# DALTON STATE

# Journal for Academic Excellence

This issue of *The Journal for Academic Excellence* will highlight two essential, exciting initiatives on Dalton State's campus: High Impact Practices and Open Educational Resources. Our faculty and staff are doing some amazing things in regard to both of these higher education trends. In addition, you will be able to read about the accomplishments of your peers.

You will also find in this edition news about the "Bold Talks: Teaching Outside the Box" program allowing faculty to share their ideas and research in Ted Talk style presentations . If you plan to submit to this experience, I recommend this article by a Ted presenter. Practice, as any public speaker knows, is key to an excellent talk, especially a Ted Talk.

Included in this issue are two articles by staff members. Amy Burger of Roberts Library shares her research on teaching students to understand the issues behind plagiarism, and

David Brown, Instructional Technologist, shares some tips for using our available technology to the fullest.

He is also spotlighted on pages ten and eleven in regard to the highly successful and popular open educational resource that he and Dr. Molly Zhou of the School of Education created in response to an Affordable Learning Georgia grant.

*The Journal for Academic Excellence* is your publication—let us know how we can make it better. As always, send material about your achievements and articles that would be helpful to your colleagues as we progress toward fulfilling the mission of Dalton State College: providing a diverse student population with opportunities to acquire the knowledge and skills necessary to attain their degrees and to reach their personal and professional goals.

## IN THIS ISSUE

# DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS



Dr. Marina Smitherman received two honors from the University System of Georgia in Fall 2017. First, Dr. Martha Venn, Deputy Vice Chancellor for Academic Affairs at the University System of Georgia, chose Dr. Smitherman to lead the selection of the 2018 Regents' Teaching Excellence Awards. This work involved selecting a cross-institutional, cross-disciplinary committee, reviewing portfolios from institutions across the state for three Felton Jenkins, Jr., Faculty Excellence in Teaching awards along with an award for the best department or program and for excellence in online teaching. These awards are highly competitive and require difficult decisions given the high quality of education provided by the faculty across the University System.

Secondly, Dr. Smitherman was chosen as one of ten across the state to participate in the 2018-2019 Scholarship of Teaching and Learning Fellows Program. The purpose of the USG SoTL Fellows program is to foster a systemwide community of practitioners and to provide support while participants design and implement a classroom-based research project. A secondary but equally important goal is to promote SoTL leadership at their home institutions and around the system. Dr. Smitherman's research project is going to involve providing development opportunities for faculty at Dalton State centered around Transparency in Assignment Design for Teaching and Learning.



Dr. Garen Evans, Assistant Professor of Economics in the Wright School of Business, recently published in the Forest and Wildlife Research Center's *Research Bulletin FO468,* which is a publication of Mississippi State University.  The article, entitled "Single and Multiple Industry Economic Contribution Analysis using IMPLAN" was co-authored with  J. E. Henderson.  The article can be downloaded from http://fwrc.msstate.edu



Dr. Baogang Guo, Professor of Political Science, attended an international workshop on "Policy Innovation and Governance Change under China's Fifth Generation." The event was held at University of Duisburg-Essen, Duisburg, Germany, January 26-28. Dr. Guo delivered a keynote speech at the workshop and also presented his research paper "From 'Rule by the Party' to 'Rule by Law Under the Party Leadership:' Dynamics of Party-State Relationship in China."

# DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS

Michael Carver, part-time instructor of music in the Department of Communication, has performed with three Grammy Award Winning groups/artists this past year. He performed with The Nashville Symphony on their concert featuring The Classical Mystery Tour, a Beatles tribute band. He performed Bela Fleck's *Second Banjo Concerto* with The Chattanooga Symphony with Bela Fleck. He also performed with the Goth Metal band Evanessance in Atlanta and Charlotte in support of their "Synthesis" World Tour.

Michael also performed Frank Gulino's "Capriccio" for Bass Trombone and Wind Ensemble with the Gwinnett Symphony Wind Ensemble. He is an Edwards Trombone Artist and a member of the Chattanooga and Rome Symphonies.

Ms. Amy Mendes, Lecturer in Communication, assumed the role of Secretary on the Executive Board of the Georgia Communication Association at the GCA's Annual Conference at Columbus State University in February. This is an eight-year commitment on the Executive Board. Dr. Barbara Tucker rotated off the Executive Board after twelve years, finishing her term as Immediate Past President.

Dr. Ellie Jenkins, Associate Professor of Music, presented at the Southeast Horn Workshop at the University of Georgia on February 9. This workshop is the largest in the world outside of the international one. She also coached the horns at East Coweta High School's symphonic camp on February 3.

Dr. Molly Zhou, Associate Professor of Education, and Dr. Brian Hibbs, Assistant Professor of Education, presented at the Sixth International Conference on the Development and Assessment of Intercultural Competence in Tucson, AZ, on January 26, 2018. Their presentation was entitled "Developing Pre-Service Teachers' Inter-cultural Competence through Multicultural Children's Literature."

# High Impact Practices In Action

## Dalton State faculty from different schools present their use of High Impact Practices



Dr. Nicholas Gewecke,

Associate Professor of Mathematics

Math 2181, Collaborative Learning in Applied Calculus

During my time here at Dalton State College, the Center for Academic Excellence has been actively promoting High Impact Practices in our classrooms.  Fall 2016 brought a more concerted push to implement High Impact Practices, especially in lower-division classes.  My participation in several workshops and discussions during the year led to my gradually introducing Collaborative Learning into my Applied Calculus classes.

In Spring 2017, I started with group-based review for exams, which was spurred on by a combination of the HIPs discussions and a thought-provoking Magna 20-Minute Mentor video by Maryellen Weimer, "How Can I Make My Exams More about Learning, Less about Grades?"  The structure of this approach was to give a set of problems that I expected the students to individually struggle with from that block of material and let them work on those for 45 minutes.  Then I would go over those problems and answer any other questions the students had over the exam material.  This process forced them to review, but they were able to discuss and ask questions.

This academic year, I have kept that same review structure, but I have expanded collaborative activities.  In the fall, I had weekly in-class group assignments over recent material, giving 20-30 minutes for the students to work through the assignment in groups of their choice of two to four students.  This Spring semester, I am giving in-class group assignments during most class meetings, with the same group parameters, but the assignments range from 10 minutes to 30 minutes.

Students have generally responded positively to these activities. The most challenging part for me, and part of why the change has been so gradual, has been carving out time to conduct these activities.

Dr. Catherine Clinard

Assistant Professor of Psychology

PSYC 1101, Introduction to Psychology

In 2016, I began attending the High Impact Practice (HIPs) sessions, and I was immediately interested in helping to implement them into the courses here at Dalton State because I remembered how much I enjoyed HIPs when I was an undergraduate, especially undergraduate research.

Dr. Elizabeth Dunaway, Dr. Alicia Briganti, and I decided to target Introduction to Psychology (PSYC 1101) because a large population of freshmen and sophomore students take this course and because we know HIPs are more beneficial if students are exposed to them early in their academic careers.

Together, with the guidance of our college's designated HIPs team and the mentorship of Dr. Marina Smitherman, we developed a course curriculum that included collaborative assignments and projects.  The PSYC 1101 HIPs section that we designed includes weekly collaborative assignments (done outside of class), in-class group activities for every chapter and four group exams.

In Fall 2017, I implemented this PSYC 1101 HIPs section as pilot. I taught two PSYC 1101 sections as a collaborative learning class, alongside two PSYC 1101 sections that did not employ collaborative learning, so I could have a strong comparison. In the collaborative learning sections, I randomly assigned (to increase the amount of diversity) students into groups on the second day of class, and this was their learning group for the entire semester. Keeping the groups consistent was important because it allowed the students to build relationships with each other and to become more comfortable holding each other accountable.

I found the conversations in the learning groups were very constructive and valuable. I overheard students teaching other group members course content, students correcting other group members' wrong thoughts, and students encouraging other group members to complete their work or to study for the exams.

I truly believe the students in my collaborative learning sections met the goals for this HIPs practice, which were that they learned to solve problems in the company of others and to listen intently to the insights of others. The feedback I received from students in the collaborative learning sections was all positive. I even had some students say they were thankful I forced them to talk to others because they never would've talked to anyone otherwise.

I believe the benefits of implementing collaborative learning are best represented by the DFW rates. The DFW rate for the two collaborative learning sections was M = 13.9%, compared to M = 21.6% for my two standard PSYC 1101 sections.  I was so satisfied with this implementation that I am continuing collaborative learning in PSYC 1101 this spring.

Dr.  Jennifer Randall

Associate Professor of English

ENGL 1101, 3000, and 2201, English Composition, Writing for Social Sciences, and Introduction to Film as Literature

In Fall 2017, in my two English 1101 courses, I created a magazine assignment where students had to complete four acts of kindness and write about each experience in a separate article. They then created their own magazine in a group of four or more students, complete with a catchy title page, magazine name, table of contents, and four articles with pictures from each student.

The assignment is introduced at the beginning of the semester, and students are required to turn in drafts and revisions throughout the semester until the final copy is due before the end of class. The original assignment was implemented in Fall 2016 and Spring 2017.  It required students to write about their volunteer experience of a minimum of four hours and compare/contrast their experiences with those of classmates, adding primary data from their time volunteering to come to some overall conclusion about human nature and society.

Additionally, in Spring 2017 and Fall 2017, I created a Grammar Textbook Assignment where 1101 students are assigned a grammar topic on which they are to write a short textbook, giving definitions, examples, and practice activities. Each student is grouped with classmates who have similar topics. Groups put their grammar chapters together into one document with images and other catchy visuals. Once those chapters and sections have been edited, students

create a title page with an image or two and title for the textbook (the class makes suggestions, and we vote).

That entire textbook is then uploaded on GEORGIAVIEW, and students individually make a presentation based on their chapters, teaching the class their grammar topics. Students then go through the textbook and answer each activity question at the end of each chapter, uploading their versions of the entire textbook for a final grade. This assignment is highly involving, requires many smaller assignments due throughout the semester, and  requires the entire class's cooperation and attention.

In my English 3000 class, I also had students complete at least two acts of kindness, but they wrote a study about their experience using APA guidelines where they discuss the impact of helping others and the effects they observe. Students gather primary data by surveying the class and conducting and analyzing two interviews in their study to answer their chosen topic on social conditions and human concern for others and the community.

In Fall 2017, I created this original assignment, requiring students to volunteer four hours of their time and write about their experience and gather primary data during their volunteer work. Then students discuss and analyze their volunteer experience in a group paper where students compare and

contrasts their experiences to come up with a point, critique, or question about human nature and society.

This semester, in Introduction to Film as Literature (ENGL 2201), the final exam is a mixed methods study where students gather and rely on primary sources such as a required survey. They also gather data from discussions of results from classmates and at least two interviews, along with finding five relevant secondary sources in order to answer a research question about film and literature.

Some suggested study topics include what movie genre do college students prefer most and why? How do college students define humor, and what movies are they watching most and why? Do gender differences cause distinct movie preferences? How are movies similar, yet different from literature? Students then give a presentation on their findings during the final exam period, along with turning in their five page assignment, which requires at least one graph or chart.



# WHAT ARE THE HIGH IMPACT PRACTICES?

The website of the Association of American Colleges and Universities (AAC&U) lists these eleven High Impact Practices:
- First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- ePortfolios
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

In order for a practice to truly be "high impact," rather than simply an activity, it should meet most if not all of these "quality matrices."
- Performance set at appropriate high levels
- Interactions with faculty and peers about substantive matters
- Experiences with diversity
- Frequent, timely, and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence

As you read these articles from your colleagues, notice the ways that she or he includes the quality matrices into the classroom to ensure high impact of the activity, whether it is collaborative learning, undergraduate research, writing intensity, service learning, or one of the other HIPs.

Dr. Irfan Okay

Temporary Assistant Professor of Economics

Wright School of Business

An effective technique I used in remedial math courses in the past would, I believe, be equally effective for any course involving new radical concepts such as in mathematics, economics, or foreign language courses. The basic idea can still be modified in various ways to fit the existing curriculum.

Let's say we have a three-month long course that consists of ten textbook chapters, and that we have six lectures or class sessions to spend per chapter. Normally, in the traditional curriculum, starting with chapter 1, we would spend all six lectures on a chapter and then move on to the next chapter. Instead, by spending only two lectures on each chapter, we finish everything in one month. Then we start over and repeat the process for the second time, spending another two lectures on each chapter, and then repeat the process for the third time. During the first round we only cover the most basic properties or concepts, keeping expectations low. Then with every new round, we go into deeper concepts and raise the expectations.

The following benefits should appear.

- By the end of the first round, students will develop a sense of the big picture and what to expect from the course, which will reduce the anxiety and provide perspective.

- Since only the easiest concepts are covered during the first round, the students will have a higher success rate in the beginning, which will increase the confidence and motivation.

- By the second or third round, students would have plenty of time to mentally adjust to the new concepts. Thus they will find it much easier to understand the harder concepts.

- Students would have seen all chapters to an extent by the second and third round, which will further help with the harder concepts in a given chapter since chapters are usually connected. We tend to think the dependency between chapters is a one-way street; chapter 2 depends on chapter 1 but not the other way around. However, this is not entirely true. Understanding chapter 2 will in turn help better understand chapter 1 as well. Thus, there is no point in using all the available time on a chapter at once.

The key concept here is the effect of time on the learning process, which I believe is widely ignored. One can't fully master a new radical concept without investing a certain amount of time. If our brains need to undergo certain biological changes for learning to take place, time and repetition are required. Depending on the difficulty of the concept, such learning could take weeks. Therefore, there is no point in lingering on a new concept beyond a certain level the first time. After a good amount of exposure and stimulation, one should move on to other new concepts and come back later.

Dr. Sarah Shope

Part-time Instructor in English

Faculty, Global TESOL Certificate Program at UGA

How can a college English teacher hold the attention and advance the learning of a diverse group of struggling, second-language, high-achieving, college-age, and non-traditional-age students all in the same classroom? As many of us know, those *are* the students in our classes today.

My use of High Impact Practices comes out of a variety of teaching experiences, which include teaching third grade, every level of English as a Second Language, and creative writing for highly-educated adults. I also draw from a decade of developing teacher training and concurrently teaching college composition and literature courses for ten years. When I roll all that experience together, I recognize there are three key principles involved in my use of High Impact Practices: classroom interactivity in a motivating environment, clear writing-assignment instructions, and high-level online discussions.

*In the Classroom:* Every classroom session is packed with high-level student inter-activity through small groups and then whole-class discussions. Lengthy lectures and extensive instructions (see Writing Assignments) are avoided in class. Points can be tied to attendance and participation, but those elements do not always indicate a student's communication skills.

I create a classroom environment that teaches respect for all cultures, ages, languages, and individuals. All students are treated as equals. Curriculum topics allow for expression of students' angles and teach students' awareness of the differences in casual conversation and academic tone.

Because students look forward to the unthreatening interactivity, each classroom session moves fast.

*Writing Assignments:* Rather than using classroom time to explain assignments, I do a quick preview in class and then provide clear, readable instructions along with access to audio and visual samples. The goal is that students develop autonomy and are encouraged to asked questions about assignments via email conversations. Written assignments do not limit any student's range of expression. I create grading rubrics that reveal each element of successful writing and highlight problem areas.

*Online Discussions:* Students use the discussion feature in the online platform. (Chat features can also be used.) Though each discussion is guided, students are encouraged to develop full paragraphs with strong surface structure mechanics, and they have specifications for required response to their colleagues. Language is used in meaningful ways as each discussion involves curriculum content with rich context. These discussions are often springboards for in-class interaction.

**Note:** Dr. Shope's most recent accomplishment has been designing and facilitating the new online version of Global TESOL Certificate Program at the University of Georgia. Her program's graduates teach English throughout the world.

# Editor's Column:  Open Educational Resources

## Barbara G. Tucker

### Professor of Communication; Chair, Department of Communication

Dalton State College faculty are no strangers to open educational resources (OERs), having been awarded twelve Affordable Learning Georgia (ALG) Textbook Transformation grants and having saved our students hundreds of thousands of dollars in textbook costs over the last four years. As the ALG Campus Champion, I keep in touch with faculty, administrators, and librarians across the system as we see Georgia continue as a pioneer in this movement.

In this issue I would like to spotlight two of our own who have won a distinction in the OER movement.  These two Roadrunners were in the first group to be awarded a Textbook Transformation grant back on 2014.

Dr. Molly Zhou, Associate Professor in the School of Education, and Mr. David Brown, Instructional Technologist, worked together to create an open educational resource for Dr. Zhou's EDUC 2130 course, Exploring Learning/ Teaching.  The title of the resource is "Educational Learning Theories."

Dr. Zhou and Mr. Brown's resource has earned the title of "most downloaded resource" from the GALILEO Open Learning Materials Repository. As of the first of February, their work had been downloaded over 14,000 times.

As the map on page 5 will show,  these downloads are not just in North America.  The bulk of them are in Asia and Africa. When Mr. Brown was asked about this widespread popularity, he replied,

"I believe the high downloads are due to the high Google rankings, the free cost, and our Creative Commons license on the cover. A lot of our downloads are from lesser developed countries where most students can't afford textbooks, so cost has to be a factor. Another factor is  our high Google ranking for the term 'Educational Learning Theories.' We are almost always in the top five links, and we are consistently the highest ranked open and legal textbook when you search for that phrase. The Creative Commons 4 license is also a factor because faculty can require students to use the book without worrying about copyright violations."

Clearly, Dr. Zhou and Mr. Brown have done a great service to education students all over the world. They are not only saving North American students piles of money, but they are also making knowledge available to those in the developing world who aspire to be educators.  At the same time, the resource is usable and tied to the needs of the classroom rather than the agenda of a publisher.

Mr. Brown also pointed out that Dr. Zhou and he have recently updated the book to include "interactive learning exercises" and some new chapters. The leadership of Affordable Learning Georgia and the OER movement recognizes that sustainability and ancillaries of open educational resources are two of the biggest challenges to faculty adoption, outside of lack of knowledge about their existence.

Few faculty want to assign an expensive book for students just for the sake of using an expensive textbook, and most look for reasonably priced options.  However, in using a traditionally published resource, a faculty member knows that the publisher will take care of regular revisions and updates.  Such updates do not automatically exist with OERs.  Especially if the OER is created "in-house," updates and revisions become an ongoing project beyond the initial creation—and an ongoing burden.

I speak from experience here.  In 2015, the Department of Communication wrote and was awarded an ALG grant to create our own textbook for COMM 1110.  There exist a few such OERs, but to be honest, they are not very good.  We more or less started from scratch, and by Summer of 2016 we were using what we consider a suitable and not-too-shabby textbook.  I am pleased to say it has been downloaded 6,000 times since then and it is being used at other colleges.

Unfortunately, the original books contained pop culture references that will soon go out of style and examples of certain politicians who are now either in or out of office.  Of course, we also found a couple of dozen typos, and students had suggestions for making it more user-friendly in its digital format.  That meant that Summer of 2017 was spent in a significant revision.  It ended up being a much better book, but the revision process also took up a huge (as in over 150 hours) amount of precious time.

A second challenge for adoption of OERs is that of ancillaries.  Even a popular source such as OpenStax out of Rice University does not supply test banks, interactive helps, slides, or online materials.  The faculty member and students get a book—a straightforward, digital book, although a well-edited and authoritative one.  Students can purchase a print copy for a nominal cost.

Publishers to the rescue!  At least two major textbook publishers have seen this gap, as well as the growing OER movement, and have stepped in to develop such ancillary materials for open education textbooks.  They can still make a profit while complying with the "low cost" ethic of the OERs.

That said, there are many advantages to adopting or creating OERs: control, cost, and access being, in my opinion, the top three.  This is not a movement that is going away.  Students, especially in Georgia, like OERs for the most part and will continue to expect at least some of their courses to use them.  Whether or not a faculty member decides to use an OER—and there are many arguments for and against—every faculty member should be aware of this movement and that there is a world of low-cost/no-cost resources out there for just about any discipline.
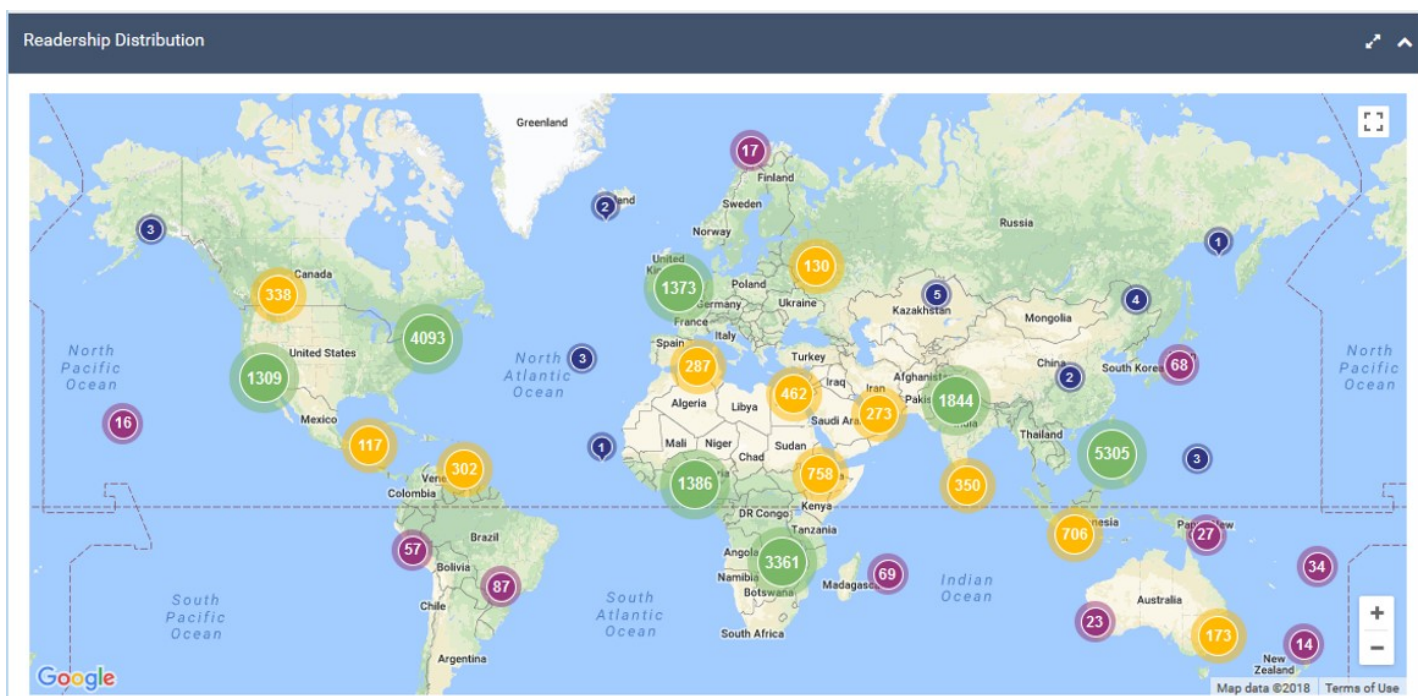


*The international reach of Dr. Zhou's and Mr. David Brown's text for EDUC 2130.*

# Instructional Technology News

## by David Brown

### Video Discussion Posts

Dalton State College faculty and students now have a video option for Discussion posts in GeorgiaVIEW. Students can now easily insert a video with their discussion post by choosing the "Insert Stuff" button and then selecting "Video Note." Video Note is also available in all areas of GeorgiaVIEW that include the "Insert Stuff" button. The time limit for Video Note is three minutes.

### Daylight

Our GeorgiaVIEW Learning Management System is getting a facelift! Why? To be responsive to all your and your student's smart device needs, that's why! Starting May 12/13, 2018, you will notice the new look and feel. New fonts, updated icons, and a cleaner look will present a more polished and modern interface.

This new user interface, called the Daylight Experience, was built with a responsive design. This means that it adapts to different screen sizes and looks great on laptops, tablets and smartphones. You and your students will find it much easier to stay connected and access the system from anywhere.

Although your common workflow isn't changing, you will notice some changes when you first dive in. Some of the more positive changes:

- Simplified navigation design that is responsive for smaller devices;
- Wider page layout for content so that it's the focal point of the page;
- New image library with thousands of images that you can choose from for course tiles.

### Create an Accessible Syllabus Workshops

Making your online information in your class and other important documents accessible is crucial. At Dalton State the ACT taskforce

*David O. Brown*

*Instructional Technologist*

will be offering workshops for faculty and staff to learn about creating and checking their syllabi and other documents for accessibility. Please see the Instructional Technology Libguide ([libguides.daltonstate.edu/technology](libguides.daltonstate.edu/technology)) for times and locations.

### Create other Accessible Electronic Document Workshops

Making all your online information accessible is also crucial. The ACT taskforce will offer additional workshops for faculty and staff on creating and checking electronic work for accessibility. Look for new workshops coming up or contact David Brown at dobrown@daltonstate.edu.

### Video Quizzing and Interactive Presentations

A new free site has been created by MIT for faculty nationwide to develop interac-

tive materials such as adaptive tests and quizzes embedded in videos. This site, www.h5p.org, is free and offers some of the same features as programs like Adobe Captivate and Articulate Storyline.

**Quality Matters Free Course Self Review Tool**

Dalton State faculty have access to a great deal of resources on the Quality Matters web site. One highly recommended tool is the Self Review tool for online and hybrid course development. You can access this tool by creating a free account with Quality Matters and then logging into the Quality Matters website www.qualitymatters.org. The Self Review tool is located in the CRMS (Course Review Management System) section on the website.



# Bold Talks – Coming March 30

A teaching symposium entitled "Bold Talks: Teaching Outside the Box" will be held on campus Friday, March 30, from 9:30-11:30 a.m. The symposium will provide a forum for faculty members and staff from across campus to present and learn about non-traditional approaches to teaching that are being employed at the college.

Faculty/staff will present their work in short, TEDx-style presentations that are roughly 7-10 minutes long with a few minutes for questions. After 15 minutes, the next presentation will follow. This new approach to sharing the tremendous teaching done at DSC should provide an engaging and entertaining format. The event will be held at no cost to attendees and presentations will be restricted to current DSC faculty and staff.

To make "Bold Talks: Teaching Outside the Box" a success, we need faculty and staff from across the college to present their outside-the-box approaches to teaching. We want this to be an inclusive symposium with faculty members from each school presenting Bold Talks while also encouraging the involvement of staff.

The topics for the Bold Talks are open to any non-traditional approach to teaching that you have used or are using in your classroom: an innovative teaching method (either one you developed or one you implemented), how your research informs your scholarship, a High Impact Practice, or anything else you are doing as a teacher that has brought positive results in the classroom. The scope of the topics is intentionally open to encourage everyone to share their teaching practices.

**To submit a proposal,** send a one-paragraph summary of the topic for the Bold Talk to Christian Griggs ([cagriggs@daltonstate.edu](mailto:cagriggs@daltonstate.edu)) or Kimberly Millette ([kmillette@dalton state.edu](mailto:kmillette@daltonstate.edu)). Due to time restraints, all proposals are due by **Friday, February 16, 2018**. The program for the symposium will be completed and announced by the end of February.

# Addressing Plagiarism Through Understanding:  A Librarian's Perspective

# by Amy Burger

In this issue, we hear from Amy Burger, Librarian for Roberts Library. Amy conducted this research as part of a class she completed last year, and she has presented it at library conferences.  Amy has been a librarian at Dalton State for two years, and previously worked as a librarian at Georgia Highlands College and the University of North Georgia. She is a University of North Georgia alumnus and earned her M.L.I.S. degree from Valdosta State University. She is currently enrolled in the M.A. in Professional Writing program at Kennesaw State University.

Ms. Burger's article may stimulate some discussion.  The *Journal* welcomes well-researched and thoughtful responses.

Plagiarism has long been the target of educational efforts by institutions, faculty, and librarians. This work may be improved by examining the beliefs in which it is rooted. According to anthropologist Susan Blum, two concepts are typically used to explain the "wrongness" of plagiarism: morality and legality—plagiarism is treated either "as a sin" or "as a crime" (2009, p. 149). These approaches contrast the academic conception of intellectual property with its legal understanding (Haviland & Mullin, 2009, p. 131).

The central concept of plagiarism is honesty, whereas the central concepts of copyright are property rights and revenue (Cvetkovic & Anderson, 2010, p. 40). Both interpretations are invoked frequently in discussion of plagiarism, but I suspect that this indicates attention to the wrong target for faculty and students, that of "not plagiarizing" as opposed to "citing correctly." Understanding the purposes and methods of citing sources would likely do much to bridge the gap between students' documented conceptual understanding of plagiarism and their continued struggles to apply this knowledge to their work (Mendes, 2017; Breen & Maassen, 2005).

As many scholars have noted, plagiarism refers to a variety of phenomena, which vary widely (Buranen, 2009, p. 25; Haviland & Mullin, 2009, p. 130; Blum, 2009, p. 6; DeSena, 2007, p. 47). Rebecca Moore Howard, director of the Writing Center at Syracuse University, argues that some forms of plagiarism, in particular one known as patchwriting, or "copying from a source text and then deleting some words, altering grammatical structures, or plugging in one synonym for another" is a necessary and productive step in students' development of proper citation skills, and recommends its "decriminalization" (Buranen, 2009, p. 26). Now, "many in composition studies have now been persuaded of the rightness of [Howard's] position" (Blum, 2009, p. 27). Writing center director Lise Buranen extends Howard's call, saying "much of what is labeled as plagiarism indicates a need for consciousness-raising and instruction (of both faculty and students), rather than censure or punishment" (2009, p. 25).

Further evidence that learning about citation contributes to the reduction of plagiarism comes from researchers Lauren Breen and Margaret Maassen, who found that "many incidents of plagiarism are likely to result from ignorance and poor skill development," instead of the common perception that they are due to intentional cheating (2005). Distinguishing between intentional and unintentional plagiarism is especially important when the students are early in their academic careers (Cvetkovic & Anderson, 2010, p. 80). Two valuable partners in the attempt to combat student plagiarism are writing centers and libraries, places that exist expressly

for helping students, free of the power dynamic of grading; Buranen has labeled these "safe places" (2009, p. 30).

"Safe places" like libraries are uniquely situated to help, not solely because librarians are not in a position to assign grades to student work, but also because librarians

> are neither ethically nor legally bound to report students. . . If they see instances of possible plagiarism, [librarians] can focus their efforts on helping students negotiate the seeming contradictions and very gray areas built into citation practices, making it clear to students that librarians are not there to turn them in, but to help them make sense of it all. (Buranen 2009, pp. 30-31).

Dalton State College's Roberts Library, in addition to its role as supporter of citation education and antiplagiarism efforts, is also part of the process for students who have been accused of plagiarism and been required to undergo the disciplinary process. While I have met with several students for a consultation, which is a required step, many of these consultations have been held by my colleague Betsy Whitley.  She reported that she meets with two to five students per semester, and that summer is the busiest time, with students who have just finished the spring semester (personal communication, April 18, 2017).

When consultations are held, the librarian begins by asking the student to describe the situation. Whitley reported that there are two predominant reasons students report for finding themselves in this position (personal communication, April 18, 2017). The first is that the student was out of time and knowingly plagiarized to meet a deadline (personal communication, April 18, 2017), a common reason given for plagiarism (see also Twomey et al., 2009, pp. 19-25). The second is that the student had lost track of the citation information, but used the source anyway, citing it incorrectly or not at all (personal communication, April 18, 2017).

Both reasons for plagiarism accusations arise not from a lack of understanding the concept of plagiarism, but are compounded by personal difficulties and confusion in employing their understanding. For the student who has run out of time, there is little that can be done after the fact, although Whitley said that she counsels them on time management (personal communication, April 18, 2017). This can be a frustrating conversation for both parties to have, when librarians are aware that many students work in addition to their roles as students, and many have other obligations; Whitley relayed, "My first case was a student who was a full-time employee and full-time student with a family" (personal communication, April 18, 2017). If the offender is one who has plagiarized by not documenting the work carefully enough to keep information and its sources together, she said, "I can give them advice about e-mailing sources to themselves and put them in a mail folder as backups if they lose printed pages or websites" (personal communication, April 18, 2017).

The findings of Breen and Maassen (2005) indicate that students, especially those early in their academic careers, struggle to understand paraphrasing.  For example, first and second year students often defined paraphrasing as making small changes to the order of words in the original text, and spoke of deciding on the number of words from the original text that can be copied before the need to reference. One first year student stated, "Yes that's right, you remove some words and use others." In addition, some students, especially first year and international students, did not understand that paraphrasing meant that the original idea was not their work, and consequently they had difficulty understanding the need to reference paraphrasing at all.

These students may feel that they have not been provided enough information or had enough opportunity to develop their skills. Understanding paraphrasing, in addition to quoting, is one of the basic skills involved with properly citing sources. Dalton State College communication instructor Amy Mendes, whose forthcoming doctoral dissertation examines plagiarism,

found that complicated citation situations were causes for confusion; examples of these include combining findings from multiple sources and incorporating others' findings with students' own statements.

For classroom instructors, research suggests some changes can contribute toward students' understanding of citation. This includes the careful revision of syllabi, handouts, and assignment descriptions to integrate other positive reasons for citation (such as adding credibility to students' claims or allowing the reader to locate the original source), and practical advice, including extending to information about resources and partners who can help, such as a writing lab or center and the library. Another recommended change is the replacement of emphasis from "academic dishonesty" to "academic integrity." In fact, professor David Horacek argues that academic integrity be given more attention and treated as an indispensable part of academic work (Twomey et al., 2009).

One common practice that may benefit from some reconsideration is the use of plagiarism detection software. Turnitin, while valuable for its ability to detect plagiarism in student papers, is considered problematic by some sources for a number of reasons. Its use implies a presupposition of wrongdoing on the part of students. Also, its ease of use means teachers do not have as much reason to develop pedagogical practices aimed at preventing plagiarism. Additionally, its retention of student work "constitutes a violation of students' educational privacy or intellectual property rights," and finally, it "simply [doesn't] work" (Twomey et al., 2009, pp. 150-152). Ways to improve students' experience with plagiarism-detection software are to notify students that it will be used, to make its use optional, and to allow students to submit drafts to check their work prior to submitting their final drafts (Twomey et al., 2009).

Ultimately, many forms of plagiarism appear to be the result of a disconnect between students' conceptual understandings of citation and their ability to apply this understanding to their work. Institutions, through documentation and availability of resources, and instructors, through their courses, can work together with librarians to productively address plagiarism by taking a constructive, education-oriented approach and moving away from stern, punishment-focused language and practices.

Understanding student struggles with source attribution can contribute toward the development of proactive practices to address plagiarism at our campus. This starts with an awareness of what plagiarism is and why it happens. Some concrete suggestions for things instructors can do include:

- Revisiting  syllabi and course documentation with a fresh mindset focused on promoting proper citation and connecting students with resources, including librarians,

- Reconsidering both the use of TurnItIn and the ways in which it is used.

Above all, it is important that anti-plagiarism efforts are motivated by an appreciation of students' needs for practical instruction. When discussing citation with students, "don't plagiarize" is a less effective approach than one that  incorporates other reasons for citation and communicates the value of academic integrity.

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