

Worlds Apart? International Students, Source-Based Writing, and Faculty Development Across the Curriculum

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In this short story, the author describes Los Angeles through her eyes and welcomes the audience to her point of view. **She sees Los Angeles as a marvelous place** and she invites strangers to her home and offers them dinner. She's extremely positive about Los Angeles and **encourages the audience to take a gander at** this one of a kind city. She believes that "this place will take you in. Whether you are missing a leg, an eye, or someone in your family who you love. This place, it takes you in, and here you'll find flinty glints of luck, bright things that change your mind about leaving and living" (Se'adah 4). Los Angeles is her home and all she wants to do is share it with the world. **She has so much pride in where she lives and believes that anyone can find peace in Los Angeles. Her love for her home is so strong** that almost nothing can bring her down. That's the true meaning of home; **nothing in the entire universe is better than home because it is your own.**

<http://www.writingwrocks.com/eportfolio/view/artefact.php?artefact=19132&view=4623>

Focus of this part of the book is between the old and new side of downtown. I would say that she talks about personal experience on certain places. She notices the little things and brings the readers onto a journey! ... She has lots of details. There is Diversity in Los Angeles in categories such as music, food, and sights. Light and upbeat tone of the essay. **This place takes you in inclusive embracing welcoming.** Her perspective is very optimistic. Her luck is in the little things and makes it for herself by choosing on the way to see the world.

<http://www.writingwrocks.com/eportfolio/view/artefact.php?artefact=16954&view=3069>

	Gender	Degree	Years teaching	Division	Experience overseas	Proficiency in 2+ languages	Experience with ESL
Fac1	M	PhD	3 (9)	GE (Humanities)	yes	yes	no
Fac2	M	PhD	1 (14)	Major (Design)	yes	no	no
Fac3	M	PhD	1 (2)	Major (Professional)	no	no	no
Fac4	F	PhD	1 (5)	Major (Humanities)	no	no	no
Fac5	M	PhD	15 (19)	Major (Professional)	no	no	no
Fac7	M	PhD	10 (16)	GE (Writing)*	no	no	yes
Fac8	F	MLIS	0 (0)	GE (Info. Literacy)*	no	no	no
Fac9	F	MA	2 (2)	GE (Student Affairs)	yes	no	no

What are the experiences of faculty who participate in a learning community on intertextuality and source-based writing instruction for international students?

Challenge vs. Success – Change – Collaboration

Workshops 1-2–

... assessing need, establishing common ground, identifying terms and definitions.

Workshops 3-4-5–

... designing assignments, reviewing student writing, talking about types of *intertextuality*.

Workshop 6–

... reviewing learning community product (teaching toolkit)*, reflecting on process.

* *in development.*

Six biweekly workshops, 1.5hrs each; Pre- & post- interviews with all eight faculty; Planning meetings with two of the eight faculty; Academic documents (writing samples, syllabi, assignments).

Challenges & autonomy, but ...

- **Students' proficiency is lower than expected. They need more help. Who should give it?**
- **How to define plagiarism in academic / disciplinary / professional terms? How to address it?**
- **How to grade international students' work fairly? How to determine students' intent?**

"When you're three years old the way you position yourself in the world is by crashing into things. And then you slowly learn whatever hurts and whatever doesn't. And we baby-proof stuff, but for the most part you hurt. So it falls on us to be responsive to that gooeyness and amorphousness of the ethical landscape ... but in a way that's critically available to students. So we teach them to put the names up there but we also tell them *why*." (Fac1)

"This fascination with novelty and originality, to me, is a detriment. It's a struggle to encourage students to use sources *to develop an idea*. What happens is they read something that sounds interesting, then they parrot ... because it sounds like they think they're smart." (Fac2)

"Sometimes I feel we are failing our students if we are not enforcing what was learned in previous semesters. But we can't start from scratch every semester We won't get anywhere." (Fac3)

"What's the tipping point and how remedial do you go in order to bring everybody onto the same page? I have to work that out for myself. I really don't think we've worked it out as a department." (Fac4)

Knowledge & understanding, but ...

- Changing language: *plagiarism / patchwriting / intertextuality*. What is the impact on pedagogy?
- Incorporating process writing: drafts, outlines, peer review. Will practices prove sustainable?
- Understanding plagiarism as learning: ~~*don't ever copy*~~ / *when you copy from, here's how to do it.*

"I did something in my class, which I hadn't done in ages ... I required them to turn in an assignment on the first day of class, and on the second day of class I required them to report back on what they had thought about the topic. Then, the next class, provide me with an outline of where they were going." (Fac5)

"I'm actually using the term *patchwriting*, and showing [students] that it can be a part of the process toward synthesis. The other thing was using exercises ... to help them learn how to read sources, what the implications are when you use others' words from sources." (Fac7)

"I feel like what I got out of the learning community was very much that *plagiarism often happens in the context of the learning process* and trying to figure out how to write academically in another language" (Fac8)

"I don't want to say we are looking for [language proficiency], but we are being more *intentional* about finding out if that is part of the student's issues. Whereas *in the past it would just come up* in the advisement session, but it wouldn't be something that we focused on." (Fac9)

Takeaways ...

... for building intercultural competence;

- Ensure information, communication, and accountability
- Incorporate professional as well as academic perspectives
- Adopt an action research approach to prof. development

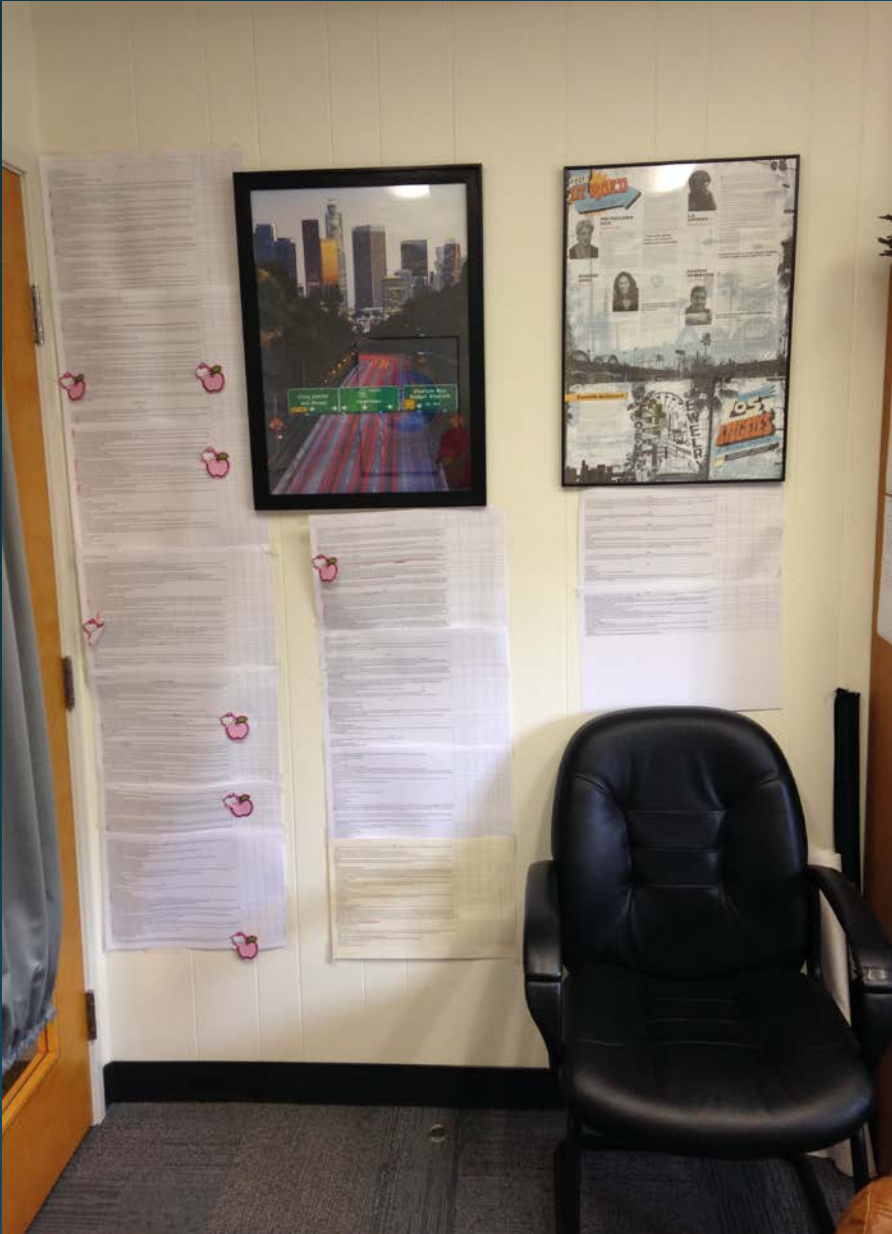
... for engaging faculty in constructive dialogue;

- Look for common ground rather than complete agreement
- Understand scaffolding is not just for international students
- Find ways to think within and beyond the learning community

*“I want to empower [students] with the ability to articulate well, not only on the job, but also in the university, and to do that you have to partner up with people in other disciplines, and then **if you partner up with people in other disciplines, you really have to be willing to change your own thought constructs.**” (Fac7)*

*“Before I had the workshops I was viewing the writing assignments as evaluative assessment. Give everybody the assignment, see what people hand in, grade it. ... **[Now] I try to use it more as a learning tool.**” (Fac3)*

*“If we can move past that level of exasperation into a more calm, reflective place and think about this in terms of, just because students have encountered this once in the first semester of college they know it, and are responsible for knowing it ... **we have more of a responsibility to make sure we continue to reinforce these things.**” (Fac4)*



Faculty report being left to their own devices, which they appreciate but acknowledge could be problematic

US POSTAGE \$000
 RESPONSIBILITY
 - view of writing as process
 - plagiarism as developmental

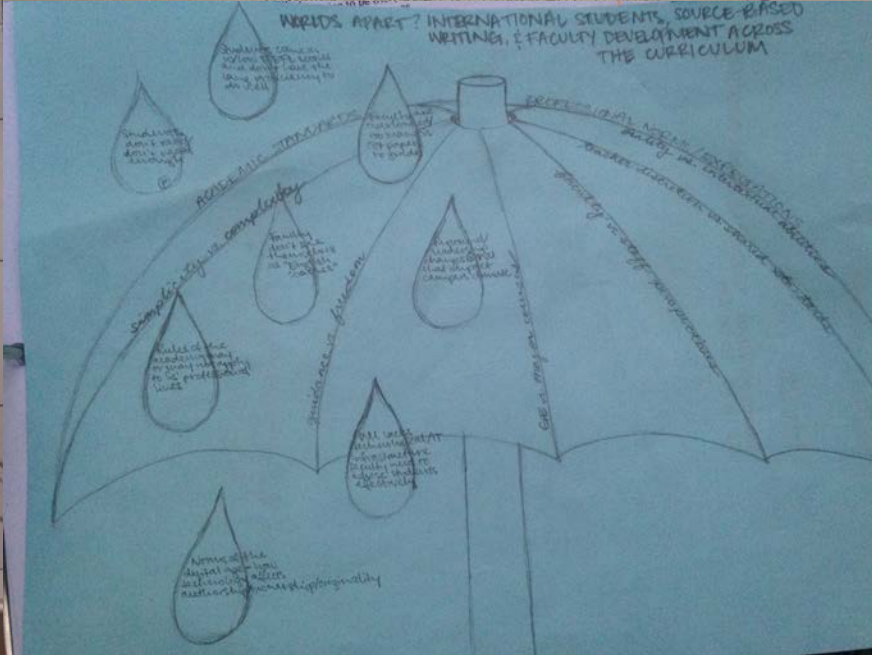
MN + tension between his own and colleagues' orientations to writing
 - BB + AW in sync
 - more w/ each other and w/ their dept?

Perceptions of Contributing Factors in Plagiarism Among International Students		
Lang.	Cult./Ed.	Other
(P12) YES, PLAYS A ROLE (sense of deficiency as fuels and try to compensate for)	YES, PLAYS A ROLE (e.g. lack of knowledge from ME/ No AP. S) (e.g. deal making)	
(P13) NOT A MATTER OF LANG. ONLY	MAYBE "nothing is so easy to assume; try to educate, and get educated"	
(P14) YES (I) PLAYS A ROLE ("but I don't have any evidence...")	YES, PLAYS A ROLE* (enable them to avoid... I did not... I did not)	- availability of sources (but lack of comfort w/ language architectural norms
(P15) DEF. NOT MORE LIKELY TO PLAGIARISM DUE TO LANG.	DOES NOT MAKE THEM MORE LIKELY TO PLAGIARIZE	- culture of all-in-one - work/life/balance issues architectural norms
(P16) YES, PLAYS A ROLE ("same") (not much certainty in his response)	NOT SURE (more aware, plagiarism's viewed differently in AP)	- laziness, not best prof.
(P17) YES, PLAYS A ROLE ("they feel the stigma but it's clear about their abilities...")	YES, PLAYS A ROLE (making seems more confident in his assertion...) (in other countries, this level of plagiarism is not uncommon or discouraged...) ?	
(P18) YES, PLAYS A ROLE ("but it comes down to nerves... So even expectations, don't feel capable of meeting them") ("lang. internalized")	?	- internalized pressure - ignorance or fear
(P19) YES, (DEF.) PLAYS A ROLE (a lot of it is lang. barrier)	YES, (DEF.) PLAYS A ROLE	- vocabulary burden - assumption about who's responsibility should be on...
MORE LIKELY TO PLAGIARIZE DUE TO LANG. ?? WHO KNOWS	MAYBE MORE LIKELY TO PLAG. --	- combo of laziness/wisdom - "a confidence thing"

Faculty are willing to work & enthusiastic...
 - demonstrate initiative & good instincts;
 - are supportive of each other as colleagues

- willing to consider issues/tools/etc from multiple angles
 - but want to be met halfway
 - from students, who could do more to
 - by from colleagues (fac/staff), who could do more to

attendance...
 - but want to be met halfway
 - from students, who could do more to
 - by from colleagues (fac/staff), who could do more to



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(Greer Murphy, Woodbury University)

Student Writing

In the story “Only Heaven” by Marjorie Gelhorn Sa’adah, the author describes Los Angeles through her eyes and she invites audiences join her view. She focus on place between the old and new side of downtown. From her eyes, Los Angeles is a marvelous place. She encourages audiences to take a gender at Los Angeles. In her mind, Los Angeles is her home and she wants to share it with others. She is very pride of living in Los Angeles and believes everyone could find peace in here. She loves here strongly and there is nothing can change her mind. Nothing in the world is better than Los Angeles because it is her home, it is her won.

Sa’adah expresses positive tone and mood through the whole story. Her love for Los Angeles is clear and strong, it exists everywhere in this story. As a reader, I am totally infected by her love. She says in the end of the story,

This place will take you in. Whether you are missing legs, an eye, or someone in your family who you love. This place, it takes you in, and here, you will find flinty glints of luck, bright things that change your mind about leaving and living.

(Sa’adah, p4)

She points out “this place takes you in” several times in this story, it reflects how hurry that she wants to share Los Angeles to the world. She uses it to attract audiences and make audiences interested in LA.

... As an international student in Los Angeles, I am not familiar with here. I can’t say she is wrong. But according to my experiences, I admit that Los Angeles is a wonderful city, it is not peaceful like what she said. There are lots of illegal immigration here and they have very bad life in here. Homeless people walk around downtown. Also, news about gun-shot always appear in TV and radio. But I can’t say no that some people in here living well. Maybe I know less about Los Angeles, Sa’adah shows me a different Los Angeles.

Plagiarism vs. Intertextuality

D. Pecorari, P. Shaw / Journal of Second Language Writing 21 (2012) 149–164

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Table 4
Typology of intertextuality.

	Indirect	Conventional	Unconventional	Deceptive
Is the textual relationship specific or generalized?	Generalized	Specific	Specific	Specific
Is the relationship legitimate?	Yes	Yes	No	No
Is the relationship signaled by the writer?	Rarely	Yes	Not adequately	No
Is there intention to deceive?	No	No	No	Yes
Is the relationship visible to the reader?	Not foregrounded; visible as appropriate register	Yes	Sometimes	Possibly

In this short story, the author describes Los Angeles through her eyes and welcomes the audience to her point of view. **She sees Los Angeles as a marvelous place** and she invites strangers to her home and offers them dinner. She’s extremely positive about Los Angeles and **encourages the audience to take a gander** at this one of a kind city. She believes that “this place will take you in. Whether you are missing a leg, an eye, or someone in your family who you love. This place, it takes you in, and here you’ll find flinty glints of luck, bright things that change your mind about leaving and living” (Se’adah 4). Los Angeles is her home and all she wants to do is share it with the world. **She has so much pride in where she lives and believes that anyone can find peace in Los Angeles. Her love for her home is so strong** that almost nothing can bring her down. That’s the true meaning of home; **nothing in the entire universe is better than home because it is your own.**

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“I think it goes back to structure. Once you see how much of his first paragraph ... yeah. That has completely motivated the structure of his paper, and it’s not just taking inspiration from these other pieces of writing, it’s like this is what he used to get started and **everything else flows from [it]**, and **those are actually this person’s ideas, not just his language. And that’s a problem.**”

(Fac4, Workshop 1).

“... a marker of the extent to which the student understands the text and is able to compose a sentence that mocks the structure and/or the argument **on their own terms**. That’s a deliverable that is welcome for some assignments. For others it’s like, ‘oh, you’re piggybacking a little too much.’ Paraphrasing then becomes a surrogate for thinking. **There’s not a [single] threshold. It’s quite a sliding thing.**”

(Fac1, Workshop 4).

“**We assess writing, but we don’t teach it.**”

(Fac2, Post-Interview).

Toolkit Ex. 1

“In her essay ‘Only Heaven,’ Sa’adah _____ that we should embrace Los Angeles, in spite of its faults, as a city that welcomes people and makes it possible for them to participate in new and unexpected experiences.”

Which versions of the sentence make the author (Sa’adah) appear to agree, disagree, or remain neutral about her idea (that we should embrace Los Angeles in spite of its faults)?

Do some versions convey this meaning more strongly than other?

Which versions make the writer of the sentence appear to agree with Sa’adah, disagree, or remain neutral?

acknowledges
argues
believes
concludes
demonstrates
denies
hypothesizes
posits
states
suggests

**** Pecorari, D. (2013).** *Teaching to avoid plagiarism: How to promote good source use.* New York: Open University Press.

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- The Citation Project:** <http://site.citationproject.net/>

Toolkit Ex. 2

1. Does the draft include information or ideas from _____ that is paraphrased? If not, skip to (2); if so ...

yes / no / not sure **

a) Are the paraphrases presented in your classmate’s own words?

yes / no / not sure

b) Do the paraphrases help support the draft’s purpose, thesis, or main point?

yes / no / not sure

2. Does the draft include ideas or information from _____ that is quoted directly? If not, skip to (3); if so ...

yes / no / not sure

a) Are these quotes cited appropriately—with quotation marks, punctuation, and page number(s)?

yes / no / not sure

b) Do these direct quotes help support the draft’s purpose, thesis, or main point?

yes / no / not sure

** Modify or add to the above with assignment-specific questions and/or use a Likert-scale or number ranking (1-5) as needed.

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