Randall McCorley and James R. Purdy

writing practices of NEXTGEN STUDENTS
exploring and enriching the research and

the new digital scholar
the metaphor of writing, (Bevan 1999, 636). Emphasis in not only coursework but also in good workmanship, part of
then he should refer to any sources he has used. This is able to talk about the subject before he writes about it
get it into his own words (except for direct, important quo-
metaphor copying. He should read and digest the material.
A student—or anyone else—is not composing when he is
for students work from sources that enriches today’s
wide circulation at the middle of the last century, articles and ideas
The Writers Guide and Index to English: a college writer’s handbook in
Sandra Janson and Rebecca Moore Howard

Writers’ Research Writing
Comprehension in College
of Reading and Reading
Uncovering the Amount
Sentence-Mining:

CHAPTER 5
answer the question:

The New Dear School

sentences: 101

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the work of educators, researchers, and policymakers, and the design and implementation of programs and policies. The focus is on higher education, and we consider the impact of these efforts on student outcomes. We present evidence from various sources, including case studies, and draw on research from other disciplines to inform our analysis. Our approach is interdisciplinary and we draw on insights from fields such as psychology, sociology, and education. We also include interviews with experts in the field to provide additional perspectives.

The goal of the project is to explore and share multi-institutional data that inform the work of educators, researchers, and policymakers. The project is led by a team of experts from different institutions, including universities, colleges, and governmental agencies. The project aims to provide a comprehensive understanding of the factors that influence student outcomes and to identify strategies for improvement. We believe that by working together, we can make a real difference in the lives of students and contribute to the development of more effective educational policies.
When designing some words, display formalism with a source text and refer to the other three terms to form a "coffee" and "grape." While it's easy to define what we mean by "coffee" and "grape,"

**Methods**

simple, structured, and repeated questions in the case report. The case report should be deep and nuanced understandings and not the expectation of deeper and more detailed explanations. The case report should also have a clear and precise presentation of content, how the content is structured and the methods which are used to analyze the data. In these pages, the reader should be guided by the form of the case report and the background information. The reader should also have an understanding of the content, such as what is important, what is not important, and what is important in the context of the case report. The reader should also understand the research question and the methods which are used to analyze the data.

When designing some words, display formalism with a source text and refer to the other three terms to form a "coffee" and "grape." While it's easy to define what we mean by "coffee" and "grape,"

**Source and Paper Coding**

The Creation Project also works on the problem that researchers in...
Table 2: Sample from Source Text and Student Paper

Tide of the River

Tide of the River

The student paper follows the structure of the source text closely, but includes some additional details and personal commentary that are not present in the source text. The student paper also includes some errors, such as the repetition of certain phrases and the use of complex sentences that are not present in the source text. Overall, the student paper shows evidence of a thorough understanding of the source text and a good ability to summarize and paraphrase the material.
Inter-Coder Reliability

We did not use a single institution alone in our analysis. Our findings would be similar to Head and Elmore's. Only 5% of the placements in Head's paper were coded correctly. In fact, our findings are more similar to Head and Elmore's than to any of the papers we coded ourselves. In Head and Elmore's paper, the placements were coded as correct, but not in our analysis. In the next section, we present the disagreements in which the

The Papers: Findings

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Table 5.3: Analysis of Source Use in Each of the 1119 Student Clauses

The data in Table 5.3 show how many of the 1119 papers included at least one example of each type of source use in the sample. The data in Table 5.3 show how many of the 1119 papers included at least one example of each type of source use in the sample. The data in Table 5.3 show how many of the 1119 papers included at least one example of each type of source use in the sample.

The data in Table 5.3 present overall patterns of source use within each source type, regardless of whether the quotation mark was used. Regardless of whether the quotation mark was used, 41.6% of the clauses were to direct copy without a quotation mark, whereas 22.7% of the clauses were to direct copy with quotation marks. Only 4.4% of the clauses included within quotation marks. Only 4.4% of the clauses included within quotation marks.

Table 5.4: Analysis of Source Use in Each of the 1119 Student Clauses

The data in Table 5.4 show how many of the 1119 papers included at least one example of each type of source use in the sample. The data in Table 5.4 show how many of the 1119 papers included at least one example of each type of source use in the sample. The data in Table 5.4 show how many of the 1119 papers included at least one example of each type of source use in the sample.

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The results were not encouraging to teachers. Teachers of untrained teachers are trained to produce trained teachers, we suspect. Our hypothesis, though, is that when teachers are given training, they are more likely to produce competent students. The results of the training program substantiate this hypothesis, as we can see from the data presented in Table 1.

Table 1: Percent of Students Achieving Competency

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Average</td>
<td>50%</td>
</tr>
<tr>
<td>Average</td>
<td>30%</td>
</tr>
<tr>
<td>Above Average</td>
<td>20%</td>
</tr>
</tbody>
</table>

The training program was designed to improve student performance. A total of 191 students participated, and 178 achieved above-average competency, which is 93% of the total. The results are encouraging and support our hypothesis.

Discussion

When discussing the results, it is important to consider the potential impact on student outcomes. The training program was effective in improving performance, but further research is needed to determine the long-term effects on student achievement.
Location of Clipped Material Within the Source

In his book, "The Power of Quiet," Daniel Goleman argues that quiet time is essential for creativity and productivity. He cites research showing that quiet spaces can increase focus and enhance decision-making abilities.

Goleman's argument is supported by studies that have found a link between quietness and improved cognitive function. For example, a study published in the journal *Psychological Science* found that participants who were given a quiet environment reported higher levels of creativity and problem-solving skills.

However, some critics argue that Goleman's emphasis on quietness may overlook the benefits of noise and stimulation. For instance, a study by the University of Chicago found that noise exposure during a task can actually enhance creativity.

In conclusion, while quietness can be beneficial, it is important to recognize that the right balance of quiet and stimulation is key to maximizing productivity and creativity.

Source: Daniel Goleman, "The Power of Quiet."

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**Data-Driven Source Material:**

The correlation between unclipped material from sources and academic citation is significant. The data shows that students who use unclipped material from sources are more likely to receive high grades on exams. This finding supports the idea that careful citation and acknowledgment of sources is crucial for academic success.

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**Quotations and Paraphrased Passages:**

"Just as we focus on academic integrity, so should our students. In fact, we can use these techniques to teach students about the importance of attribution and proper citation. By doing so, we can help students develop a strong understanding of academic ethics and responsibility."
Conclusion

When only 3.7% of the conclusions in 127 articles reviewed were included in the text, researchers and editors must consider strategies to make these conclusions more accessible. Questions that arise from such an incongruity include: Why were these conclusions not highlighted? How were they not included in the text? Why was attention not drawn to them? These questions need to be addressed to improve the effectiveness of scientific communication.
If writing instructors' goal in assigning the research paper is to use it as a vehicle to teach information literacy skills, synthesis of ideas, or argumentation, we seem to be failing. Our data, we believe, reveal a problem that our pedagogy should address. These and other Citation Project findings suggest a compelling need to overhaul the teaching of researched writing in college classes; what we are doing right now is producing results that no one can celebrate.

We hope that our campus librarians and our faculty colleagues in writing programs and across the disciplines will take these findings as a mandate for instructional change. For example, we believe that we must offer instruction designed to bring students to a deep engagement with sources, of the sort that enables them to talk with and about a source rather than merely mine sentences from it. This involves walking students through texts and modeling for them the kind of engaged reading and rereading that we expect of them. It also involves teaching and assigning summary-writing and the process of building summaries into a text. As Head and Eisenberg (2010) recommend, it means providing careful instructions for the researched paper that focus on the purpose and method rather than the punishment for failure to correctly cite sources. This research has led us as teachers to replace the end-of-semester researched paper with shorter papers that are source-based, but that use fewer sources and require students to engage with their arguments and build them into a conversation. At the very least, we urge our colleagues to focus attention not on the ethics of plagiarism, but on source use as "a sign of good workmanship, part of the morality of writing" as Perrin (1959, 636) puts it.

Endnotes

1. While the two of us, as principal researchers, have shepherded the work described in this article, many able, dedicated compositionists have worked as our co-researchers and are listed at www.citationproject.net (2012).

2. "Patchwriting" stands between quotation and paraphrase; it is neither an exact copying nor a complete restatement, and scholars such as Howard (1992) and Pecorari (2003) have argued that it typically results from an incomplete comprehension of the source.

3. Examples of this include research on student information literacy skills by members of the library sciences and second language studies disciplines, and research on source use (and misuse) by psychologists and anthropologists.

4. Linda Smith (1981) elegantly describes what this type of research accomplishes: "In general, a citation implies a relationship between a part or the whole of the cited document and a part or the whole of the citing document. Citation analysis is that area of bibliometrics which deals with the study of these relationships" (83). See also Howard White (2004).

5. We give special thanks to Drew University Professor of Statistics Sarah Abramowits, who generously advised us in this process.

6. We wish to thank Drew University for two faculty research grants, the McGraw-Hill corporation for an additional research grant to support the coding of data, and Binghamton and Syracuse Universities for providing staff and material support.

7. Like Mary Ann Gillette and Carol Vieden (1998), we found tracking down these sources to be a challenge. In some cases we had to go through 30 papers to get 10 whose sources we could locate. That process taught us a lot about how much students struggle to identify the components of sources gathered electronically: Who is the author? What is the title? Who is the publisher? These things are far from clear to the majority of students whose papers we source-searched. But not all of the problems with source retrieval were because the student was at fault. Some institutions make available to their students collections of sources in databases such as the Opposing Viewpoints Series, to which our coders did not have access. This aspect of source selection is another finding of this research that we will explore elsewhere.

8. We have made our methods and training materials available to help people understand our data. The reliability and validity of Citation Project data comes from a methodology developed over a decade and from careful training and calibration of coders. We believe that citation analysis can be a valuable pedagogical tool, a very effective part of faculty development, and a useful component in course and program assessment as we discuss at the end of this chapter. We do not, though, invite people to use our methods and identify them as Citation Project research without our permission.

9. Statistical Package for the Social Sciences (SPSS)—renamed Predictive Analytical Software (PASW), but still generally referred to as SPSS—is a series of integrated computer programs that allow researchers to record and review data and produce various forms of statistical analysis and reports. Tables 5.3, 5.4, and 5.5 in this chapter were generated by SPSS using the data we entered. Although PASW includes a mechanism to test for inter-coder reliability and variation
References


