

Strategies to support students during the writing process



HOW TO PREVENT PLAGIARIZING

Why do students cheat?



- They procrastinate and end up not having enough time to do the work
- They don't understand the assignment
- They are not confident in their abilities as a writer
- They think that it is easier to cut corners than to do the work
- There is an institutional system in place that sometimes perpetuates the cycle

Academic integrity – a shared goal



- While it is the students responsibility to do the honest work of laboring through their assignments, professors and their institutions need to support students who are having trouble with assignment expectations
- In international universities, professors come from different contexts and have different beliefs about academic excellence – it is part of our job to make sure our students can understand these expectations

Stopping the cycle



- Proactive support strategies from university professors
 - Scaffolding assignments
- Proactive support strategies from university programs
 - Writing Fellows
 - Writing Center

Scaffolding assignments in your class



- PLS 211: research methods



Scaffolding?



- Teaching step by step
- Smaller assignments that contribute toward the main one
 - Short papers x 4
 - Research question
 - Methods exercise (interview)
 - Literature review
 - Rough draft
 - Methods exercise (peer review)
 - Final research paper

Result



- Students are much less inclined to:
 - Procrastinate
 - Plagiarize
 - ✦ Instructor has a 'sense' of the writing of each of his students
 - ✦ Instructor highlights any poor paraphrases or missed referencing in the draft stages

Writing Fellows



- 3rd and 4th year students
 - Chosen by a panel
- Embedded in writing-heavy course
 - Each WF is assigned 10ish students
 - 2 papers x 10 students per semester
 - Peer feedback – focus on ‘big picture’ issues
- WFs help to identify problems in assignments
 - Catch major problems – inform professor
 - Offer a fresh perspective on the writing piece
 - As a result – professors get better papers, WFs get experience?

Writing Fellows support in the writing process



- Another pair of eyes on your paper
- a peer to discuss your ideas with
- A collaborative atmosphere
- And yet, some pressure to avoid cheating....

Results



- **Students:**
 - Are less likely to procrastinate
 - Have a better understanding of the assignment
 - Become more confident about their writing
 - Are less likely to resort to cheating

Writing Center – what is it?



- At NU, we have three:
 - NUFYP, GSE, SHSS
- all NU students can make appointments for:
 - Academic papers, CVs, motivation letters, etc.



What does one do in the WC?



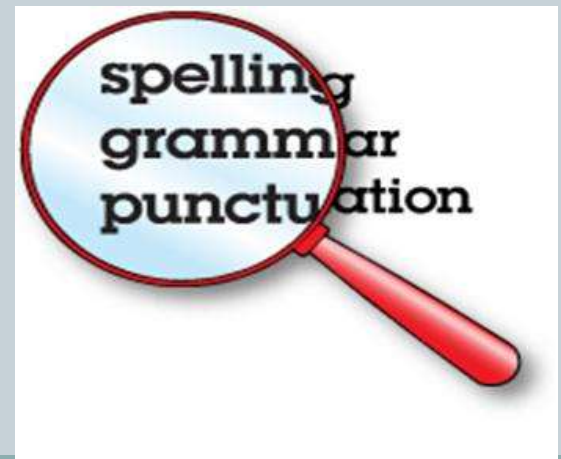
Conversation between instructor and student

- Students:
 - ✦ get a chance to run their ideas past a qualified tutor
 - ✦ ask advice about organization and logical flow of their writing
 - ✦ Generate ideas for their arguments
- Instructors:
 - ✦ Let the student drive the conversation
 - ✦ Focus on the 'big issues' rather than grammar
 - ✦ Try to make better writers, not better papers (the goal is that students become more confident in their writing choices)

Why students come to the WC



- “I don’t know what to write!”
 - Brainstorm ideas – talk about possibilities
 - What are the instructions for the assignment?
- “Is my thesis statement ok?”
 - Does it correspond to the ideas of the rest of the paper?
- “Can you check the grammar?”
 - Organization
 - Flow of arguments



Just to wrap up...



- Because students tend to procrastinate, they need interim deadlines to pace them appropriately through their major assignments.
- These three strategies offer much needed support for student success.

