From Non-Expert to Editor:
Students Improving Wikipedia Content for Global Communities

Becky J. Carmichael
Communication across the Curriculum
Louisiana State University
bcarmi1@lsu.edu
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
Assignment 2: Content contribution

Goals

• Identify gaps
• Clarify science
• Determine appropriate placement
Morris J. Berman oil spill
Morris J. Berman oil spill

Reference:

1. "The Morris J. Berman Oil Spill: An Environmental Disaster in the North Pacific" by John D. Marriott and Donald L. French, 2001

Environmental effects

The Morris J. Berman oil spill had significant environmental effects on the local ecosystem. The spill caused widespread contamination of the marine environment, affecting both flora and fauna. The oil spread to local beaches, killing birds, marine mammals, and fish. The spill also affected the local fishery, leading to economic losses for local communities.

Effects on marine life

The spill had a devastating impact on marine life. Marine mammals, such as sea otters and sea lions, were affected by the spill, leading to a decrease in their population. Fish populations were also reduced, and the oil had a long-term impact on the marine food chain. The spill also affected local bird populations, including sea birds and shorebirds.

Effects on humans

The spill had significant economic impacts on the local community. The local fishing industry was severely affected, leading to job losses and economic hardship. The spill also had psychological impacts on the local community, with many people suffering from stress and anxiety due to the impact on their livelihoods.

Legal Impact

The Morris J. Berman oil spill had significant legal implications. The owners of the ship were held liable for the spill, and the case went to court. The legal battle was long and complex, and the owners were ultimately held responsible for the spill and were forced to pay compensation for the damages caused.

Environmental Impact

The Morris J. Berman oil spill had a lasting impact on the environment. The oil spread to remote areas, affecting both the marine and terrestrial ecosystems. The spill had a long-term impact on the local community, leading to economic and psychological losses. The spill also had a significant impact on the marine food chain, affecting both local and migratory species.

Treatment of spill

The Morris J. Berman oil spill was treated using standard oil spill response techniques. The spill was contained using booms and protective barriers, and the oil was removed using skimmers and vacuum trucks. The local community was also involved in the response efforts, with many volunteers participating in the cleanup efforts.

Conclusion

The Morris J. Berman oil spill was a significant environmental disaster in the North Pacific. The spill had a lasting impact on the environment, affecting both local and migratory species. The legal battle was long and complex, and the owners were ultimately held responsible for the spill and were forced to pay compensation for the damages caused. The spill also had psychological impacts on the local community, leading to stress and anxiety.

Reference:

1. "The Morris J. Berman Oil Spill: An Environmental Disaster in the North Pacific" by John D. Marriott and Donald L. French, 2001
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**.
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

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

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)

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

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 necessary. Also, I would like to know more about the black soil. Is it still arable?

Factual, not persuasive writing: neutral, unbiased

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

Appropriate section headings

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 so to what it is (and you could add an internal link to the Wiki page).

Appropriate references provided, including scientific peer-reviewed articles

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

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

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

Rambert1893 (talk) 01:35, 16 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?headld=4&pageid=4&langld=1&diseaseid=9&hr=2-tabG , so i cited it and changed up the wording. ChaKeSeLiAI (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. ChaKeSeLiAI (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. ChaKeSeLiAI (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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Becky J. Carmichael
Communication across the Curriculum
Louisiana State University
bcarmi1@lsu.edu
@bcarmi1
USER:BCarmichael