

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

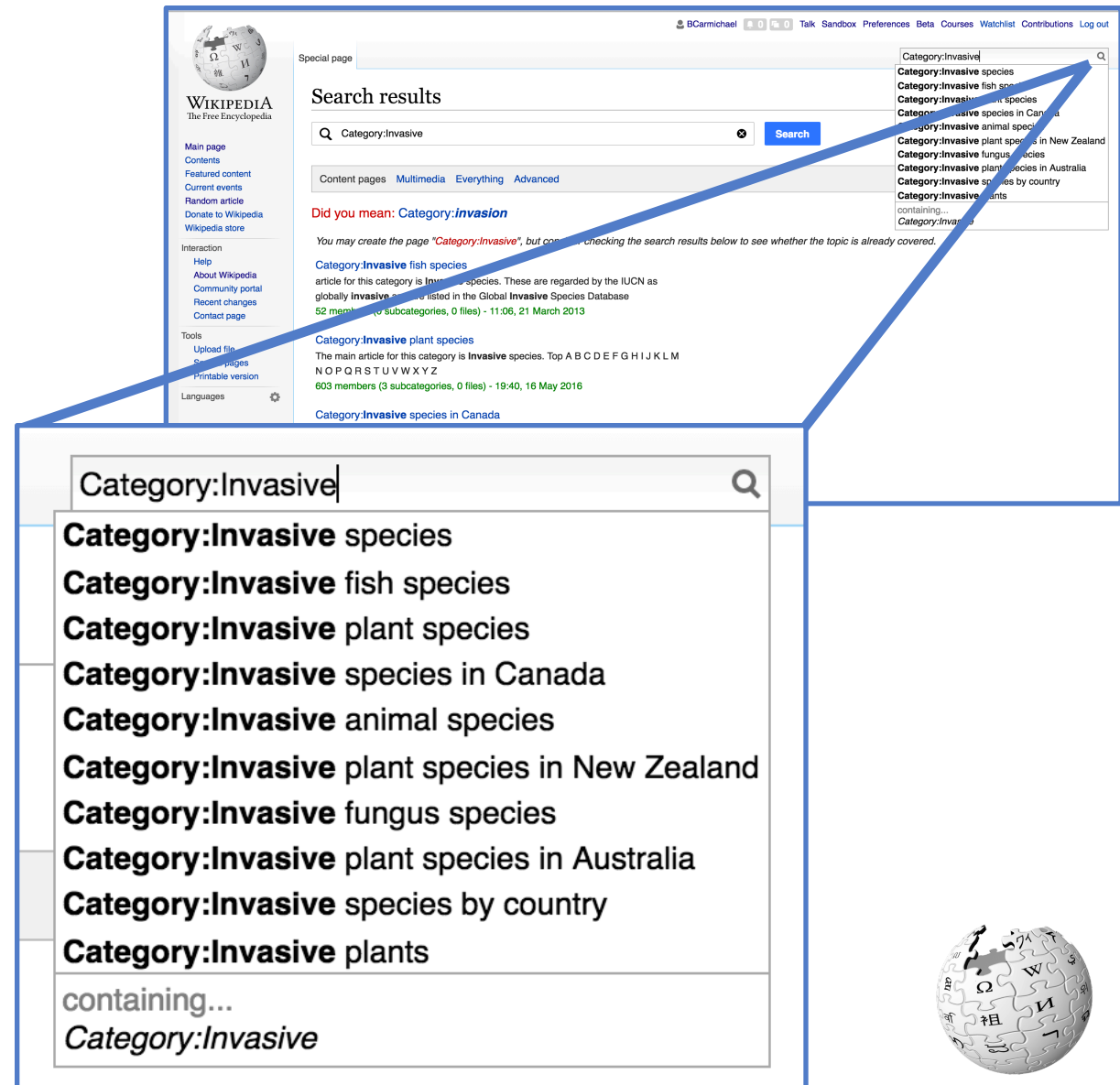
Collaborate



Assignment 1: Topic selection & small edits

Goals

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



The image shows a screenshot of a Wikipedia search page. The search bar contains the text "Category:Invasive". The search results are displayed in a list format, including:

- Category:Invasive species
- Category:Invasive fish species
- Category:Invasive plant species
- Category:Invasive species in Canada
- Category:Invasive animal species
- Category:Invasive plant species in New Zealand
- Category:Invasive fungus species
- Category:Invasive plant species in Australia
- Category:Invasive species by country
- Category:Invasive plants

The magnified view also shows a search bar with "Category:Invasive" and a search icon. Below the search bar, the results are listed in a similar format to the main screenshot, including "containing..." and "Category:Invasive".



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)|family]] [[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/ltitl=Feild Ant Factslwebsite=Orkinlaccess-date=2016-03-31}}</ref>**

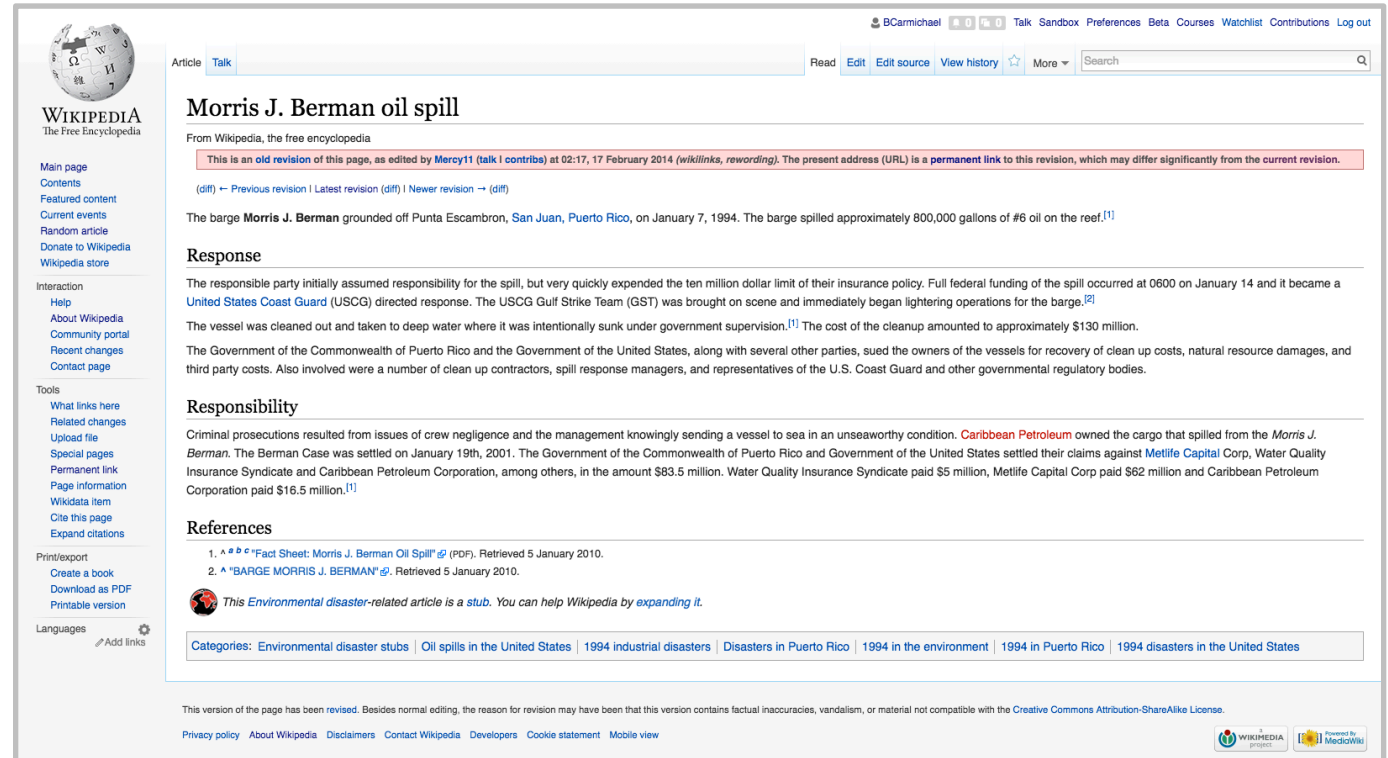
+

""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 needed|date=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 lpublisher=The Nature Conservancy laccessdate = 2008-12-12}}</ref> in the [[United States|US]] States of [[Florida]]<ref>{{Cite journallurl = ltitle = Effect of soil pH on growth, nutrient uptake, and mycorrhizal colonization in exotic invasive Lygodium microphyllumllast = Pushpalfirst = Sotildate = July 2015ljournal = PLANT ECOLOGYldoi = 10.1007/s11258-015-0484-6lpmid = laccess-date = }}</ref> and [[Alabama]]{{Citation needed|date=July 2010}} where it invades open forest and wetland areas. The [[type (biology)|type specimen]] was collected in the vicinity of [[Nabua, Camarines Sur|Nabúa]], 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 llocation=Saint Louis, Missouri laccessdate=November 2, 2011}}</ref>

Assignment 2: Content contribution

Goals

- Identify gaps
- Clarify science
- Determine appropriate placement



The screenshot shows a Wikipedia article page for "Morris J. Berman oil spill". The page includes a navigation bar at the top with user information (BCarmichael), a search bar, and a sidebar on the left with various Wikipedia navigation links. The main content area contains the article title, a summary, a revision notice, and several sections: "Response", "Responsibility", and "References". The "Response" section describes the USCG's actions. The "Responsibility" section discusses legal proceedings. The "References" section lists two sources. A notice at the bottom indicates the article is a stub and needs expansion. The footer contains the Creative Commons license and various project logos.

BCarmichael 0 0 0 Talk Sandbox Preferences Beta Courses Watchlist Contributions Log out

Article Talk Read Edit Edit source View history More Search

Morris J. Berman oil spill

From Wikipedia, the free encyclopedia

This is an **old revision** of this page, as edited by [Mercy11](#) ([talk](#) | [contribs](#)) at 02:17, 17 February 2014 (*wikilinks, rewording*). The present address (URL) is a **permanent link** to this revision, which may differ significantly from the current revision.

[\(diff\)](#) ← [Previous revision](#) | [Latest revision](#) ([diff](#)) | [Newer revision](#) → [\(diff\)](#)

The barge **Morris J. Berman** grounded off Punta Escambron, **San Juan, Puerto Rico**, on January 7, 1994. The barge spilled approximately 800,000 gallons of #6 oil on the reef.^[1]

Response


The responsible party initially assumed responsibility for the spill, but very quickly expended the ten million dollar limit of their insurance policy. Full federal funding of the spill occurred at 0600 on January 14 and it became a **United States Coast Guard** (USCG) directed response. The USCG Gulf Strike Team (GST) was brought on scene and immediately began lightering operations for the barge.^[2] The vessel was cleaned out and taken to deep water where it was intentionally sunk under government supervision.^[1] The cost of the cleanup amounted to approximately \$130 million. The Government of the Commonwealth of Puerto Rico and the Government of the United States, along with several other parties, sued the owners of the vessels for recovery of clean up costs, natural resource damages, and third party costs. Also involved were a number of clean up contractors, spill response managers, and representatives of the U.S. Coast Guard and other governmental regulatory bodies.

Responsibility

Criminal prosecutions resulted from issues of crew negligence and the management knowingly sending a vessel to sea in an unseaworthy condition. **Caribbean Petroleum** owned the cargo that spilled from the *Morris J. Berman*. The Berman Case was settled on January 19th, 2001. The Government of the Commonwealth of Puerto Rico and Government of the United States settled their claims against **Metlife Capital Corp**, Water Quality Insurance Syndicate and Caribbean Petroleum Corporation, among others, in the amount \$83.5 million. Water Quality Insurance Syndicate paid \$5 million, Metlife Capital Corp paid \$62 million and Caribbean Petroleum Corporation paid \$16.5 million.^[1]

References




- ↑ "Fact Sheet: Morris J. Berman Oil Spill" [\(PDF\)](#). Retrieved 5 January 2010.
- ↑ "BARGE MORRIS J. BERMAN" [\(PDF\)](#). Retrieved 5 January 2010.

 *This Environmental disaster-related article is a stub. You can help Wikipedia by expanding it.*

Categories: [Environmental disaster stubs](#) | [Oil spills in the United States](#) | [1994 industrial disasters](#) | [Disasters in Puerto Rico](#) | [1994 in the environment](#) | [1994 in Puerto Rico](#) | [1994 disasters in the United States](#)

This version of the page has been **revised**. Besides normal editing, the reason for revision may have been that this version contains factual inaccuracies, vandalism, or material not compatible with the [Creative Commons Attribution-ShareAlike License](#).

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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 comprehensible 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.”

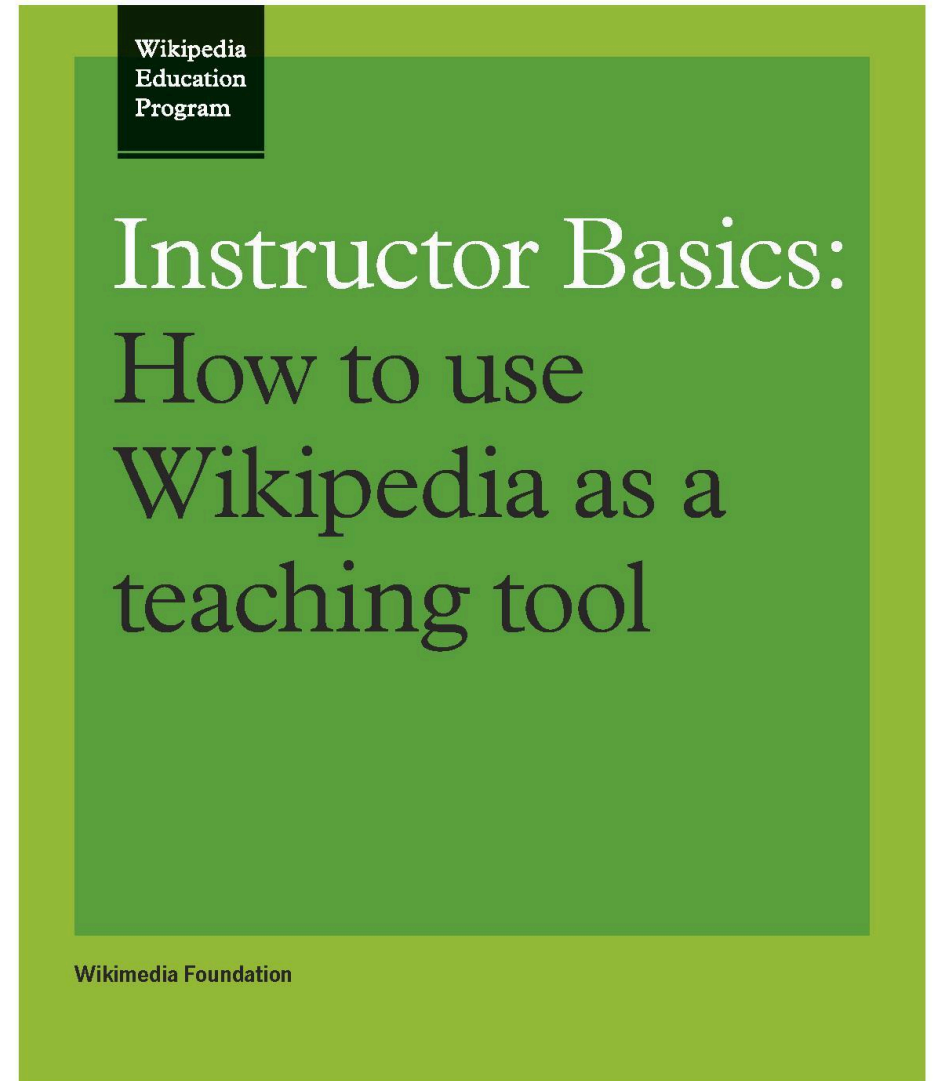
“...it was difficult to find reliable sources”

“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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