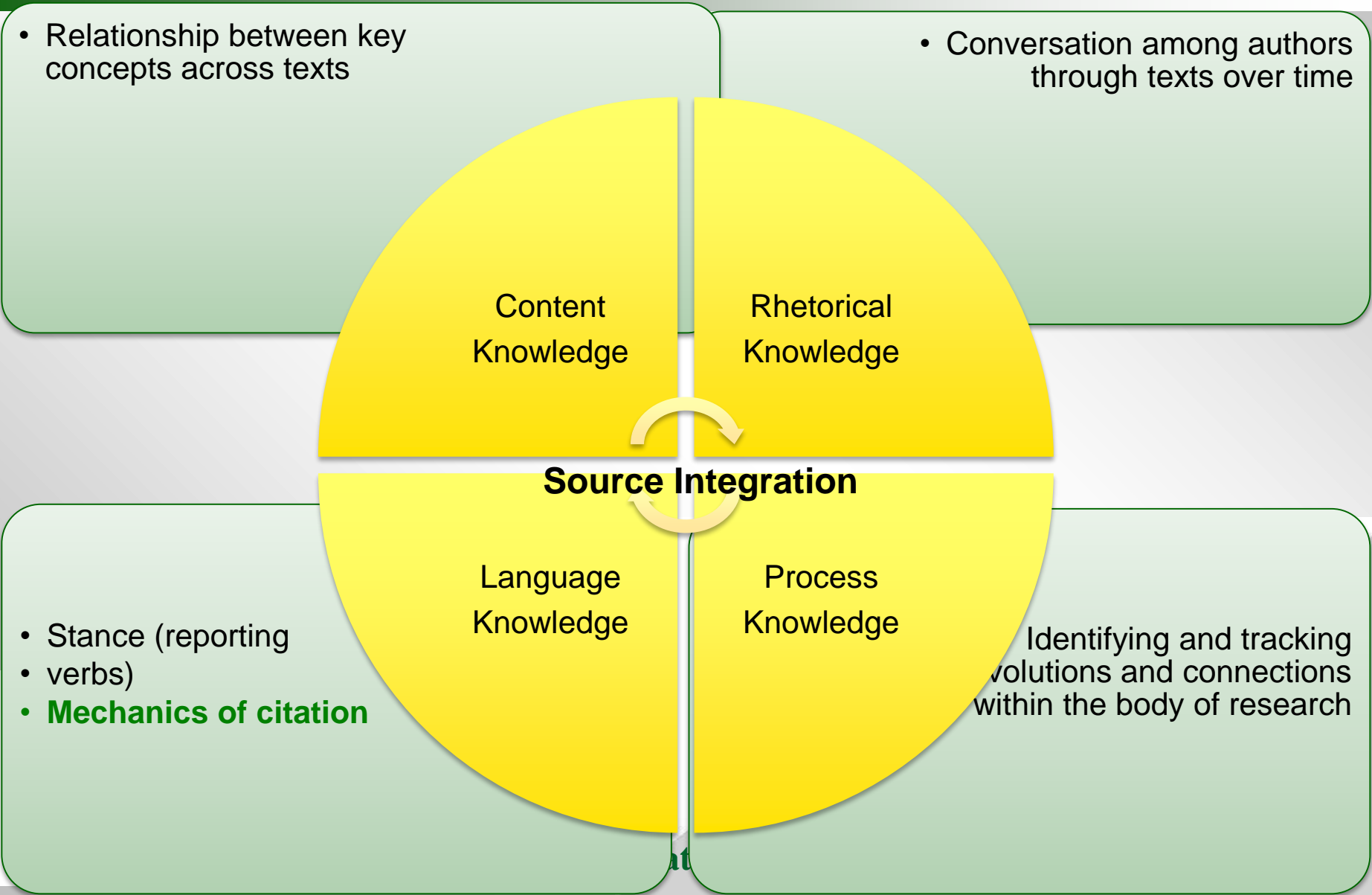
Language Knowledge

- Students increase understanding of research culture and methodologies of their fields.

Process Knowledge



# Take Away: The Key to Non-plagiarized Work is to Teach Reading





# Practice 2: Critical Reading Strategies

The functions of citation (Robillard, 2006)

+reader

+cited author

+citing author

**Better readers = Better writers**



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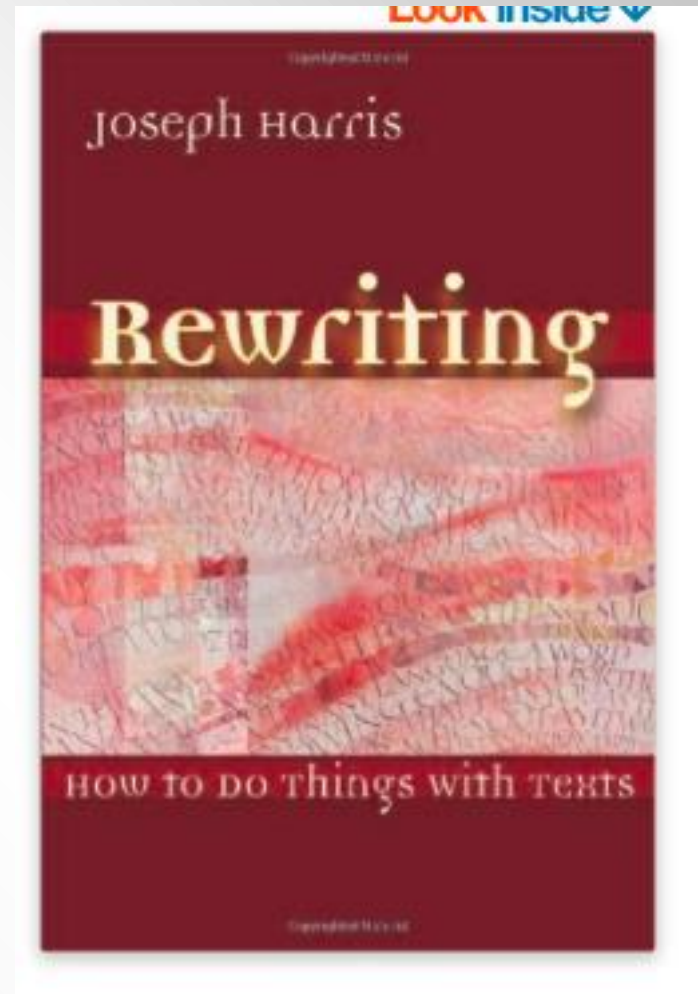
# Practice 2: Critical Reading Questions

- As you read Strayhorn (2014), notice who has been included in his economy and who has been excluded?
- How does it benefit you as the reader to be introduced to these other works?
- How is your opinion of Strayhorn (2014) influenced by his inclusion of these works?
- What is the benefit of having been cited by Strayhorn (2014)?



Coming to Terms  
Forwarding  
Countering  
Taking an Approach

Harris (2006)



## Practice 3: Critical Reading Strategy

*Coming to terms* involves both 1) respecting a text's complexity of thought and 2) exploring what *you*, the writer, wants to do with that text.

## **Read Critically: Coming to Terms**



### **\*exigence**

What is the problem, challenge, or issue that started the authors' project? Look for terms of contrast or negation (e.g. *however, despite, nevertheless, no, none, not*) and terms like *problem* or *concern*.

### **\*purpose**

What is the goal of the text? In other words, what are the authors trying to do with their project? Look for terms such as *aim, goal, focus, reason for, or hope*.

### **\*object of study**

What is the subject that the authors are studying? Look for a key concept that shows up in the abstract, the introduction, the conclusion, and maybe the title.

### **\*main findings**

Where does this source list some of the main findings or conclusions from the project? Look for terms such as *This suggests..., These results mean..., One way to interrupt these findings...*

### **\*relevance**

What do the authors suggest is the significance of their work to the field? Look in the discussion, conclusion, or implications section.

### **\*connection to other source**

Where do concepts and thoughts from this text connect to other sources that you have read? Write a note to yourself explaining that connection.



# Read Critically: Forwarding

*Illustrating:* When you look to other texts for examples of a point you want to make.

*Authorizing:* When you invoke the expertise or status of another writer to support your thinking.

*Borrowing:* When you draw on terms or ideas from other writers to use in thinking through your subject.

*Extending:* when you put your own spin on the terms or concepts that you take from other texts.



# **Take Aways: When you talk about integrity, also talk about integration.**

- Beaufort (2004) = Writing is developmental.
- Stanford Study (2008) = What are reasonable expectations for my students to integrate sources?
- Tardy (2009) = You can't fake disciplinary expertise in writing
- Robillard (2006) = Through critical reading strategies, what can my students notice about the landscape of knowledge in their field?
- Harris (2006) = Through critical reading strategies, what can my students notice about participating strategically in academic conversations?

# References

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Infographic Feedback

# Questions and Discussion



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