

# Plagiarism-Proofing Self Check (C. Boyd, WAC, SJSU, Spr 2023)

*This list is intended to raise awareness about what types of plagiarism-proofing you are using and/or could add to existing writing assignments. Use it as a check list as you review your prompt. There is no right or wrong in terms of number of proofing steps/actions. One might argue that more is likely better.*

## IS YOUR WRITING ASSIGNMENT 'TYPE' UNIQUE?

1. **Discipline specific** - [CS] a bug report, a project proposal, a recommendation report.
2. **A-typical task**- a summary/response, a blog post/response to a blog post; class level: a class zine, an anthology, a website, a white paper, group assignments.
3. **Guided prompts** (include 3 sections: a description of X, an analysis of X, and projected future outcomes related to X).

## DOES PROMPT INCLUDE ANY UNIQUE REQUIREMENTS?

1. **Specific content:** a specific source/s (recent= better (ChatGPT)), lecture content, class discussion content, a personal connection/experience related to topic.
2. **A [very] specific audience** (new mothers, UG nursing majors, your future children)
3. **A unique perspective/POV**
4. **A specific actual or hypothetical example**
5. **Critical thinking/analysis** (no quoting, integration of sources & their ideas)
6. **Specific rhetorical modes** (analysis, comparison/contrast, an extended definition)
7. **Original source/s** (1 page of a cited source/s\* with highlighted original content)
8. **Supporting assignments** - an annotated bibliography, a synthesis matrix, an outline w/ 2-3 body paragraphs.
9. **Multiple drafts**
10. **An annotated article/s** w/ notes/summaries (of a used source/s)
11. **A revision plan/planning chart**
12. **A self-assessment task** (can be based on peer review Qs)
13. **An early TII draft review** (Do not hold in repository!)
14. **Submission of all process writing\***

## DOES YOUR WRITING/RESEARCH 'PROCESS' DISCOURAGE CHEATING?

1. Change/revise/revamp prompts/portions of prompts often.
2. Speak candidly about plagiarism/cheating.
3. Fully integrate assignments (SLOs, course content, prompt & rubric)
4. Teach how-to paraphrase & properly cite sources.
5. Offer lots of [individual] support, encouragement, etc. (Know *your* students by name).
6. Require TurnItIn reports (& teach how to read/use TII reports).
7. Require early topic confirmation. Do not allow late topic changes.

8. \*Include regular, specific “process” or “topic” check-ins (topic check, 5 sources, 10 sources).
9. \*Collect interim assignments with required # of sources (annotated bib, short ref list).
10. Scaffold the complete process writing and/or research w/ graded assignments.
11. \*Collect some/all process work to be turned in with final draft.
12. \*Require process work be turned in for final draft to be assessed.
13. Require early in-class writing. Handwritten? w/o support apps?
14. Require Peer Review/s (typical protocol; read around; peer to peer conference w/ brief/structured report to instructor).
15. Require mandatory conference w/ instructor (w/ stiff penalty– 1 full grade point on final).
16. Offer in-class writing/revision day/s
17. Limit time to write/produce.
18. Make sure assessment clearly reflects proofing points (extra points for specific references to required text/s and/or high-level critical thinking, synergy/connection between all scaffold assignments, required packet of process materials for grading of final paper, etc.)

\*Assessment of all collected assignments is not required; can be collected as proof of a student's writing process (though best to state clearly grades will not w/o supporting docs on the assignment. Can be complete/incomplete in Canvas.

## Extra prompts for analysis and discussion (only IF your group does not bring their own)

### Example 1

[Linguistics \(Ling 21\)](#)

### Example 2

[In-class essay/Diagnostic ESL 5](#) (fresh comp, CC level for English Language Learners)

### Example 3

Sociology 101

In an short research-based paper, write about your most embarrassing moment and what you learned from the experience. This is a great opportunity to get creative and share a funny experience. However, you also need to analyze your experience based on class themes. Be sure to prove your understanding of our most important class concepts covered in lecture and cite any sources used. Include at least four scholarly sources. Double space. 1” margins. No grammar mistakes!

Keep going ..... Later, after workshop, for links & resources

Some related proofing resources

<https://harper-academy.net/10-ideas-for-helping-students-avoid-plagiarism/>

<https://abacus.bates.edu/cbb/docs/rudolph.pdf>

<https://writing.colostate.edu/teaching/guide.cfm?guideid=103#assignments>

<https://www.southwestern.edu/offices/writing/faculty-resources-for-writing-instruction/effective-writing-assignments/six-parts-of-an-effective-prompt/>

Cristin's example prompts (all successfully avoided plagiarism ... I think).

[Bug Report CS 100W](#)

[Fresh Comp Prompt](#)

[Definitions Assignment 100W CS](#)

Further contact

Interested in talking more, brainstorming ideas, getting feedback on a prompt? Email me!

[cristin.boyd@sjsu.edu](mailto:cristin.boyd@sjsu.edu) or [superteach@cristinanderic.com](mailto:superteach@cristinanderic.com)

If helpful, tell others. Repeat Workshops. ~~Fri, Mar 3rd, 12pm~~ & Th Mar 14, 4:30p

[Other WAC Seminars](#) & registration link

[Survey re: WAC programs](#) (Thomas asked that we all fill this out!)