From Non-Expert to Editor:

Students Improving Wikipedia Content for Global Communities

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Why Wikipedia?

- 5 million English Wikipedia articles
- Over 374 million unique visitors monthly
- 292 languages





Learning objectives can be achieved with Wikipedia-based assignments

Establish foundation

Writing skills

Synthesize content

Apply knowledge

Develop literacy

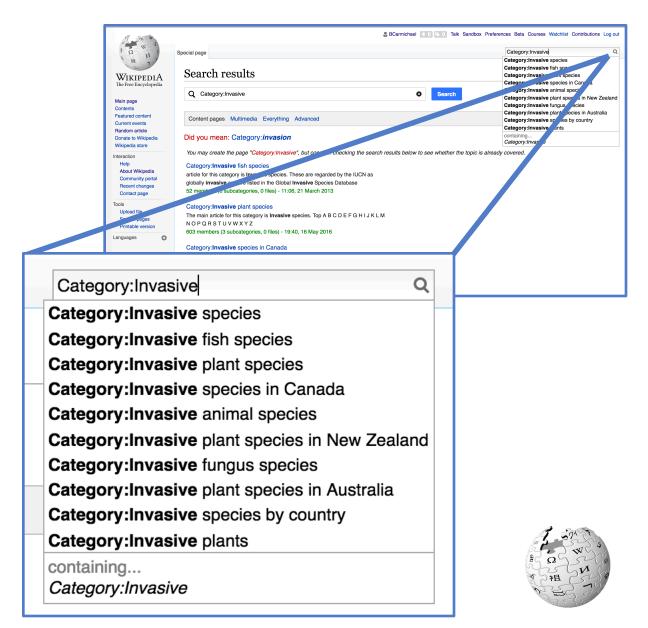
Collaborate



Assignment 1: Topic selection & small edits

Goals

- Familiar with topics
- Comfortable with platform
- Evaluate existing content
- Assess references





Assignment 1: Topic selection & small edits

Students gain

- Foster comfort
- Focus on course content
- Apply prior knowledge
- Develop information literacy

"""Formica"" is a [[genus]] of [[ant]]s of the [[family (biology)lfamily]] [[Formicidae]], commonly known as "wood ants", "mound ants", "thatching ants", and "field ants". "Formica" is the [[type genus]] of the [[Formicidae]], and of the subfamily Formicinae.<ref name="AWFormicidae"/> The [[type species]] of genus "Formica" is the European red wood ant "[[Formica rufa]]".<ref name="AWFormica"/> Ants of the genus formica tend to be between 4 to 8mm long.<ref name=":4">{{Cite weblurl=http://www.orkin.com/ants/field-ant/ltitle=Feild Ant Factslwebsite=Orkinlaccess-date=2016-03-31}}</re>

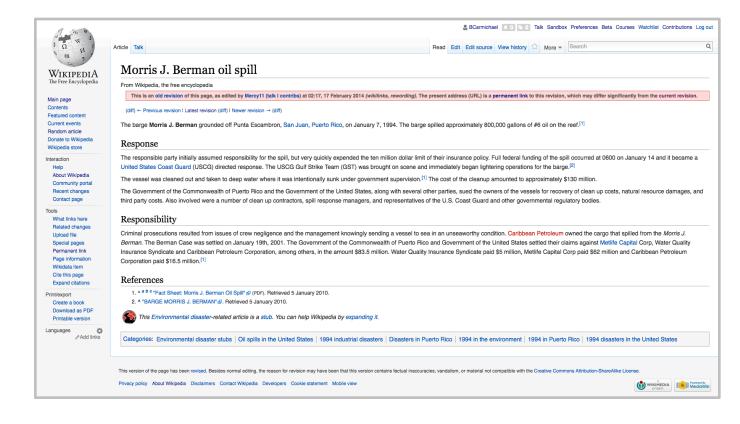
""Lygodium microphyllum"" (commonly known as, variously, "climbing maidenhair fern", <ref name=grin1/> "Old World climbing fern",<ref name=grin1/> "small-leaf climbing fern",<ref name=grin1/> or "snake fern" {{Citation neededIdate=November 2011}}) is a climbing fern originating in tropical [[Africa]], [[South East Asia]], [[Melanesia]] and [[Australia]].<ref name=grin1/> It is an invasive weed<ref>{cite weblurl =http://www.tncfire.org/crosscutting_fandi.htm ltitle=Global Fire Initiative: Fire and Invasives Ipublisher=The Nature Conservancy laccessdate = 2008-12-12}\/ref> in the [[United StatesIUS]] States of [[Florida]]<ref>{Cite journallurl = Ititle = Effect of soil pH on growth, nutrient uptake, and mycorrhizal colonization in exotic invasive Lygodium microphyllumllast = Pushpalfirst = Sotildate = July 2015ljournal = PLANT ECOLOGYIdoi = 10.1007/s11258-015-0484-6lpmid = laccess-date = }}</ref> and [[Alabama]]{{Citation neededIdate=July 2010}} where it invades open forest and wetland areas. The [[type (biology)|type specimen]] was collected in the vicinity of [[Nabua, Camarines SurlNabúa]], on the Island of [[Luzon]] in the [[Philippines]] by [[Luis Née]].<ref name=trop2>{{cite web lurl=http://www.tropicos.org/Name/26605865 ltitle=Name - "Ugena microphylla" Cav. lwork=Tropicos lpublisher=Missouri Botanical Garden Ilocation=Saint Louis, Missouri laccessdate=November 2, 2011}}</ref>



Assignment 2: Content contribution

Goals

- Identify gaps
- Clarify science
- Determine appropriate placement







Morris J. Berman oil spill



Morris J. Berman oil



Categories: Environmental dissister stute | Oil spills in the United States | 1994 industrial dissisters | Dissisters in Puerto Rico | 1994 in the environmental (1994 in Puerto Rico | 1994 dissisters in the United States

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Morris J. Berman oil spill WIKIPEDIA

This is an oil revision of this page, as edited by Brodlandry (task i contribut) at \$6150, 29 April 2014 (-45test affected apocious reverted and metriculand entences, added a link). The prosent address [LIRL] is a persurent link to this revision, which may differ significantly from the current metricula.

The incident

Less MANIEUR.

The Boots of Service with the Print of Ser Javan, Puerto Biso in the early morning found of January 77s, 1964 in the relative forming 4 country 2, copying a best of 1.5 million galaxies of cell. If the barys was served from 1.5 million galaxies of the Service from 1.5 million galaxies of the 1.5 million galaxie



The spill made many important highligh arrays unusuable by many species for a period of time. One example of lost highligh was the loss of interfidal bay and shallow waters that were used for fish as nursery areas. This affected the

opposition in level of the production is considered to the consideration of the production of the control of the production of th

Oil was present at many beach areas surrounding the spill site. Beaches near the immediate site of the spill were closed to all violitors, either because of the presence of heavy oil or cleanup

efforts [5] While other beaches in the surrounding areas did have some oil, they were left open to visitors. People were storgly discouraged from visiting these open beaches, though. Tourists and residents that continued to visit oil affected beaches were not able to use the beach normally due to the presence of oil. Beach goins reported damaged swimming geer as well as headaches



The fishing industry was also affected by the spill. Both recreational and commercial fishing are vital parts of Puerto Riccis economy. Fishing was not able to be done in oil covered waters. This

resulted in the loss of potential charter fishing trips and seafood sales. Normal fishing operations were able to eventually resume once the cleanup was complete.

Is the days blowing the inciser 5.280 operation, the majority of which were clear, were estimated to those washed safrow. PM Many live organisms were also bound both or and offshore covered in cl. Cf 9s 5.280 organisms spokes explosed go that the girld by scentified and victimes from the Carbbook Shardney Network (CSN) and vindous other organizations (PT hose organisms were both hing and desd. Organisms bund were sporge ammonst, see accome, considerations, and considerations.

Biological resources in the spill area

Several different biological resources were present in the initial areas affected by the spill, some of these include the sandy-intertidal invertebrate communities, noisy-intertidal invertebrate communities, and coastal and offshore Seeks above the couple inscisors who we want in the seeks above or the cut who will be a sufficient to the cut of the cut

Legal response

The sally lightfoot crab, the periwinite, the common West Indian Chilon, the rock boring urchin, and the brown books were the most affected fleast resilient/species after the soil. The sally It is a projected on the parameters, the control and near the control an



The owners of the Monts J. Berman initially assumed responsibility for the spill, but the ten million dollars that was provided from their insurance policy for oil spill cleanup was quickly spent. The federal government provided funding for the spill on January 14th and it became a United States Coast Guard directed response. [5]

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Treatment of wildlife

After the spit, as a part of the Local Spit Presponse Pinn for Puntrh Rico and the US Virgin Islands, the CSN was sent out to document diseases to biological resources and to prevent further damages to the environment and Ising organisms. The CSN collected many operations, but he are disease, after the spit in order to document the changes done to them and to treat as a many of the Wing organisms as possible. Most of the organisms collected by this group was of if it is Nothbridge of Pulman Plants, but as set in service after the foundation, the state of its Plants (treat, and its and Vergenia, and take of Vergenia, and take of Vergenia.

was not of this handward Pursibility in a surface was recognitive flow properties of the properties of

Fight days after the spill on January 19th, the base was towed to an area 37 km Northeast of San Juan and intentionally suck under government supervision to a death of 2 km in an underwater casson, where it is still locate today. [18] This decision was ultimately made after it was determined that transporting the remarking oil off of the barge would not be fassible.¹¹ The barge was surk at an isolated site that does not experience much ship traffic to avoid further damage. The cleaning of the majority of the oil was completed by Agril of 1994. The cost of the cleanup amounted to approximately \$130 million.¹⁵

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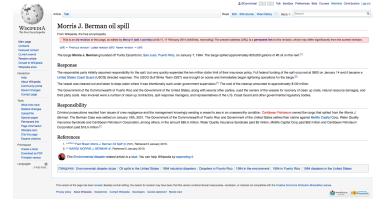
United the cow aboard the Emily S. the coveraments of the United States and Puerto Rico were well prepared to deal with the spill. The two countries also met most of the requirements that were set forth by the CII Pollution Act of To the control in the clearup process. The Berman spill served as a field test of how well the plans set forth by the Oil Pollution Act of 1990 worked, and provided many examples on how future spill response efforts could be improved. (I) Several, though not all, of the things learned during this spill affected response efforts for future spills such as the BP Oil Spill in the Gulf of Mexico in 2010.

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External links



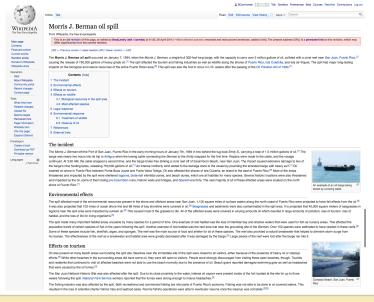
Morris J. Berman oil



A fact from Morris J. Berman oil spill appeared on Wikipedia's Main Page in the Did you know? column on 20 April 2014 (check views). The text of the entry was as follows: "Did you know

... that the Morris J. Berman oil spill was the first to take place in U.S. waters after the Oil Pollution Act of 1990 was passed?"

A record of the entry may be seen at Wikipedia:Recent additions/2014/April. The nomination discussion and review may be seen at Template:Did you know nominations/Morris J. Berman oil spill.







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Assignment 2: Content contribution

Students Gain

- Apply course knowledge
- Learn expository writing style
- Develop paraphrasing ability
- Paraphrase concisely
- Use appropriate citations





Assignment 3: Critique and interaction

Goals

- Learn to give, receive feedback
- Interact with editors
- Experience publication process





Grassland Degradation

Feedback [edit source]

Because you are making a new page (I'm assuming), you should try to define grassland degradation a bit more in the opening paragraph. Why do I care about it and want to keep reading? What are the specifics of grassland degradation i.e. is the grass dead, brown, green, sparse? Where does it mainly occur (countries) and how frequently (statistics)? Although not necessary, I think a picture of grassland degradation would add in a quite literally illustrative element to the article.

Clear, logical organization and structure [edit source]

The writing is clear and the organization makes sense; it flows and is concise. It is easy to read and understand. Each section has a purpose, and the whole article is structured in sections and headings that are easy to follow without being confusing or overly detailed. You might consider adding a section detailing the effect on humans--you mention a few times that humans are affected but you do not specifically state why. Elaborate on that.

Writing adequately developed and supported by evidence, examples (specifics) [edit source]

I think you made a good effort to use examples to support your claims, yet I felt that the Overgrazing section was noticeably lacking in examples. What type of livestock overgraze. How does overgrazing occur relative to normal grazing? Good use of examples in the Small Mammals section! I do have a problem with the Climate Change section. Perhaps it is a typo, but you state that "Studies have shown that the climate of regions affected by grassland degradation has steadily risen over the past decades." My issue lies in your use of the word climate. Climates cannot "rise". If you mean the temperature or moisture level or some aspect of climate has increased, then specify that. As it reads now, it is confusing and wrong.

Well written: clear, concise sentences comprehendible at a high school level [edit source]

The entire article is concise and understandable to a high school audience. My only concern is that it might be too concise. Each of the subsections under Causes should be elaborated upon e.g. Human Interference includes three causes at the end of the paragraph, but there is no elaboration in these human disturbances. Personally, I have never heard of this phenomenon, so a bit more of an explanation would be interesting and is necessary. Also, I would like to know more about the black soil. Is it still arable?

Factual, not persuasive writing: neutral, unbiased [edit source]

This article maintains a good sense of neutral writing and is not specific to any side. There is no persuasion used.

Appropriate section headings [edit source]

Good job on titling the sections: they are appropriate and flow well. However, maybe consider changing the name of the Results section to (Negative) Consequences or something similar. This would increase understanding of that section's purpose. "Results" just does not seem like a fitting title. Also, for the Disturbance Regime section, perhaps use that phrase within the writing to give an example to people as to what it is (and you could add an internal link to the Wiki page).

Appropriate references provided, including scientific peer-reviewed articles [edit source]

Your sources seem appropriate and diverse. They are peer-reviewed scientific articles and you use them well in the whole article. My only edit would be in the Overgrazing section, perhaps you should add in more information seeing as you cite two sources but only have three very brief and non-illustrative sentences.

In-line links appropriate [edit source]

I am unsure about this (ask Dr. Carmichael), but it would seem that you only need to link to the same page once e.g. you link to grasslands when you first use that word, so every subsequent time you use that word you do not need to link to it again. Other than that your links seem appropriate to the article and relevant in providing more detail on specific items.

No grammatical or spelling error [edit source]

I went ahead and corrected the minor grammar errors and sentence structure errors in your post. Check the history to see my edits.

Rlambert1893 (talk) 01:35, 18 March 2014 (UTC)

Morris J. Berman oil spill

Writing adequately developed and supported by evidence, examples (specifics) [edit source]

Though you do include a good amount of examples, I would like you to elaborate a bit more. Why were some of the Most Affected Species "least resilient" to the oil spill and what precisely was the effect on these animals? Explain further the effects on tourism caused by the oil spill. What parts of the Oil Pollution Act exactly did the cleanup adhere to? Elaborate on the problems experienced by the cleanup crews that you briefly mention in the Cleanup subsection. After listing multiple affected species or organisms, go back and focus on one as an example. This will help to provide a real case of how the oil spill impacted one specific organism. This is more effective than a long list of examples. Also, you should expand on the Affected Environment section. What exactly about the environment was affected? Was it temporary or long-lasting(if so, how long)? Something needs to be included to further elaborate on this important part of the anthropogenic disaster.

Pertussis

Revisions and edits

The sentence "For most adults and adolescents, who often do not seek medical care until several weeks into their illness, serology may be used to determine whether antibody against pertussis toxin or another component of B. pertussis is present at high levels in the blood of the person." had no citation and seemed to plagiarize this article http://www.eurodiagnostica.com/index.php?headId=4&pageId=4&langId=1&diseaseId=8#nr2-tab@, so I cited it and changed up the wording. ChaKeSeLiAl (talk) 01:45, 1 March 2016 (UTC)

Added information on the shift of affected age group, a reason for the shift, and a citation to a scientific journal in the Vaccine section. ChaKeSeLiAl (talk) 02:37, 1 March 2016 (UTC)

Replaced inaccurate death statistic and citation in the Epidemiology section. I attempted to search for the previous numbers in the citation, but was unable to find them. ChaKeSeLiAl (talk) 02:57, 1 March 2016 (UTC)

Ref was not inaccurate. Just came to different conclusions. Doc James (talk · contribs · email) 03:14, 1 March 2016 (UTC)





Assignment 3: Critique and interaction

Students Gain

- Address critique, netiquette
- Collaborate
- Build confidence in knowledge





Students opinions: the good

"... my contributions feel worthwhile"

"I know how to find scientific sources ... and check for validity"

"... learned something new"





Students opinions: the not-so good

"I am nervous when it comes to writing."

"...it was difficult to find reliable sources"

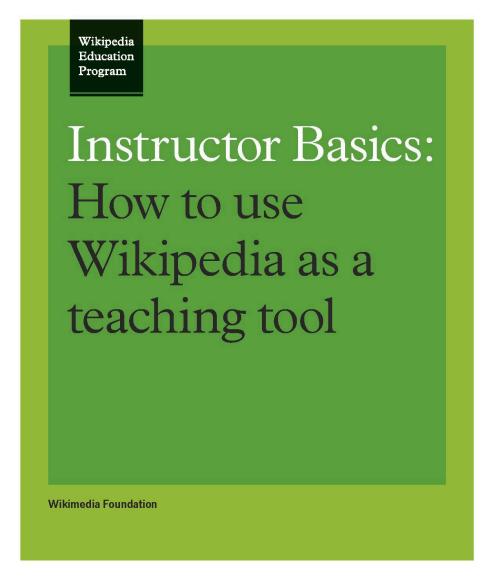
"others ... tinker and change something being evaluated"





Making it work in your class

- Focus on course goals
- Clear expectations & rubric
- Participate & check-in
- Proceed in steps
- Connect with Wiki Edu





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