

Academic Honesty Map

Using Sources and Avoiding Plagiarism

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Goal: Complete the Review, Assess, and Act steps of the Learning Outcomes Assessment Cycle (see details in the chart below).

Goals	Actions	Participants	Dates	Hours
Review Find out what we have so far	<i>Discuss Goals and Review MCOs (Appendix A)</i> <ul style="list-style-type: none"> Where is “plagiarism” mentioned? Where is a plagiarism skill mentioned in an outcome? 	All	7/7	1
Assess What do instructors do	<i>Survey Design</i> <ul style="list-style-type: none"> When do you teach about plagiarism? What do you expect students to know at each level 	All	7/16	1.5
Act Review and create a rough map	<i>Review Results (see Survey results)</i> <ul style="list-style-type: none"> Create a rough draft of the map (<i>Appendix B</i>) Figure out next steps 	All	8/11 8/17	1.5 1
Fall Quarter Act continued...	Map: Share map and gather feedback (main ESL canvas site) Panel Discussion Stakeholders: <ul style="list-style-type: none"> Advisors: IE advisors and Aura ABE Faculty and navigator Derek Levy Librarians Create syllabi statements by level (with outcome included) *			
Winter Quarter Act continued..	Instructional content: divided by level in canvas (ESL practicum)			

*This is a good start, but we would like to use data from this project to inform MCO changes in the future.

Appendix A: Master Course Outlines Review

Levels	Plagiarism mention	Skills taught (Outcome vs. Outline)
Level 1	N/A	N/A
Level 2	N/A	N/A
Level 3	N/A	N/A
Level 4	N/A	N/A
Level 5	N/A	Outline: <ul style="list-style-type: none"> Write beyond personal experience and show the ability to respond to text-based content
Level 6	N/A	Outline: <ul style="list-style-type: none"> Support a topic with various kind of relevant support Distinguish fact from opinion (mentioned in outline for reading)
Level 7	N/A	Outcome: <ul style="list-style-type: none"> Use a variety of examples, statistics, sources, anecdotes, and/or explanations with simple citations to support each main point.
Level 8	N/A	Outcome: <ul style="list-style-type: none"> Write essays or reports that synthesize information from different sources by paraphrasing, quoting, and summarizing.

Appendix B: Rough draft of Academic Honesty Map

Program/Level	1	2	3	4	5	6	7	8
Residents	ESLAB 010	ESLAB 020	ESLAB 030	ESLAB 040	ESLAB 050	ESLAB 060	EAPAB 090	EAPAB 099
International	ESLAF 10	ESLAF 020	ESLAF 050	ESLAF 060	ESLAF 070	EAP 080	EAP 090	EAP 099
Discussion: Learn by doing your own work.	★	○	/	...	...	...	...	...
Discussion: What is Plagiarism? American College Culture		★	○	○	○	○	○	○
Discussion: What happens when people plagiarize?		★	○	○	○	○	○	○
Skill: Identify an author(s) and a title from various kinds of texts.			★	○	/	...	...	...
Discussion: Copy/Paste from the Internet is a form of cheating.			★	○	○	○	/	...
Skill: Summarize an outside source (writing, picture, video/audio)				★	○	○	○	○
Skill: Respond to an outside source (writing, picture, video/audio)				★	○	○	○	...
Discussion: Translating is a form of plagiarism				★	○	○	/	...
Skill: Using simple attributions with quotes (my classmate said, "X.")					★	/	...	...
Skill: Using reported speech for simple paraphrases						★	/	...
Skill: Employ a variety of grammatical strategies to paraphrase							★	○
Discussion: When to quote and when to paraphrase							★	○
Skill: Using attributions with supporting evidence (quote, paraphrase, summary, idea)							★	○
Discussion: What is intellectual property? American College Culture							★	○
Discussion: The importance of using credible sources							★	○
Discussion: The importance of keeping a list of sources								★
Skill: Using more than one source with attribution via paraphrase or quoting within a variety of assessment formats (in-class, out-of-class writing, reading assessments, etc)								★
Skill: Using a variety of language functions to attribute sources (agree, disagree, draw conclusions, compare/contrast, strengthen main idea, etc)								★

Legend			
★ = indicate the introduction of skill	○ = indicate review and expand skill	/ = indicate mastery of skill	... = expected competence (no direct instruction but students should be reminded of expectation)